Outcomes Committee Meeting Minutes

Zoom Meeting | November 17, 2020 | 2:30–3:30 p.m.

Attendance: Alyson Cartagena (chair), Mike Javanard, Cynthia Lewis, Julio Flores, MIke Garabedian, Vann Priest, Melanie Fierro, Sean Hughes, Albert Bretado (guest), Kevin Barman, Caroline Durdella, Stephen Smith, Robin Babou, Bonnilee Kaufman, Daniel Osman, Lawrence Seymour, Lisette Acevedo

Unable to attend: Aimee Ortiz, Rachel Garcia, Scott Jaeggi, Mark Littrell, John Frala

NB: Motions and action items italicized in RED.

I. Welcome	A. The meeting commenced at 2:31 p.m.
II. Minutes Approval	A. *It was moved and seconded that the minutes from October be approved.*
III. Close the Loop (CTL) Online Form	A. Guest: Albert Bretado. As part of *an investigatory process* hopefully to make things easier for faculty members, Cartagena asked Web Developer Albert Bretado to develop the print version of the CTL document into an online, PHP form. Bretado shared his screen and showed the committee the PHP form he created, then talked about some of the form's functionality. In short, once the form was filled out and the "submit" button pressed, the person filling out the form (as well as any designees Bretado assigns to each division) would receive an automatically-generated PDF which could then be uploaded into *Taskstream;* all of the data submitted using the online forms would be collocated in a live .csv file that would facilitate different kinds of data analysis (e.g., deans could look at all the data from the forms submitted for their division for a given time period in one place). Committee members asked Bretado questions about the form, including where it would "live"; Javanmard suggested and Bretado agreed that it would be best not to make the form public, though it could be advantageous to include a link to the .csv file, for example, on the Outcomes website. B. Process. Committee members discussed how the new form might affect the current CTL process. In response to Garabedian suggesting that secretaries and deans might be designated recipients for the PDFs, Priest said he would not want division secretaries to be responsible for uploading the documents. Hughes suggested that, instead of the Outcomes Committee trying to determine who might be responsible for given tasks, process questions are best left to a division or department, and to this end suggested the committee reach out to deans to ask how they might want to handle things. C. Possible Implementation. Cartagena suggested Fall 2021 is a target semester for implementation of the PHP form. Priest asked and Cartagena confirmed that post-accreditation the College might move on from *Taskstream* to a new platform. She said the College has signed a contract with *Taskstream* for an additional three years and followed Garabedian in suggesting that the PHP form is not a "panacea" but a stop-gap measure intended to make things easier in the meantime. Javanmard suggested the resultant .csv file could be used for evidence for accreditation; Durdella said that the point of the CTL process is to demonstrate that meaningful dialogue has occurred at the program and course levels, i.e., ACCJC wants to see a process, and evidence that shows faculty have talked about outcomes and made recommendations about how instruction may or may not have to change: this, she said, is captured in the CTL forms.

	D. Testing. *It was moved and seconded with one abstention that the Outcomes Committee will test out a beta version of the form beginning in Spring 2021 to see if it works, and to fine tune the processes for a possible implementation in Fall 2021.*
IV. CTL Form: Content Revisions	A. After noting that last year an equity question was added to the CTL form, Cartagena shared the current form with its six questions to ask the committee whether they had recommendations for changes. Barman said adding a rubric by way of guidance might be helpful. Javanmard noted that some of the questions are contingent on yes/no responses, and suggested radio buttons might help simplify the form for deans that might be looking to responses for resource allocation—however, Durdella said this data should rightly go into the program plan, so adding yes/no radio buttons would not necessarily be beneficial.
V. CTL: Dialogue Approach	A. Cartagena shared the "Close the Loop Recommendations for Small or One-Person Departments" draft document to be submitted to Academic Senate (see supplement 1, below). There are three options for small or one-person departments: course groupings, "divide and rotate," and dialogue pod. Cartagena asked but there were no recommendations for changing the options. *It was moved and seconded to forward the recommendations to the Senate; there was one "no" vote.*
VI. COAT and CTL Forms: Directed Studies and Cross-Listed Courses	A. COAT and CTL for 200 and 299 Courses. Cartagena shared a COAT draft template for directed studies courses (see supplement 2, below). Cartagena asked the group for feedback; Fierro observed that the form worked well for her department. *Cartagena asked Outcomes reps to take back the template to their divisions in order to see if it will help complete some missing forms in the Fall 2019 CTL/COAT inventory.* B. Cross-Listed Courses. Cartagena noted that she deduplicated cross-listed courses in the Fall 2019 CTL/COAT inventory, and doing so did not make a significant dent in the number of courses for which no documents have been submitted.

VII. Committee To-Do List	A. Cartagena shared several ideas for Outcomes representatives to share with faculty members in their divisions.
	
	    1. Encourage faculty to submit their Fall data when submitting final grades in December.
	        a. Also, ask faculty members if they have *Taskstream* access: Do faculty members have access to *all* the courses they are teaching this Fall?
	
	    2. Remind faculty members to include outcomes for Spring syllabi.
	
	        a. Ask faculty members if they have *Taskstream* access. Do faculty members have access to all the courses they are teaching this Spring?
	
	        b. Remind colleagues that they need to submit Taskstream access issues via the IT Help Desk: they need to write "Taskstream" in the subject line, with a list of their courses in the comment box.
	
	    3. Remind faculty members of Faculty Resource Center (FRC) resources.
	
	        a. Ask colleagues whether they have FRC access. If not, they need to ask desupport@riohondo.edu to add them to the FRC.
	
	        b. In *Canvas:* It may be that colleagues already have access via their courses. If so, they'll need to click the star to enable them.

	4. Find out why there are CTL forms still missing for Fall 2019. a. Cartagena asked the group whether they had theories about why there are so many outstanding CTL (and COAT) forms in the Fall 2019 inventory, and to share ideas about how this shortcoming might be resolved currently and in future, noting that there are still a "substantial" amount of documents whose deadline was last year. Ramirez asked the group about this subject as it obtains at division meetings, and whether the committee has considered recommendations for what is to be done if this work is not completed: at peer institutions, she noted, there are consequences for faculty members who do not fulfill their contractual outcomes obligations. Smith suggested that discussions in Senate seem to indicate that outcomes do not seem to be a priority for many, some of whom feel the processes are "busy work"; in his division of KDA, he said, he gets good feedback when he has reached out to folks directly, but also noted that other divisions might have different cultures. Ramirez asked whether, at division meetings, there is time to share with the faculty what is happening with Outcomes—or whether these discussions happen outside the meetings? Barman said that in the Behavioral and Social Sciences Division, there is time at meetings. Javanmard said it's not clear whose responsibility it is to do this work, suggesting that it needs to be clear (especially in larger departments) which faculty members are responsible for doing what, when. Lewis said in Art that there is space for discussion, and folks seem to understand the urgency; but as a messenger, she noted, she does not know whether there is any follow-up. Javanmard said that as a faculty member, he does not feel comfortable "getting after people"; Lewis agreed, saying she doesn't mind being the messenger, but without any follow-up from a supervisor or person in authority, the work is not likely to get done. Perez said in the Communications and Languages Division, she gets the message(s) out, but that's as far as it goes because she is not a supervisor—and moreover, colleagues would not appreciate her acting in this capacity. Ramirez said it seems as if deans need to develop clear assignments and timelines to make sure responsibilities are clear.
VIII. Management System(s)	A: *Taskstream*. The Office of Institutional Research and Planning has renewed the *Taskstream* license: the College will use *Taskstream* until at least AY 2022–23. B. *Taskstream* Alternatives. Cartagena said the main issue with *Taskstream* is that it does not communicate well with existing data systems, and ideally the College would acquire an assessment/planning management system that makes things easier and connects with data from other systems (or be a "one-stop shop" with all the interconnected data in one place). Javanmard said he would like to start studying something other than *Taskstream,* and noted that some part time faculty members with whom he has spoken are confused about expectations insofar as the platform is concerned. Durdella said before we investigate any new platform, it's important to get the outcomes assessment process squared away, and only then look for a platform that best supports the process—not the other way around. When it is done the other way, she said, it doesn't work for anybody, and an institution gets into the difficult business of making the platform fit existing processes. She reminded the committee that the College will have *Taskstream* for an additional three years, and if a goal is to bring out a new platform in the following year, then Outcomes should seek to "iron out" outcomes processes first, then look for different vendors, bring vendors to campus, and do site visits where these alternative platforms are used. Only then would it be prudent to launch a new system, which she noted the College would want to start trying out during the final year of *Taskstream* in order to obviate delays or lags between systems. Cartagena asked and Durdella answered that

	outcomes issues that need fixing include the fact that there needs to be consensus about what's in the RHCFA collective bargaining agreement, which is confusing. Ramirez agreed, noting that a related issue is that that many folks (e.g., adjunct faculty) do not seem to know their outcomes-related responsibilities, or about assessment cycles and deadlines. Durdella noted and Ramirez agreed that a June 30 deadline does not correspond with planning calendars, or really anything else, as faculty members are not on-contract at that time. *Cartagena will include these ideas as agenda items for Spring 2021.*

IX. Program Review	A. The following Outcomes Committee members have agreed to serve on the following days and times:
	
	    1. Monday, November 30 (8:30 a.m. to 4:35 p.m.): Lewis
	
	    2. Tuesday, December 1 (8:30 a.m. to 4:35 p.m.; Speech Program scheduled): Cartagena
	
	    3. Wednesday, December 2 (8:30 a.m. to 4:35 p.m.; Art History Program scheduled): Cartagena
	
	    4. Thursday, December 3 (8:30 a.m. to 3:25 p.m.; Dance Program scheduled): Phillips

X. Open Lab Volunteer	A. Cartagena asked for a volunteer to lead the open lab on December 2 (i.e., "Inputting Measures and Findings, Fall 2020 Data"). *Fierro volunteered to do this work.* <table><tr><td>Week 16 Tuesday, Dec. 1 4–5 p.m.</td><td>Inputting Fall 2020 Measures and Findings Data</td><td>https://cccconfer.zoom.us/j/96501129283</td></tr></table>
XI. SLO Symposium	A. The SLO Symposium will occur January 29 and 30, 2021 (i.e., during FLEX Day). The event is described on the EventBrite page: "Student Learning Outcomes (SLO) Symposium is an annual event focused on building support, networking and providing solutions for assessment of student learning. Faculty and their leaders, SLO, Guided Pathways, Equity coordinators, researchers, administrators and research analysts, academic deans and deans of institutional effectiveness, are the expected audience. At this Symposium, breakout topics will address issues such as: Competency-Based Education (CBE), 4th Pillar of Guided Pathways, current ACCJC guidelines and requirements, Equity, alignment of competency assessment to the current grading system, building faculty learning communities around SLOs, and engagement of students in meaningful assessment of student learning." B. See https://www.eventbrite.com/e/8th-annual-slo-symposium-tickets-124649555175 for additional information about registration.
XII. Guided Pathways (GP)	A. Student Success Team (SST) Orientation: Academic Faculty Role. Currently the teams are formed for "SST Phase 1," and are in the process of hiring success coaches. The GP Committee had planned to include academic faculty from the start but decided to postpone the discussion in Spring 2020 due to the pandemic. B. The SST Orientation document from September with the current roles for Phase 1 does not yet include academic faculty (see supplement 3, below). Pages 2 and 3 of the GP Implementation matrix (developed before Lydia Gonzalez became GP chair) includes two proposed faculty roles put forth by Professors Brian Brutlag, Troy Olson, and Jennifer Tanaka back in 2018, approximately.

XIII. GP Essential Practices: Scale of Adoption Self-Assessment	A. Cartagena shared the 15-page-long "Guided Pathways Essential Practices: Scale of Adoption" document (see https://tinyurl.com/y3xojvay) in order to solicit feedback from committee members, noting all additions are in red. 1. Following Durdella's recommendation from earlier in the meeting, Ramirez said adding "the need to build out the business process" for outcomes ought to be included. 2. Durdella asked about "portfolios" for students, and after confirming that portfolios are optional, suggested reviewers look at the language to ensure readers do not presume portfolios are mandatory.
XIV. Food for Thought	A. When working on the 4th pillar of Guided Pathways, "ensure learning," it is easy for the emphasis to be more focused on the "learning" and less on the "ensure" part of the phrase. This is problematic when you consider who is doing the "learning" (students) and who is doing the "ensuring" (faculty). To be truly student-centered in our work, the onus and responsibility for this pillar should lie with faculty asking not how we get students to learn but rather in determining how we can ensure that learning can and is taking place for all our students. https://www.continuous-learning-institute.com/blog/ensure-learning-equity?cid=08458b31-bde4-4e76-be6d-a69bc1247fb8
XV. Training/Open Labs Schedule	<table><tr><td>Week 14 Monday, Nov. 6 1–2 p.m.</td><td>New to Rio? New to Outcomes? (Outcomes Overview for New Full-Time and Adjunct Faculty Members)</td><td>https://cccconfer.zoom.us/j/96501129283</td></tr><tr><td>Week 16 Tuesday, Dec. 1 4–5 p.m.</td><td>Inputting Fall 2020 Measures and Findings Data</td><td>https://cccconfer.zoom.us/j/96501129283</td></tr><tr><td>Week 16 Wednesday, Dec. 2 1–2 p.m.</td><td>Inputting Fall 2020 Measures and Findings Data</td><td>https://cccconfer.zoom.us/j/96501129283</td></tr><tr><td>Week 16 Thursday, Dec. 3 11 a.m.–12 p.m.</td><td>Inputting Fall 2020 Measures and Findings Data</td><td>https://cccconfer.zoom.us/j/96501129283</td></tr></table>
XVI. Adjournment	A. The meeting adjourned at 4:03 p.m.
XVII. Next Meeting	A. The next meeting will be Tuesday, February 16, at 2:30 p.m.

Respectfully Submitted,
Mike Garabedian, 11/17/2020

Supplement 1. Close the Loop Recommendations for Small or One-Person Departments (Draft)

These CTL options were established by the Outcomes Committee to establish and communicate a protocol for small or one person departments with one or fewer full-time faculty members to dialogue about course outcomes assessment, to record the dialogue, and to create an action plan as part of the annual closing-the-loop process.

These options are to serve small or one person departments for all CTL processes. The recommendation is to include two to three faculty members or staff members in the dialogue process. For additional support, the dean and/or Outcomes representatives can serve as part of the dialogue team.

Option 1: Course Groupings

Similar type courses are grouped together and collectively discussed at one dialogue session. This holistic approach works well for areas with many courses but few sections and for areas whose courses are offered once a year or every other year.

After the group dialogue, a CTL document capturing each course's needs would be created. This document would then be individually saved and appropriately titled (see below) for each course. Each CTL form would then be uploaded individually into Taskstream into the appropriate Program Plan.

> Title: Course Prefix and Number, "CTL", Semester, and Year.
> Title Example: ART 101 CTL Fall 2021
>
> Example: In the Dance Program, courses could be grouped together in terms of Performance, Technique, and Theory. The similarities in these courses would allow for the collective needs (resource requests, curriculum adjustments, equity considerations) to be analyzed and addressed together.

Option 2: Divide and Rotate

Divide the total amount of courses into three groups. Dialog and complete close-the-loop forms for a third of them each year. The cycle would repeat once during the six-year program review cycle so that all courses are reviewed twice within six years.

> Example: A program divides its 15 courses into three groups (e.g., Groups A, B, and C) of five courses each.

1. Year 1: Group A
2. Year 2: Group B
3. Year 3: Group C
4. Year 1: Group A
5. Year 2: Group B
6. Year 3: Group C

Option 3: Dialog Pod

Faculty who are the only ones teaching in their area may include faculty outside of their area for all CTL processes. This may include faculty within their division, outside their division, committee representatives, and your dean.

> Example: A faculty member teaching Subject X may decide to include in their close-the-loop dialogue group a faculty member teaching Subject Y within their division, a faculty member teaching Subject Z outside of their division, and an Outcomes Committee member. These four CTL participants would provide multiple perspectives including from the course, area, and college level.

Supplement 2. COAT Template (Draft)

Area	Academic					
Unit						
Program						
Course						
Last Program Review						
Next Program Review						
Date						
	17-18	18-19	19-20	20-21	21-22	22-23
	Y1	Y2	Y3	Y4	Y5	Y6
When offered, all Outcomes will be assessed during that AY						
Based on directed studies topics agreed upon by student and faculty member, students will successfully complete all directed studies tasks.	NA	NA	NA	TBD	TBD	TBD
Based on directed studies topics agreed upon by student and faculty member, students will successfully produce a directed studies project.	NA	NA	NA	TBD	TBD	TBD
Based on directed studies topics agreed upon by student and faculty member, students will successfully investigate INSERT COURSE TOPIC beyond the survey level.	NA	NA	NA	TBD	TBD	TBD

Supplement 3. Student Success Teams Orientation Document from September 4, 2020

Guided Pathways Steering Committee (GPSC) and Senate Approved Motion, May 2020:

GPSC recommends that for Fall 2020, RHC implements Phase 1 of Student Success Teams. Phase 1 will include counseling faculty, classified staff, and area deans. Their focus will be outreach and supporting students through the COVID crisis.

Why?

Fall 2019 data shows that *only 15% of our students are part of special programs* (i.e. EOP&S, MESA, Veterans, etc.) in which they receive intentional and tailored support services (Datamart, Fall 2019). Data also shows that students in these special programs have better outcomes than students who are not in special programs.

What?

Student Success Teams provide students with a "home base" community of support that they can go to for help with course questions, educational plans, career exploration and general and overall holistic assistance. This home base will create a sense of belonging for students by providing them with continuity via a single set of people and places to go to for questions.

Each Area of Interest has been assigned a Student Success Team to support students in their journey at Rio Hondo College. Integrating Counselors into each Success Team represents a culture shift in which counselors specialize in programs in a particular Area of Interest and predominantly serve students in that Area.

We recognize that some Areas are farther along with this than others. Some have established embedded counselors and others have clear established career pipelines. We hope to learn from Teams that are further along in the following Guided Pathways practices:

Pillar 1: MAPPING Pathways to student end goals

§ Programs are organized and marketed in broad career-focused academic and career communities

§ Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.

Pillar 3: KEEPING STUDENTS ON PATH

§ Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.

§ Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or fire technology, to redirect them to another more viable path to credentials and a career

How?

Student Success Team Orientation

• Team members understand the 6 Success Factors and their distinct role in supporting students
• Team members understand the 4 Pillars of Guided Pathways and their roles in Pillars 1 and 3

Intervention Plan 2020-2021: *Students with 45 or more units who plan to transfer and have not completed transfer-level math and/or English will receive guided exit support from Student Success Teams to increase their completion rates.*

Fall 2020: With support from the Guided Pathways Tri-Chairs, if requested

• Lead Counselors from all Areas meet twice per month to formulate common intervention strategies and share resources
• Student Success Teams begin to meet twice per month to build rapport and discuss intervention implementation
• Counselors and Deans receive training in new Student Success Dashboard
• Build the Canvas Shell modules and share resources amongst Areas of Interest

Supported by Guided Pathways Leadership Team, pending approval from GPSC and Senate

• Hiring Success Coaches to support Student Success Teams
• 5 hours of release time per week for Lead Counselors

There are two more years of funding for Guided Pathways. The heavy lift of getting the Canvas Shell modules built to support guided entry, milestone completion, and guided exit will be in these two years.

We imagine that the release time for Lead Counselors will decrease 1 hour per week after the first year. We hope to institutionalize the role and maintain success coaches for the Areas of Interest for years to come.

Success Team Roles

Area Dean:

• Oversee the Success Team in their Area(s)
• Facilitate SST meetings and set agendas with input from Lead Counselors
• Utilize Student Success Dashboard and communicate findings to their Area

Division Clerk/Secretary/Instructional Assistant:

• On the frontline with students

  o Initial point of contact on the Contact Us form online for Fall
  o Answering calls from students to the Divisions
  o Referring students to student services
  o Warm hand-offs whenever possible

• Helping with messaging about graduation petitions in the Spring

Lead Counselor:

• Interventions for Area of Interest (AoI) students Fall 2020:

  o Meet with students before spring registration to ensure registration
  o Meet with students for career and/or transfer preparation
  o Verify registration in capstone courses or their prerequisites
  o Verify students' program of study (Associates Degree, ADT, or certificate)
  o Verify completion of transfer-level Math and English completion (AB705)
  o Audit transcripts specific to each major
  o Support students in petitioning to graduate

• Lead Counselor Release Time

- o 20 hours total per month (5 hours per week)
- o 2 hours Lead Counselor meetings per month
- o 3 hours SST meetings per month
- o 1 hour AoI division meeting per month
- o 4 hours Student Success Dashboard/report managing
- o 10 hours success coach guidance/faculty collaboration/workshop development

Area Counselor:

• Attend bi-monthly Student Success Team meetings

• Interventions for Area of Interest (AoI) students Fall 2020:

- o Meet with students before spring registration to ensure registration
- o Meet with students for career and/or transfer preparation
- o Verify registration in capstone courses or their prerequisites
- o Verify students' program of study (Associates Degree, ADT, or certificate)
- o Verify completion of transfer-level Math and English completion (AB705)
- o Audit transcripts specific to each major
- o Support students in petitioning to graduate

Success Coach:

The primary role of the Success Coach is to work in collaboration with counseling faculty. Whenever possible, the Success Coach will be a grad student or recent graduate from their assigned Area of Interest. Success Coaches will:

• Be initial contact for new students
• Facilitate Student Success Workshops
• Direct students to academic support programs (LAC, MSC)
• Provide students with strategies for academic success
• Create newsletters, videos and flyers for Pathways Canvas shell
• Manage announcements for students in their Pathways Canvas shell
• Follow-up with students flagged for various indicators