

# SAN DIEGO MESA COLLEGE

## Committee on Outcomes and Assessment Minutes

April 2, 2024

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

### Attendees

Liza Rabinovich, Sahar (Mona) King, Andrew Hoffman, Leslie Shimazaki, Isabel O'Connor, Saloua Saidane, Larry Maxey, Amanda Johnston, Isabel O'Connor\* (VPI), Donna Duchow, Todd Curran, Ayana Woods

#### A. Call to Order

1. Agenda Approval for the Meeting on April 2, 2024
  - The meeting was called to order by Liza Rabinovich at 4:00, and the agenda for April 2, 2024, was presented for approval. Andrew Hoffman proposed the motion to adopt the agenda as outlined, and Isabel O'Connor seconded the motion. Following the discussion, the motion was put to a vote and unanimously approved by all members present.

#### B. Approval of March 19 Minutes

1. Motioned – Mona King
2. Seconded - Andrew Hoffman
3. Correction -N/A
4. Abstained- Monica Romero
5. Approval: The minutes were approved on April 2, 2024, with a unanimous vote of 7 in favor

#### C. Communication loop

1. Update from members and co-chairs
  - **ACCJC Report:** Expecting receipt by April 11; Final report will be in June
  - **Outcome Training:** Ongoing, with recordings available online for those unable to attend live sessions.
  - **Support and Outreach:** Offering support hours and personalized assistance through Zoom meetings or in-person visits to increase engagement and support.
  - [Outcomes Assessment Training Schedule Spring 2024](#)

#### D. Continuing Business

1. ILO results and next steps (20 Minutes)
  - Decide on ILO Assessment: Global Consciousness
    - Timeline for remaining ILOs
    - The committee revisited the topic of Institutional Learning Outcomes (ILO) results, focusing on the assessment of *Global Consciousness*, which has not been evaluated since 2019.

- **Utilization of ILO Results:** Exploration of actions taken based on the ILO dashboard results, particularly regarding the assessment of global consciousness.
  - **Assessment Continuity:** Discussion to maintain the current assessment tool to ensure data comparability across years. This was supported by Nancy Cortés.
  - **Future Assessment Plans:** Consideration of revising the assessment tool in the fourth year, before starting a new cycle, to possibly enhance its effectiveness while acknowledging that changing the tool could impact result comparability.
  - **Graduate Survey Integration:** Acknowledgement that embedding the assessment within the graduate survey boosted response rates compared to conducting it as a separate survey.
  - The committee agreed to keep the assessment for Global Consciousness unchanged for the current cycle, aiming to revisit the assessment tool and possibly update it before the next cycle begins.
- [Review the Institutional Learning Outcomes](#)
  - [Global Consciousness Assessment](#) (see screenshot below if link does not work)

Theme	Extent to which their time at Mesa Contributed to...	Personal Competency
citizenship	I have recognized that whatever happens in this country, including the laws, government, police actions, civil actions, elections, etc. affect me in some way.	Ability to recognize that all laws, government actions, police actions, civil actions, elections, etc. affect me in some way.
citizenship	I have registered to vote and/or voted in an election.	Find key information to stay informed about local and national elections.
different beliefs	I have been able to have a civil conversation with someone who had a different religion or belief system than my own.	Ability to have meaningful dialogue with someone who is of a different religion or belief system than my own.
different opinion	I have been able to have a civil conversation with someone who held a political opinion that was counter to my own.	Ability to have meaningful dialogue with someone who holds a political opinion that was counter to my own.
exposure	I have had more exposure to people who are different from me. (i.e., people representing a different race, ethnicity, culture, age, gender, sexual orientation, socio-economic background, country of origin and/or political opinion, etc.)	
exposure	I have taken the opportunity to have a conversation with someone who is different from me.	
inclusiveness	I reach out to others who are different from me more often to include them in conversations or social activities.	Ability to reach out to others who are different from me and include them in conversations or social activities.
inclusiveness	I am more open to a civil discussion about gender identity.	Ability to have a meaningful dialogue about gender identity.
social justice-domestic	I have taken a more active role in speaking out for social justice issues in the U.S.	Ability to take an active role in speaking out for social justice issues in the U.S.
social justice-international	I have taken a more active role in speaking out for social justice issues in other parts of the world.	Ability to take an active role in speaking out for social justice issues in other parts of the world.
	Met: Moderately, Very, and Extremely Unmet: Not at all, slightly	Met: Very high, above average, average Unmet: below average, very low

- **Comparison of Assessments:** A new approach to reviewing assessment results was introduced, with a focus on directly comparing two different assessments. Nancy Cortés created a spreadsheet that shows a side-by-side view of ILO Assessments for Global Consciousness, aiming to facilitate a side-by-side evaluation of competencies addressed in each.

- **Spreadsheet Overview:** The spreadsheet was designed to theme the questions and lay out the skills assessed at the bottom. It compares how students perceive their development in certain competencies during their time at Mesa and their personal competency levels, using different scales for each assessment.
- **Assessment Comparison:** Assessment One focused on how the students felt their time at Mesa contributed to attaining certain competencies, rated from "not at all" to "extremely." Assessment Two gauged students' personal competency levels, with ratings from "very low" to "very high."
- **Utility of Side-by-Side Comparison:** The committee found the direct comparison helpful in understanding the range of themes that emerge from the assessments and in identifying areas for improvement or concern based on the students' feedback.
- The committee member raised a question regarding the identification of potential benchmarks or areas where students feel the institution may not be contributing sufficiently.
- **Concern over Specific Findings:** The discussion highlighted a concern over a particular finding where 36% of respondents felt that their role in advocating for social justice worldwide was not met. This raises questions about the institution's role and effectiveness in fostering global consciousness among students
- **Evaluating the Data's Implications:** The committee deliberated on how to act upon the data collected, particularly in areas showing a gap between the institution's contributions to students' competencies and students' self-perceived competencies.
- **Research Perspective:** Nancy Cortés noted a discrepancy in how students attribute their competencies to their experience at Mesa. This led to a broader question of whether the focus should be on students merely possessing certain competencies or on ensuring these competencies are attributed to their time at Mesa.
- **Action Steps and ILO Task Force:** The discussion transitioned into how to effectively use the results to initiate actionable steps. Mona King recalled the role of an ILO task force in analyzing results, considering student responses, and determining subsequent actions, including potential training adjustments to better instill desired competencies.
- **Professional Learning and Training:** The idea of professional learning or training was proposed as a method to address identified gaps, with a previous example of an institute focusing on Global Consciousness

## 2. [Outcomes Memo / One-pager](#)

- Discussion centered around the creation of a one-page document designed to clarify the outcomes assessment process, share best practices, and identify the

intended audience. It aims to inform the entire campus community, with specific details on the back for department outcome coordinators (DOCs), department chairs, and deans.

- Engagement and Accessibility: Ideas were proposed to make the information more engaging and accessible, such as hosting a convocation activity around ILO, enhancing the visual appeal of informational materials, and ensuring content accessibility.
- Adopting an improvement science approach to map out drivers contributing to desired competencies, which could inform targeted actions for better outcomes.
- feedback and suggested making it available before meetings for in-depth review.

## **E. New Business**

### **1. Outcomes Roadshow**

- The concept of an "Outcomes Roadshow" was discussed as a way to advocate and disseminate information on outcomes assessment similar to program review timelines, ensuring broad awareness and engagement within the campus community.
- There was a strong emphasis on finding effective ways to share and utilize the Institutional Learning Outcomes (ILO) data across campus. Suggestions included presenting the data to various campus bodies such as PCAB (President's Cabinet) and Senates, and possibly reviving the ILO task force to focus on data-driven actions.

## **F. Announcements & Resources**

1. Friday SLO Talks- email Jarek Janio ([janio\\_jarek@sac.edu](mailto:janio_jarek@sac.edu)) to be added to the listserv
2. Next Meeting: April 16, 2024
3. [ACCJC Accreditation Standards-2024](#)
4. [COA \(Committee on Outcomes and Assessment\) 23-24 Membership](#)
5. [Outcomes Assessment Handbook](#)
6. [COA Meeting Schedule](#)

## Action Item Next steps:

1. Liza will follow up on the survey for the DOC and will reach out to the committee via email to discuss the memo and its distribution.

## Adjournment

1. The meeting adjourned at 4:58 p.m. by Liza Rabinovich

## Minutes

1. Submitted by: Mona King
2. Approved on: