

## Outcomes Committee Meeting Minutes

Rio Hondo College Fitness Center KDA 107 | 19 February 2019 | 2:30 to 3:30 PM

Present: Lisette Acevedo, Jose Arroyo, Robin Babou, Alyson Cartagena (Chair), Caroline Durdella, Mike Garabedian, Scott Jaeggi, Cynthia Lewis, Aimee Ortiz, Laura Ramirez, Shelly Spencer, Adam Westman.

Unable to attend: Wendy Carrera, Scott Dixon, John Frala, Rachel Garcia, Yunion Hernandez, Mike Hinze/Mike Salazar, Julie Huang, Mark Littrell, Vann Priest, Shaina Phillips.

**Motions and action items in RED.**

### I. Welcome and introduction

a. Mike Garabedian: Cartagena introduced new member and Dean of Library and Instructional Support Mike Garabedian, and shared that he has offered to take minutes going forward.

b. Committee member introductions and program reviews: Cartagena asked members to introduce themselves and, when applicable, give a brief update regarding the implementation of outcomes processes in their respective departments and divisions.

i. Cynthia Lewis. Lewis noted that within her division of Visual and Performing Arts, faculty members seem to be feeling comfortable, and are mostly done with mapping, with several people having entered measures already—but that it is slow going. Cartagena asked whether the division would benefit from a special training session, and Lewis answered that although the videos are great, her impression is that a lot of folks feel frustrated and overwhelmed because the process is more time consuming than had been anticipated. Cartagena noted that one reason she wanted to check in was that she heard rumors that faculty members are taking from 3 to 10 hours to enter the data, and that the process should be more streamlined than this. Lewis offered that perhaps for the second round, after all the measures are entered, the process will be easier.

ii. Scott Jaeggi. Jaeggi noted that in Public Safety, faculty members are working on getting AJs entered, and that at next week's division meeting, discussion will take up the next steps in the Outcomes timeline. Cartagena suggested she could do inputting for the area if everyone were in one room, and noted that phase 1 involves "getting everything in," while phase 2 will involve honing standards. Jaeggi said that he attended the training last week and has encouraged many to not be afraid, and immerse themselves; there's no reason for any faculty member to come up with excuses regarding not knowing how to undertake these tasks, especially with IRP Research Analyst Sarah Coté on hand to help.

iii. Robin Babou. Babou said that within her division (Library), faculty members have completed mapping and entered all outcomes. She said they have not yet started to enter course data. Babou asked and Cartagena answered that part-time faculty do indeed have TaskStream credentials, and if they come to training sessions we need to make certain they know how to and can get in. Cartagena said she would gladly meet with part-time people simultaneously for training. Babou asked Cartagena about program outcome data; Cartagena responded that we will touch that iceberg/cross that bridge when we come to it, and that first we need to make certain *course* outcomes are in.

iv. Caroline Durdella. Durdella said her division had a good meeting and agreed a good place to start would be to pull standards related to SLOs, create a matrix in respect to progress, and identify any gaps. They would then bring this information to the committee for discussion to determine whether members find the information accurate, and come up with recommendations as to how to ensure quality (i.e., uniformity across outcomes, measures, and findings).

v. Sarah Coté. Coté introduced herself and described one of her main roles, i.e., TaskStream support for faculty members.

vi. Amy Ortiz. Ortiz indicated that so far she has been encouraging folks to attend workshops as a starting point, and reminding them that if they need more support she can meet with them. She said she has been talking to Coté about streamlining reports. Ortiz asked and Coté answered that yes, reports can be run that would indicate which faculty members might need further assistance (e.g., what elements/data need to be entered). Instructions are in a previously distributed handout, but Cartagena indicated that an instructional video taking up this subject has not yet been produced.

*Discussion.* Regarding outstanding elements/data, Ramirez said her department could distribute this information to deans working with faculty in order to encourage them to follow through. Westman observed that one significant challenge is the kinds of data deans would receive from these reports, suggesting that it would be quite a challenge; Ramirez agreed, saying that it would be too much work for deans to do on their own, and that her office could generate one report to send. Westman said having Academic Affairs provide the information would solve part of the problem, but that a bigger problem is the fact that faculty members are doing reports on individual courses, but the committee needs to come up with a more structured way to make sure it is methodical. Right now, he said, everyone does their own thing and there is no consistency. Spencer asked and Ramirez answered that the minimum standard according to the contract is one course per faculty member, but Westman and other committee members noted that currently people do very different things, even within divisions: There is no consistency, he reiterated. Durdella sought clarification: Should faculty members be assessing all of the SLOs for a given course in a semester? Ramirez answered that no, technically the minimum standard required just one learning outcome to be assessed, but agreed with Westman that the contract language is vague, at which point the committee reviewed the language. This ambiguity, Ramirez observed, is why the committee needs to come up with a recommendation to make certain we are collecting data across the board in a given discipline so that at the end of a review period we can analyze the data consistently: currently things are unstructured, but this would be a good semester, she noted, to start developing some.

vii. Lisa Acevedo. Acevedo said that everyone in her division knows what expectations are. A few faculty members need help and Acevedo suggested they contact Cartagena. She said she herself will attend a training next month.

	<p><i>Discussion.</i> A committee member noted that data is key right now, and that the contract language is flexible enough to come up with recommendations that are reasonable to ensure everything is consistent, and that the committee develops a cycle that corresponds with the program review cycle. Ramirez said it would be a good to come up with an idea as to where we are as a campus to get a sense of what divisions are doing in order to come up with recommendations, i.e., how it's done and how often. From there, she said, the committee can come up with best practices so we are not reinventing wheels. Spencer troubled the discussion by noting that if a hypothetical faculty member were trying to produce meaningful data, and hypothetically had five sections of a class but were to assess just one SLO for one CRN, then she would not be confident that the data that obtained would be usable/useful. We might, she said, think about this, especially as each instructor is assessing in different ways. Cartagena noted also that online versus traditional course evaluations present other challenges. Westman observed that in the main there are three types of faculty members: immediate adopters, folks who need to be reminded, and members who need a push. He suggested we will need significant administrative support for especially the latter group, and an administrative push will be required at the beginning in order to meet deadlines. Westman added that we might also want to split this work up, i.e., by targeting certain areas via (for example) Roadrunner Connect to be kinds of templates as to how other departments can do things. Philosophy in his division, he noted, has done an excellent job worthy of emulation.</p> <p><i>A motion and action item.</i> Following the discussion and a suggestion from Cartagena, Garabedian moved the committee collect data regarding current practices in order to inform the committee's recommendations. The motion was moved, seconded, and approved. Garabedian and Spencer suggested directed and specific questions should be used; Cartagena and Spencer agreed to work together to come up with these questions.</p> <p>viii. Shelley Spencer. Spencer noted her division is "all kicking and screaming" but that faculty members will get it done. She said Vann Priest told the division at the start of the semester what is expected to be completed, so everyone knows.</p> <p>ix. Adam Westman. Westman noted that his division is Behavioral and Social Sciences, and so assessment is highly variable, as is participation and knowledge. One full-time faculty member, he said, collected and entered all the data himself from his department over a period of 40 hours; other departments, he suggested, don't even know what an SLO is.</p>
<p>II. Approval of November minutes</p>	<p>This agenda item was tabled.</p>
<p>III. Updates: Course-Level Outcomes Process chart and SLO Symposium summary</p>	<p>a. Cartagena shared an updated Course-Level Outcomes Process chart that she worked on with Coté (attached below as Supplement 1). This chart, she said, is a version of the document the committee worked on in the fall with improved graphics and language that corresponds with language in TaskStream. It has not yet been presented to Faculty Senate. Spencer asked and Cartagena confirmed that "Enter Measure &amp; Findings" is what members have been doing as a report. Durdella suggested that the committee</p>

may want to wait on forwarding the chart, and package it along with the recommendations once the committee has developed them.

*A motion and action item. Following Durdella's suggestion, Garabedian moved to hold off submitting the chart until the committee also has best practices recommendations.*

b. SLO Symposium summary. Cartagena presented a PowerPoint summary of six takeaways and recommendations/action items she learned at the SLO Symposium; much of what follows is lifted verbatim from Cartagena's presentation. *Committee members should send feedback and any questions to Cartagena: [acartagena@riohondo.edu](mailto:acartagena@riohondo.edu).*

i. Takeaway 1. Think of the "massification of education" after WW2: Guided pathways (GPs) and outcomes/assessment is a response to a current massification of education that parallels the period after the Second World War. GPs is not a new conversation but a continuation of an older outcomes conversation, and we must see the conversation going forward as a partnership or synthesis of both. | *Recommendation 1a. Meeting agendas for GPs and Outcomes meetings should include each other. By doing so we demonstrate to ACCJC in our meeting minutes that our processes are linked, and there is dialogue on campus. Recommendation 1b. Ensure that Outcomes is always on the FLEX Day agenda, and that faculty have ample opportunities to "dialogue."*

ii. Takeaway 2. Assessment is not something we do to our students, but rather *with* our students: there are many approaches to assessment, which should not be limited to one question on a final exam. | *Recommendation 2a. Encourage faculty to try other assessment processes like reflective papers, student peer evaluation, pre-post tests—something that was mentioned frequently at the conference as well as HICE. Recommendation 2b. Add weekly "Outcomes Hacks." (This recommendation commenced on 29 January 2019 and was sent to all Rio Hondo faculty members and deans; it will continue through spring.) Recommendation 2c. To include Weekly Hacks in the Canvas Faculty Resource Center; this rec will begin on Monday.*

iii. Takeaway 3. We need to ask: Where do our students demonstrate the learning indicated in PLOs? Rio Hondo does not have the answer for this great question yet. | *Recommendation 3: Bring this question to the Outcomes and GPs Committees, and find a way to link this data to program reviews.*

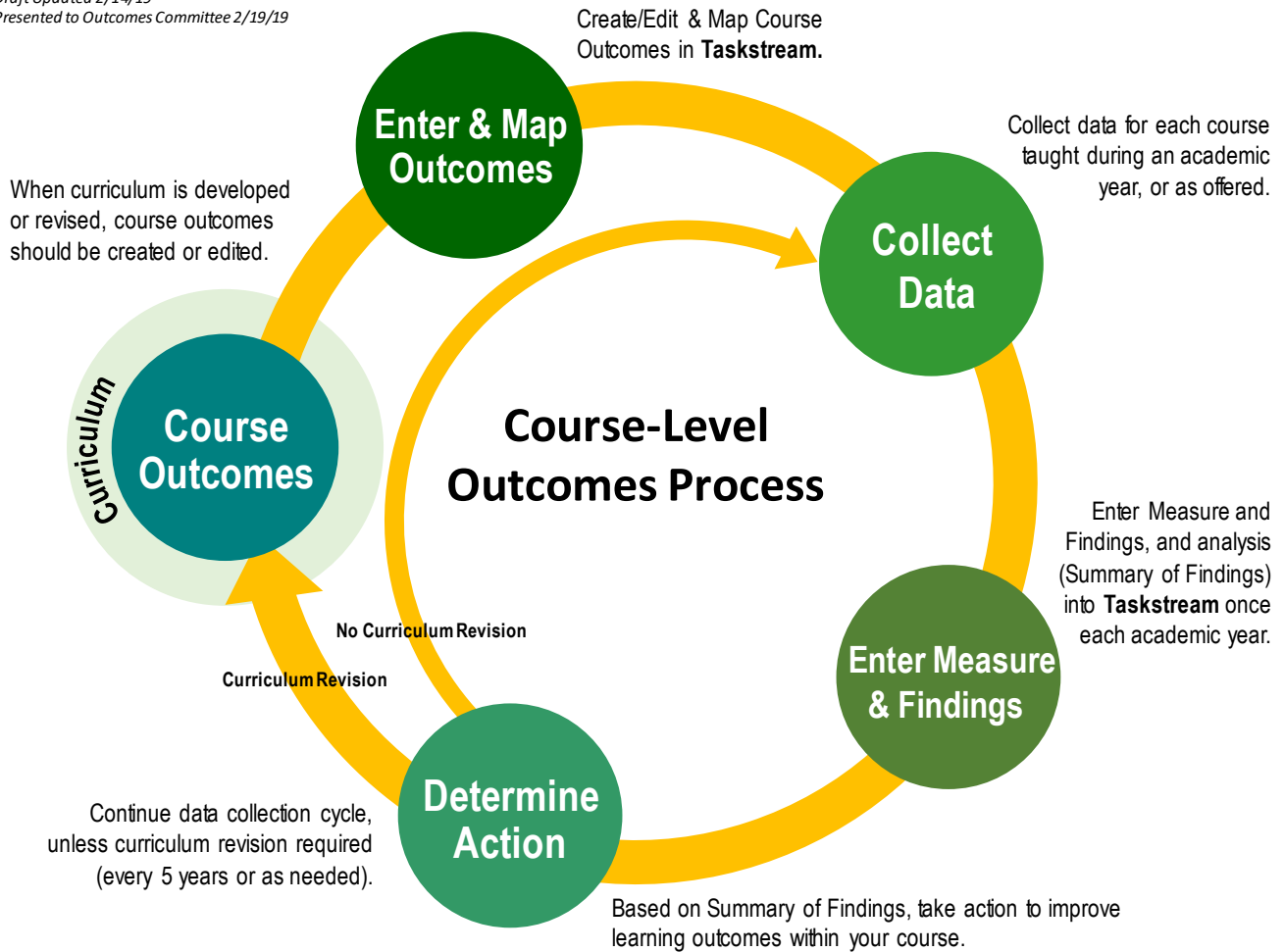
iv. Takeaway 4. Standard IC2 requires that our PLOs are in the catalog. (We are already doing this, but to demonstrate to ACCJC our Outcomes work fully, shouldn't we look at ways to go above and beyond? | *Recommendation 4. Include PLOs in resource for faculty via Canvas. In collaboration with Online Education Coordinator Dr. Jodi Senk and Dr. Grant Linsell, Dean of Arts & Cultural Programs, Cartagena and Coté have created for faculty members a developmental shell within Canvas; designed six pages of information that can serve as a "living document" and include necessary PLOs; and produced multiple videos regarding how to use TaskStream.*

	<p>v. Takeaway 5. Standard II. A. 3.C.2 mandates that course-level outcomes are in the Course Outline of Record (COR) as well as the syllabus. (We are fulfilling both requirements currently, but to demonstrate our Outcomes work to ACCJC fully, we should develop a process by which we can check syllabi for Outcomes inclusion.)   <i>Recommendation 5a. Partner with Dr. Ramirez to ensure our deans are checking syllabi routinely and systematically. (Dr. Ramirez agrees this process needs clarification.) Recommendation 5b. Create a Canvas shell that has all the necessary Outcomes-related expectations and requirements for deans/managers.</i></p> <p>vi. Takeaway 6. Dialogue is a <i>vital</i> part of accreditation. This idea was discussed at every SLO Symposium panel and breakout session, as well as the keynote.   <i>Recommendation 6. Open dialogue should always be a part of every FLEX day, Program/Area meetings, and additional Outcomes retreats.</i></p> <p>Cartagena noted she has recommended that representatives from Student Services, GPs, and Online Education attend the Symposium next time. Ramirez asked and Cartagena confirmed that the conference happens once a year.</p>
IV. Status, Goals, Projects: Rio Hondo College	Cartagena shared the Status, Goals, and Projects chart (attached below as Supplement 2, below). She noted the one change from the last Outcomes meeting was the rollout of the online Faculty Resource Center, released on February 11.
V. Committee recommendations: dialogue and discussion	Dialogue and discussion occurred during the “Welcome and introduction” portion of the meeting; see Section I, above.
VI. Next meeting	<p>a. There are three more Outcomes Committee meetings this semester: March 19, April 16, and May 21. Cartagena noted March 22, just three days after the next meeting, is our last academic year deadline (Create and map new courses, degrees, and certificates from Fall 2018; and Complete CLOs/SLOs Measures and Findings for 2017-18). May 31 is the next deadline (complete CLOs/SLOs Measures and Findings for 2018-19).</p> <p>b. Cartagena observed that at Faculty Senate someone expressed concern it might be difficult to get the May 31 data in so close to when grades are due. She reminded this faculty member and the committee we don’t have to wait until the end to crunch all this data in. However, she added, if any faculty member needs extensions then we can certainly work with them.</p> <p>c. Cartagena reminded the committee that this Friday, March 22, there is a training from 12 to 4 and anyone can stop in anytime.</p>
VII. Adjournment	a. The meeting adjourned at 3:34 PM.

Respectfully submitted,  
Mike Garabedian, Dean of Library and Instructional Support

## Supplement 1: Course-Level Outcomes Process

Draft Updated 2/14/19  
Presented to Outcomes Committee 2/19/19



## Supplement 2: Status, Goals, and Project Chart

Fall: Weeks 1-8:	Mapping (October 19 deadline)	COMPLETED
Fall: Weeks 9-16	Initial roll out of data entry by Outcomes Committee and any other interested parties	COMPLETED
Spring: FLEX day	Official kick-off and work on inputting data	COMPLETED
Spring:	Deploy Faculty Resources Center in Canvas	<i>Released February 11</i>
Spring: Weeks 1-8	Create and Map new courses, degrees, and certificates from Fall 2018 Due: March 22	<i>Originators notified</i>
Spring: Weeks 1-8	Complete CLOs/SLOs Measures and Findings for 2017-2018 Due: March 22	<i>Training sessions in progress</i>
Spring: Weeks 9-16:	Complete CLOs/SLOs Measures and Findings for 2018-2019 Due: May 31 (Grades Due)	<i>Training sessions in progress</i>