

SAN DIEGO MESA COLLEGE
Committee on Outcomes and Assessment

10.21.25 Agenda

4:00 – 5:00 PM | Zoom ID: 876 9601 0293

Co-Chairs: Liza Rabinovich, Hai Hoang

Leadership Reps: Isabel O'Connor* (VPI), Larry Maxey (VPSS), Michael Temple (Counseling), Cynthia Rico (SD), Andrew Hoffman (AS), Ayana Woods (CS)

Inst. School Reps (not to exceed 3 Deans): Vacant (A&L), Monica Romero (B&T), Pegah Motaleb (Huma), VACANT M&S), Mary Gwin (SBS/ AS), Todd Curran (EXSC), Amanda Johnston (PHYR/CRC), Katie Palacios / Miguel Murillo Ayala (LRAS)

Classified Professionals: VACANT (SS), Ellen Engels (Admin.), VACANT (Inst.), Ayana Woods (CS)

Student Rep: Ramiah Wilson and Cornor Alexander

Advisory: Ashanti Hands* (Pres.), Lorenze Legaspi (VPA), Alex Berry (CTE), Rachel Russell (CTE)

Administrative Support: Olivia Pryor

1. **Call to Order**
 - a. Approval of the agenda

2. **Approval of [October 7, 2025, Minutes](#)**

3. **Communication loop**
 - a. Update from members
 - b. Update from co-chairs
 - i. Site Visit Update

4. **Continuing Business**

- a. DOC FLEX Hours
- b. Outcomes Assessment Timeline
 - i. [4 years vs. 6 years](#)
- c. Learning Outcomes Assessment – Learning from others (Tabled until 11/4)
 - i. Current issues
 - ii. Activity: Break into two groups, identify what stood out, and share out

5. New Business

- a. [ACCJC Requirement](#) (page 8) for disaggregated learning outcomes data

2.9. The institution conducts systematic review and assessment to ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of achievement for all students. (ER 11, ER 14)

Review Criteria:

- The institution follows established processes that include analysis of data related to student learning (i.e., outcomes assessment results) and achievement (e.g., course completions and degree/certificate completions), disaggregated for student subpopulations and/or learning modalities as appropriate.
- Faculty and other educators engage in dialogue about learning and achievement data, disaggregated for student subpopulations and/or learning modalities as appropriate, in order to guide program improvement and curriculum development, address achievement gaps, and inform institutional goal-setting.
- The institution's dialogue about disaggregated learning and achievement data informs institutional goal-setting.

Possible Sources of Evidence Could Include:

- Documentation of processes for design and evaluation of curriculum
- Documentation of processes for program review and outcomes assessment, including consideration of how disaggregated data are incorporated, analyzed, and used for improvement
- Examples of completed reviews and/or assessments outlining how results inform improvements in curriculum design, service delivery, and/or teaching and learning practices to support achievement for all students

6. Tabled Items

- a. Canvas and Nuventive Integration

7. Announcements & Resources

- a. Next Meeting: **11.4.25**
- b. [COA Meeting Schedule 2025-2026](#)
- c. [Training Schedule](#)
- d. [San Diego Mesa Accreditation Website](#)
- e. [ACCJC Accreditation Standards-2024](#)
- f. [Outcomes Assessment Handbook](#)

