The Retreat began at 9:18 a.m.

PRESENT: Donald Abbott, Jill Baker, Julianna Barnes, Aliyah Beiruti, Leela Bingham, Sara Beth Cain, Bill Craft, Lynn Dang, Donna Duchow, Saeid Eidgahy, Jonathan Fohrman, Margie Fritch, Ashanti Hands, Bri Hays, Ed Helscher, Madeleine Hinkes, Terry Kohlenberg, Thuan Le, Angela Liewen, Pamela Luster, Laurie Mackenzie, Andy MacNeill, Marichu Magana, Tim McGrath, Cathy Palestini, Toni Parsons, Mariette Rattner, Monica Romero, Leslie Seiger, Chris Sullivan, Susan Topham, Kathleen Wells, Charlie Zappia.

Time	Topic	Name
8:30 a.m.	**Gathering**	
~~9:00 a.m.~~ 9:12 a.m.	**Welcome & Warm Ups** Pam Luster welcomed the group. Self introductions were made by all present. Luster explained the ground rules: Leave all titles at the door and all voices count. She would like to hear feedback from everyone throughout the Retreat. The goal is to come together to review all planning processes. The first topic for discussion was an activity about participatory governance called "two truths and a lie". Each group was divided by table and each table was represented by a symbol. The object was to write down two committees that currently exist and one that may pass as a committee but does not exist. The groups reported out on this activity. The answers were varied and the groups were able to guess which committees did not exist. As evidenced by this exercise Mesa has a history of groups gathering together but we don't always know how those recommendations can lead to change at the campus.	**Pam Luster**
~~9:30 a.m.~~ 9:39 a.m.	**What's Participation got to do with it? – Governance Review** • **Presentation from Participatory Governance Taskforce** Monica Romero and Susan Topham presented recommendations from the Participatory Governance Taskforce. Their charge was to review the process at Mesa and make recommendations to the President's Cabinet. A survey was sent to the campus to obtain information about committees. A flowchart was developed. On one chart, the participatory governance committees were	**Susan Topham/ Monica Romero**

grouped, not including those of an advisory nature or on a smaller scale without cross representation. The Taskforce found there was no overlap of tasks among the participatory governance committees. They found some inconsistencies regarding the naming of subcommittees. Another chart includes the smaller groups within committees that are not participatory governance in nature.

The Taskforce noted there are some unanswered questions about participatory governance committees not linked. Also, they found dated information posted on the participatory governance website.

Discussion followed as to the use of terms, specifically, the Taskforce found there is no consistency as to what constitutes a committee, subcommittee, taskforce or steering committee. Definitions were given to direct discussion. For example, it was noted that a "taskforce" is temporary in nature; however, some of Mesa's taskforces have been in effect for a long period of time. Discussion followed as to the use of taskforce but place the emphasis on time rather than completion of the objective.

Discussion followed as to the definitions in order to reach agreement on a set of key definitions to use in the future.

The following recommendations were made by the Taskforce:
1) Consistency of language and names (clarification)
2) Presentation (use a consistent format – develop a template to include information such as description, function, format)
3) Planning (goals for the coming year, confirm membership)
4) Update the participatory governance website.

The Taskforce presented discussion questions to the groups as follows: 1) Do you believe the definitions are acceptable? Do terms presented embody the needs of the college? 2) What are the responsibilities of the governance committees and how are they held accountable to the college? 3) How should Mesa articulate the purpose of committees and define their scope, membership and outcomes?

Discussion followed on question 1) Do you believe the definitions are acceptable? Do terms presented embody the needs of the college? The group was in agreement about the terms but had a question about advisory committees. It was agreed to list advisory committees in a separate category. It was suggested to clarify or provide an overarching definition of "participatory governance". It was noted that each constituent has a voice even if not represented on the committee. A question was raised about "shared" versus "participatory". Luster indicated "participatory" is more action-oriented. Charlie Zappia noted the emphasis at

Mesa has been about representation. Toni Parsons added that "shared" appears to be about sharing of information whereas "participatory" denotes involvement. Jill Baker indicated the two terms mean different things. When all governance groups are together, that's "shared" but as each committee member participates in the work of that committee, it's "participatory". The model is for governance groups to share the information but the method used to share information is participatory in nature.

Leela Bingham noted "shared" lends itself to misinterpretation. Leslie Seiger noted the different interpretations of the words and added with "participatory", everyone has input but with "shared", everyone has a role in the decision-making. Donald Abbott added there is one person who has authority to make decisions depending on the situation (the president or the faculty in the classroom for example) or it can be an outside authority. That doesn't mean information can't be shared or provided or voted upon. He noted the specific terminology used, for example, with the Budget and Allocation Recommendation Committee (with emphasis on Recommendation) because they do not have the ultimate authority over budgetary decisions.

Luster suggested using "shared/ participatory". Seiger suggested "PGOV" may be used as the acronym. Laurie MacKenzie suggested the group arrive at a definition and then clearly communicate it. She emphasized the importance of knowing the definition and being able to articulate it to others.

Topham noted the Taskforce will reconvene based on feedback from the Retreat and present options for definitions to the President's Cabinet at a future meeting.

Discussion followed on question 2) What are the responsibilities of the governance committees and how are they held accountable to the college? Jonathan Fohrman noted achievement of outcomes and communication along with making a broad contribution to the fulfillment of the college mission. Saeid Eidgahy noted the group or entity that appoints the members of that group would have the most information that would define the group's responsibility. He focused on accountability and the fact that the college has collected data to make decisions. Eidgahy suggested finding out what each group does and the level of member involvement.

Abbott noted each committee member is an individual, emphasizing that all members should be aware of their constituents. They may represent their program/department or faculty/staff in general. There should be an exchange of information to and from the constituents. MacKenzie indicated her agreement, noting the need to build two-way communication.

	Zappia added that the nature of the committee is important. Committee members are appointed by the appropriate Senate. He inquired if that meant each time there is a vote, members must check with their constituents? He added the Senate has given committee members the authority to vote on their behalf without being required to obtain input for every vote. Luster suggested use of templates that clearly illustrate the reporting relationships. Parsons noted the importance of being an informed member of the committee in order to represent constituents. Hinkes added the template should include an annual report to the campus. Wells suggested since the campus has goals/objectives so should each committee. Hands added the template should also include items for posting on the Web, such as minutes. Topham indicated the Taskforce will reconvene to discuss and develop definitions for participatory/shared governance and also for the template components. MacKenzie suggested a link to the committee functions to assist perspective members. She suggested using a syllabus format to include such information as the objectives and meeting frequency. Baker indicated this template would outline the member workload and level of commitment to ensure accountability. Luster suggested instructions on how to become a participatory governance committee be posted online as well. Seiger indicated information should be posted for those informal groups so they are aware of the reporting mechanism. Fohrman noted Mesa is fulfilling goals included in the 2010 Self Study. This discussion formalizes the efforts to inform constituents and institute a more formal process of governance.	
~~11:00 a.m.~~ 10:45 a.m.	**BREAK** Luster noted for each decision made at the Retreat, it would be voted using a "thumbs up" or "thumbs down" method. In keeping with this practice, she requested thumbs up or down with regard to the information presented by the Participatory Governance Taskforce and the charge given to them as a result of the discussion. It was noted that the group gave a thumbs up.	
~~10:30 a.m.~~ 10:55 a.m.	**Educational Master Plan Overview** Luster introduced Charles Zappia, who presented information about the Educational Master Plan Overview. He noted that efforts are beginning to kick into gear and this plan will guide us for the next five years. An outline of the structure was distributed	**Charles Zappia**

to include the history, current programs, recent enrollment trends, identify and analyze the service area, projected demographics and their effect, utilize existing data from college/district, valuable perspectives from program reviews from the past two years, labor market information, and selection of faculty/staff by skilled professionals. Zappia noted the intent is to craft a master plan that will guide decisions about growth, program development and resource allocation over next five years. He co-chairs this committee with Luster. This plan will offer an opportunity to better understand who we are and where we want to be using not only internal factors but also external factors that affect student success and the direction of programs based on the growing income inequality, student debt, unresolved funding issues, political decisions and the reshaping of higher education.

He envisioned Mesa's plan will not simply be bullet points, charts, graphs and tables but will also be a reflective product of critical research; narrative and analysis will be significant. It will be a model for the future, that Mesa created, and as a result, Mesa will be a better place to learn and work.

Discussion followed concerning program information and Liewen inquired about those areas that do not currently write a program review. Zappia noted information will not only come from program review but also through interviews. Baker added this format will be added to the research design to ensure there is broad representation with interviews, etc.

Hays noted information is being collected at this time. Parsons inquired about basic skills students. Baker noted, for example, with program review, the department needs are included. For basic skills, their needs are included in the respective areas such as math and English. Zappia added that data is at the base, along with interviews and also interpretation. One of the reasons for a master plan is to make reasonable projections for the next five years. Eidgahy noted as an institution we need to make some decisions over time that will be impacted by certain factors. Zappia noted this plan goes beyond the strategic plan.

MacKenzie emphasized this plan will allow us to see where our "wiggle room" is and will project to allow for this wiggle room. Seiger indicated it is valuable to have explicit data on incoming students and how they fit with budget scenarios. Zappia indicated the purpose of the plan is to indicate where we are and where we want to be for the next five years regardless of budget.

Terry Kohlenberg suggested communicating with the campus where are now with planning. Also to give a projection of where we want to be in five years. Zappia indicated the plan will begin with a history/overview, will be data-supported and will include

	input from faculty/staff. Luster indicated the need for a steering committee – a collective of individuals to steer the process as the planning progresses and to vet the information as it is submitted. The timeline indicates interviews will take place in the spring with major work to be completed during the summer. The finished product will be reviewed in the fall semester. Luster noted there are not many master plans that are as comprehensive as Mesa's will be – it will be unique and a model for other colleges. Luster requested thumbs up or down to indicate approval for the master plan as it is progressing. It was noted that the group gave a thumbs up.	
~~11:15 a.m.~~ 11:13 a.m.	**Setting the Stage** **Student Success Imperative** Luster introduced Julianna Barnes, Vice President of Student Services, to present information about the student success imperative, SB1456. Barnes noted the taskforce recommendations were examined as a whole and now the focus is on a handful of them, particularly the 1456 recommendations. She provided an overview of where we are at this time. Barnes noted she is a "completion believer"; not only did the student take a class and finish it, her belief is in completing the educational process, not just one class. This belief set the stage for her presentation. She explained the background on SB1456, noting Obama's "American Graduation Initiative"; the National Governors Association "Complete to Compete" campaign; and from the College Board – "The College Completion Agenda". Barnes noted California was ranked 6th now ranked 23rd in degree holders. We are ranked 43rd among states for high school diploma holders. By 2015, half of our state is projected to be Latino, which is a change in demographics. A concern for California is achievement gaps and inequities. Barnes reminded the group about the 2007 Basic Skills Initiative – the "Poppy Copy" – contained several student services mandates and professional development. This information affects Californians. Basic Skills addressed those individuals at the "bottom of the totem pole". Their chances of making it to college, much less earning a degree was minimal. The funding formula was later changed and a work group was formed to look at effective practices to help students complete. This group	**Julianna Barnes**

developed recommendations that later became SB1456. Additionally, the Governor's Proposed Budget mentioned performance based funding. There is a need to examine external factors and also dig deep into what the students need/want.

Barnes explained the Student Success Task Force (SSTF) – Recommendation 8.2: Student Success Initiative "Student Success Act of 2012 (SB1456)". The first step is to begin implementation of SSTF Recommendations – the 4 2.2, 2.5, 3.2, 8.2. This links funding to support 7.2, 2.1. These sections also link to the student success scorecard and centralized assessment. Though funding is needed (and is about $10 million), it does not preclude us from looking at student success.

Barnes presented information on Matriculation "then and now". She noted past funding has not been sufficient for students to complete the process and currently, it is provided for core services only. Under new legislation, students must participate in those services not previously mandated in order to obtain enrollment priority. There has been dialogue at other campuses as to language and regulation.

The current focus is to link the student success plan with other planning such as the Educational Master Plan. Barnes added funding was based on enrollment data, specifically headcount. Not many students have created an Education Plan. New monies will be based on headcount and services delivered. This plan is to be implemented in 2015. The District is preparing for this implementation by updating such systems as ISIS. Additionally, Barnes noted she is a representative of the Student Matriculation Advisory Group.

Barnes asked the group: What practices do you believe facilitate student learning and success? This question is something to think about as we set goals and priorities through the Educational Master Plan and Strategic Plan. She asked the group: At the institutional level, what goals are we setting to move students along to meet their goals? In Instruction/Student Services, how do we all connect? She explained this observation is not only at the 30 thousand foot level, but also at the ground level. Chris Sullivan noted in 2015, core curriculum standards will be reviewed.

MacKenzie inquired about how we help students meet their goal. First, we need to know what their goals are; if not transferring, they may be taking a Spanish class in order to obtain a work-related promotion.

Topham added pathways divide students into four categories: Scholars, lifelong learners, career advancement, obtain a degree.

As SB1456 is developed, those categories are taken into consideration. Eidgahy provided feedback on the statistics given, noting there is no control over some of the funding issues and it is important to provide a context for why things occur.

Barnes noted that 85% of funding is tied in contract salaries and benefits. It has an implication for how we do business. New monies will go to growth/restoration and perhaps some funding will go to cost of living (COLA).

Abbott expressed his appreciation with knowing that "lifelong learners" and other similar students are being considered. They are often the most valuable students in the classroom. Sullivan noted there is a need to hire more full-time faculty and counselors in order to provide support.

Baker noted California is not the vibrant economy it was in the past. We should support vibrancy. As comprehensive mission statements give way to pathways, it is important to include the lifelong learners as well as those students whose goal is to learn the "latest and greatest" to maintain their job training. She expressed her appreciation for including these students in the discussion.

MacKenzie cautioned allowing certain language to become part of our thinking. She noted that education is not business. Parsons inquired about where basic skills faculty and students fit within this model. MacNeill noted recent collaboration with K-12 individuals focused on student success. As a result of this collaboration, the intent is for students to be more successful and they may not need basic skills at the college level.

Barnes noted there is a broad perspective of completion and students are examined on a continuum, achieving milestones or momentum points along the way. Romero noted students may need assistance establishing their goals.

Craft inquired about the 50% rule, noting the impact counseling has on student success and whether or not additional counselors will be hired. Luster noted there have been discussions among the SSTF, Statewide Academic Senate and the faculty unions. This is a sensitive issue and she suggested focus on definable student success. Barnes added a portion of the counseling time could be counted toward the right side of the 50% rule but she cautioned that it would bleed into the Instructional side.

Barnes concluded the presentation noting that it is important to engage with the students as we move. She noted the bottom line when talking about the framework and where we fit, emphasizing the following questions: How do we connect with students – how

	do they enter, how do they progress and complete? It's a culmination of all their experiences – it's not linear. She encouraged the group to read the "Student Support (Re)defined: Using Student Voices to Redefine Student Support" distributed by the RP Group. She will send a link to the group. The study notes that students have reported six factors lead to their success. Students feel they will be successful if they are: Directed, focused, nurtured, connected, engaged and valued. Basically, these are the conditions and the climate in which they are learning.	
~~11:15 a.m.~~ 12:01 p.m.	**Setting the Stage** **New Accrediting Commission Requirements** Luster introduced Tim McGrath, Vice President of Instruction, to give a presentation on the new Accrediting Commission Requirements. The focus of the presentation was on the annual accreditation report due March 31st. McGrath noted the agenda for today's Retreat was formatted to "Mesa-nize" our work and how we get it done in order to structure long and short-term goals. He noted the State is allowing us to set standards for success. As we think about short and long-term goals it should be directed around student success. We are held accountable to those numbers but at this time, it is unknown how we will be held accountable. As Barnes noted, there are accountability measures that are forthcoming from ACCJC. The assumption now is everyone is involved with SLOs – for every course and program - and students can access this information online. Posting this information is currently in progress. He noted in the past, Instruction and Student Services were separated but with the new requirements, both sides work together. As students identify their Education Plans, we need to ensure on the Instructional side that the schedule matches. We are held to a standard of success that is unknown at this time but as we travel this road, we "Mesa-nize" to ensure success. He added there is a need to integrate in a way that hasn't been done before by our campus. McGrath referred to the handout titled "ACCJC Annual Report (Mesa)". Luster noted we have some imperatives that are starting to come together and is different than how business was conducted in the past. Moving forward, as we engage in enrollment management planning, and we review offerings in terms of what fills/does not fill, we must look at student needs. Discussions at the Chair/Senate level should focus on what is the core curriculum at Mesa. Discussion must be informed by data.	**Tim McGrath**

~~12:15 p.m.~~ 12:10 p.m.	**LUNCH**	
~~12:45 p.m.~~ 12:51 p.m.	**Measuring Our Students' Success** **Assessment of Institutional Learning Outcomes** • **Results from January Convocation** Luster introduced Jonathan Fohrman, Madeleine Hinkes and Chris Sullivan who presented information on measuring students' success. Fohrman referenced a report from Convocation. Hinkes noted information provided at the Convocation was relative to courses that were mapped to Institutional Learning Outcomes (ILOs) in TaskStream. This eliminated a lot of courses from being represented. Also, the intent was to set our own targets. Hinkes asked: If the target was met, what does it mean? She noted in her classes, she is working with Honors students who are writing an essay on how they achieve SLOs. Also, she noted a question that arose during Convocation: Does the course have to meet every component of the ILO in order to map it? There was no clear answer for that. The cycle was also discussed at the Convocation. She asked: Are we assessing every year or analyzing every year? Sullivan asked: What's next after meeting the benchmark? Are we finished or still working? Fohrman noted assessment is important and is noted in the report. He reviewed the bullet points on page 1. This approach sparked dialogue that made the activity meaningful. It is not the only form of assessment. There were issues with the number and breadth of courses and about mapping. There was a lack of consistency in course-level criteria; they were assessing without a criteria. The next page was about the method. Fohrman noted for accreditation standards, there is a need to incorporate the outcomes. Need to look at other methods of assessment. For example, looking at the standards, it states "measurement and analysis of SLOs is used as part of the institutions planning". He asked: How do we do this effectively? He noted that today presents an opportunity to discuss the possibilities. Sullivan asked: How do we contextualize this report? Fohrman asked: Assuming we look at college goals, some of the scorecard data, how do we assess in a way this gives us data to address that process? We are making steps toward it. He invited comments. Discussion followed. Aliyah Beiruti, Associated Student Government Representative, commented that student surveys are a great idea because a lot of students are under the illusion that their opinion does not matter. She emphasized their opinions do matter, especially in this context. Students see faculty as the authority and faculty who survey their students remind the	**LATF (Jonathan Fohrman; Madeleine Hinkes; Chris Sullivan)**

students that their opinions matter and in terms of learning outcomes – those outcomes come from students. She asked about the writing across the curriculum approach and Sullivan explained it is not only not English but other linked courses – developing common writing assignments – to see how students perform from discipline to discipline. It shows how they progress at any given time across any given discipline. The goal is to have more common assignments.

McGrath noted the idea is to develop strategies to share with the campus in order to find solutions within the planning process; make a link between ILOs and planning. Barnes added learning at all levels is key to overall holistic assessment – hard indicators and learning outcomes and student perception through surveys to better understand the student experience. McGrath added if information can be communicated at all levels then, for example, the faculty who teach one class a week will also know it.

Parsons emphasized the importance of the student voice relative to student surveys because students can provide their perception of the entire campus and the services they used. Seiger indicated she often surveys her students, asking a specific question: What surprised you about this class? She noted the most common answer is "I learned something". Sullivan emphasized building course embedded assessment into our courses and cull information from that.

Beiruti indicated her appreciation of the discussion. She appreciated learning that it is a balance of inspiring the student but at the same time informing them it is up to them to learn. She agreed with administering a survey for graduating students but indicated it would be beneficial to survey currently enrolled students. Barnes added surveys are the opportunity to resurrect those questions asked in the past and administer them again to determine levels of satisfaction and determine the level of learning. Luster indicated the purpose of this presentation is to inform people of the direction we are headed as well as the timeframe and status of assessments.

Craft inquired about obtaining feedback from students who failed. Parsons added that the Basic Skills faculty have been asking the same question for some time. Luster explained the reason for administering the ILO survey at the point of graduation is because it is a culmination of student learning and that survey is the first direct assessment of students in terms of ILOs. It is not an opinion survey. She added we are just beginning to ask questions of this nature and with time, we will become increasingly savvy about the questions and the groups of students to survey. This survey is very different than a Point-of-Service Survey.

Fohrman added ILOs are the Student Learning Outcomes for the Associate's Degree. That is why the survey was developed at the stage of graduation. We have made substantial progress from the limited assessment activity during Convocation. We have made ongoing improvements and are on track with positive dialogue. We are adding other methods of assessment.

Barnes commented about capturing the student voice relative those students who left Mesa. She emphasized where we are now and there will be opportunity to understand the student experience in the future at the momentum points and we will be able to learn what worked and what did not. We can look at it from a student pathway.

Seiger noted transfer is a subset of total students but asked if we have data we can use to measure student success at their transfer institution. Hays indicated we have limited information in that we know where they transfer to and some universities report the degree attained down the road. Other mechanisms in place to learn this information are being overhauled at this time or have been de-funded.

Marichu Magana inquired about whether or not Mesa is the only campus that is assessing students who apply for an Associate's degree even though there are other students not in that category. It was noted this is the beginning stages of that discussion. Baker suggested the need to revisit ILOs – by definition – the certificated students in the School of Business and Technology, for example, are not included because it is restricted to Associate's degree. Transfer students and certificate students both learned and were successful but they are not included. It would be worthy to say we should revisit our ILOs as part of our continuous cycle. It is difficult to measure. She proposed engaging in a review to see about revision in the future.

Fohrman said the Learning Assessment Task Force (LATF) established goals and objectives and they will be working with Planning and Institutional Effectiveness Committee (PIE) to untangle these issues.

Baker explained using a 6-year Assessment and Evaluation Cycle chart. She noted it begins with assessment and evaluation activities: Course SLOs, Program SLOs, ILOs, GELOs, Program Review, Strategic Planning, Educational Master Plan and Accreditation Reporting. Then, the top indicates the year timeline starting with 2010-2011 through 2015-2016. By the time we get to the end of the accreditation cycle, it is expected we assessed every course. This chart represents a breakdown of 20% of all classes to be assessed per year to ensure all courses are assessed by that time. We need to report on achievement

metrics and learning. Baker noted for next year's program review cycle, prompts will be provided to assist with obtaining data in the same format.

Barnes inquired about the ACCJC annual report, noting this chart illustrates an annual cycle however, these activities are being conducted all the time; there is no ceiling.

Baker noted for ILOs, in 2012-2013 we did an assessment and the next steps include the exit survey. For the coming year, she suggested something more robust for program-level assessment, noting discussion is taking place on what it will look like. For example, Baker indicated it might be a big project that is student-driven, such as the annual fashion show. There are other ideas that stemmed from discussion at the Convocation and Baker noted the culminating activity/product will look different for each area and each area may choose what they will do. Baker reviewed each of the areas and activities associated with them. The chart indicates where the activities fall and how they correspond with each other.

Beiruti noted sometimes the SLOs are not vocalized to the students and it would be great that if students were required to read the SLOs from the syllabus during class. This activity may motivate the students. Assigning projects are also a great idea.

Luster added what's empowering is our faculty know different ways students learn in their disciplines and they could share this information with their new students at the beginning of the class. Faculty could capture that innovation and talk with each other about how the students learn. She indicated her appreciation of Baker's chart to explain a multitude of activities that are taking place in an understandable format. The chart format shows a map of planning and is aligned with external and internal expectations. She noted this is not a flat timeline. For example, the box containing "annual report midterm report" this is a live box that houses all aspects that make up the report, including where the data comes from, when it is due, and from a depth perspective, you could click on a live link to obtain the information. Another benefit is that all this information is housed in one document. The 20% is a suggestion that appears to be a reasonable rate to assess the SLOs. She asked for feedback on the feasibility of that number. Discussion followed and the group indicated their agreement with this number.

Ed Helscher asked for clarification on SLOs and if the goal is to assess all the SLOs at the program level. It was clarified we need to assess at the course level first. If, for example, if an area only did critical thinking then they need to assess all. Baker indicated the requirement is to have a plan to assess one SLO

	such as critical thinking. The rule for accreditation 100% in an accrediting cycle. Luster added the information presented provides a framework to meet this requirement but all areas must have a plan. Through program review, areas may include information to reflect that the college recommends disciplines do 20% per year. Zappia noted there are alternate ways to meet this requirement. For example, in the School of Social/Behavioral Sciences and Multicultural Studies, they assessed 3-5 SLOs per course. The plan is to assess 100% of their courses in one SLO per year and then an extra push in the final year to assess all six SLOs. Parson reminded the group about including curriculum in this process and Baker clarified that curriculum is embedded in program review. Abbott inquired about areas that complete 100% of assessment between accreditation visits and whether or not they should begin the process again before the next cycle. Luster clarified we must indicate continuous quality improvement on a regular basis. Wells noted from a service area level, assessing 20% per year is doable. She encouraged all to review their SLOs/AUOs along the way instead of waiting. Kohlenberg inquired about how to involve all faculty, suggesting that all faculty participate rather than the few who are already involved.	
~~1:30 p.m.~~ 2:01 p.m.	**Review of the Key Performance Indicator Data** Luster introduced Bri Hays who presented information on the Key Performance Indicators (KPIs). Hays gave an overview of (KPIs) noting this scorecard has been in place for the last three years. Going forward, what does that information tell us? She used the analogy of snowcapped mountains to show the tip of an iceberg and the next step is to go from that tip to reach the high-level goals in the snowcapped mountains. She provided an overview of the definitions and sources for the scorecard. Sources used are derived from the Accountability Reporting for Community Colleges (ARCC) report. Hays noted one change from the past is no more peer groups. A future change is more student services inputs. Our scorecard is based on the 2011-2012 report. In the future, data will be disaggregated (gender, age, etc.) ARCC revised the metrics and Hays suggested examining them in the future. Also, the Fact Book, developed by the District Research Office, is also used. A stoplight was used to color code the scorecard. Green signified met/exceeded benchmark; yellow signified slightly below benchmark; red signified well below benchmark.	**Bri Hays**

Hays discussed the categories such as transfer, matriculation etc., and benchmarks ACCJC requires such as the actual number of students who received a degree/certificate. Baker indicated these are measures developed for the strategic plan – we set goals and then need to determine if we reached our goals. Eidgahy inquired about the number listed as our goal and the impact if this number is red each year. Hays noted the numbers do fluctuate – they are averages that we set – what we expect based on information available at this time. Hays added the Basic Skills improvement rate is different this year. Previously it was based on the student who started at any level but if they took a higher level, this shows their improvement level.

Hays explained success rate is noted as A, B, C, or "pass", improvement rate is persistence to the next level. She explained retention based on ACCJC is term-to-term or fall-to-fall retention rate. It used to be based on the persistence rate. Fall-to-spring is how we compute the persistence rate. Baker added the matriculation rate was listed as "N/A" for last year and this year until AB1456 is clarified for the next round.

Hays explained this is high level data; three years of data on the 2012-2013 Scorecard. She noted the following areas and their color-coding:
- transfer volume we are in the green;
- transfer rate we are within;
- number of degrees we are in the green along with certificates conferred;
- Basic Skills Improvement Rate (ARCC) we are below or in the yellow;
- load, we are in the yellow;
- fill rate, we are in the green;
- as previously noted, the matriculation rate is noted "N/A";
- student progress, we are in the green;
- 30 units, we are in the red;
- course completion rate, we are in the green;
- retention rate, we are in the green;
- course success rate, we are in the green;
- vocational course success rates, we are in the yellow;
- licensure/certification exam pass rate, we are in the green;
- student diversity and employee diversity differences, we are in the red.

Hays asked for feedback, noting this information provides a launch pad for another activity. Luster noted for goal number four, it is important to look at the student to staff ratio and suggested other activities could be included relative to curriculum not just diversity/equity. Baker noted multiple measures should be used and that it appears as such on the report as it has

	appeared historically and data has been collected. Liewen asked for clarification on "diversity" and Luster clarified it is all-encompassing.	
2:15 p.m.	**BREAK – no break at this time.**	
~~2:30 p.m.~~ 2:33 p.m.	**Assessment of College Wide Goals** Luster noted the next activity is assessment of college wide goals leading to recommendations using KPIs to asses where we are with the goals. Luster asked - What is the assessment of where we are with each goal? Luster referenced the Institutional Planning Manual for 2012-2013. It was created as a result of discussion at last year's President's Cabinet Retreat and specifically referenced the college institutional goals. **Goal 1:** To deliver and support exemplary teaching and learning in the areas of transfer education, associate degrees, career and technical education and basic skills. **Goal 2**: To provide a learning environment that maximizes student access and success, and employee well-being. **Goal 3:** To respond to and meet community needs for economic and workforce development. **Goal 4:** To cultivate an environment that embraces and is enhanced by diversity. The goal of the small group activity was to examine each of these goals, then follow up with individuals who indicated their willingness to participate in follow up activities relative to the discussion at Convocation. Four small groups were formed to discuss each goal and report out. It was noted that a new goal on employee well-being stemmed from Goal 2. Reports followed from each group: **Goal 1:** Wells and Hinkes reported out. Based on the scorecard, they felt we are doing reasonably well. One issue is the KPIs do not indicate the quality of teaching. They suggested one way to capture the quality of teaching is including some of the SLO assessment information (if your students are "getting it" and assessment shows this to be fact, it can be interpreted as a measure of teaching and learning.) They also suggested including SLOs at the course level and moving up to the ILOs and the GELOs. They suggested for the future, including information on the number of AS for transfer and TMCs that are successfully completed and the effect on	**Pam Luster**

curriculum balance. They noted some information the scorecard requires contextual information – the number of transfers and the number of degrees and certificates achieved vs. how many we have – in order to find meaning. Consider the economic environment that may affect some of the vocational courses, etc. They suggested a need to be strategic when writing our analysis and interpretation. We may need to focus on other areas based on what happens externally. With Basic Skills, we are progressing, we found a system that is working and we may compare below other institutions due to funding issues, etc. They suggested eliminating the cohort or creating our own.

Discussion followed and MacKenzie suggested one way we might use to measure is by examining the number of faculty participating in Flex and also opportunities for future roles through staff development. Seiger suggested another measure could be the proportion of full time faculty even if we hire additional adjunct faculty.

Goal 2: Hands reported out. We are currently focused on student access and success not the development piece. She indicated that we have met the institutional goal, with two exceptions: Matriculation (though we are collecting information for next year) and students completing 30 units (that is an area where we did not meet). They suggested a need to pay attention to external factors such as the environment, economy, etc. meeting that goal became a challenge. During discussion with her group, they thought about reframing this objective, discussion was about access, success – should they be individual or break them out – add equity – does it form success? They developed and shared a framework with equity being what connects and provides direction to access and success. This information is incorporated with KPIs, with different points as students complete their journey from entry, progress, to completion. From there, develop objectives that bring in instructional and student services.

Barnes added we should match our practices and goals with something feasible based on resources we have. Take stock of what we are doing – there are a lot of high impact practices and we should determine how these practices align with these broad key performance indicators along that continuum. When reviewing data, we should see if there are implications for improvement, how do instructional and student services inform scheduling. We should discuss instructional and student services practices and determine where there may be room for improvement. MacNeill inquired about the matriculation rate and how it can be tracked at this time. Barnes noted data is already available to be used as a baseline, however, information has not been fully populated online, such as with Educational Plans, and it is not available.

New Goal ~~2b~~ 5 (*): Parsons and Rattner reported. Their suggestions were to: Develop and prepare for new careers and employee well-being, create staff development activities and training that lead to professional and personal growth, recruit and retain high quality employees, cultivate an environment in which employees feel a sense of well-being and promote employee involvement in the campus community.
(*) After discussion, it was agreed to rename Goal 2b as Goal 5.

MacNeill added information could be added to the committee structure to help people prepare to serve on committees. Wells suggested a mentorship program to learn about the college. Wells noted many employees depend on their supervisors to provide training and information but she suggested a "welcome to Mesa" session be developed to help new employees gain access to important information about Mesa. Seiger indicated her agreement with integrating these activities but cautioned against it becoming a large and formal process. Fohrman suggested the information be developed as a means of sharing in the form of a tool kit so the smaller departments can still benefit and each area can tailor this tool kit to meet their needs.

MacNeill suggested implementing focus training as the hiring freeze continues and the movement of personnel. The focus training would assist with the tasks they are doing now. MacKenzie added such training would prepare employees for future roles such as lateral movements or promotions. She suggested identifying future roles for employees.

Luster noted it is about professional development. This discussion provides us with an opportunity to examine all the ways employee success could be assessed. As part of the next steps, we should determine how to implement these strategies. Fohrman suggested if we develop objectives, we should add evaluation and supporting ongoing feedback. Parsons suggested it would fall under a measurement tool. Luster suggested after implementing this system, collect data on the number of individuals who took advantage of it and obtain their feedback.

Luster asked for a thumbs up or down from the group regarding adopting Goal 2b as a college-wide goal (with specifics to be determined). It was noted the group gave a thumbs up.

Goal 3: Seiger reported out. She noted the need for more specific data on community needs and on performance. Reporting on the number of degrees is not sufficient. There is a need for the number of degrees by area. Also, alignment with community needs is not easily assessed on an annual basis. Fohrman added this goal may be best addressed as part of master planning.

	Goal 4: Fohrman reported out. He noted it was not clear if the data provided meaningful information as to how well we achieve this goal. He noted a list of events offered on an annual basis and their attendees may be used to support diversity. They suggested the following be examined: Equity reports, analysis of curriculum and/or schedule – courses we offer and how often/many offered, SLO assessment (other courses in "Biology", for example, that contribute to diversity, especially if that course is aligned with the global awareness SLO), student feedback survey – and also an analysis of services provided to staff, and programs that may not fall under a specific category. Magana suggested including student clubs. Seiger added some of these measures may be qualitative in some cases. Parsons suggested incorporating other classes such as the Rape Aggression and Defense (RAD) classes and the sexual harassment classes that are educational in nature.	
3:30 p.m. 4:01 p.m.	**Wrap up and Next Steps** Luster noted the group accomplished a tremendous amount of work. She thanked all for their varied contributions. She added a lot of information was gathered today and we will look at the totality of it and discuss it at appropriate levels such as with PIE. A taskforce may be created as a result. Structures are in place throughout the campus to help us move forward. PIE is engaged with the midterm report at this time. A timeline will be developed for the outcomes of today's discussion. Luster added that it is a rare opportunity for this group to get together. The maximum benefit comes to the college from this group. Kohlenberg asked about a governance activity to be done in the fall and Luster suggested scheduling of such an activity during Flex week – hosting a "student success conference" – with opportunities for professional development, discussions about student success, and learning about participatory governance. Strands could be scheduled to maximize attendance. All faculty and staff will be invited. It was noted the group gave a thumbs up to this idea. Luster will follow up with a call for volunteers to assist with planning. Luster thanked all for their attendance at the Retreat.	**Pam Luster**

The Retreat concluded at 4:05 p.m.

Respectfully submitted by Caterina Palestini, Senior Secretary
Office of Institutional Effectiveness

What's participation got to do with it?
Governance Review

Presented by:
Participatory Governance Taskforce
March 15, 2013

CHARGE OF THE TAKSFORCE

To review the participatory governance process at San Diego Mesa College, and make a set of recommendations to President's Cabinet.

Intended actions:

- Review SD Mesa College definitions of participatory governance.
- Assess committees structures
- Align recommendations

1

METHODOLOGY

- Created a survey
- Sent it to the campus community and asked for input
- Compiled the information
- Analyzed information
- Made recommendations

PARTICIPATORY GOVERNANCE FLOWCHART

RECOMMENDATIONS

- **CONSISTENCY OF LANGUAGE AND NAMES**
- **PRESENTATION** –present information in a consistent format - develop a template to include information such as description, function, format
- **PLANNING** – Prior to the end of each year, committee reviews outcomes, plans goals for coming year if applicable, confirm membership for the coming year
- **UPDATE CAMPUS COMMITTEES WEBSITE**

Terms

- **COMMITTEE** - A group of persons elected or appointed to perform some service or function, as to investigate, report on, or act upon a particular matter. A committee has no power per se, except the power(s) assigned to it by its appointer.
- **SUBCOMMITTEE**- A subdivision of a committee usually organized for a specific purpose.
- **STEERING COMMITTEE** -The steering committee is a body responsible for guidance, policy and direction within an organization.
- **TASK FORCE**- A temporary work group comprised of individuals with specified knowledge for the purpose of accomplishing a definite objective, with the expectation that the group will disband when the objective has been completed.

DISCUSSION QUESTIONS

1. Do you believe the definitions are acceptable? Do the terms presented embody the needs of the college?

2. What are the responsibilities of the governance committees' and how are they held accountable to the college?

3. How should Mesa articulate the purpose of committees and define their scope, membership and outcomes?

Student Support (Re)defined
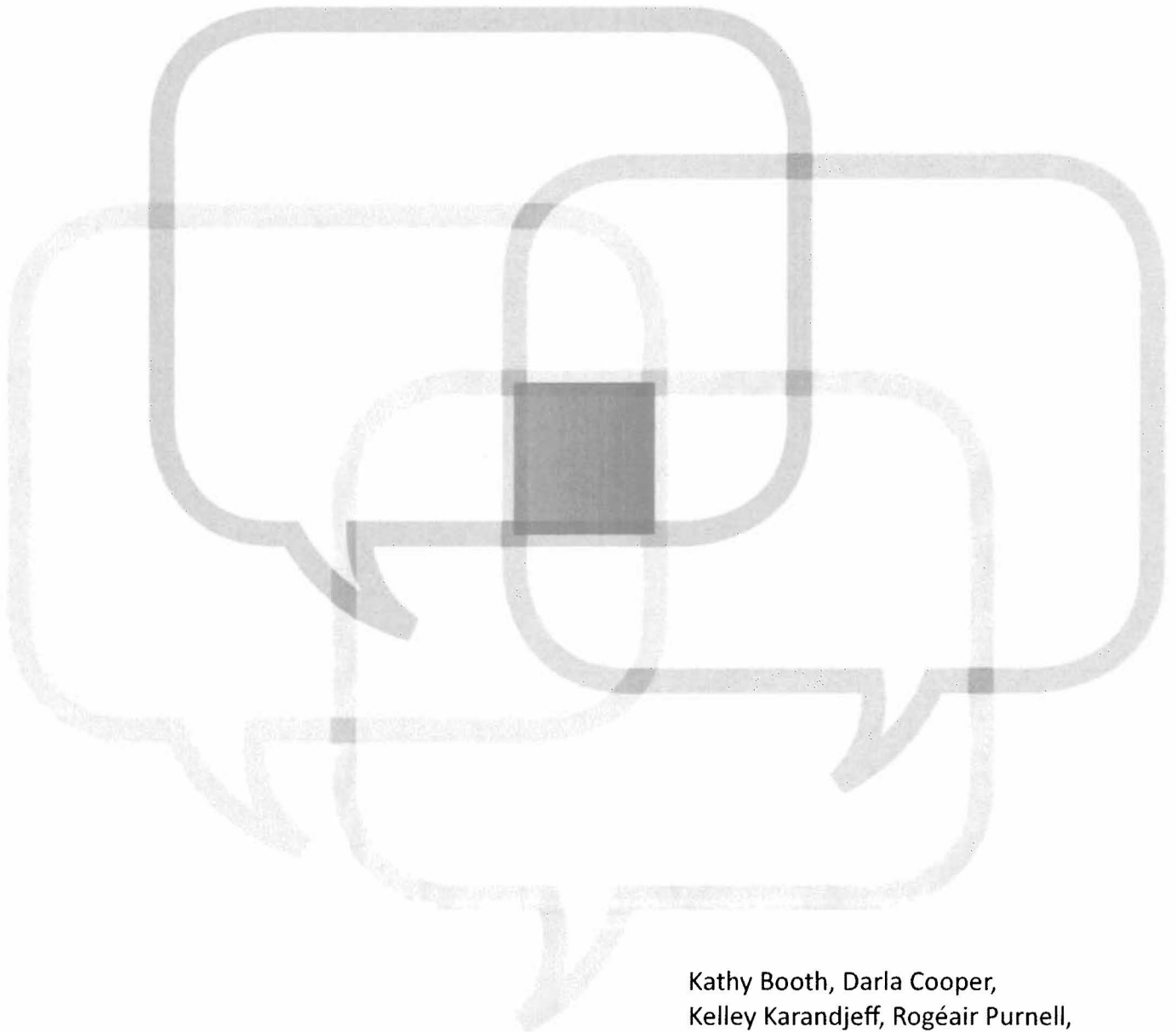
Equitable
Integrated
Cost Effective

What students say they need to succeed

Key themes from a study
of student support

Kathy Booth, Darla Cooper,
Kelley Karandjeff, Rogéair Purnell,
Eva Schiorring and Terrence Willett

Introduction

As California's community colleges (CCC) respond to the state's Student Success Task Force recommendations, many constituents are considering how student support can be implemented to improve completion. College practitioners, policymakers and advocacy groups are all exploring how to preserve delivery of existing supports, while at the same time, rethink ways to effectively engage more students with the assistance they need to succeed. To inform this dialog at both institutional and system levels, the RP Group **asked nearly 900 students from 13 California community colleges what _they_ think supports their educational success, paying special attention to the factors African Americans and Latinos cite as important to their achievement.**

The RP Group performed this research in Year 1 of **Student Support (Re)defined** — a study designed to **understand how, in an environment of extreme scarcity, community colleges can deliver support both inside and outside the classroom to improve success for all students** (for more information, see sidebar at left). This brief highlights key themes and implications resulting from this exploration of student perspectives.

How We Think about Student Support
Student Perspectives
Research Framework

In Year 1, we gathered students' feedback on what generally supports their educational progress as well as their perspectives on the relevance and importance of "six success factors" to their achievement. We derived these success factors based on a review of existing research on effective support practices and interviews with practitioners

and researchers. During this literature review, we paid particular attention to the outcomes different strategies and approaches intend to accomplish with students. By exploring what outcomes these practices aim to achieve— rather than simply documenting how structures like learning communities or student success courses are delivered—we intend to begin shifting the conversation away from how to replicate entire programs to how to feasibly achieve these student success factors at scale.

The six success factors are listed below in the order of importance according to students participating in our study:

- **Directed:** students have a goal and know how to achieve it

- **Focused:** students stay on track—keeping their eyes on the prize

- **Nurtured:** students feel somebody wants and helps them to succeed

- **Engaged:** students actively participate in class and extracurricular activities

- **Connected:** students feel like they are part of the college community

- **Valued**: students' skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated

A full definition of these factors can be found in the study's literature review brief at http://www.rpgroup.org/content/research-framework. The RP Group will also produce an inquiry guide in spring 2013 that will offer colleges a step-by-step process for using this six-factor framework to strategize institutional change. For project resources and information, visit: http://www.rpgroup.org/projects/student-support.

How You Can Use This Brief
Reader's Guide

This brief presents five key themes that (1) synthesize what students say about the six success factors and (2) share strategies that students suggest may improve their achievement. The RP Group designed this report for those interested in advancing student success, including community college leaders, faculty and instructional administrators, student services professionals, staff and students themselves. University practitioners, advocacy groups and policymakers may also benefit from these findings when considering policy and funding decisions that impact efforts to improve completion and/or the delivery of student support. We intend for this document to:

- Share high-level analysis of what the student perspectives research findings collectively mean

- Promote a dialog among community college leaders about the how these implications can inform change in policy and practice

- Lay the foundation for Year 2 research focused on engaging community college practitioners in discussions about how to feasibly deliver and scale supports that work

After a brief overview of the study's research design and methodology, we present and describe each of the five themes (including the findings that support the theme). We follow this section with a series of discussion questions intended to stimulate high-level practitioner reflection on how your college currently approaches support and to instigate exploration of related institutional strategies for advancing student success. **Readers can also find an extended report of our Year 1 research—including what students say about each of the six success factors and their suggestions for what the people serving in different roles at the colleges can do to improve support—at http:// www.rpgroup.org/content/reports-presentations-and-resources.** This full report provides additional discussion questions for more in-depth reflection on and dialog about how these individual factors relate to your college's own delivery of student support.

How We're Studying Student Support
Research Design & Methodology

The RP Group purposefully designed Student Support (Re)defined to bring student perspectives to the growing body of research on how to increase completion through strategic support. To start, we engaged 13 colleges that represent the broad geographic and demographic diversity of the California community college system (see map, *Participating Colleges*). Using a mixed-methods approach, the RP Group reached 785 students through phone surveys (current students, leavers and completers) and 102 students through focus groups at four of the colleges (current students only). Survey participants originated from a random sample that oversampled African Americans and Latinos from each college in order to ensure substantial representation from these two groups. The research team additionally linked quantitative data from the CCC Chancellor's Office to their survey responses—including students' demographics and academic history—in order to examine the results of different subpopulations.

For a full description of the study's methodology, including how the colleges were selected, criteria used to create the student sample and the data analyses performed, please visit: http://www.rpgroup.org/content/research-framework.

What Students Say They Need to Succeed
Key Themes & Strategies for Colleges

When speaking to students about their efforts to achieve their educational goals, five distinct themes emerged that can inform college initiatives to increase completion through targeted support. Collectively, these themes:

- Acknowledge students as key agents in their own educational success while highlighting that the motivation learners bring to college may not be enough to guarantee completion

- Speak directly to the need to teach students how to succeed

- Highlight the value of providing support that helps students experience multiple success factors

- Underscore the importance of comprehensive service delivery to particular populations

- Recognize the important role the entire college community plays in student success, but emphasize the need for faculty leadership

Implicit in these themes are strategies for colleges to consider when planning for support initiatives.

1 Colleges need to foster students' motivation.

This research suggests that relying on student motivation alone will not lead to improved completion. Certainly, students must be committed to setting and reaching their educational goals. Across the board, those participating in this research strongly recognized the role they play in their own success; students most frequently cited their own motivation and dedication to their education as a critical factor in their achievement. However, they also acknowledged that **while many students arrive to college motivated, their drive needs to be continuously stoked and augmented with additional support in order for success to be realized.** Moreover, participants reported that students who begin college without a clear motivation for attending may need extra help clarifying how postsecondary education may benefit them in the short and long term. Like those who arrive motivated, these students also need

support that will keep them focused and committed. Students reported that colleges can foster their motivation by:

- Helping them develop a clear educational plan and assisting them in monitoring their progress

- Making direct links between their educational experience and their goals for career mobility and a better life

- Engaging them with course content in meaningful ways

- Providing them with opportunities to connect with other students and instructors through both formal and informal means

- Fostering their sense of place and belonging on campus

- Facilitating their achievement of early and frequent successes

These findings also suggest that colleges may need to reflect on institutional policies, processes and practices and interactions with students that may inadvertently erode their motivation.

2 Colleges must teach students how to succeed in the postsecondary environment.

This research also indicates that many students do not always know how to translate their motivation into success in the postsecondary setting. Specifically, **students spoke of their struggles to understand what they needed to do to succeed in college.** For example, some focus group participants recalled having a hard time selecting a goal and establishing a plan to reach their desired end-point when they first enrolled. Moreover, others questioned how certain successful factors contributed to their achievement at all. For example, some asked how feeling connected had any impact on their success and questioned the value of extracurricular involvement. Survey findings echoed these focus group insights. Completers—those who earned a certificate or associate's degree—largely recognized all six success factors as critical. On the other hand, leavers—those no longer enrolled at their college—had yet to arrive at this place of appreciation, generally indicating that none of these factors was as important to their achievement as completers found them to be. **These findings imply that colleges should educate students about how to navigate their community college and**

> I formed a relationship with my counselor. She's just on me, like, checking up on me here and there. If you don't have a relationship with your counselor, you're not going to make it.
>
> —Focus Group Participant

thrive in this environment. Colleges can help learners understand both why and how to choose a goal and stay focused, develop connections, engage both inside and outside the classroom and make contributions on their campuses. Students suggested several ways colleges could help learners see the benefits of these activities:

I have friends that did not take [a student success] class and they don't feel connected because they don't really know what's going on. They ask questions like, "What's happening at the student services center? Do we even have a transfer center? Do we even have a counseling center? Do we even have EOPS or DSPS?" They don't know because they never had an opportunity to sit in a class where they go over these services and what happens on campus.

—Focus Group Participant

- Require that first-time students enroll in a high-quality student success course

- Widely advertise services, supports and activities designed to facilitate success

- Have faculty inform students about assistance, resources and extracurriculars available both at the college and in the local community

- Encourage faculty and staff to share with students their own success stories and what makes them feel connected to the college

3 Colleges need to structure support to ensure all "six success factors" are addressed.

In addition to teaching students the skills and knowledge needed to succeed in higher education, this research suggests that colleges must also offer students the chance to experience all "six success factors"—directed, focused, nurtured, engaged, connected and valued—throughout their time with the institution. In both the survey and focus groups, **students described how different factors interacted with each other to contribute to their success.** Participants acknowledged that some learners might not require all of these supports, or that they may need to experience them in different combinations and intensities at varying points in time. Yet, **they also identified relationships between the factors and noted how experiencing one factor often led to realizing another, or how two factors were inextricably linked to each other.** In response to a question asking what makes them successful, most students did not just mention one factor, but usually two or three. Since students do not experience these factors in isolation, colleges

cannot expect to provide these factors to students in silos. These findings imply that colleges should consider solutions that can help students attain multiple factors at once. For example, students indicated that being asked for their feedback helped them feel engaged, valued and nurtured and that completing an education plan empowered them to develop direction and stay focused on their higher education experience. Moreover, colleges are likely to realize efficiencies when implementing strategies that promote many factors at the same time. This research indicates that colleges should:

> You have to know what you want **and** how to get **it**. After that, you're able **to** engage with extra-curricular activities and be connected to the college. It's **a** matter of having a solid base first.
>
> — *Focus Group Participant*

- Ensure all students have the opportunity to experience each success factor

- Coordinate efforts to address specific success factors

- Build opportunities that intentionally integrate multiple success factors

- Tailor the combination of interventions based on the needs and strengths of the student population and stage in their educational journey

4 Colleges need to provide comprehensive support to historically underserved students to prevent the equity gap from growing.

Survey responses from African-American, Latino and first-generation college students indicate that these groups would particularly benefit from experiencing comprehensive support that addresses their academic, financial, social and personal needs. When compared to other participants, these student groups were more likely to cite the lack of academic support, the absence of someone at the college who cared about their success and insufficient financial assistance as reasons for them not to continue their education. These students were also more likely to indicate that contributing on campus and receiving recognition for their contribution was important to their success. Given the specific needs identified by these student groups, this research suggests that **colleges should consider investing in structures that connect more African-American, Latino and first-generation learners to existing services.** In particular, African-American, Latino and first-generation students in this study highlighted the following as key to their success:

- Connecting with necessary and available financial assistance

- Receiving explicit insight about how the experiences provided and approaches taken by their instructors, programs and institutions contribute to their achievement

- Experiencing opportunities to connect with others, including peers and educators, both during and outside of class

- Receiving academic assistance outside of class through either formal tutoring and mentoring programs or informal study groups and peer networks

- Feeling their success mattered to others

- Having their family history and culture valued in the educational setting

- Taking part in their campus community and feeling recognized for their contributions

> I feel that whenever someone wants me to succeed and is supportive of me, then I am motivated to work harder and be successful. The motivation they provide for me is vital to me pushing myself and being focused, engaged and directed towards success.
>
> —*Focus Group Participant*

While it may not be feasible to expand existing special populations programs, **colleges must find a way to provide a significant proportion of these student groups with comprehensive support—at scale.** If they do not, the equity gap will likely continue to grow.

5 Everyone has a role to play in supporting student achievement, but faculty must take the lead.

Students cited many individuals who influenced their success ranging from counselors who helped them choose classes to staff who assisted them in physically and logistically navigating the college to family and friends who offered ongoing support and inspiration. Their responses highlight how everyone on a campus can affect their achievement. **These findings underscore the importance of colleges promoting a culture where all individuals across the institution understand their role in advancing students' success.** At the same time, **students most commonly recognized faculty as having the greatest potential impact on their educational journeys.** Time and again, students underscored the ways faculty taught, challenged and engaged them, both during and outside of class, and described how these efforts made a critical difference in helping them reach their goals. **This research indicates that because faculty are at the center of every student's educational experience, they have a significant opportunity**

and ability to influence their students' success not just in, but beyond, their own classroom. Instructors can support student achievement by finding ways to incorporate elements of the six success factors into course content and delivery. Faculty can also work with others across the college to integrate different types of support into the classroom and help connect students with any assistance they might need outside their coursework. Students specifically argued that faculty have a primary hand in helping them:

- Find direction by providing discipline-specific insight and advising

- Stay focused on their goals

- Develop a connection to and actively engage with their peers

- Link to resources and supports across their campus

- Feel that their success is important to their college

- Both contribute to and feel valued by their institutions

Clearly, students in this study are asking faculty to assume a larger role in their success both inside and outside the classroom. These findings imply that college administrators will need to work with instructors to establish the professional development, supports and incentives necessary to fulfill this expanded role.

> A teacher's engaging when they're not just writing on a board or showing you a PowerPoint, but really talking to the class, when they make the eye contact and ask questions. Don't just give us the answer. Talk to the class. Engage people. Make them answer questions. Pick on somebody a little bit. Make a joke here and there. And, connect us to outside resources and extra tutoring. I have teachers who go the extra mile to create workshops, like my chemistry teacher. The hour before the class starts, she does a workshop and I think that's an extra thing that teachers can do [to help us be successful].
> —*Focus Group Participant*

What You Can Do with This Research

Discussion Questions

Given current and anticipated future budget constraints and increased calls for reform, **now is the time for colleges to redefine support in a way that aligns with what students say they need.** The key themes generated by this study supply a framework for (1) reflecting on the outcomes colleges want for their students and (2) identifying how support can be strategically integrated across institutional divisions and into students' experience both inside and outside the classroom, from entry to exit. **We encourage colleges to use the results from this research when reimagining student support and working to advance the completion of *all* learners.** This brief offers many ideas for change—including actions that individuals and programs can take immediately to improve your students' achievement. That said, reaching more students with necessary assistance will likely require faculty and instructional administrators, student services professionals, staff and administrative leaders and students to collaboratively explore and develop new structures that lead to *systemic* change.

The following questions are designed to help initiate this reflection and planning. Several natural venues exist on campuses to hold these conversations including the president's cabinet; student success, basic skills and/or accreditation committees; the academic senate; joint meetings of instructional and student services deans and directors; and department and division meetings. The RP Group recommends that **the primary ingredient for productive discussions is the inclusion of people who interact with students at all points in their college journey** (from outreach to enrollment, through progress and completion). Moreover, involving students in these conversations can add critical perspectives about how your learners currently experience support and how prospective changes might impact their efforts to achieve their educational goals.

➤ When thinking about the need to continuously foster students' motivation, when and where does your students' focus begin to fade? Based on what evidence? How do you currently intervene to stoke their motivation? What more can you do either individually or as an institution? Are there policies, processes or practices at the college and/ or interactions the college has with students that may be inadvertently eroding students' motivation?

➤ What policies and practices currently exist on your campus to ensure students know how to succeed in the postsecondary setting (e.g., mandatory orientation or student success courses)? What more could your college do to ensure all students have the skills to navigate and achieve at your institution?

➤ In what ways do offices, programs and departments work together to ensure students have the opportunity to establish a goal, create a plan of action and continuously connect not only with needed resources but other students at the college? How might your college scale these efforts to reach more students?

➤ Which populations on your campus need the most comprehensive support to persist and complete? When and where is support needed? Given what evidence? How does or how can your college strategically invest in supporting these student groups?

➤ How does your college develop a culture where all people—faculty, staff and administrators—feel responsible for students' success and are aware of how their individual work at the college links directly and/or indirectly to students' achievement?

➤ What policies and practices does your college embrace to empower classroom faculty as primary supporters of student success, in their classroom and beyond (e.g., faculty advising)? What support do classroom faculty need to more fully inhabit this role as the primary champion for students' success?

Where We Go From Here
Next Steps

We recognize that the Year 1 student perspectives research may raise many questions about how practitioners should act on these findings. The next phase of our research will focus on engaging college practitioners in a dialog to explore answers to some of these questions and collecting concrete examples of programmatic strategies designed to help students experience the six success factors at scale. To begin, we will develop an inquiry guide that helps practitioners (1) use the key themes and findings presented in this report to assess their own college's approach to support and (2) identify opportunities for feasible institutional reform. We will pilot this inquiry guide with colleges participating in the study and then make it widely available through various presentations and meetings with community college educators throughout the state. Next, given that many of the Year 1 key themes and findings imply the need for structural and systemic change, we will examine and profile examples of colleges both in California and across the nation that have pursued coherent, strategic institutional initiatives to improve student support and increase completion. The RP Group will likely release the results of the study's second phase in between fall 2013 and spring 2014. Readers can find the most current project results, resources and updates at: http://www.rpgroup.org/projects/student-support.

theRPgroup

the Research & Planning Group
for California Community Colleges

Student Support (Re)defined Project Team

Darla Cooper	Kelley Karandjeff	Eva Schiorring
Michelle Barton	Michael Large	Vinod Verma
Kathy Booth	Nathan Pellegrin	Terrence Willett
Priyadarshini Chaplot	Rogéair Purnell	Adore Davidson
Rob Johnstone	Diane Rodriguez-Kiino	Loann Solem

For more information...

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Getting Started – 2013 Annual Report

This document is provided to assist you in completing the ACCJC 2013 Annual Report, which will be submitted electronically. You will be using data from Fall 2012 and the two previous fall semesters to complete this report except where specified otherwise. Attached are the report questions you may use to prepare before completing the report online.

1. The Chief Executive Officer (CEO) and the Accreditation Liaison Officer (ALO) will each receive e-mail instructions with an individually assigned username and password. The Commission requires the CEO to certify that the information provided in the form is accurate and to submit the form.
2. If necessary, the password may be changed using the "Update Profile" link once the ALO has logged into the report. Please note that the ACCJC staff are not able to retrieve lost passwords if they have been changed.
3. Please do not share your login information. Instead, the ALO may create two additional accounts in the "Update Profile" to assist in completing the Annual Report.
4. Only the CEO can submit the final version of the Annual Report. The CEO will use the separate username and password sent by e-mail to submit the report.
5. You may download copies of this document from the Annual Report login screen by clicking the "Getting Started" link near the bottom of the login screen.
6. Some questions have "[Read Additional Instructions]" pop-up windows that contain important details to assist in accurately providing the requested information.
7. If you need to "skip" a question because you do not have all the information or need to validate data, a "skip" button is provided. The report form will retain any information that is entered and mark the question as "skipped" so that you will be able to more easily find it at a later time to complete and "Submit" the answer. If you need to go back to a previous question, use the "Review Prior Question" button.
8. You may edit your answers as many times as you wish until the CEO performs the "Final Submission" of the Annual Report. Upon the final submission, e-mail notifications will be sent to the ALO and the institution's CEO with a copy of the final report.
9. If a question is not applicable, please enter **n/a** in that box.
10. The report must be submitted by March 31, 2013; however, if additional time is required to obtain specific data, please e-mail Krista Johns at kjohns@accjc.org. If any changes are required after you have submitted the report, please call Krista Johns, 415-506-0234, at the Commission office.
11. If you have any questions about the form, please call or e-mail Krista Johns.

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

2013 Annual Report Questions

Report Information

1. Confirm Your Institution: "Start Survey"

2. Name of individual preparing report:

3. Phone number of person preparing report:

4. E-mail of person preparing report:

5a. Provide the URL (link) from the college website
    to the section of the college catalog which states
    the accredited status with ACCJC:
    [Additional information: Refer to the ACCJC Policy on Representation of Accredited
    Status, Policy on Public Disclosure and Confidentiality, and Policy on Rights and
    Responsibilities of the Commission and Member Institutions. These can be found in
    the Accreditation Reference Handbook online at www.accic.org in the Publications
    and Policies section. The college must also post program or other special
    accreditation in the college catalog and on the college website. The information must
    include name, address, telephone number, and the manner in which complaints can
    be made. Accreditor website information would also be helpful to post.]

5b. Provide the URL (link) from the college website
    to the college's online statement of accredited
    status with ACCJC:

Headcount Enrollment Data

6. Total unduplicated headcount enrollment   Fall 2012:

                                                     Fall 2011:

                                                     Fall 2010:

7. Total unduplicated headcount enrollment in degree applicable
    credit courses for fall 2012:

8. Headcount enrollment in pre-collegiate credit courses (which do not [   ]
   count toward degree requirements) for fall 2012:

9. Number of courses offered via distance education: Fall 2012: [   ]

                                                             Fall 2011: [   ]

                                                             Fall 2010: [   ]

10. Number of programs offered via distance education: [   ]

11. Total unduplicated headcount enrollment in all   Fall 2012: [   ]
    types Distance Education
                                                         Fall 2011: [   ]

                                                         Fall 2010: [   ]

[Additional Instructions: Provide unduplicated enrollment numbers in distance education courses. Distance Education is defined as education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. If online courses or online portions of courses are primarily for reading materials posted by the instructor and student submission of assignments and examinations, they will likely fall under the definition of correspondence education rather than distance education. The technologies may include: the Internet; oneway and twoway transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audioconferencing; or video cassettes, DVDs, and CDROMs, if the cassettes, DVDs, or CDROMs are used in a course in conjunction with any of the other technologies.]

12. Total unduplicated headcount enrollment in all types   Fall 2012: [   ]
    of Correspondence Education
                                                           Fall 2011: [   ]

                                                           Fall 2010: [   ]

[Additional Instructions: Provide unduplicated enrollment numbers in correspondence education courses. Correspondence education means education provided through one or more courses under which the institution provides instructional materials (print or other media), by mail or electronic transmission (including transmission via learning management system), including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student. Correspondence courses are typically self-paced within a set period of time. Online courses or online portions of courses which primarily involve "paperwork" — such as reading textbook and other materials posted by the instructor, taking examinations, and submitting assignments— will fall within the definition of correspondence education rather than distance education. If

the online portion of a class meets the definition of correspondence education, then even if the class also meets on site, it will be considered a correspondence education course for Title IV qualification purposes. Correspondence education is not considered distance education within the USDE definition. See definition of distance education in question 11 above.]

13. Were all correspondence courses for which students enrolled   Yes / No
    in fall 2012 part of a program which leads to an associate degree?

Student Achievement Data

14a. Successful student course completion rate for the fall 2012 semester: [%]

[Additional Instructions: Rate equals the number of students who receive a successful grade over the number of students who enrolled in the course.]

14b. Institution-set standard for student course completion rate: [%]

[Additional instructions: A "standard" is the level of performance set by the institution to meet educational quality and institutional effectiveness expectations. This number may differ from a performance improvement "goal" which an institution may aspire to meet.]

15a. Percent of students retained from fall 2011 to fall 2012 semesters: [%]

[Additional Instructions: Rate equals the number of students who completed a course in fall 2011 and were enrolled in a course fall 2012.]

15b. Institution-set standard for student retention percentage: [%]

[Additional instructions: A standard is the level of performance set by the institution to meet educational quality and institutional effectiveness expectations. This number may differ from a performance improvement goal which an institution may aspire to meet.]

16a. Number of students who received a degree in the 2011-12   [   ]
     academic year:

16b. Institution-set standard for student degree completion number: [   ]

17a. Number of students who transferred to 4-year   [   ]
     colleges/universities in 2011-2012:

17b. Institution-set standard for student transfer to 4-year   [   ]
     colleges/universities:

18a. Number of students who completed certificate requirements and   [   ]
      received a certificate in the 2011-12 academic year:

      [Additional Instructions: The college defines the requirements for each of its
      certificate programs.]

18b. Institution-set standard for student certificate completion   [   ]
      number:

19a. Does the college have any certificate programs which are not   Yes / No
      career-technical education (CTE) certificates?

19b. If yes, please identify them: [   ]
                                           [   ]

20.   Number of career-technical education (CTE) certificates and   [   ]
      degrees:

21.   Percentage of CTE certificates and degrees which have identified   [%]
      technical and professional competencies that meet employment
      standards and other standards, including those for licensure and
      certification:

22.   2010-2011 examination pass rates in programs for which students must pass a
      licensure examination in order to work in their field of study:

Program	CIP Code - 4 digits (##. ##)	Examination	Pass Rate
		state/national/other	%

                  [Add Row   ]   [Delete Checked Row]

      [Additional Instructions: Please list each program for which a license examination is
      required and the percentage of students passing, of those who took the exam.]

23. 2010-2011 job placement rates for students completing certificate programs and CTE (career-technical education) degrees:

Program	CIP Code - 4 digits (##. ##)	Certificate or Degree	Placement Rate
		certificate/degree/both	%

[Add Row   ]   [Delete Checked Row]

Student Learning Outcomes and Assessment
   Note: Beginning fall 2012, colleges were expected to be at the proficiency level of Student Learning Outcomes assessment (see the ACCJC Rubric for Evaluating Institutional Effectiveness, Part III, Student Learning Outcomes).

24. Number of courses at the institution: [   ]

   [Additional Information: Provide the number of active credit and noncredit courses at the college. Do not include not-for-credit offerings of the college.]

25. Percent of all college courses with defined Student Learning Outcomes: [%]

26. Percent of all college courses with ongoing assessment of learning outcomes: [%]

27. Number of programs at the institution: [   ]

   [Additional Information: Provide the number of programs as defined by the college.]

28. Percent of all college programs with defined Student Learning Outcomes: [%]

29. Percent of college programs with ongoing assessment of learning outcomes: [%]

30a. Percent of all college programs with SLO assessment results available to prospective students: [%]

30b. URL(s) from the college website where prospective students can find SLO assessment results for programs: [   ]

31. Number of student and learning support activities at the institution: ⬜

[Additional Information: The institution defines its student and learning support activities and how they may be grouped for assessment of learning outcomes. Definition and grouping of like student or learning support activities should be based upon a determination of how the assessment will best provide information to improve services for students.]

32. Percent of student and learning support activities with defined Student Learning Outcomes: ⬜ %

33. Percent of student learning and support activities with ongoing assessment of learning outcomes: ⬜ %

34. Has your institution defined General Education (GE) program Student Learning Outcomes? Yes / No

35. Are your institutional SLOs identical with your General Education program outcomes? Yes / No

36. Do your institution's GE outcomes include all areas identified in the Accreditation Standards? Yes / No

37. Number of courses identified as part of the GE program: ⬜

38. Number of GE courses with Student Learning Outcomes mapped to GE program Student Learning Outcomes: ⬜

39. Percent of GE courses with ongoing assessment of GE learning outcomes: ⬜ %

40. Has the institution defined institutional Student Learning Outcomes: Yes / No

41. Number of institutional Student Learning Outcomes: ⬜

42. Percent of institutional outcomes with ongoing assessment of learning outcomes: ⬜ %

Substantive Change Items

> **NOTE: These questions are for survey purposes only and do not replace the ACCJC substantive change approval process. Please refer to the Substantive Change Manual regarding communication with the Commission.**

43. Number of submitted substantive change requests related to distance education and correspondence education

   Fall 2012: [＿＿＿＿＿＿]

   Fall 2011: [＿＿＿＿＿＿]

   Fall 2010: [＿＿＿＿＿＿]

44a. Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)

   ☐ Mission/Objectives
   ☐ Scope and/or Name
   ☐ Nature of constituents served
   ☐ Location and/or Geographic Area
   ☐ Control and/or Legal Status
   ☐ Courses and/or Programs and/or their Delivery Mode
   ☐ Credit awarded
   ☐ Contractual relationships with a non-regionally accredited institution
   ☐ Change in sites offering 50% or more of a program, certificate, or degree
   ☐ No changes planned

44b. Explain the change(s) for which you will be submitting a substantive change proposal:

   [＿＿＿＿＿＿＿＿＿＿＿＿]

   [Insert n/a if no substantive change proposals are planned.]

Other Information

45a. Identify site additions and deletions since the submission of the 2011-2012 Annual Report:

   [＿＿＿＿＿＿＿＿＿＿＿＿]

   [Insert n/a if none.]

45b. List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:

   [＿＿＿＿＿＿＿＿＿＿＿＿]

   [Insert n/a if none.]

46. List all of the institution's instructional sites
     out of state and outside the United States:

[Insert n/a if none. Additional Information: State means any state of the United States, American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, the Republic of the Marshall Islands, the Federated States of Micronesia, and the Republic of Palau, where the main campus of the institution is located.]

NOTE: The Annual Report must be certified as complete and accurate by the CEO. Once all the questions have been answered by the ALO, there will be an option to send an email notification to the CEO that the report is ready for certification. The CEO will be able to login and certify the answers.

Only the CEO may submit the final Annual Report.

End of Annual Report

San Diego Mesa College
Key Performance Indicators (KPI) Data 2012/13

Goal	Strategic Initiative	Key Performance Indicator	2009/10		2010/11		2011/12	
I	B	Transfer Volume[1]	1,651	●	1,791	●	2,079	●
I	B	Transfer Rate	43%	●	48%	●	44%*	
I	B	Number of Degrees Conferred	874		907		1,070	●
I	B	Number of Certificates Conferred	327	●	339	●	334	●
I	C	Basic Skills Improvement Rate (ARCC)	42%	●	44%	●	48%*	
I	C	Basic Skills Success Rate (ARCC)	62%		59%		59%*	
I	E	Load (Fall/Spring)	568 / 577	●/	569 / 552	●	583 / 568	●
I	E	Fill Rate (Fall/Spring)	94% / 94%	●	93%/92%	●	94%/91%	●
II	B	Matriculation Rate (TBD)	39%		NA	NA	NA	NA
II	B	Student Progress and Achievement Rate (ARCC)	61%	●	65%	●	62%	●
II	B	Students Earning at Least 30 Units (ARCC)	71%		70%		68%	●
II	B	Course Completion Rate (formerly Retention Rate)	84%	●	85%	●	84%	●
II	B	Retention Rate (formerly Persistence Rate; TBD)	69%	●	71%	●	74%	●
II	B	Course Success Rate	68%	●	67%	●	68%	●
III	B	Vocational Course Success Rates (ARCC)	71%		71%		69%	
III	B	Licensure/Certification Exam Pass Rate - OVERALL	94%	●	91%	●	100%	●
IV	A	Student Diversity and Employee Diversity Differences	>10%	●	>10%	●	>10%	●

NA = Not available   *Most recent data available was for 2010-2011

2/25/2013

Spring 2013 Convocation Break-Out Sessions
Institutional Learning Outcomes Analysis: Executive Summary

Office of Institutional Effectiveness
(February 2013)

Background and Methodology

During spring convocation activities in January 2013, stakeholders from across the college, including faculty, staff, and administrators, met to discuss college-wide learning outcome assessment methods and the most recent year's assessment data. Convocation participants divided into five break-out groups to analyze aggregate institutional learning outcome (ILO) assessment data. Four of the groups focused on one ILO each (Communication, Critical Thinking, Global Awareness, and Technological Awareness), and one group focused on two ILOs (Personal Actions/Civic Responsibility and Self-Awareness/Interpersonal Skills). Participants were able to self-select into any of the five groups.

Each group was provided with an overview of the college's outcomes identification and assessment process and a dashboard of general education course outcomes mapped to the ILOs (see Appendix A). In addition, participants received a matrix of potential ILO assessment methods, and participants were asked to identify and discuss the advantages and disadvantages of each approach at the college (see Appendix B). Finally, participants were asked to complete a survey regarding their experience in the break-out sessions and make recommendations for future ILO assessments (see Appendix C).

During each session, facilitators recorded the discussion points and findings. In one session, a consensus was not reached verbally; however, the majority of participants completed and returned all worksheets to the facilitators, and responses documented in these worksheets were used to determine if the ILO was achieved. All facilitator notes, returned worksheets, and surveys were compiled to determine 1) if each ILO had been achieved, and 2) which methods might be appropriate (according to participants) for future ILO assessment. A summary of the findings is provided in the following section.

Summary of the Findings

▶ Achievement of ILOs Based on Mapped Course-Level Outcomes Data

Each group was asked to determine if the college had achieved the given learning outcome based on the dashboard information provided. Three of the break-out groups (Communication, Critical Thinking, and Technological Awareness) came to a consensus that, given the limited data presented in the dashboard, the college achieved the ILO. Two break-out groups (Personal Actions/Civic Responsibility and Self-Awareness/Interpersonal Skills; Global Awareness) agreed that they did not have adequate information to determine if the ILO had been achieved.

Although consensus regarding the achievement of the ILO was reached in three of the groups, participants in each of these groups shared many of the same concerns as participants in the remaining two groups. All five groups discussed a number of issues and limitations with the general education course-level outcomes mapping method. The most commonly identified issues included the following:
- Limited number and breadth of courses included in the analysis
- Course outcomes to ILO mapping is not intuitive; a more appropriate analysis would include mapping program-level learning outcomes to ILOs
- Lack of consistency in course-level outcome criteria and need for more guidance, such as a rubric

End-of-session survey results revealed that participants were interested in expanding ILO assessment to include all areas of the college, including basic skills courses, campus and community activities, non-general education courses, and administrative and student services areas.

▸ Potential Methods for Future ILO Assessment

Break-out session participants engaged in a detailed discussion of each of the ILO assessment methods outlined in their worksheets. Specifically, participants identified the benefits and limitations of the following methods:

- Mapped learning outcomes approach (such as the one used in the first activity)
- Student surveys
- The Writing across the Curriculum approach
- Capstone courses or projects
- Course-embedded assessment methods

Mapped Course-Level SLO Data
There was considerable consensus among participants that the current course-to-ILO mapping method was a starting point for the assessment of ILOs but was not adequate by itself. Taken in the context of multiple ILO assessment methods, many participants believed it was an efficient option but needed to include broader representation of the college (such as non-general education courses and student and administrative services units).

Survey of Students
Participants generally had positive perceptions of student surveys, and many participants said a survey would provide a method for obtaining feedback directly from students at different momentum points (at the point of matriculation, each semester of enrollment, at the point of transfer or graduation). Among the limitations identified by participants were the subjectivity of survey responses and the resources required to develop, administer, and analyze results of the survey(s).

Writing across the Curriculum
Regarding the prospect of implementing the Writing across the Curriculum approach, participants were relatively divided. While some believed the approach was appropriate for certain disciplines or specific ILO assessments, such as Communication and Critical Thinking, many indicated that it was not a viable option for assessing all six ILOs. Some participants expressed a concern regarding the retention of academic freedom if such an approach was implemented, and particularly if a common rubric was utilized.

Capstone Courses or Projects
Overall, perceptions of capstone projects were positive, although many participants expressed concern about the appropriateness of capstone courses for non-CTE programs. The concept of e-portfolios appeared to garner significant support among participants, with many indicating that it would provide an authentic assessment of student learning at the culmination of an experience or a course.

Course-Embedded Assessment
On the whole, participants were unfamiliar with course-embedded assessment methods and did not provide much commentary regarding this approach.

Other Assessment Methods and Recommendations
Among the other assessment methods discussed by participants were longitudinal or cohort studies, engagement measures for students who utilize campus support services, and holistic ILO assessments that reflect the breadth of the college experience. Participants also proposed additional guidelines for ILO development, review, and assessment. For example, one group of participants indicated that the current ILOs should be reviewed at regular intervals to determine if they are still appropriate for the college. In addition, a group of participants also suggested implementing timelines for ILO assessment and improving communication with students regarding ILOs.

Appendix A:
Assessing Institutional Learning Outcomes - San Diego Mesa College
Convocation: January 25, 2013

Assumptions:
- In 2002, ACCJC Standards were revised to place new emphasis on creation and assessment of Student Learning Outcomes in a continuous cycle
- Mesa College began this work with the creation of:
  - *Institutional Learning Outcomes,* which would cascade down to guide the development of *Program and Service Area Outcomes*
  - Which in turn cascaded down to guide the creation of *Course-level Student Learning Outcomes (SLOs)* and *Service Area or Administrative Unit Outcomes (SAOs or AUOs)*

Institutional Learning Outcomes (ILOs)
(ILOs were written and vetted with the College 2003-2005)

Program-level Student Learning Outcomes and Service Area Outcomes (PSLOs and SAOs)
(PSLOs and SAOs were written beginning in 2006 and published in the College Catalog 2008-2009)

Course-level Student Learning Outcomes and Service Area Administrative Unit Outcomes (SLOs and AUOs)
(SLOs and AUOs were written beginning in 2006 and have been on-going)

- Mesa College began the assessment process working from the **opposite direction**:
  - Assessment of *Course-level SLOs* and *Service Area AUOs* was conducted by the faculty and/or staff, and results were mapped up to the Program or Service Unit for program or service area assessment
  - For this assessment cycle, results of *Course-level SLOs* for GE courses that are mapped to the ILOs will be used for ILO assessment purposes

Course-level Student Learning Outcomes and Service Area Administrative Unit Outcomes (SLOs and AUOs)
(Assessment has begun and the loop has been closed: first cycle beginning 2006 and culminating 2012)
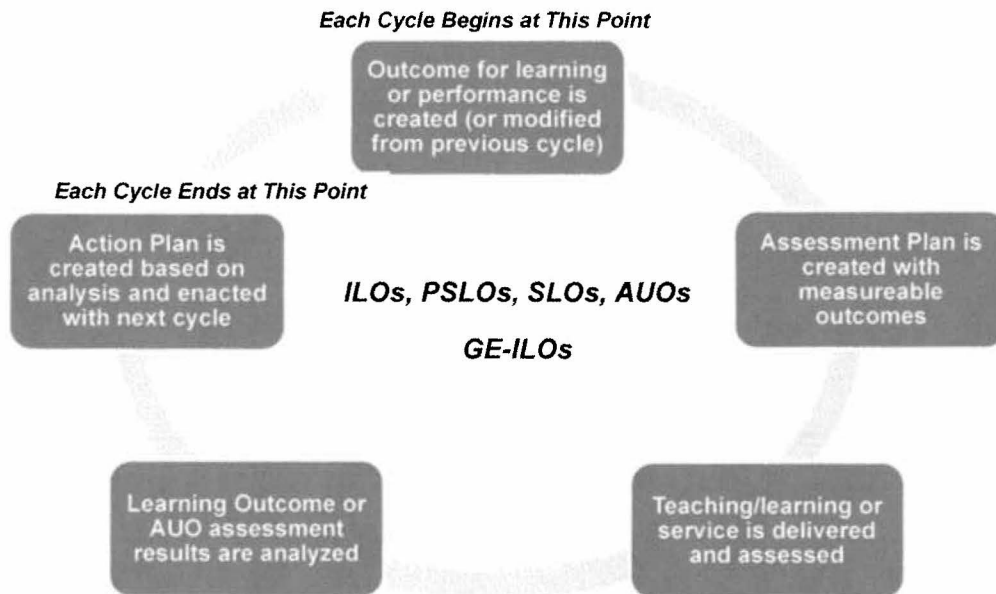
Program-level Student Learning Outcomes and Service Area Outcomes (PSLOs and SAOs)
(Assessment has begun and the loop has been closed: first cycle of program outcomes assessed in 2012)

Institutional Learning Outcomes (ILOs)
(Not yet completed: will be assessed today)

Continuous Cycle of Assessment, Analysis, and Action

Each Cycle Begins at This Point

Outcome for learning
or performance is
created (or modified
from previous cycle)

Each Cycle Ends at This Point

Action Plan is
created based on
analysis and enacted
with next cycle

ILOs, PSLOs, SLOs, AUOs

GE-ILOs

Assessment Plan is
created with
measureable
outcomes

Learning Outcome or
AUO assessment
results are analyzed

Teaching/learning or
service is delivered
and assessed

Outcomes for today's activities:
- Assess ILOs using mapped course outcomes and determine if achievement has been met during this first assessment cycle
- Propose ILO assessment plan for next cycle

Process for today's activities:
- Pick one of the six ILOs and go to the appropriate breakout session to assess the outcomes

Materials for today's activities:
- Dashboard with summary assessment results by ILO of GE courses that are mapped to them (Attachment 1)
- Packet of six sample assessments for the ILO you are evaluating (Attachment 2)
- Grid with targeted questions to facilitate assessment (Attachment 3)

Attachment 1: San Diego Mesa College Institutional Learning Outcomes Dashboard

Below is a summary of course-level assessment conducted in the 2011-2012 academic year. The summary includes data for general education courses that (1) were fully and explicitly mapped to a specific institutional learning outcome (ILO), and (2) included all core components of the assessment and analysis process.

A total of 125 courses met the criteria and were organized according to Institutional Learning Outcome. The table below provides a breakdown of ILOs, the number of courses assessed and fully mapped to the ILO, the number of courses that met, exceeded or did not meet course-level targets, and the percentage of courses that met or exceeded targets. One additional column is included for group discussion. Your group will be focusing on the **one specific ILO for the first portion of the group discussion.**

Please examine the table below, focusing on the highlighted SLO results, and discuss the question below as a group. Please take notes on your group discussion and include them in the space provided below the question. You may also refer to **Attachment 2** to respond to the question below.

Institutional Learning Outcome (ILO)	*Total Courses Assessed*	*Number of Courses that Met Target*	*Number of Courses that Exceeded Target*	*Number of Courses that Did Not Meet Target*	*% of Courses that Met or Exceeded Target*	*Did Institution Achieve Learning Outcome?*
Communication	32	19	13	0	100%	
Critical Thinking	68	12	53	3	96%	
Global Awareness	4	1	3	0	100%	
Personal Responsibility	4	3	1	0	100%	
Self Awareness and Interpersonal Skills	4	3	1	0	100%	
Technological Awareness	13	6	6	1	92%	
TOTAL	125	44	77	4	97%	

Group Discussion Question: *Based on the data provided above, have we as a college achieved the learning outcome? Why or why not?*

Group Discussion Questions:
The following are guiding questions to keep in mind while your group is discussing the ILO assessment results.

1. Based on the data provided, have we as a college achieved the learning outcome? Why or why not?
2. Discuss the effectiveness of the SLO information provided in the spreadsheet in informing the overall assessment.
3. Discuss the usefulness of a target outcome and of other types of assessments and rubrics.

Appendix B
Attachment 3: Questions to guide discussion of what the Assessment Plan should be for the next ILO Assessment Cycle

The current ILO Assessment Plan is based upon the mapping of course-level SLOs to specific Institutional Learning Outcomes. Review the types of information that are included in the course level SLO information and discuss whether they provide adequate information to assess what higher level skills and knowledge our students should take with them when they complete their work at Mesa.

In this activity, your goal is to evaluate the information contained in the spreadsheet and consider the added value of "multiple measures" to assess Institutional Learning Outcomes. Use the grid below to record your thoughts and guide your discussion.

In looking at the data summary contained in the spreadsheet, assess the effectiveness and thoroughness with which it provides information on how our students are learning. Is the depth of information sufficient to tell us what we want to know about student learning?

Assessment Type	Benefits	Drawbacks	Overall Thoughts
Mapped course-level SLO data: This is an indirect measure of the ILO, but shows how it is addressed at the course level.			
Survey of students: To self-assess their learning: these can include targeted questions (addressing each ILO) about how the student has grown during his or her tenure at the college.			
Writing across the Curriculum: Classes are randomly selected across the campus to participate in a short discipline-specific writing prompt that measures ILO level learning. Faculty make use of a common rubric to assist with consistent evaluation.			

Assessment Type	Benefits	Drawbacks	Overall Thoughts
Use of capstone courses or projects within culminating program courses that require students to demonstrate breadth and depth of learning. Outcomes at this level would be reported by the program faculty according to a common rubric to assist with consistent evaluation.			
Embedding assessment methods into existing courses and using results to inform campus wide inquiry (i.e., providing problem solving assignments to students across multiple disciplines and then evaluating how students demonstrate their skill level; use of a common rubric assists with consistent evaluation).			
Brainstorm an assessment of your own...			

Summarize what would be an effective set of multiple measures to assess your ILO, and why.

Appendix C
General Questions on ILO Assessment

1. We are currently assessing our ILOs as part of our GE curriculum. Do you think this is adequate?   YES   NO

2. Are there other areas that should be included in the assessment?   YES   NO

3. If YES, list some areas that you think should be included in ILO assessment:

4. Would you be interested in participating in focused "Assessment Think Tanks" with the new Office of Institutional Effectiveness?

   YES   NO

   If YES, please provide your name and email below:

   Name: Email:

Dean Baker
Assessment
Timeline

San Diego Mesa College 6-Year Assessment and Evaluation Cycle

Assessment and Evaluation Activities	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Course SLOs	20% of SLOs Assessed	20% of SLOs Assessed	20% of SLOs Assessed	20% of SLOs Assessed	20% of SLOs Assessed	Summative Evaluation/ Reflection
Program SLOs		All PSLOs Assessed		All PSLOs Assessed		All PSLOs Assessed
ILOs			1st Assessment: Mapping and Exit Survey	Mapping and Exit Survey; Program-Level Assessment Aligned with ILOs	Mapping and Exit Survey	Mapping and Exit Survey; Program-Level Assessment Aligned with ILOs
GE Learning Outcomes				Sample of GE Course SLOs; Program-Level Assessment Aligned with ILOs		Sample of GE Course SLOs; Program-Level Assessment Aligned with ILOs
Program Review		Full Program Review	Update	Update	Full Program Review	Update
Strategic Planning	Annual Scorecard Analysis, Evaluation, and Priority Setting	Annual Scorecard Analysis, Evaluation, and Priority Setting	Annual Scorecard Analysis, Evaluation, and Priority Setting	Annual Scorecard Analysis, Evaluation, and Priority Setting	Annual Scorecard Analysis, Evaluation, and Priority Setting	Annual Scorecard Analysis, Evaluation, and Priority Setting
Educational Master Plan				Five-Year Educational Master Plan, Ready for Vetting in Sept. 2013		
Accreditation Reporting	Annual Report	Annual Report	Annual Report; Mid-Term Report	Annual Report	Annual Report	Annual Report; Comprehensive Evaluation Report

Presented to the Learning Assessment Task Force
Learning Assessment Task Force Retreat - March 1, 2013