San Diego Mesa College
Committee on Outcomes and Assessment
Meeting Notes
December 05, 2017
3:45 p.m. – 5:00 p.m., MC 211A

ATTENDEES		
	Madeleine Hinkes, Co-Chair	
	Kris Clark, Co-Chair	Mary Gwin
		Ed Helscher
	Rachelle Agatha (excused)	Linda Hensley
	Leela Bingham	Bridget Herrin
	Ailene Crakes	Charlie Lieu
	Monica Demcho (excused)	Pam Luster
	Donna Duchow (excused)	Tim McGrath
	Howard Eskew	Tina Recalde
	Rob Fremland	Saloua Saidane (absent)
	Sean Flores	Michael Temple
		Guest: Ian Duckles , Bruce Naschak, Elizabeth Chu

Agenda Item A: **Call to Order:** By Madeleine Hinkes at 3:50 p.m. in MC 211A.

DISCUSSION	**Approval of November 7 , 2017 Minutes** • The minutes draft was emailed to COA prior to the meeting for review. • The minutes were M/S by Rob Fremland and Ed Helscher and approved

ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
• Post approved minutes to the COA website.	• Mona King	• Before next meeting

Agenda Item B: **DOC Reports**

DISCUSSION	**1. Ian Duckles: Honors Program** • This semester the Honors Program lost one coordinator and gained two new ones, including one with a focus on equity issues • In the past, the Honors Program hasn't really participated in things like Program Review, so we haven't really developed much in the way of internal evaluations. • We don't have courses, so we only do PLOs • This semester we developed three PLOs • In Spring 2018 we will develop assessment tools. • We will begin evaluation in Fall 2018 • PLO 1: Students who complete the Honors program will be prepared to transfer to a four-year institution of their choice within two years of graduation. • We are using survey and focuses group and also we will compare the data • Assessment: Exit surveys conducted with Honors students when they complete the program. • PLO 2: Students who complete the Honors program will have a deeper/richer academic experience in the Honors courses that they take as compared to non-Honors courses that they take. • Assessment: Surveys conducted in a random sampling of courses with the Honors designation (not courses that have Honors contracts). Alternatively, focus groups that we conduct with Honors students. • PLO 3: Students who complete the Honors Program will have an increased awareness of scholarship, transfer, and academic opportunities • Assessment: Comparison of surveys conducted during the Honors orientation and sent to other students during each semester compared to surveys we conduct on those who have completed the program. Basically, a comparison of intro and exit surveys. • Link handout **2. Bruce Naschak: Humanities** • We will change our name to Humanities and Religious Studies next year • Outline and curriculum chart and new courses in 2018-2019 with each assessment due date • Multiple section courses HUMA 101, 106, 201 • HUMA 102, 103, and 205 are one section semester courses • Adjuncts are involved in the CLO process from the beginning • Evaluate each course each time it's taught • For Multi-section courses: Group develops assessment, which is given to each section. We collect, score, and put it in Taskstream • Individual section: Will develop an assessment and will work with me to follow course outline, these assessments will be taken, collected, scored, and put into Taskstream • If everything goes well, we move on and look at other courses • If there is a problem, then there will be a reassessment the following school year. • Curriculum outline, then test • New courses HUMA 118, 119, 210 no assessments yet, Cal Course Outlines

have just gone through the process and have been accepted by CIC
- Tests vary from essay format to multiple choice.
- Each includes information from all 4 or 5 of the course objectives.
- This has shown success; in one instance we had 90-95% of students passing the assessment.
- New CLOs are ready for new courses.
- We have a curriculum booklet given to each faculty member.
- Link handout

3. **Elizabeth Chu: Nutrition**
   Expressed appreciation for Summer Outcomes Institute
   - We don't have many full time faculty and many adjuncts don't know about student learning outcomes (75% adjuncts)
   - NUTR 153 course decided to change a CLO to better fit the course
   - Innovative assessment tool: U-tube role play
   - Student self-assessment, peer review
   - NUTR 155 Discussion board peer review
   - Students will be working and be assessed by other students
   - Link handout

ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
• Link PowerPoints & handouts to minutes	• Mona King	•

Agenda Item C: Continuing Business

DISCUSSION	1. **AUO discussion and form design**
	  • Modeled after Student Services form; information posted in Basecamp.
	  • Group approved form
	
	2. **Public Access to Assessments**
	  • Having results for program review and the data available publicly
	  • Are there any recommendations for PLO or ILO?
	
	3. **ILO Survey**
	  • There has been a change to the ILOs; should assessment type be revised to match new ILOs or stay the same?
	  • Assessing competency vs. growth: Previous ILOs have assessed growth
	  • Proposal: Look at both competency and growth by surveying with questions from both; asked in combination or separate? Survey each in separate years?
	  • Possibility of surveying students both as they come in and when they leave.
	  • Slider for questions might make surveys easier to take.
	  • Pilot surveys with current students? (ASG, Veterans, STAR TRIO)
	  • Most valuable information comes from open ended questions.

- What types of questions can we ask with the new ILOs? Maybe create a rubric based on new ILOs.
- Current survey is long (30-40 questions) and has many open ended questions.
- How is an ILO defined? "A student will achieve these at the completion of an [associates degree]"
- Overall we want to look at program from instructional level
- Outcome is more important the assessment
- We can ask the department to do the same survey
- Do we want to add one question that pulls everything together
- Do something like dashboard
- Link to ILO power point

ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
• Draft the new survey • Post PLO form to Basecamp •	• Bridget Herrin • Kris Clark	• N/A • ASAP

Agenda Item D: New Business

DISCUSSION	1. **SLO Symposium, Feb 9, Costa Mesa**
	2. **Guided Pathways assessment (Bridget Herrin)**
	  • Colleges have been asked to develop their own "pathways" approach
	  • Components of the self-assessment tool (Inquiry, Design, Implementation)
	  • In order to follow the guided pathways approach or creating the Mesa Pathways, we have to fill certain requirements, Step one: attended the workshop on October 30, 2017. Step two: Complete Self-Assessment, 14 Elements, due December 23, 2017 open forum and discussion; draft should be ready for PCAB December 5. The draft will be reviewed by all three senates and the final version will be submitted sent to the District by December 15 and then submitted to the state. Step three: Multi-year work plan due in March.
	  • Does the group to write the 18-month plan already exist or do we need develop the group?
	  • The draft did proposed to President's Cabinet for approval on 12/05/17
	  • The signature page due by 12/13
	  • And the draft and assessment is due to board by 12/15
	  • Once we have the template, we can bring the people that are volunteering and want to be involved in this process. What resources do we need for this process? We also need to not lose our focus on student Success/Equity.
	
	  • For more information go to http://cccgp.cccco.edu/

ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
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Agenda Item E: **Announcements / Adjournment**

DISCUSSION	Next meeting, February 6, 2018

ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
• None	• N/A	• N/A

Agenda Item F: **Adjournment**

DISCUSSION	• Meeting was adjourned by Madeleine Hinkes at 5:05 p.m.

Submitted by: Sahar King, Senior Secretary
Approved on: