

**San Diego Mesa College
Committee on Outcomes and Assessment
Meeting Notes
October 31, 2017
3:45 p.m. – 5:00 p.m., MC 211A**

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| ATTENDEES | Madeline Hinkes, Co-Chair | |
| | Kris Clark, Co-Chair | Mary Gwin |
| | | Ed Helscher |
| | Rachelle Agatha (excused) | Linda Hensley |
| | Leela Bingham | Bridget Herrin (excused) |
| | Ailene Crakes | Charlie Lieu |
| | Monica Demcho (absent) | Pam Luster (excused) |
| | Donna Duchow (absent) | Tim McGrath (excused) |
| | Howard Eskew | Tina Recalde (excused) |
| | Rob Fremland | Saloua Saidane (absent) |
| | Sean Flores | Michael Temple |
| | | Guests: Don Barrie, Hai Hoang, Morteza Mohssenzadeh, Susan Lazear, Anne Geller , Trung huynh, Michael Fitzgerald, Ida Cross |

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

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| DISCUSSION | <p>Approval of October 3, 2017 Minutes</p> <ul style="list-style-type: none"> The minutes draft was emailed to COA prior to the meeting for review. The Minutes were M/S by Leela Bingham and Ailene Crakes; approved. |
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| ACTION ITEMS | PERSON RESPONSIBLE | DEADLINE |
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| <ul style="list-style-type: none"> Post approved minutes to the COA website. | <ul style="list-style-type: none"> Mona King | <ul style="list-style-type: none"> Before next meeting |

Agenda Item B: DOC Reports

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| DISCUSSION | <p>1. Don Barrie: Geology and Physical Science Program</p> <ul style="list-style-type: none"> Geology program & CLO Results Common outcomes, individualized assessments; Communication, Students |
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display the ability to clearly communicate scientific principles, experimental results, and their implications.

- Critical Thinking: Students display the ability to use proportional reasoning and data analysis to establish and analyze relationships between measured quantities.
- Problem Solving: Students will display the ability to apply conceptual and mathematical tools to correctly predict the future state of physical systems.
- CLO Assessment plan: Each CLO is assessed for two consecutive semesters (fall & spring), Each CLO is assessed in all Courses, and Each CLO is assessed in all (or almost all) section.
- Assessed Question (problem Solving CLO) PHYN 100: Given a list of four compounds, can students distinguish ionic from covalent compounds?
- Average raw score (combined data from all sections) was 1.82 out of 2 points (91%), N = 85, Target (75%) exceeded, Similar results for on-campus and online sections. Majority of students met and exceeded the target; some students failed to reach the target.
- Action plan : Periodic Tables were requested & funded through BARC,
- Filling contract positions would address specific program needs in terms of: program leadership, curriculum development, faculty-student interactions outside of class. We need to help students and know how we can help them so they do better at classes and not feel behind
- Weighted Averages, GEOL 100 course: Fall 2016 (N = 179): 1.38 pts out of 2 (69%), Spring 2017 (N = 77): 1.22 pts out of 2 (61%), Target (75%) not met
- Many student cannot solve the problem that only need 7th grade math
- We met our target in fall 2016, but 30% of the student , cannot answer the problem
- Action plan and future Efforts in Geology program : More practice with simple, quantitative problems, Better coordination with Tutoring Center
- So we need more help in class with tutoring in class also and collaboration with STEM center and tutoring.
- Improved geoscience research opportunities ,BARC requests
- [Link to presentation](#)

2. Morteza Mohssenzadeh : Engineering Program

- Engineering CLOs shared by disciplines in our department, but assessed using different assessments.
- Communication: Students will display the ability to clearly communicate scientific principles, experimental results, and their implications
- Critical Thinking: Students will display the ability to use proportional reasoning and graphical analysis to establish and analyze relationships between measured quantities.
- Engineering CLOs 2016/2017: Problem solving: Students will display the ability to apply conceptual and mathematical tools to correctly predict the future state of physical systems
- Assessment Design: The exam question was designed to assess not only the Problem Solving Course Learning Outcomes (CLO), but can also be used to address the Program Learning Outcomes (PLO), as well as the overall Institutional Learning Outcomes (ILO). The Design of a tank with different geometric shapes was proposed to determine the tank dimensions that will

result in the lower dollar cost. The question was specially tailored to assess student's ability to not only apply conceptual and mathematical tools (some from their prerequisite courses), but to communicate their level of physical knowledge by a series of step by step critical thinking analysis phases, coupled with their ability to gather and analyze the given physical information as it pertains to an overall understanding of Algebra, Geometry, and Calculus as a tools that will be utilized to solve the engineering design problem. A standard rubric was used to aggregate a tally of scores (based on 100% as full success in assessment) for ENGE 101 course. The engineering design question, along with rubric is attached.

- Course Learning Outcome: There were approximately 22 students who participated in this assessment. The average score for this course assessment was 75%. This meets our departments predetermined success benchmark of 72%.

Department Discussion: The Mesa College engineering faculty participated in a discussion with other faculty in the physical sciences department.

Discussion regarding the result of the assessment process for the CLO that was conducted and analyzed by the contract engineering faculty was concluded to be satisfactory and the only suggestion proposed was to hire additional faculty to help the current contract engineering faculty. This will enable our department to accommodate more students with reasonable class sizes in order to maximize learning outcomes. Given the popularity and high demand for this course, our department is considering further expanding this course in the future.

- Action plan: After discussion during our department meeting at the end of the spring 2017 semester, we believe our action plan involves careful assessment for the 2017-2018 academic years, coupled with formal requests to hire a part time faculty to assist the only contract faculty in engineering.
- Since the engineering program enrollment is increasing we are in need of offering more section of this course to accommodate all the students that are enrolled in engineering program, so they are able to transfer to a 4-year institution on time. Therefore we need resources to hire more part time faculty.
- Our department will reassess our future action plan after requested resources have been allocated to hire a part time faculty to assist the contract engineering faculty.

- We have 68% present increase in enrollment

- [Link to presentation](#)

3. Susan Lazear: Fashion

- CLO Process
- Communication with Faculty: We communicate via Basecamp
- Typically, we discuss results at Faculty Meetings
- Most of our classes have a single session and a single professor
- Only five of our 44 courses have more than one professor where coordinated CLO's are needed. We all share information with each other as our courses dovetail and our equipment is shared
- I use an Excel File to Track our Progress
- FASH 105: Introduction to Fashion, Student will be able to explain the Flow of fashion from original concept through design, production, and merchandising to sales. Knowledge of fashion careers; Student will be able to Identify and

discuss fashion careers and the skills required for each. Fashion Terminology: Student will be able to utilize fashion industry terminology in their work.

- FASH 108: Analysis, Evaluation, and Comparison of ready-to wear fashion, identify eight indicators for ready to wear clothing. Construction Techniques and terminology in ready to wear clothing. Garment Value; Articulate perceived garment value by analyzing cost per wear, selling points and benefits.
- Our CLO Process : Faculty Talk at meetings , Courses and CLO's are chosen for assessment, faculty are informed , a template is sent to the faculty, faculty complete the template and send it back. This is reviewed, and generally a conversation results, either between all faculty, or with contract faculty and adjuncts submitting
- Contract faculty discuss with each other at meetings and info posted to Basecamp.
- Entry to taskstream : Review the faculty submission of Data, Discussion, Entry into Taskstream and Update the Excel Master Chart
- [Link to presentation](#)

4. Anne Geller :Biology

- Biology provides a broad background of studies for the biology major preparing for transfer to a four-year institution. The biology program offers support courses in human anatomy, human physiology, and general microbiology which may be used to satisfy prerequisites for nursing programs and other allied health fields.
- CLO Process and outcome assessment: overall we have different ways to organize our outcome assessment. In 2015-2016 Four courses were assessed. Contract Faculty met and devised assessment tool.
- For 2017-2018 we entered the data into Taskstream, for BIOL 160 (Elements Human anatomy /Physiol 50% of the Student drop the class. Historically outcome of this course showed most of the student don't do well, So we are offering Tutoring in classes and we are offering different workshop so maybe that will help our Student to be more successful in this cures.
- For next year we will assess a new CLO. Overall in Biology we are doing ok and we will work for more improvement.

5. Michael Fitzgerald : Culinary Art and Management in Hospitality

- Students in Culinary Arts/Culinary Management enjoy a practical hands-on approach to innovative methods and classical techniques, as well as numerous cuisines. This program is unique because it offers opportunities in a variety of vocations. A rigorous training program combines both laboratory and general education coursework, in addition to business courses including supervision and cost control. Students are prepared for employment and for transfer to four year programs.
- Student will demonstrate academic and practical knowledge of food flavorings and seasoning of common national and international cuisines.
- A rubric is used to provide the students with the breakdown of areas covered during the practical final exam.
- Course level assessment: 23 students participated in the practical exam. 20 of 23 students met the requirements of 85% or higher and exceeded the goal of 85% success rate with a minimum score of 85%. 2 students exceeding 83% and the remaining students exceeding 75%. I have provided the final rubric containing the exam percentages.

- We need more full time faculty in our program.
- Challenges: Ever changing field, How to change PLO's and CLO's as industry changes. Changing Assessment, if changing assessment how to reconcile data.
- Program goals that outline both lecture and laboratory, Need to have different outcome for each area.
- One of the biggest challenges we have is ongoing changes in our industry; for example the food, the equipment. As result of completing the Culinary Arts Program, learners will be able to: synthesize the process of classical and contemporary cooking techniques and demonstrate proficiently
- demonstrate proficiency in the use of culinary industry-specific equipment and Work independently, as well as cooperatively
- identify and apply rigorous food safety and sanitation practices
- demonstrate proficiency in the use of culinary industry-specific communication
- demonstrate proficiency in the use of hospitality industry-specific technologies
- demonstrate basic measuring, conversion, food costing, and yield management practices
- Assessment is done through practical exams, but that won't work for lecture classes.
- For our program in 2017-2018, CACM will rejoin with hospitality.
- Action plan: We concluded that the practical exam is the most effective way to evaluate what the students know and what they should know at the end of each semester. Every lab class has a practical exam to evaluate the student's success in retaining the quantity of information given throughout the 16 week semester. We observe the practical exam to be a true examination of student knowledge. We will continue to this evaluation throughout the following semesters
- Future Assessment: The program assessments will focus on bringing in additional resources for each class. The additional space and new equipment will help to build new curriculum across all culinary classes.

• [Link to presentation](#)

7. Trung Huynh : Admission

- Admissions Overview: General information, Allied Health, High School Honors Accelerated College Program, International Student Program, Prerequisite Challenges, Residency, Enrollment Verification, Faculty and Staff support.
- Student Service Outcomes: Students are able to complete college application. Students complete college application online and call or email for assistance and for follow up questions.
- Assessment: 05/15/2017 – 06/15/2017: Staff members recorded their findings either manually or via internal electronic communication or they reported their observations.
- Collected numbers during the summer 2017 Registration (Note if questions/issues resolved or pending) This is also include online applications or email inquiries. Compile the final results of each week.
- Findings and Action Plan: Each staff was interviewed during the course of their work routines when they were available for the discussion individually.
- They were asked about the most prevalent questions they fielded, the types of complaints that were expressed, and the measures that they took to address the issues.

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| | <ul style="list-style-type: none"> • Will perform a similar assessment for spring 2018 registration; add a more formal internal survey. • This will allow everyone to share their valued insights and observations. • Conclusion: The Admissions Department supports our mission statement and contributes to our accomplishments as an individual and a team collectively. |
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| ACTION ITEMS | PERSON RESPONSIBLE | DEADLINE |
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| <ul style="list-style-type: none"> • Link powerpoints & handouts to minutes | <ul style="list-style-type: none"> • Mona King | <ul style="list-style-type: none"> • As soon as possible |

Agenda Item C: Continuing Business

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| DISCUSSION | <ol style="list-style-type: none"> 1. PLO Form (Rob Fremland) <ul style="list-style-type: none"> • Is there too much overlap between this form and the one in program review? Rob Fremland did crosswalk Concluded there is minimal overlap. 2. AUO discussion and form design <ul style="list-style-type: none"> • Discussion postponed until Nov 7; information posted in Basecamp 3. Public Access to Assessments <ul style="list-style-type: none"> • N/A 4. ILO Survey—postponed until Nov 7 meeting |
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| ACTION ITEMS | PERSON RESPONSIBLE | DEADLINE |
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| <ul style="list-style-type: none"> • Post PLO form to Basecamp | <ul style="list-style-type: none"> • Kris Clark | <ul style="list-style-type: none"> • ASAP |

Agenda Item D: New Business

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| DISCUSSION | <ol style="list-style-type: none"> 1. Guided Pathways assessment |
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| ACTION ITEMS | PERSON RESPONSIBLE | DEADLINE |
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| <ul style="list-style-type: none"> • Draft the new survey | <ul style="list-style-type: none"> • Bridget Herrin | <ul style="list-style-type: none"> • N/A |

Agenda Item E: Announcements / Adjournment

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| DISCUSSION | Next meeting, November 7, 2017 |
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| ACTION ITEMS | PERSON RESPONSIBLE | DEADLINE |
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| <ul style="list-style-type: none"> None | <ul style="list-style-type: none"> N/A | <ul style="list-style-type: none"> N/A |

Agenda Item F: Adjournment

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| DISCUSSION | <ul style="list-style-type: none"> Meeting was adjourned by Madeleine Hinkes at 5:15 p.m. |
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Submitted by: Sahar King Senior Secretary

Approved on:

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