

SAN DIEGO MESA COLLEGE

Learning Assessment Task Force

Members:

Julianna Barnes, Chair
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March 18, 2014 Agenda

- A. Approve February 18 Meeting Notes
- B. Learning Assessment Facilitator (LAF) Update (Clark)
- C. Learning Assessment Coordinator (LAC) Update (Helscher)
- D. Finalizing our Institutional Learning Outcomes (ILOs) (All)
- E. Taskstream 2.0 (Baker)

Meeting Changes:

April 1: No Meeting (Spring Break)

April 15: LATF Will be part of President's Cabinet Retreat

Next Meeting:

May 6, 2014

I4-402

3:40 pm– 5 pm

Learning Assessment Task Force Meeting Notes

February 18, 2014
3:40 pm – 5:00 pm
Student Services Center, I4-402

ATENDEES	Julie Barnes, Chair	Bri Hays	Andrew MacNeill
	Rachelle Agatha	Ed Helscher	Marichu Magaña
	Leela Bingham	Angela Liewen	Tim McGrath
	Kristan Clark	Laurie Mackenzie	Mariette Rattner
			Susan Topham

AGENDA ITEM A: Approve Feb 4 Meeting Notes

APPROVAL	Tabled
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AGENDA ITEM B: Learning Assessment Facilitator Updates

UPDATE	The first teaching and learning academy workshop will be held this Friday.
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AGENDA ITEM C: Learning Assessment Coordinator Updates

UPDATE	Using Camtasia Relay, four tutorials have been created. Ed will forward the links to Jill and Trina for the LATF website. The tutorials will also be located in Taskstream. By the end of the week, 2.0 should be up and running. Ed will demo Taskstream 2.0 at the next LATF meeting. Reading the last meeting notes, Ed noticed comments about mapping all courses to ILOs. That's going on. Ed's working with areas to make sure this is completed. Student Services has closed the loop for 12-13. Ed has been working with Instructional leadership to close the 12-13 loop for all courses. We have two years to complete our accreditation self-evaluation. Because the visiting team made a recommendation about course-level SLOs during our last visit, the 2016 team will focus on this. We should assess our status during the spring semester, engaging the chairs and deans. Julie, Jill, Ed, and perhaps a small group will meet to talk about how to move forward with this. If deans would identify one contact in each department to sit down with Ed for 15 minutes, we could finish this up. Ed could also facilitate a presentation/discussion at the Joint Chairs/Deans meeting.
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AGENDA ITEM D: Redefining our Institutional Learning Outcomes (Continued)

COMMENTS/ DISCUSSION	Our main objective is to close the loop on our learning outcomes in preparation for Accreditation. Our focus now is to develop operational definitions. We developed draft language for Communication and Critical Thinking at the last meeting and will work on the rest today (see below).
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DRAFT

Mesa College Institutional Learning Outcomes
Recommendations for Operational Definitions: February 18, 2014
Prepared by the Office of Institutional Effectiveness

The following are draft operational definitions for two of Mesa College's six institutional learning outcomes (ILOs). The definitions are derived from the discussion at the February 4, 2014, LATF meeting.

Communication ILO

Currently states: *Ability to articulate the critical thinking outcomes in writing and/or speaking or by other modes of communication.*

Suggested Change to Operational Definition

Students will demonstrate effective communication and comprehension skills. Examples will include, but are not limited to, the following:

- Comprehend, analyze, and respond appropriately to oral, written, and visual information.
- Effectively communicate/express information through speaking, writing, visual, and other modes of communication/expression appropriate to the context.

Critical Thinking ILO:

Currently States: *Ability to analyze problems, conceptualize theses, develop arguments, weigh evidence, and derive conclusions. This outcome includes both inductive and deductive logical reasoning and methodological processes.*

Suggested Change to Operational Definition

Students will be able to evaluate the credibility and significance of information, effectively interpret, analyze, synthesize explain, and infer concepts and ideas; solve problems and make decisions; and construct and deconstruct arguments. Examples will include, but are not limited to, the following:

- Draw reasonable conclusions, based on evidence, to make decisions and solve problems.
- Apply accurate and logical analysis to achieve a reasonable outcome.
- ~~Students will~~ evaluate information or data for quality, validity and bias.

**Mesa College Institutional Learning Outcomes Operationally Defined
Follow-Up to LATF Retreat and February 4, 2014 LATF Meeting
Prepared by the Office of Institutional Effectiveness**

For Review at the March 4, 2014 LATF Meeting

Global Awareness:

Currently States: *Ability to articulate similarities and contrasts among cultures, times and environments, demonstrating understanding of cultural pluralism and knowledge of global issues.*

Suggested Change to Operational Definition

Students will be able to recognize the interconnectedness of global, national, and local concerns from multiple perspectives and demonstrate cultural competence. Examples will include, but are not limited to, the following:

- Act with sensitivity, respect, and integrity in interactions with individuals from diverse backgrounds, perspectives, and values.
- Evaluate the impact of global processes on others worldwide with an understanding of ethical obligations to respect, learn from and support the world's resources.

Personal Awareness and Civic Responsibility:

Currently States: *Ability to understand one's role in society, take responsibility for one's own actions, make ethical decisions in complex situations, and participate actively in a diverse democracy.*

Suggested Change to Operational Definition

Students will be able to identify their roles in society, take responsibility for their own actions, make ethical decisions, and become productive local and global citizens. Examples will include, but are not limited to, the following:

- Assess ~~their~~ own knowledge, skills and abilities.
- Set personal, educational, and career goals.
- Work independently and in group settings.
- Identify lifestyle choices that promote self-reliance, financial literacy and physical, mental, and social health.

Self-Awareness and Interpersonal Skills:

Currently States: *Ability to analyze one's own actions, to see the perspective of other persons, and to work effectively with others in groups.*

Suggested Change to Operational Definition

Students will be able to analyze the impact of their own actions and work effectively with others in groups. Examples will include, but are not limited to, the following:

- Engage in meaningful relationships with peers, instructors, and others.
- Demonstrate cooperation and collaboration with others in academic, artistic, athletic, and other settings.

Technological Awareness:

Currently States: *Ability to understand the applications and implications of technology and to use technology in ways appropriate to the situation. This outcome includes information competency skills.*

Suggested Change to Operational Definition

Students will be able to effectively use technology to enhance learning. Examples will include, but are not limited to, the following:

- Maintain, improve and transfer academic and technical skills to the workplace.
- Demonstrate life-long learning skills by having the ability to acquire and employ new knowledge.
- Set goals and devise strategies for personal and professional development.
- Communicate effectively using technology.
- Adapt to changing technology.

Additional Considerations for ILO Operational Definitions

For Discussion at the March 4, 2014 LATF Meeting

General Education Outcomes for SDCCD

1. **Natural Sciences** Students who complete natural sciences general education courses will be able to:
 - a. Demonstrate an understanding and appreciation of the scientific method.
 - b. Express an understanding of the relationships between science and other human activities.
 - c. Examine the natural physical world and its life forms in a variety of courses.
 - d. Utilize critical thinking skills in a variety of scientific applications.
2. **Social and Behavioral Sciences:** Students who complete social and behavioral sciences general education courses will be able to:
 - a. Express an understanding of how people act and have acted in response to their societies and the natural environment.
 - b. Articulate how societies and social subgroups operate in specific historical and contemporary contexts.
 - c. Use methods of inquiry and measurement to the particular discipline being studied.
3. **Humanities:** Students who complete humanities general education courses will be able to
 - a. Express understanding and appreciation of varieties of cultural and artistic expression.
 - b. Articulate an understanding of the complex relationships between the arts and their cultural, historical, and economic contexts.
 - c. Evaluate the various elements of artistic works.
4. **Language and Rationality:** Students who complete language and rationality general education requirements will be able to:
 - a. Demonstrate an understanding of the principles of clear and coherent communication.
 - b. Use verbal and non-verbal languages in a clear and precise manner.
 - c. Develop logical and rational thinking skills while analyzing and communicating processes.
 - d. Evaluate different quantitative and qualitative symbol expressions and systems.