

San Diego Mesa College
Committee on Outcomes and Assessment

Meeting Notes

September 20, 2022

4 p.m. – 5:00 p.m., Zoom and LRC 435

ATTENDEES	School Representative <i>(Not to exceed 3 Deans*)</i>
Bridget Herrin, Co-Chair	Monica Romero
Eliza Rabinovich, Co-Chair (excused)	Amanda Johnston (excused)
	Leslie Shimazaki (excused)
Membership Areas	Alison Gurganus
Ailene Crakes	Saloua Saidane
Isabel O'Connor (excused)	Donna Duchow
John Crocitti	Nathan Resch
Michael Temple	Andrew Hoffman
Anda McComb	SBS - Vacant
Howard Eskew (absent)	
Sahar (Mona) King	Classified Professionals: VACANT
Larry Maxey (absent)	
	Students: VACANT
Advisory	
Ashanti Hands	
Lorenze Legaspi (absent)	
Administrative Support: Sahar King	Guests: N/A

Agenda Item A: Call to Order: Bridget Herrin at 4:03 p.m. in LRC 435 & Zoom

DISCUSSION:
<ol style="list-style-type: none"> 1. Call to Order 2. Approval of September 06, 2022, minutes <ol style="list-style-type: none"> a. The draft of the agenda and minutes were emailed to the COA committee prior to the meeting for review. b. The minutes from September 06, 2022, M/S by Ailene Crakes and Monica Romero and approved.

ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
<ul style="list-style-type: none"> Post approved minutes to the website. 	<ul style="list-style-type: none"> Mona King 	<ul style="list-style-type: none"> Before the next meeting

Agenda Item B: Continuing Business

DISCUSSION:
<ol style="list-style-type: none"> Outcomes 101 <ul style="list-style-type: none"> Watched video tutorial and review slides created by Liza Rabinovich <ul style="list-style-type: none"> What are outcomes? <ul style="list-style-type: none"> Help us to identify knowledge and skill sets students learn as a result of our courses, programs, and service units – what they will learn, gain, and how it will benefit them. 3 stages of Learning Outcomes <ul style="list-style-type: none"> Define most important goals of an academic experience Evaluate how successfully students achieved the goal(s) Use the results to improve academic experience How to create outcomes: <ul style="list-style-type: none"> Outcomes Statements are measurable and can be created not only for courses and programs, but for Student Service areas as well and all connect and tie into Mesa’s Mission Statement. Course Learning Outcomes (CLOs) originate in Curricunet. Program Learning Outcomes (PLOs) and Student Service Outcomes (SSOs) originate from each area’s Mission Statement. CLOs, PLOs, and SSOs all connect to the Institutional Learning Outcomes (ILOs). CLOs/PLOs/SSOs/ILOs <ul style="list-style-type: none"> <u>Course Learning Outcomes (CLOs)</u> are created by analysis of competencies, knowledge, and skills students gain as a result of a course/program. <u>Program Learning Outcomes (PLOs)</u> originate from each area’s mission statement; inform students about what they will learn as a result of successfully completing the program. <u>Student Service Outcomes (SSOs)</u> are written to identify how students will benefit and how this service will guide and support students on their educational journeys. <u>Institutional Learning Outcomes (ILOs)</u> are developed and systematically evaluated each cycle by COA, then vetted through the Participatory Governance organization of the college. ILOs are assessed through the Office of Institutional Effectiveness. <ul style="list-style-type: none"> Mesa’s ILOs are: 1) Communication, 2) Critical Thinking, 3) Information Literacy, 4) Professional and Ethical Behavior, and 5) Global Consciousness Outcomes and Assessment Map <ul style="list-style-type: none"> Courses, Programs, Institutional Learning Outcomes, Student Services are all assessed for Outcomes. Each of these areas then have Department Discussions which then feed into Guided Pathways, Program Review, and Mesa2030. Nuventive update <ul style="list-style-type: none"> Received demo of Program Review space with Nuventive work group. Nuventive has attached single sign-on ability for login.

- Once Program Review goes live, will shift focus to the Outcomes module (anticipated for Spring).
- 3. [Develop ongoing responsibilities and deliverables for 22-23](#)
 - **Ongoing Responsibilities (DRAFT)**
 - Promote a practice of meaningful dialogue around learning outcomes development, assessment, and improvement college wide.
 - Provide a forum to generate learning outcomes and assessment ideas and practices while sharing progress and accomplishments.
 - Incorporate learning outcomes assessment in Guided Pathways, Program Review, and Integrated Planning Processes.
 - Support faculty and classified professionals to complete *authentic learning assessments* aligned with our cycle timeline.
 - Participate in ongoing professional learning around *authentic assessment* and provide leadership to the campus regarding best practices.
 - Maintain the structural and technological components of the learning outcomes process.
 - **Deliverables for 2022-23 (DRAFT)**
 - Nuventive
 - Support the design of the Outcomes Assessment module in the Nuventive Platform.
 - Develop a training plan and materials for Nuventive and support the transition of data to new software.
 - Discuss and identify data visuals displayed in the planning and assessment processes.
 - Process
 - Develop a timeline for the new 4-year cycle with major milestones.
 - Review, revise, or reaffirm all CLOs, PLOs, SSOs, and ILOs.
 - Review Department Outcomes Coordinator (DOC) responsibility and training.
 - Expand professional learning and create tools for communities of practice.
 - Develop a tool to assess our ILOs.
 - Develop a framework for authentic learning assessment.
 - Update Outcomes Handbook
 - Discussion around the use of the phrase “Authentic Assessment”. It was explained that this is a term used often in outcomes assessment and we will include it in the Glossary
 - Discussed the connection between outcomes and guided pathways. It was suggested that we invite the Pathways coordinators to help the committee better understand the connection.
- 4. **Role of the DOC (tabled)**

ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
<ul style="list-style-type: none"> • Forward any potential folks who can fill seat vacancies 	<ul style="list-style-type: none"> • Anyone 	<ul style="list-style-type: none"> • Ongoing
<ul style="list-style-type: none"> • Share Outcomes 101 video tutorial/slides to your spaces 	<ul style="list-style-type: none"> • Everyone 	<ul style="list-style-type: none"> • Ongoing

<ul style="list-style-type: none"> • Handbook Draft Review Assignment 	<ul style="list-style-type: none"> • Work with your group to complete the assigned Chapter 	<ul style="list-style-type: none"> • October 4, 2022
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Agenda Item C: New Business

DISCUSSION:
<ol style="list-style-type: none"> 1. Demo of CurricuNET/Curriculum 101 <ul style="list-style-type: none"> • What do we mean when we talk about programs and courses? <ul style="list-style-type: none"> ○ Programs have courses of study that lead to a degree or certificate. Courses reside within programs. • What governs how courses and programs are written and revised? <ul style="list-style-type: none"> ○ Course Outline of Record (COR) – official document that describes a course and is what four-year institutions examine when considering whether to accept a specific course for transfer credit. Here is an example. ○ New and revised programs are submitted to ACCJC for approval; CTE programs may be submitted to ACCJC <u>and</u> other accrediting agencies, depending on the field of study. • Who are the people involved, and how do I contact them? <ul style="list-style-type: none"> ○ Faculty members writing curriculum ○ Chair and Dean of that faculty’s department and school ○ For CTE programs, Region X Consortium ○ The Mesa College Curriculum Review Committee (CRC), a subcommittee of the Mesa College Academic Senate ○ The Curriculum and Instructional Council (CIC) ○ The SDCCCD Board of Trustees ○ State Chancellor’s Office • Why does everything take so long? <ul style="list-style-type: none"> ○ Proposals after launch go through a Tech Review process – must be read and approved by people such as the chair, Dean, a representative of the library, and the articulation officer. ○ Aligned curriculum then goes to sister colleges for approval of their chair/dean and VPI, <i>then</i> it can come back to Mesa to be considered by the CRC. ○ Curriculum that passes through the Mesa CRC usually must also go to colleagues at City and Miramar; any delay there will affect when proposals are seen at CIC. ○ Proposals passed at Mesa CRC go to the CIC meeting that occurs 3 weeks later unless they are held up by another CRC. ○ There are exceptions, called “walk-ins,” which are done on an emergency basis only. Poor planning and procrastination on the part of faculty writing curriculum does <u>not</u> constitute an emergency. It is the goal of the CRC not to have any proposals that need to be walked in. ○ Ultimately, all curriculum needs state approval. • CurricuNET website <ul style="list-style-type: none"> ○ If you do not yet have access to CurricuNET, ask your dean or supervisor to get you that access. • Standard II: Student Learning Programs and Support Services A3 (Tabled)

ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
• N/A	• N/A	• N/A

Agenda Item D: Announcements/ Adjournment

DISCUSSION:
<ol style="list-style-type: none"> 1. COA 22-23 Membership 2. Next Meeting: October 4, 2022 3. Handbook Draft Review Assignment - Due October 4 <ol style="list-style-type: none"> i. Please use track changes for your feedback and enable for everyone ii. Assignments are here

Submitted by: Sahar King, Administrative Support

Approved on: