

**San Diego Mesa College
Committee on Outcomes and Assessment
Meeting Notes
March 6, 2018
3:30 p.m. – 5:00 p.m., MC 211B**

ATTENDEES	Madeleine Hinkes, Co-Chair (excused)	
	Kris Clark, Co-Chair	Mary Gwin
		Ed Helscher
	Leela Bingham	Linda Hensley
	Ailene Crakes	Bridget Herrin
	Monica Demcho (absent)	Charlie Lieu
	David Fierro	Pam Luster (excused)
	Donna Duchow	Claudia Estrada-Howell
		Tim McGrath
	Rob Fremland	Tina Recalde (excused)
	Sean Flores (excused)	Saloua Saidane (absent)
	Claudia Estrada	Michael Temple (absent)
	Support: Sahar King, Anda McComb	Guest: Alanna Milner, Adrienne Dines, Barbara Sexton,

Agenda Item A: Call to Order: By Kris Clark at 3:35 p.m. in MC 211B.

DISCUSSION	<p>Approval of February 20, 2018 Minutes</p> <ul style="list-style-type: none"> The minutes from February 20 were emailed to COA prior to the meeting for review. The minutes were M/S by Ailene and Claudia and approved.
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ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
<ul style="list-style-type: none"> Post approved minutes to the COA website. 	<ul style="list-style-type: none"> Mona King 	<ul style="list-style-type: none"> Before next meeting

Agenda Item B: DOC Reports

DISCUSSION

- **International Student Program:** Adrienne Dines
 - Definition of an international student.
 - Some students might not be classified under international because they are immigrants, refugees, or asylees.
 - We work with the F1 student visa population:
 - Need to have a certain level of English proficiency.
 - A sponsor for \$18,000 to cover their fees for the first year.
 - A clean bill of health through a physical exam.
 - Proof of U.S. equivalent high school diploma.
 - Records from any other colleges previously attended.
 - Apply by certain deadlines to be admitted unlike domestic students.
 - The mission of the International Student Program:
 - We are here to integrate visiting international students onto our campus to foster global awareness within our classrooms and our community.
 - We are here to support their study abroad experience.
 - We are here to provide comprehensive services to them to assist them with Homeland Security mandates and the transition from their home country to the U.S.
 - By integrating, supporting and providing these services to them, we expect that they will have a successful study abroad experience at Mesa. When they do depart, we hope they have continued success given the foundation we have provided them.
 - We also assist with what their next steps are at departure through a departure workshop.
 - We make sure that they have their mandates in order and collect petitions to graduate from all students.
 - We do our own audit to see who will qualify for graduation.
 - They all receive a study abroad certificate.
 - They also complete a survey on the workshop (our COA assessment).
 - The design of the assessment was to focus on two institutional outcomes: communication and critical thinking.
 - In our survey, we asked them to reflect on all the services that we have provided to them:
 - The various delivery methods we have utilized.
 - The advising they received.
 - The counseling they received.
 - The cohort of other international students.
 - We wanted to see how their reflections in terms of communication and critical thinking could be measured.
 - We identified the benchmark of 80% because we know they are scrutinized intensely and are the most regulated group on campus, not only by the district but by Homeland Security as well.
 - Given that accountability, we needed to be sure that we were ending with positive outcomes.
 - Although we reached our benchmark, we identified that students wanted

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more face-time with counseling.

- Previous assessments resulted in anecdotal feedback, which underscored the need for advising hours.
- Effective this year, we were granted an increase of 30-50% more advising time. This increased the amount of international student walk in hours in the counseling office and created an international hotspot on campus in the ASG conference room.
- Because of the grant we have also been able to hire an SST who will also be able to give additional face time to the students.
- We have determined that there is no further action needed if we can sustain the 50% international student program time through the new technician, additional assistants, and outreach through hotspots.
- We continue to be recognized globally as an institution of choice.
- We have about 245 international students in our program which is the largest in the district. We do not have the ability to give an I-20 for continuing education in English which does not allow for us to bring in more students.
- Most students identify Mesa as a stepping stone to transfer, and many of them achieve their goals.
- There are only a few students who come to Mesa only for an associate's degree.
- There is currently one who is looking into getting into the bachelors program and Homeland Security is looking at Mesa to certify it to accept international students for the bachelors program.
 - [presentation](#)
- Fine Art Department: Barbara Sexton
- We have tried to use equity data with our outcomes assessment so that when finding an action plan, we have centered it on a student success program which we have put together in a way to help underserved students.
- What we have accomplished as part of OA is that we have 59 courses, some with several sections in each course, but we have assessed 12.
- We have completed and finalized PLOs and CLOs and enterprise mapping.
- We have come up with a lot of rubrics.
- Some of the things we have realized is to ensure meaningful measurement of class success and attain the CLOs, there is a need to develop these rubrics.
- Scoring rubrics can be up to the instructor to how they organize them.
- We go over the CLOs so that students will know what is expected of them.
- Conducting open discussions is important to listen to how students understand what they need to know.
- We have been centered on the student success program especially underprivileged students.
- Providing them information as to why it is important for them to understand their CLOs.
- We are really trying to integrate programs and look at the big picture.
 - [presentation](#)

ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
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Agenda Item C: Continuing Business

<p>DISCUSSION</p>	<ul style="list-style-type: none"> • Public Access to Assessments – No Report • ILO Survey (Bridget) (standing item) <ul style="list-style-type: none"> ➤ How other colleges assess ILOs (standing item) <ul style="list-style-type: none"> ○ Last meeting, there were a group of people who volunteered to tackle how we are going to assess ILOs, whether using an existing mechanism and reformatting it or creating something different. ○ Current process: <ul style="list-style-type: none"> ▪ We administer an ILO survey that assesses all of our ILOs using a series of questions for each ILO. ▪ Students are asked to rate their improvement as it relates to that ILO specifically at Mesa College, ▪ We administer it to all students petitioning to receive an award, both degrees and certificates, in May. ▪ Results are not available until mid-fall; there is about a 20% response rate. ○ We have been in talks about revising the survey because we have new ILOs, shifting focus all together, or just adding a new focus which would be competency. Not only have you improved but have you met the criteria we have asked you to meet. ○ Who should receive it is still in question as well as is a student’s self-perception a meaningful piece of information in isolation from other things. ○ Previously, we talked about collating data up from the CLO forms and is there a way to do that. ○ This group has found some challenges and critiques to the current process. It is not a direct and authentic measure. ○ We struggled to make meaning out of that when we lacked confidence in the information that was being provided. ○ How do we grapple with the idea of having data that we do not trust? ○ Also, the methodology is difficult because self-assessment is a unique type of information that does not necessarily in and of itself do what we need it to do for an assessment of whether or not a student has met a learning outcome. ○ Retrospective analysis is difficult. When we ask students to think back over a long period of time it can become a challenge. ○ Were we surveying the right group? ○ We survey all of our ILOs but none truly deeply. ○ The group is in agreement that the open ended questions are beneficial and we would not be able to get that information any other way. ○ Proposal: <ul style="list-style-type: none"> ▪ A combination of using the parts of what we are doing that we think
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are working, information that we learned from the SLO symposium from what other colleges were doing and being inspired from what is happening around the state.

- The idea would be to work through each of our 5 ILOs one at a time.
- So each year would have a theme or focus under a specific ILO.
- We would do a multimodal assessment though direct and indirect assessments.
- We would include the CLO assessment as part of that analysis, a dialogue, and a reflection in one strand.
- We would be able to capture a wider student group.
- We are looking at a proposal that would capture students at different stages of their journey. (e.g. 30 units milepost)
- The proposal that we are showing would have GE students (30+ units), students, and graduates all at different stages to be assessed.
- Ultimately, the development of a project team.
- This would be an annual project for a specific area.
- This faculty group would be representative from each school and we would want them to teach at least one class that is mapped to the ILO area we are doing.
- We would compensate using IEPI grant money and this group would lead the annual effort.
- They would have the resource support from IR office as well as potentially Katie in instructional technologies as a way to gather these assessments.
- The three prong approach:
 1. Survey
 - Would focus on one learning outcome.
 - The items in the survey would be developed by that project team (10-12 questions)
 - We would propose that those questions would be both improvement and competency focused.
 - We would deliver this survey to all students with 30+ units including those that have petitioned to graduate.
 2. CLO Mapping
 - We are working on updating the CLO form. Not to change the questions but to standardize the formats, so that we can isolate some pieces of information.
 3. Direct assessment
 - We would recruit 15-20 faculties who teach across both GE classes and major prep classes.
 - That this team would create an assessment tool that directly measures the ILO area this year and also develop rubric.
 - The assessment would have to be general enough that any student with any major would be able to complete.
 - It would be delivered to the students through their class.
 - The submissions would be an electronic submission.
- We would generate results for survey, direct assessments, and CLO

	<p>collection.</p> <ul style="list-style-type: none"> ○ Timeline: <ul style="list-style-type: none"> ▪ This spring get a group together. ▪ May: kickoff meeting. ▪ June: attendance at the assessment institute. (optional) ▪ July: retreat to design the tool, rubric, and survey. ▪ Flex week: meeting to finalize the methodology and the technology. ▪ October/November: direct assessment and survey administered. ▪ Spring 2019: analyze the results and disseminate and present the findings. ● COA unanimously approved the next step for designing a direct assessment to look for volunteers. ● Program Review 2018-19 OA questions <ul style="list-style-type: none"> ● After meeting with Madeleine we did some rewriting in terms of what we talked about here. ● We haven't really talked about program assessment because this is the first year they have been doing it. ● "How do you use SLO data to make decisions about your curriculum" Do you think this is implied in questions 2? ● Are we okay with sending some changes to program review? Can we change the word office to "services or program"? Yes. ● Sample survey and checklist <ul style="list-style-type: none"> ● Checklist can go to deans to look over to see if it is something they would like to use when they review assessment work over the summer. ● The other document is a survey used at another college. We would like to look it over and see what questions we would like to ask our DOCS.
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ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
<ul style="list-style-type: none"> ● Revamp the ILO survey 	<ul style="list-style-type: none"> ● Kris, Linda, Madeleine, Alanna, Leela, Ed, Mary 	<ul style="list-style-type: none"> ● Two weeks

Agenda Item D: New Business

DISCUSSION	<ul style="list-style-type: none"> ● OA Institute 2018, June 11-15 ● Summer Outcome Assessment Institute June 11-15th. The focus is on ILOs but we will go over general practices and habits of mind. ● An IT person will come in and will do a session on Canvas in terms of how we can use it to collect and analyze data. ● Wednesday, there will be a brainstorming workshop. ● AALHE Annual Assessment Conference, June 4-7 ,Salt Lake City <ul style="list-style-type: none"> - Funding is available - http://www.aalhe.org/mpage/2018Conference
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ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
<ul style="list-style-type: none"> • Provide links from the assessment institute NILOA conference • Post the links from Kris on the Outcomes Assessment web page • Review program review assessment questions 	<ul style="list-style-type: none"> • Kris Clark • Anda McComb • All committee members 	<ul style="list-style-type: none"> • ASAP • ASAP • Next committee meeting

Agenda Item E: Announcements / Adjournment

DISCUSSION	<ul style="list-style-type: none"> • Next meeting: March 20, 2018 • Retreat April 6, 2018
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ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE

Agenda Item F: Adjournment

DISCUSSION	<ul style="list-style-type: none"> • Meeting was adjourned by Madeleine at 4:58 p.m.
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Submitted by: Sahar King, Senior Secretary
 Approved on: