SAN DIEGO MESA COLLEGE
Committee on Outcomes and Assessment Minutes
March 5th, 2024

4:00 p.m. to 5:00 p.m.

Attendees

Hai Hoang, Liza Rabinovich, Sahar (Mona) King, Andrew Hoffman, Ailene Crakes, Leslie Shimazaki, Isabel O'Connor, Saloua Saidane, Larry Maxey, Monica Romero (Excused), Amanda Johnston, Lisa Burgert, Ashanti Hands* (Pres.) Isabel O'Connor* (VPI), Donna Duchow, Mark Manasse

A. Call to Order -
1. Meeting called to order by Hai Hoang

B. Approval of February 20th Minutes
- Motioned - Ailene Crakes
- Seconded - Saloua Saidane
- Correction needed on attendees; Amanda Johnston was Excused.
- Abstained- Liza Rabinovich, Amanda Johnston
- Approved on February 20, 2024

C. Communication Loop
1. Update from members and co-chairs
2. An update was provided by the Outcome Coordinator that covered several key areas of progress:
   - **Outcomes Workshops and Kickoff Event**: The success of our recent outcomes workshops and the kickoff event was highlighted, with a notable attendance from the exercise science department.
   - **Support Hours and Nuventive Training:** We have initiated support hours and Nuventive training, now available on a weekly basis. To cater to individual queries and requirements, personalized support sessions are also being offered. This ensures that all faculty and staff have the necessary tools and knowledge to engage effectively with our outcome processes.
   - **Accessibility of Resources**: To further assist our community, recordings and presentation slides from all workshops are being made accessible. These resources can be found on the COA's website and our Canvas shelf, providing an opportunity for those who cannot attend the sessions to still benefit from the valuable information shared.
   - These updates reflect our ongoing commitment to fostering an environment of continuous learning and improvement, ensuring that our educational strategies remain dynamic and inclusive.

D. Continuing Business

1. ACCJC Update
   - ACCJC Visiting Team Interview Summary
   - During our recent meeting with the ACCJC visiting team, several key areas were addressed, reflecting our ongoing efforts to align with accreditation standards and enhance our educational practices.
   - During the ongoing review of our compliance with ACCJC standards, a notable focus has been placed on our outcomes, particularly within the context of Career and Technical Education (CTE). Several members present during the core inquiries session brought forth discussions and updates.
   - One primary inquiry was the transition from the previous curriculum management system Curricunet to the new system CurriQunet Meta and from TaskStream to Nuventive. This transition aimed to address past inconsistencies observed between the information on our website, TaskStream, and syllabi primarily due to the manual updating process required across multiple platforms. The integration with Nuventive simplifies this process, serving as the primary repository for the most accurate outcomes information. Shelley's ability to download outcomes from Nuventive and upload them CurriQunet Meta, subsequently updating catalogs and other materials, was highlighted as a significant improvement, minimizing the need for repeated updates across different systems.
   - Further inquiries delved into the language of outcomes, including the use of specific terminology such as SLOs and CLOs. Efforts to refine and better communicate our verbiage and ensure the broader community is informed were discussed. The committee also covered the processes implemented to review and ensure the accuracy of our outcomes, detailing a project undertaken over the previous year focused on reviewing and updating these outcomes to reflect our current standards and expectations accurately.
   - **Onboarding and Training for New Faculty:**
     1. The visiting team expressed interest in how we onboard and train new faculty, particularly concerning outcomes. We discussed looking at the Business and Allied Health departments as models for effective faculty onboarding. Plans to consult with Mandy and Tanya for insights into their processes were also mentioned, indicating our proactive approach to standardizing and improving faculty induction regarding outcomes.
   - **Classified Institute and Faculty Institute Initiatives:**
     1. Our discussion also highlighted the new Classified Institute for classified training and the Faculty Institute for faculty training. The visiting team was very interested in these initiatives, acknowledging them as positive steps towards professional development and support for our faculty and staff. This interest underscores the importance of our efforts to provide comprehensive training and support structures.
   - **Shared Governance and Decision-Making:**
     1. The team inquired about our process for shared governance and decision-making, particularly how decisions are communicated, shared,

and feedback is integrated. This discussion emphasized the collaborative nature of our decision-making processes, ensuring that decisions are not only communicated across groups but also that feedback is considered and incorporated.

- **Outcomes Assessment and Program Review Communication:**
  1. Questions were raised about how we communicate the processes of outcomes assessment and program review across our campuses. This area of inquiry highlights the need for clear and effective communication strategies to ensure that all stakeholders are informed and engaged in these processes.
- **Assessment of CTE and Non-CTE Courses:**
  1. The ACCJC team was keen to understand the similarities and differences in assessing CTE versus non-CTE courses. Our discussion covered the assessment timelines and how the Department Outcomes Coordinator role facilitates this process. We also shared ongoing discussions about streamlining the assessment schedule to ensure consistency and effectiveness across programs.
- **Tracking Outcomes and Involvement of Adjunct Faculty:**
  1. The team expressed interest in how outcomes are tracked and the involvement of adjunct faculty in the outcomes assessment process. Clarifications were sought regarding the contractual obligations of adjunct faculty concerning outcomes assessment. This led to a broader discussion on the importance of involving all faculty, regardless of their status, in the assessment process to ensure a comprehensive understanding and improvement of our educational offerings.
- **Professional Development and Use of Assessment Results:**
  1. The visiting team was interested in how the results from outcomes assessments inform professional development and other institutional improvements. This focus on the practical application of assessment results highlights the team's interest in how data-driven decisions support teaching excellence and student success.
- These discussions with the ACCJC visiting team provided valuable insights into areas of strength and opportunities for improvement within our institution. The engagement and questions from the team reflect a comprehensive review process aimed at enhancing our educational practices and outcomes.
- **Enforcing Timelines and Mandates:** A critical discussion point revolved around the possibility of setting strict deadlines for assessment tasks, like those in program review processes. The idea is to ensure accountability and adherence to a consistent assessment schedule across departments. The question of consequences for non-compliance was raised, indicating a need for clear guidelines and possibly, enforcement mechanisms to ensure participation.
- **Assessment Cycle Clarity**: The conversation underscored a lack of clarity and uniform understanding regarding where each department or individual stands in the assessment cycle. There was a consensus on the need for a more structured

approach to communicate expectations, timelines, and responsibilities clearly to all stakeholders.

- **Utilizing Nuventive for Reporting**: The transition from TaskStream to Nuventive was discussed as a positive step towards better tracking and reporting of assessment activities. Nuventive offers enhanced capabilities for monitoring assessment completion and outcomes, indicating a move towards more efficient and transparent processes.
- **Addressing Courses without CLOs:** A significant concern was the identification of courses that currently lack clearly defined Course Learning Outcomes (CLOs). Strategies for addressing these gaps, including the potential for reactivation of courses or clarification of expectations for courses that are active but not currently offered, were discussed.

2. Reflection of Group Activity [Jamboard](#) & [Next Steps](#) (25 minutes)

- **Group 3 feedback:**
  - We should have some hard deadlines that are campus wide, so to utilize these tools as they contain a wealth of valuable information.
  - **Group 3 Feedback**: The group emphasized the importance of showcasing best practices and creating a sense of excitement around outcomes. The idea is to foster a more positive and engaging atmosphere that encourages participation and interest in outcomes assessment.
  - **Outcome Summit Proposal**: organizing an "Outcome Summit" to promote engagement. Despite previous efforts resulting in modest attendance, the concept remains promising. The challenge lies in generating sufficient interest and participation within the community.
  - **Rebranding for Engagement**: avoiding direct mention of "outcomes" in the naming of the summit, recommending a more enticing approach similar to how workshops focusing on probation are marketed as strategies for success. The discussion underscored the need for innovative framing to attract participation.
  - **Incorporating Best Practices**: Committee member proposed aligning the event or campaign with feedback or recommendations from the ACCJC report. This approach could provide a thematic focus that resonates with the broader campus community, potentially leading to greater interest and engagement.
  - Waiting for the report and tying the outcomes work into a fun, campus-wide campaign that could engage the entire community. gathering best practices from both student services and instructional sides to be shared on platforms like the website or Canvas and promoted through department meetings or Senate updates as ways to disseminate successful strategies widely.
  - **General Comments by co-chairs: raised questions about the operational aspect of implementing ideas generated by the committee, specifically who would lead and who would support these initiatives. inquired about leveraging the committee's support for hosting workshops and coordinating activities related to outcomes. The discussion highlighted the**

need to define roles and explore how the committee could extend its influence and support beyond its immediate group to foster broader engagement and participation in outcomes-related activities.

o The conversation emphasized the importance of creative engagement strategies to promote outcomes assessment work. It highlighted the committee's role in leading and supporting initiatives, underscoring the potential for wider collaboration and support within the college community. The discussion reflected a collective aspiration to enhance participation in outcomes assessment through innovative approaches and shared responsibilities.

o The conversation reflects a proactive and collaborative approach towards enhancing the outcomes assessment process, emphasizing the importance of clarity, accountability, and engagement across all levels of the institution.

o The COA committee meeting discussion continued to delve into strategies for enhancing engagement with outcomes assessment. Participants shared insights and ideas on making the process more appealing to faculty and ensuring its perceived value in improving teaching and student success. Here's a summary:

o **Presentation and Promotion Strategies:**
  - There was a consensus on the necessity of "taking it on the road" by presenting outcomes-related initiatives in various campus forums, notably department meetings and chairs' meetings, to directly connect with those involved in the work.
  - The idea of creating a PowerPoint presentation that committee members could take back to their respective groups was well-received, indicating a collaborative approach to spreading the word about outcomes assessment.

o **Reframing Assessment Work:**
  - Highlighted the importance of shifting the perception of assessment from a chore to a valuable tool for enhancing teaching and student learning. The presentation should emphasize how assessment results can lead to actionable changes that improve educational outcomes.
  - Pointed out that with the new capabilities in Nuventive, generating reports and facilitating data-driven discussions has become more accessible, promising more substantial conversations around teaching improvements.
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o **Cultural and Attitudinal Shifts:**
  - Sahar Mona King suggested integrating outcomes assessment with equity-minded teaching practices, presenting it as part of a broader commitment to inclusive and effective education.
  - President Ashanti Hands called for a culture shift regarding outcomes assessment, urging the committee to rebrand and

repackage the process to highlight its intrinsic value to teaching excellence and student success. She emphasized the need for creativity in how the information is shared, drawing parallels to successful initiatives like guided pathways and equity efforts.

- o **Operationalizing the Plan:**
  - The discussion underscored the need for practical steps to operationalize these ideas, from leveraging technology for easy access to assessment data to involving faculty in meaningful discussions on using outcomes to inform pedagogical strategies.

3. [Outcomes Assessment Training Schedule Spring 2024](#) (5 minutes)
   - Regarding the upcoming outcome assessment training schedule for Spring 2024

E. New Business

1. **ILO results and next steps**
   - The meeting concluded with an acknowledgment of the ongoing challenges and opportunities in outcomes assessment, with a commitment to revisit the Institutional Learning Outcomes (ILO) survey results and explore actionable insights based on the collected data.

2. **Update on Nuventive report**

F. Announcements

1. Next Meeting: March 19, 2024
2. [COA 23-24 Membership](#)
3. [Outcomes Assessment Handbook](#)
4. [COA Meeting Schedule](#)

G. Action Items

1. Continuous improvement, clear communication, and inclusive participation in outcomes assessment and program review processes. The team acknowledged the need for further discussion and action to address identified areas for enhancement, with a focus on building a cohesive and accountable assessment culture.
2. Actionable steps to ensure adherence to assessment timelines.
3. Setting mandated deadlines like the program review process for assessment cycles
4. **Waiting for ACCJC Feedback:** It was suggested that the committee should wait for additional feedback from ACCJC before finalizing and implementing any major changes. This approach will ensure that the committee's efforts are aligned with ACCJC expectations and recommendations.
5. **Action Plan for Improvement**: The need for a comprehensive action plan to address the identified issues and improve the assessment process was evident. This plan should include strategies for enhancing communication, setting and enforcing timelines, and leveraging technology for better tracking and reporting.
6. **Next Steps and Action Items:** The group discussed actionable steps to ensure adherence to assessment timelines, considering the possibility of setting mandated deadlines similar to the program review process. There was a consensus on the need to start with

a clear understanding of where departments stand in their assessment cycles to address gaps effectively.

7.

Adjournment

1. The meeting adjourned at 4:58 p.m. by Hai Hoang

Minutes

Submitted by: Mona King

Approved on: