

San Diego Mesa College  
Committee on Outcomes and Assessment  
Meeting Notes

December 3, 2019

3:45 p.m. – 5:00 p.m., MC 211B

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

**Agenda Item A: Call to Order:** By Kris Clark at 3:52 p.m. in MC211B.

<b>DISCUSSION</b>	<p><b>Approval of November 5, 2019 Minutes</b></p> <ul style="list-style-type: none"> <li>• The minutes from November 5, 2019, were emailed to COA members for review prior to the meeting.</li> <li>• The minutes were M/S by Manuel Velez and Leela Bingham and approved.</li> </ul>
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ACTION ITEMS	PERSON	DEADLINE
1. Post approved minutes to the COA website.	1. Mona King	1. Before the next meeting

## Agenda Item B: Reports

<ul style="list-style-type: none"> <li>DISCUSSION</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>

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

## Agenda Item C: Continuing Business

<p><b>DISCUSSION</b></p>	<p><b>1. ILO Outcomes Perception Survey discussion:</b></p> <ul style="list-style-type: none"> <li>The ILO Outcomes Perception Survey was presented in the last meeting, and we revisited this discussion. The Outcomes Perception Survey was administrated to get a feel for the actual perception around the outcomes.</li> <li>Bridget: The data was previously presented at COA and is now being revisited for discussion. How do we create meaning of this information and what we do with this information?</li> <li>How does this data inform the work that we do?</li> <li>One of the results that sort of jumps out immediately is 5.1. I see the value of the time I spent on outcomes assessment.</li> <li>The survey respondents were broken down into two categories:             <ul style="list-style-type: none"> <li>Participant category: any respondent who identified membership on COA and membership in the ILO task force or role as DOC.</li> <li>Non-participant category: any respondent who wasn't in any formal Outcome Assessment role.</li> </ul> </li> <li>That is the place where we could dedicate some time to thinking about how we, as a committee, share with the campus the value of Outcome Assessment.</li> <li>Even with the participants, only two-thirds of people indicated that they think it is valuable to do Outcome Assessments.</li> <li>Leela Bingham: In my department, the majority do it and I think they do a good job, but they do not think it is particularly valuable. I think where more people need to see the value of the assessment is in the end where the dialogue leads to a different practice or best practice. We spend a lot of time on the assessment piece, and I think people kind of know what that is and - we do a good job of disseminating that information. Kris especially helps with the training piece, but I</li> </ul>
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think enough people see the fruits of that labor.

- Ed Helscher: The one that is very interesting to me is the difference between 5.1 and 5.6, there seems to be a large percentage of those who feel it represents a professional duty, however, they do not see the value of the assessment which seems contradictory.
- Isabel O'Connor: We need to have a conversation about the benefit of doing Outcome Assessment, and we need to examine how we do the process itself. Maybe we do not see the value because of how we do Outcome Assessment.
- Linda Hensley: I suspect that in department meetings they are not making that connection between what their assessment of their outcomes are, for example, what resources are needed or what their outcomes assessment result is, and maybe how they should change curriculum based on that.
- Ailene Crakes: There are also departments that do not need Outcomes Assessment to look at ways to continue to improve upon their practices. So, there are many departments who are already engaging in that type of work without necessarily formally going through this process, maybe even before we were required. When we were doing our CLO's they have already engaged in more informal ways where every semester, every year, they are getting together and talking to the staff and their department, looking at programs and services without necessarily engaging with instruction.
- Bridget Herrin: If we suspect there are a lot of people on campus that do not see value in the Outcomes Assessment process, what is our responsibility?
- Linda Hensley: What about if we developed outcomes reflection questions and share it with DOC's?
- Isabel O'Connor: I think we are making many assumptions in this room as to what is happening out there or not happening. Moreover, I think it will be helpful to begin with the DOC's. Let's have a conversation. What is your process? What do you see? How do you do it? How could we all collectively come up with a more valuable process?
- Kris Clark: When I first started this process four years ago, I visited each of the schools and I had a list of questions, and we just talked, we sat around the table and had a discussion. There were no DOCs then. I asked each of the deans to pull together faculty, come to a chairs meeting, etc. and that is how we got to where we are now in terms of our process. That is what I am planning to do again in the spring-- meet with faculty, DOC's, chairs, and deans from the individual schools and student services as well.
- Bridget Herrin: Do we have a formalized time where the COA and the DOC's all get together to share information? Maybe

once a semester, we do an expanded COA meeting that includes all the DOC's. It could be a forum style so we can get feedback from DOC's.

➤ [ILO Outcomes Perception Survey](#)

**2. ILO Graduate Survey Dashboard discussion :**

- ILO Graduate Survey is a series of questions that were answered by graduates regarding their knowledge of global consciousness, skills, and abilities.
- Bridget Herrin:
  - Do all faculty on our campus know what our ILO's are? Do I know, as a faculty member, who teaches a particular class, that the class outcomes map to global consciousness?
  - If I have an outcome that maps to global consciousness, what does that mean?
  - Should the ILOs contribute to the way faculty think about the content of their classroom?
- Isabel O'Connor: Question for Deans, how do we prepare and orient and inform our new faculty?
- Linda Hensley: We have samples for different disciplines. Pretty much the new adjunct follows those, and then they create their own, but that is something that they do have to include in their syllabus.
- Tina Recalde: In our school, we give them the course outline of record. If someone's taught the class before then we say: "here's a syllabus that's been previously used for this class", and then we give them a checklist of all the things you want to make sure are in your syllabus, but it does not have institutional learning outcomes.
- Linda Hensley: Institutional learning outcomes is an excellent topic for adjunct faculty orientation.
- Bridget Herrin: What about contract faculty? Do you think that the majority of contract faculty are aware of the mapping between their CLO's and the ILO's, or do you think that knowledge really is isolated to the DOC's?
- Ed Helscher: Every new faculty member that comes on board as a contract faculty, I sit down with them and talk to them about everything that they need to be aware of. They create a syllabus. I read every syllabus they put out, and give them suggestions. I do the same process with the adjunct faculty, and we give a Taskstream account to every new faculty. We ask them to review the information that is in Taskstream.
- Bridget: In order for students to walk out of Mesa College competent in these ILOs, we need to ensure they are all being taught in our classrooms, how can we meet these objectives?

	<ul style="list-style-type: none"> <li>• Tina Recalde: How do you integrate that thought pattern into whatever discipline it is that you're teaching? We could work better as a campus to support our ILOs.</li> <li>• Bridget: One of the recommendations that we had around the mapping is to get all the maps together and review them again. Moreover, part of that review process includes some assessment of whether or not the degree map would allow students to be competent in all of our ILO's.</li> <li>• Ailene Crakes: Maybe we provide more flexibility, instead of infusing that within the mapping perhaps pull either the generic associate degree G.E. sheet, and just state these are examples of outcomes we're assessing for a specific ILO, as opposed to making it discipline, one major-specific. I think it makes more sense to approach it in a general sense, from a general educational standpoint.</li> <li>• Anda: Why do we have ILO's? If there are institutional learning outcomes, does it mean that the students, upon graduation, are competent in one or more? Or all?</li> <li>• Claudia Estrada-Howell: We need to look at our timeline for assessing.</li> <li>• Bridget: The culture of our campus around course-level Outcomes Assessment is that the DOC is entering one piece of information for everyone who has taught that course.</li> <li>• Canvas has the potential for it, but we need to get everybody comfortable on Canvas before we discuss using the rubrics on Canvas to do outcomes. And, the District has to provide certain communication functions for us to use Canvas for Outcomes Assessment.</li> <li>• In the Summer Institute, we had a presentation from a College in Northern California. They are using Canvas to do their outcomes. We were able to get the District to do the basics in their contract with Canvas to try and achieve what the presenters accomplished, but I do not think it has all been implemented yet.</li> </ul> <p><b>Recommended:</b></p> <ul style="list-style-type: none"> <li>• ILO CT in Spring</li> <li>• DOC Retreat</li> <li>• CANVAS Explore</li> </ul> <p style="text-align: right;">➤ <b>ILO Assessment for Global Consciousness Data Dashboard</b></p>
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ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE

## Agenda Item D: New Business

<b>DISCUSSION</b>	<ol style="list-style-type: none"> <li>1. <b>Hybrid OA</b> <ul style="list-style-type: none"> <li>• Kris and Anda met with Mark Manasse and Brian Mackus to discuss how their programs are set up in Taskstream.</li> <li>• Both of these programs are combinations of programs, student services, and courses.</li> <li>• There are hybrid programs out there that are combinations of programs and courses and student services.</li> <li>• For example, we have MT2C and STEM programs that are not just instructional or student services, but a combination of both.</li> <li>• MT2C is a program, the students that they serve are a service, and there is also a course that's taught.</li> <li>• We are looking at creating a hybrid that can work with them to figure out what questions we can create that incorporate everything they do.</li> </ul> </li> </ol>
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ACTION ITEMS	PERSON RESPONSIBLE	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: Workgroup

<b>DISCUSSION</b>	<ol style="list-style-type: none"> <li>1. <b>Critical Thinking ILO Assessment</b></li> </ol>
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## Agenda Item F: Announcements/Adjournment

<b>DISCUSSION</b>	<ol style="list-style-type: none"> <li>1. Next meeting, February 18, 2019</li> <li>2. We will have the additional meeting for the outcome</li> <li>3. <a href="#">COA Meeting Schedule 2019-2020</a></li> <li>4. COA workshop schedule</li> </ol>
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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

### DISCUSSION

- The meeting was adjourned by Kristan Clark at 5:02 p.m.

Submitted by: Sahar King, Senior Secretary

Approved on:

DRAFT