



Outcomes Committee Meeting Minutes

Rio Hondo College Fitness Center KDA107 | 17 September 2019 | 2:30 to 3:30 PM

Attendance: Alyson Cartagena (chair), Cynthia Lewis, Kevin Barman, Julie Huang, Lisette Acevedo, Daniel Osman, Yunior Hernandez, John Frala, Bonnilee Kaufman, Shelly Spencer, Mark Littrell, Laura Ramirez, Caroline Durdella, Vann Priest, Mike Garabedian (secretary).

Unable to attend: Mike Javanmard, Sean Hughes, Mike Hinze, Robin Babou, Aimee Ortiz, Scott Jaeggi, Ravhel Garcia.

NB: Motions and action items italicized in RED.

I. Welcome	A. The meeting was called to order at 2:32 PM. Attendees introduced themselves. A guest, Marie Eckstrom from the English Department, also introduced herself.
II. Minutes approval	A. <i>Priest moved and Frala seconded the August minutes be approved. The motion carried.</i>
III. Discussion: Feedback from FLEX Day Activity	<p>A. Marie Eckstrom. Eckstrom addressed the committee about difficulties English Department faculty members encountered when attempting to complete the FLEX Day “Closing the Loop” activity. She said her comments pertained only to the English Department; and she’d describe what happened, give the committee an assessment, and suggest improvements.</p> <ol style="list-style-type: none"> 1. What happened (and an assessment): On FLEX Day, English Department faculty members received a 73-page document comprising data for four separate outcomes (i.e., there were approximately 20 pages per outcome). Upon examining the document, faculty members noted individual instructors applied different proficiency standards, assessment mechanisms varied, data only represented one section for each CRN, and some instructors did not input any data at all. Thus it was impossible to make anything meaningful to record in the “Closing the Loop” worksheet: instructors tried to dialogue, but without substantial or reliable or credible or valid data, the exercise was one in futility, according to Eckstrom. 2. What might improve. Eckstrom said a one-page summary sheet with four outcomes and related information may have helped, but the overarching issue is a lack of standardization. Eckstrom suggested several solutions—e.g., a random selection of CRNs collected, whereby all the outcomes for a given course would be assessed in a given year, with one assessment tool for each outcome; an evaluation panel where a panel of peer reviewers would assess random CRN’s according to a rubric—but in each case the solutions were cumbersome and did not fix the standardization issue. “What we did,” she said, “was spin our wheels: we got no useful information. We filled out the [“Closing the Loop”] form, but had a discussion that was not based on any data at all. For the English department to get valid, reliable data, we’re going to have to do something totally different.” 3. The committee discussed Eckstrom’s points. <ol style="list-style-type: none"> a. Osman agreed the big problem is rubrics used by different instructors are inconsistent; as such it’s impossible to make any assessment of the data. This should

be our first order of business, he said—making things standard. Eckstrom agreed and added related problems are that proficiency standards are “all over the place,” and if everyone is assessing with different tools, there is no validity. She noted further that many instructors use grades as proficiency standards, despite recommendations not to do so. Osman asked whether standardizing assessment tools and proficiency standards should be up to the English Department or if it is the Outcomes Committee’s purview. Eckstrom answered the English Department needs to stop, take stock, and determine a more valid course for the future. Cartagena said two things might help in this endeavor: the new assessment timeline in order to determine *which* outcomes are assessed, and when; and also upcoming program planning, which is an ideal time to “take stock.” Eckstrom asked how to get everyone on the same page.

b. Acevdeo noted in the Speech Department, they have similar issues to English: i.e., different faculty members with different standards and guidelines, and who do not want to modify such things for the purposes of assessment. Eckstrom suggested academic freedom may be an issue here. She asked about the Math Department, and Littrell said Math spoke in advance to agree upon standards, and to ensure each faculty member had responsibility for one course. But, he admitted, this solution was unreasonable in the long term because of the amount of sections each person would have to take up: “It took me an hour to do five and I was cursing like a sailor the whole time!” he said. (Also, since one difficulty had Math faculty members inadvertently replacing colleagues’ data, Littrell asked and Durdella confirmed there is no way to configure Taskstream to give individuals discrete credentials to log in.)

c. Durdella said she agreed that to have the most meaning from assessment, there needs to be faculty consensus about tools and standards. Eckstrom responded her colleagues can agree upon outcomes, but not assessment tools. Durdella asked and Eckstrom answered English faculty members cannot agree that a research paper should be a tool. Durdella said she understands individuals’ concerns about academic freedom, but professional associations should be looked to to provide professional standards (for Sociology, for example, the American Sociological Association is likely to have outcomes for certain kinds of courses). Durdella said further that she understands instructors want to develop their own tools and assess in their own way, but faculty members should be able to come to consensus about what those standards are going to be for the purposes of outcomes assessment.

d. Before leaving, Eckstrom reiterated that her purpose in addressing the Outcomes Committee was to relay that, for the English Department, the FLEX Day activity was an exercise in futility. Osman said he is a little behind because he was on sabbatical two years ago—and then “recovering from sabbatical” last year—but recalled 5-6 years ago, when using SLOlutions, the English Department utilized a uniform rubric for each course in the department, and one faculty member was responsible for submitting an assessment report for each course each year. He admitted not knowing if everyone in English was happy with how this data was gathered and assessed, but after all it *was* gathered and assessed. Cartagena confirmed departments needn’t reinvent the wheel when it comes to outcomes assessment, and former “benchmarks” can be today’s “proficiency standards.”

	<p>e. Huang asked about how to upload FLEX Day worksheets into Taskstream. Cartagena noted these documents can be scanned and uploaded as attachments in the application—they needn't be retyped. Huang indicated she would reach out to Cote in IRP for further instructions.</p> <p>B. Concerns about the October 18 program planning deadline. Cartagena reiterated IRP's goal was to have all the courses assessed in order to "close the loop" with planning. However, one challenge is program reviews and plans are due in mid-October, which does not leave a lot of time for this process. As such, IRP is recommending faculty members do their best with this new transition/process, perhaps focusing on courses with specific resource needs and requests. Cartagena said she has found that in groups she has been able to get through courses pretty quickly (i.e., in 15-30 minutes). She suggested the process is labor-intensive right now, but she and IRP wanted everyone to know not to "panic" this year. For now, it is important to decide upon a timeline of completion and benchmarks, and to focus especially on courses going through program review. Frala asked and Durdella answered the planning date was moved up in order to allocate resources in a timely fashion. Priest noted before RHC adopted Taskstream, the planning deadline was mid-October; an extra month was added when Taskstream was adopted in order to allow people to learn how to use the software.</p> <p>C. Appropriate timeline for completion and participation benchmarks? Durdella said IRP had asked departments to upload timelines in order to indicate when they would assess their outcomes, but some faculty members relayed they don't have enough time to fill out this chart. Durdella said she thinks it is appropriate for the Outcomes Committee to indicate when a deadline might be; otherwise, she suggested, we won't have established when folks need to turn this information in. Regarding participation and completion, Ramirez reflected on Eckstrom's concerns, noting the English Department alighted upon/shared important information: i.e., while they were not able to fully take advantage of the data and felt like it was a futile exercise, in fact the highlight was the department came together to realize they need to change how they do things currently. Ramirez said it's neither for her nor the Outcomes Committee nor Cartagena to prescribe or demand how things should go—part of this process is for departments to come to these realizations themselves, develop appropriate tools, and get into new habits. She finished by suggesting if the product of this process for a given department is establishing the need to come up with a rubric, this is okay: documenting that faculty are coming together, engaging in dialogue, and assessing and refining their procedures is part of the process as well. Durdella concurred, noting however that the Outcomes Committee needs to establish and have on record what the cycle is, as well as some kind of quality control mechanism. She said the accreditation team will most certainly ask about such things (e.g., How do you know things are going to be assessed on a six year cycle?). After some discussion, the Committee decided Spring FLEX Day (January 24) would be an ideal deadline by which to submit timelines to IRP.</p>
<p>IV. Guided Pathways Updates</p>	<p>A. The Guided Pathways Committee met for the first time on Friday, September 13. Cartagena said Melinda Karp from Phase Two Advisory will be on campus on October 24 to facilitate the Guided Pathways Student Success Team Summit from 9 AM to 3 PM, and that all are welcome. She said that last year the committee completed four metrics and considered ways to fill these areas out; her recommendation, she said, is to go through the four columns one-by-one by</p>

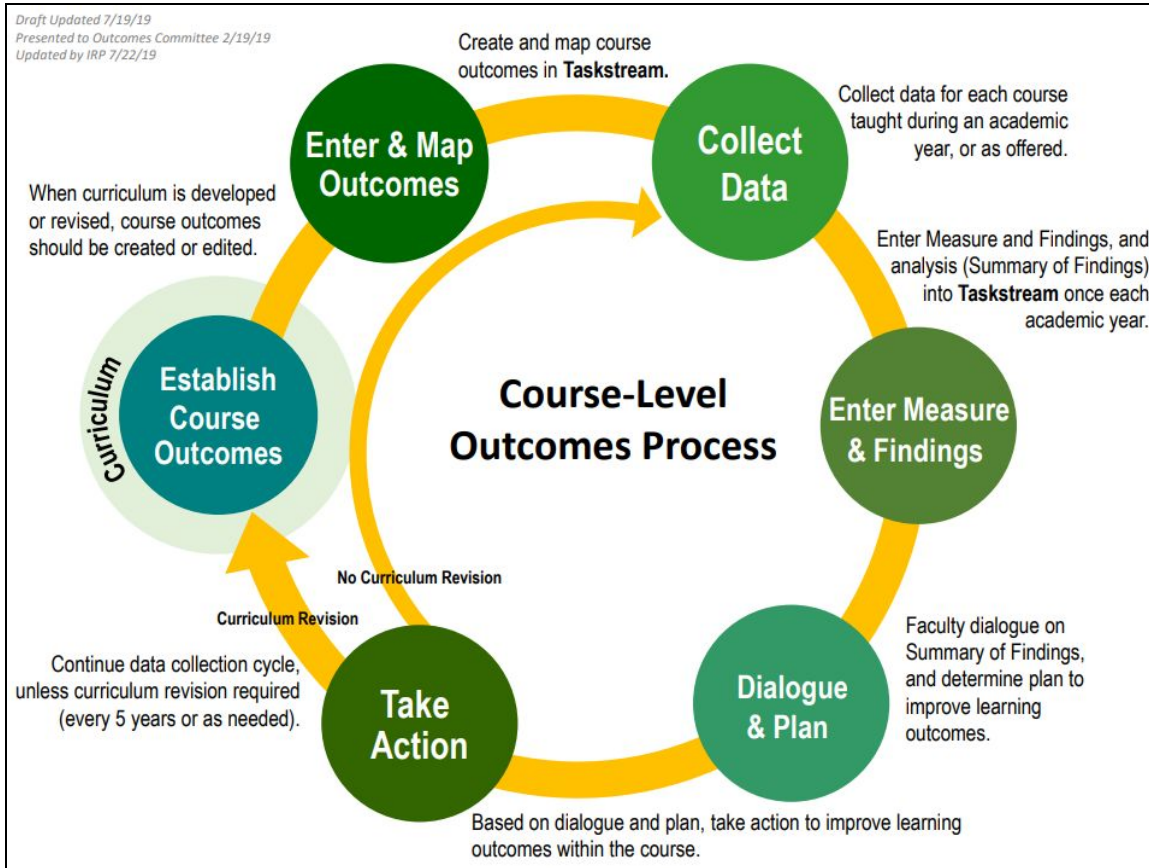
	<p>way of “attack”; Karp, Cartagena said, will help the Guided Pathways Committee with this game plan. Cartagena further suggested that RHC should have codified and standard program, degree, and certificate fliers because currently these documents do not include the vital information RHC students need. Codifying and standardizing these things would make it far easier to compare programs, degrees, and certificates. This is something the Guided Pathways Committee is investigating; <i>if Outcomes Committee members have suggestions about what to include or what Guided Pathways Committee members should look out for, do let Cartagena know</i>. Frala said standardization like this will be tough in CTE, but that Dean Mike Slavich had attempted to do this with their brochures, which include outcomes. Cartagena asked and <i>Frala said he would bring these brochures to the next Outcomes meeting</i>.</p>
V. Volunteers: Program Review	<p>A. Cartagena solicited volunteers to help with program reviews, and said IRP can help to have classes covered for those who can assist. Faculty members will be asked to commit to a full day rather than a partial day. Cartagena noted she can help Thursday, but because of obligations related to the performance of Tchaikovsky’s <i>Nutcracker</i>, it will be a difficult week for her to help further than this. A committee member asked and Durdella answered 17 programs are under review this year (eight instructional and nine non-instructional programs).</p>
VI. TaskStream Training Sessions	<p>A. There will be two upcoming Taskstream training sessions as open labs for working on program plans, program reviews, course outcomes, and data analysis. The sessions will take place in the Campus Inn Conference Room, each for three hours, on Friday, September 27 from 11 AM to 2 PM and Friday, October 4 from 9 AM to 12 PM. Cartagena suggested most faculty members are by now used to Taskstream, so we will have fewer training sessions in the Fall. She noted further that because planning is now underway and most instructors are inputting data in spring, it makes the most sense to have more training sessions next semester.</p>
VII. Governance Manual	<p>A. The deadline to submit changes to the Governance Manual was Friday, September 13. In the current manual the Outcomes Committee bylaws do not include two reps from CTE, despite last year’s committee’s having discussed two CTE representatives as being necessary. Cartagena said the committee now needs to discuss whether this remains something we should like, and then telegraph this to Senate. After some discussion, <i>Frala moved and Littrell seconded a motion to ask Senate to amend the Governance Manual to include two CTE reps on the Outcomes Committee. The motion carried</i>.</p>
VIII. Updated Directions for Running Reports in Taskstream	<p>A. Directions for running reports in Taskstream has been updated. Cartagena praised Cote, and noted that for program reviews, Cote was able to make an Excel spreadsheet that links program level outcomes to planning, which will make a big difference in the program review cycle. Cartagena said this is a great step in the right direction.</p>
IX. Status: Missing Program Learning Outcomes	<p>A. Cartagena asked for all missing program learning outcomes to be turned in by November 1, 2019 and thus far has received none. She noted a related problem that requires attention—i.e., some asterisk-marked courses that were included in spring catalog but without program level outcomes. Cartagena assured the committee she knows it is only mid-September, but wants to make certain this information gets submitted on time. The committee needs to make sure these PLOs are in the December addendum to the RHC catalog, and in Taskstream. Cartagena will send out a message to faculty by way of reminder; those who need assistance can reach out to her.</p>

<p>X. Pilot: John Frala and Alyson Cartagena Utilizing Canvas to Collect Outcomes Course Data</p>	<p>A. Frala and Cartagena have started to utilize Canvas to collect outcomes data. Cartagena said this is a way to collect data, <i>not</i> to replace Taskstream.</p> <p>B. Frala said he began “playing” with Canvas out of curiosity, and received assistance and guidance from Instructional Assistant Zulma Calderon. Because an outside accrediting body requires it, Frala has to connect a mastery learning plan with his courses, and so looked to connect students’ work directly to posted outcomes. Currently, Frala’s student’s quizzes and tests are connected to outcomes, and so assessment will be generated automatically by this assessment tool. Frala admitted it has been challenging to set up, but he thinks he has worked bugs out, and next year will try this approach with another course.</p> <p>C. Cartagena is using Canvas in this way for two online courses. She said the most challenging aspect of this approach is creating rubrics for all assignments; she said she is using Canvas for all quizzes, midterms, final exams, and discussion boards. Cartagena talked about the mastery gradebook that obtains when a Canvas user links outcomes to rubric; and the very helpful student performance graphics/visual information the gradebook is able to display.</p> <p>D. Cartagena said she and Frala will continue to pilot Cavnas in this way and hopes to encourage other faculty to follow suit. Frala said he is hoping to set up a template for other CTE instructors to use by simply plugging in data. Frala said that in addition to the ease of collecting and visualizing data, his students love Canvas because they don’t have to do any in-class quizzes. This means he has a lot of extra time for lab work.</p>
<p>XI. Recommendation(s) to Senate for Discussion in September</p>	<p>A. Referring to the “Standards of Assessment Practice for Instructional Programs” document (i.e., the “narrative”), Cartagena said she is looking to the committee for feedback, and to wordsmith the document in order to get it to Senate. She said another objective is to refine the processes/cycles we have described. The committee’s goal is to send narrative and cycles along with the recommendation about CTE representatives to the next Senate meeting on October 2. She said this information is important especially for new faculty to know, and will be helpful for program planning and program review, to say nothing of accreditation. (NB: The Outcomes Process Cycle, Six-Year Course Outcomes Assessment Timeline, and the narrative are attached as supplements following my salutation below. —MG)</p> <p>B. Durdella said it would be helpful if student learning outcomes and course learning outcomes were more closely connected to curriculum and the catalog production process, because currently it is cumbersome to link these things manually. Durdella said she would like the Outcomes Committee to make this recommendation. She said at other institutions, colleagues have shared that their outcomes live in their I have spoken to other colleges: their outcomes “live” in course outlines of record; and that if a student learning outcome changes, the process allows for it to happen easily. Priest asked and Durdella confirmed that CurriQunet has this capability: Durdella said that in her opinion, the curriculum process is one of the most important processes at a community college, and really at “the heart of everything.”</p> <p>C. Ramirez noted that she believes the Curriculum Committee is concerned about being the arbiter/evaluator of outcomes. But, she said, she didn’t think this is what their role should be. Durdella agreed, and noted that outcomes revisions also should be part of the curriculum process. Cartagena said she thought outcomes should not be changed “willy nilly”; Durdella</p>

	<p>demurred that programs <i>could</i> change things like this, however, if they wanted: She suggested there should be a way for programs to make these kinds of emendations without having to wait months and years to do so. Ramirez said currently Cartagena must cross check/reference outcomes in the catalog with Taskstream, and that no one should have to do this—it should be part of the mechanism. Littrell noted hindsight is 20/20, and agreed there ought to be a revision mechanism, but that he wasn’t certain everything on/in CurriQunet must be channeled through the Curriculum Committee. A committee member noted there already is a process for minor revision (e.g., textbook revisions), and Ramirez said a minor revision could be the same way outcomes work as part of the curriculum process. Frala said a field would have to be added in CurriQunet, and that he wasn’t certain about the amount of work and time required. Garabedian suggested the Library had asked Michelle Pilati, Dana Arazi, and Kathy Burdett to change some wording in CurriQunet and that according to their response, it didn’t seem like it would be an onerous task; he surmised adding a field would not be incredibly difficult.</p> <p>D. After further discussion, <i>Garabedian moved and Littrell seconded that Outcomes recommend to the Curriculum Committee to add an outcomes field as a place to archive outcomes into the course outline of record, with the understanding that an outcomes field will not become part of the Curriculum Committee’s approval process. The motion carried.</i></p> <p>E. The committee discussed the “Standards of Assessment Practice for Instructional Programs” further. Acedevo said her department is questioning 3a in the document (“It is strongly recommended that SLO assessment methods are uniform for different sections of the same course”). She asked whether it would be enough for faculty members to have the same assessment tool but not the same rubric? Ramirez said that we do not want to do anything or make any recommendations that will allow instructors to stop and not move forward. Durdella noted that the language of 3a was a careful choice, hence it is a <i>recommendation</i>. She noted further that criterion 1 calls for three to six outcomes, while she has heard that some instructors have up to 15 outcomes for a course; Durdella suggested one outcome per credit seemed reasonable. Durdella asked and <i>Cartagena will correct a few words on the third page of the narrative</i>, changing “SLOs are revised on a six-year cycle” to “a <i>five-year cycle</i>, striking “annually” in the third row of column 2, and changing “Assessment Cycle” to something like “Data Collection Cycle” as the second heading’s column.</p>
XII. “Outcomes Handbook”	A. Cartagena is working on an outcomes handbook, but noted the work will move forward once the work of refining the narrative and cycle(s) is completed.
XIII. Website: Any recommendations or addition?	A. Discussion about the Outcomes website was limited, but Frala thanked Cartagena and said the Faculty Resource Center (FRC) has been extremely helpful. A committee member asked and Cartagena confirmed that there will be two more drop-in Taskstream labs on two Fridays this semester (see section VI, above), and about which <i>she will send faculty members an email.</i>
XIV. Adjournment	A. The meeting adjourned at 3:44 PM.
XV. Next meeting	A. The next Outcomes Committee meeting will be October 15.

Respectfully submitted,
Mike Garabedian, 09/17/2019

Supplement 1. Outcomes Process Cycle



Course-level Outcomes Process

Establish Course Outcomes – One time

When curriculum is developed or revised, faculty should create or revise course outcomes.

Enter & Map Outcomes – One time

When curriculum is developed or revised, faculty should enter or revise course outcomes in Taskstream.

Collect Data – Ongoing

Collect data for each course taught during an academic year, or as offered, in accordance with course outcomes assessment timeline. Collect data for at least one outcome every year. All outcomes should have data collected within a 6 year period.

Enter Measure & Findings – At least once per year

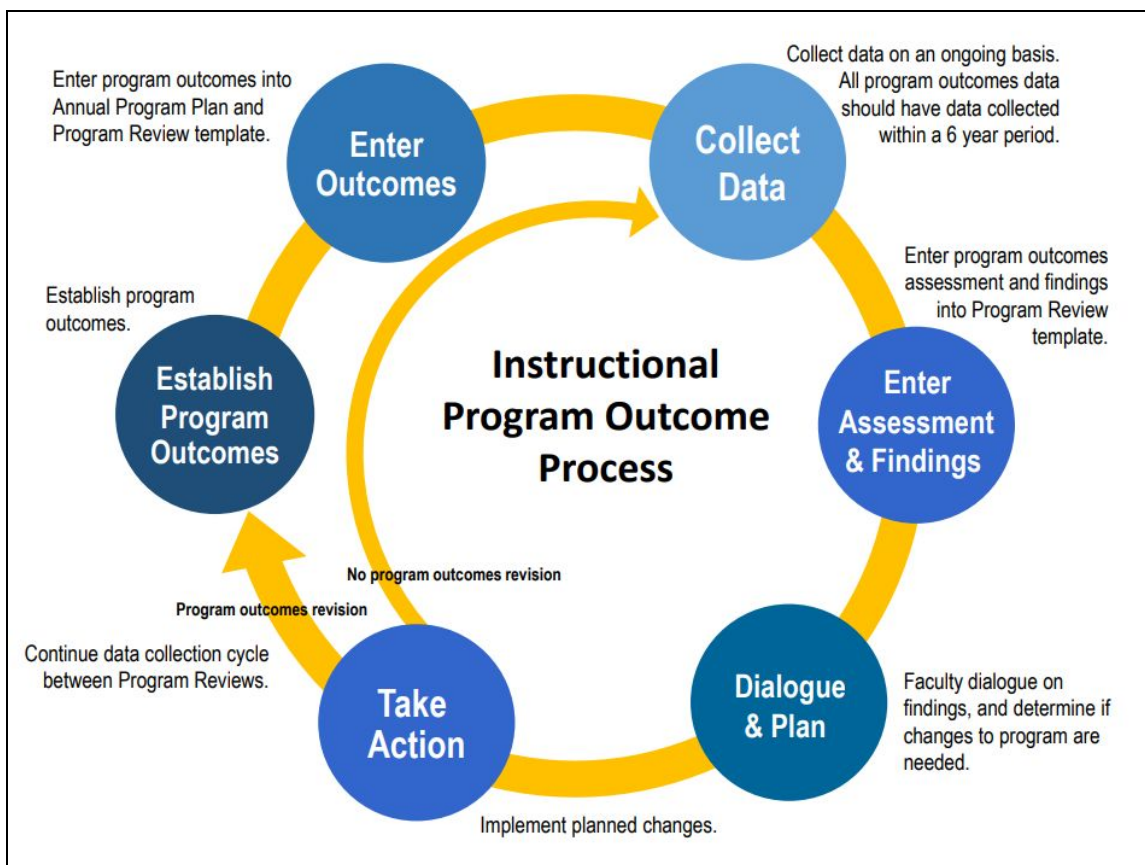
Enter Measure, Findings, and analysis (Summary of Findings) into Taskstream at least once each academic year.

Dialogue & Plan – At least once per year

Faculty dialogue on Summary of Findings and determine plans to improve learning outcomes. Dialogue documentation is included in the annual program plan.

Take Action – Ongoing

Based on dialogue and plan, take action to improve learning outcomes within the course. If curriculum revision, establish new course outcomes and proceed through the process. If no curriculum revision, continue with data collection.



Instructional Program Outcomes Process

Establish Program Outcomes – One time

When a program is developed or revised, faculty should create or review course outcomes.

Enter Outcomes – One time

When program is developed or revised, faculty should enter or revise outcomes in Annual Program Plan and Program Review templates.

Collect Data – Ongoing

Collect data on an ongoing basis. All outcomes should have data collected within a 6 year period.

Enter Assessment & Findings – Every six years

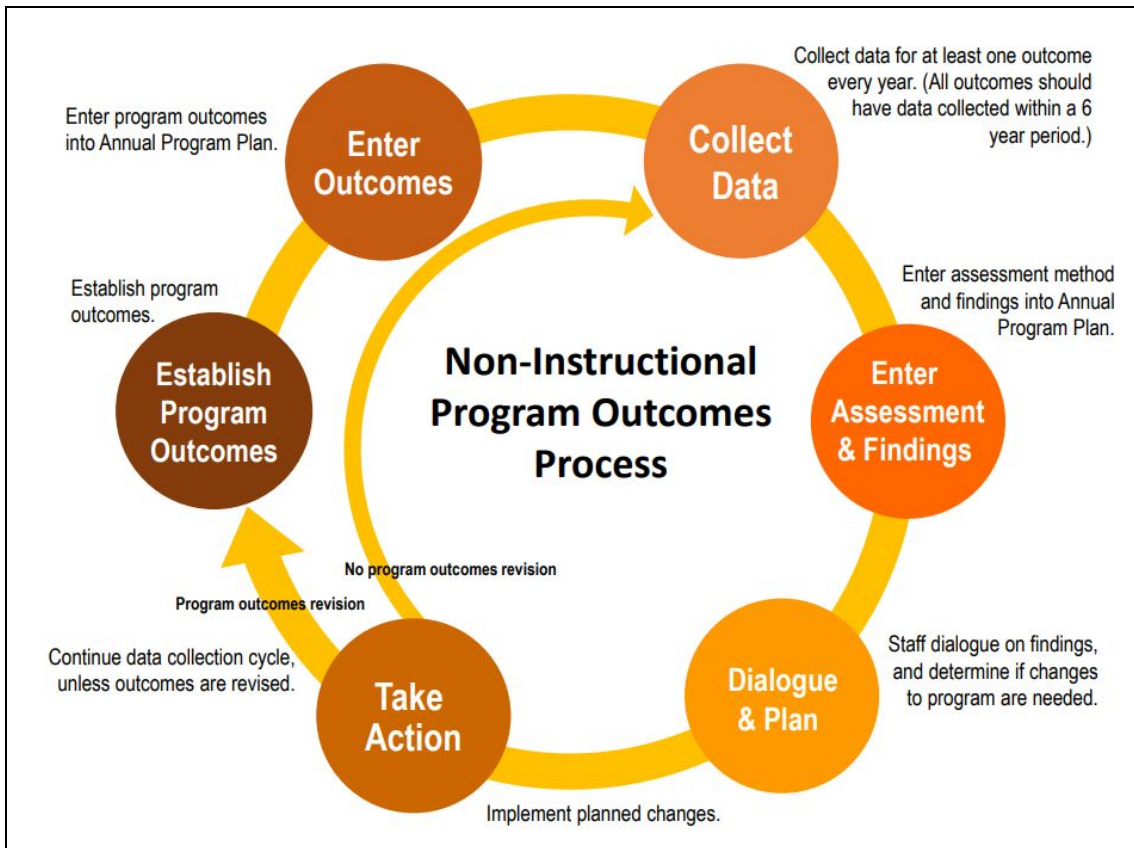
Enter assessment and findings every six years when program undergoes review.

Dialogue & Plan – Every six years

Dialogue about program outcomes data to determine if changes to the program need to be made.

Take Action – Ongoing

Based on dialogue and plan, take action to improve program outcomes. If program outcomes require revision, establish new outcomes and proceed through the process. If no revision to outcomes, continue with data collection.



Non-Instructional Program Outcomes Process

Establish Program Outcomes – One time

Program outcomes are established by program staff and management.

Enter Outcomes – One time

Program outcomes are entered into Annual Program Plan, revisions only needed when outcomes change.

Collect Data – Ongoing

Collect data for at least one outcome every year. All outcomes should have data collected within a 6 year period.

Enter Assessment & Findings – Once per year

Enter assessment method and findings into Annual Program Plan.

Dialogue & Plan – Once per year

Staff and management dialogue on Summary of Findings and determine plans to improve program outcomes.

Take Action – Ongoing

Based on dialogue and plan, take action to improve program outcomes. If revision to program outcomes, establish new outcomes and proceed through the process. If no revision to outcomes, continue with data collection.

Six-Year Course Outcomes Assessment Timeline

Area:

Unit/Division:

Program:

Last Program Review:

Next Program Review:

Date:



<i>Course</i>	<i>Course Outcomes</i>	<i>17-18</i>	<i>18-19</i>	<i>19-20</i>	<i>20-21</i>	<i>21-22</i>	<i>22-23</i>
		<i>Y1</i>	<i>Y2</i>	<i>Y3</i>	<i>Y4</i>	<i>Y5</i>	<i>Y6</i>

Rio Hondo College Standards of Assessment Practice for Instructional Programs

In an effort to clarify processes for outcomes assessment, the following standards of assessment practice have been created by the College.

Assessment of instruction at Rio Hondo College meets each of the following criteria:

- 1.) Three to six course-level outcomes, also known as student learning outcomes (SLOs), are identified for each course, where:
 - a. SLOs are listed in all course syllabi.
 - b. SLOs are posted in Taskstream.
 - c. SLOs are mapped in Taskstream to program level outcomes (PLOs).
 - d. SLOs are mapped in Taskstream to institutional outcomes (ILOs).

- 2.) At least three program level outcomes for each program are established, where:
 - a. PLOs are current and accessible in the College catalog.
 - b. PLOs are current and accessible to the public through the College's website via the catalog and the outcomes PLO web page.
 - c. PLOs are current and accessible to faculty via Canvas in the Faculty Resource Center.
 - d. PLOs are posted in Task Stream.
 - e. Course-level outcomes are mapped PLOs are in Task Stream.

- 3.) Outcomes are measured by use of direct assessment methods.
 - a. It is strongly recommended that SLO assessment methods are uniform for different sections of the same course.
 - b. Assessment of SLOs is rotated within a six-year timeline so that **all outcomes for a given course will be assessed at least once within a six-year time period and all course outcomes for courses within a discipline will be assessed within the same six-year time period.**

All course outcomes must be assessed within the six-year cycle irrespective of the term in which they are offered.

- 4.) A regular, explicitly stated course assessment timeline for all outcomes is submitted during program planning within TaskStream.
 - a. SLOs are analyzed annually as a component of annual program planning.

- i. SLOs are revised on a five-year cycle which coincides with the five-year cycle for course revisions within curriculum.
- b. A complete course-level assessment process includes:
 - 1.) Collecting course-level data* in accordance with the outcomes rotation timeline and entering Measures and Findings into TaskStream.
 - 2.) At least once annually and in accordance with the outcomes rotation timeline, analyzing course-level data, reflecting on measures and findings, and recording dialogue and discussion on the [NAME OF FORM].
 - 3.) At least once annually, reporting results in the annual program plan via TaskStream.
- c. PLOs are assessed every year and addressed in annual program planning in Task Stream.
 - i. PLOs are revised on a six-year cycle which coincides with the six-year cycle for Program Reviews.

The four criteria stated above represent a threshold for assessment practice for instruction. They enable the institution to describe the achievement of a common core of learning to external stakeholders. The College invites and encourages faculty to engage in outcomes assessment practices that go beyond this threshold.

Cycle of Assessment and Course Outcome Revision

Outcomes are regularly assessed using a cycle of assessment that is connected to the course revision schedule and the program review schedule. This schedule specifies that all programs (PLOs) are reviewed once every six years and in the case of CTE programs every two years. And SLOs are reviewed every five years.

The overall achievement of course and program level student learning outcomes should be evaluated holistically, using longitudinal data when possible, at least once within a six-year cycle. For example, during the program review process, programs and disciplines should discuss the degree to which all course and program outcomes were achieved rather than specific outcomes for a particular course, unless a pattern of improvement or success for a course or set of courses emerges that is relevant to a discussion of program quality.

The college recommends a standard calendar for course level outcomes assessment. This calendar specifies the assessment schedule as follows:

- course outcomes associated with courses offered in both fall and spring terms are assessed in either the fall or the spring with results reported in Task Stream during the spring term;

- and course outcomes associated with courses offered once or less than once annually should be assessed and reported during the term in which they are offered with results reported in the subsequent term.

Revision

SLOs are revised on a six-year cycle which coincides with the six-year cycle in curriculum.

Outcome Area	Assessment Cycle	Revision Timeline
SLO	Annually	5 years
PLO	Annually	6 years