

# San Diego Mesa College President's Cabinet Retreat Meeting Notes

December 8, 2015 2:00 p.m. – 5:00 p.m., LRC 435

#### Pamela Luster, President Lina Heil Erika Higginbotham Rachelle Agatha Madeleine Hinkes **ATTENDEES** Mariam Ahmed Leroy Johnson Leela Bingham Trina Larson Danene Brown Angela Liewen Andrew MacNeil Sara Beth Cain Kris Clark Igor Burgos Maron Tim McGrath **Amy Cunningham Ginger Davis** Larry Maxey **Nellie Dougherty** Karen Owen Saeid Eidgahy Tina Recalde Virginia Enriquez Charlotta Robertson Genevieve Esguerra Monica Romero **Dave Evans** Saloua Saidane Leslie Shimazaki Meegan Feori **David Fierro** Chris Sullivan **Rob Fremland** Susan Topham Margie Fritch Anne Zacovic Ashanti Hands Charles Zappia **Bri Hays**

# Agenda Item A: Welcome and Introduction: Pam Luster

DISCUSSION	<ul> <li>This retreat will focus on going over Mesa's processes in general and the work leading to our outcomes.</li> </ul>			
	Other items to be focused on :			
	<ul> <li>Outcomes/assessments</li> </ul>			
	<ul> <li>Gaps in accreditation</li> </ul>			
	<ul> <li>How the college is doing their work</li> </ul>			

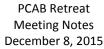
- President Luster introduced Mariam Ahmed(ASG Senator) and Igor Burgos Maron (ASG President).
- The overall goal of the retreat is to be able to find ways to provide evidence on how the college delivers student success.

# Agenda Item B: Outcomes/Assessments

## **DISCUSSION**

### **Kris Clark & Madeleine Hinkes**

- Kris Clark reported on COA and focus group (Think-Ins) results/feedbacks. There were 57 participants in the focus groups.
- Clark presented "Where Are We in the Process of Outcomes Assessments?"
  - Snapshot Report: a year ago 75.5% of all outcomes assigned to courses have been assessed; now 82.3% of all outcomes assigned to courses have been assessed
  - O What we've learned?
    - "Think In" Focus Groups: During the Spring 2015 and Fall 2015 semesters Clark visited schools/departments to go over best practices and what needs improvement.
  - Why do you assess SLO's in your classroom?
    - Compliance
    - Tangible data of evidenced outcomes
    - Linking the subject being taught to life outcomes/life skills, not just the course objectives
  - What types of outcomes assessments do you use in your classroom?
    - Surveys, rubrics, exam questions
    - Few faculty reported use of outcomes assessment to improve teaching.
  - Do you think outcomes assessments provide meaningful data?
    - Faculty found there was a lack of appropriate scientific evaluation available in a two year college, and do not see students' success until they're gone.
  - How are decisions made as to where time, energy, and money should be repurposed within your discipline? Is SLO assessment data used for this purpose?
    - Chairs and Deans make the decisions
    - Departmental decisions
    - SLO data is most helpful in resource allocation when looking at the weaknesses in a program
  - What changes would you like to see in the next learning outcomes assessment cycle?
    - Ability to share data more easily between departments
    - Long term tracking of student success by the College
    - Better access to better report
    - Link from Program Review to SLO data
- What's next?
  - Revising ILOs and working definitions



- Ethical citizenry, information competency, communication, critical thinking
- ILOS condensed from 6 to 4
- There will be COA-sponsored flex workshops in Spring 2016 on assessments/outcomes.

#### **Best Practices**

- Leela Bingham and Karen Owen presented their assessment methods.
- Karen Owen, SLO Coordinator for GISG, CBTE, MULT, WEBD
  - o CBTE department: timeline, organized, documentation, team work
  - o Timelines: do work and get SLOs and findings in on time
  - Organization:
  - Documentation: shared online documents (using spreadsheets reflecting timeline)
  - Team Work: Department breaks up into groups by program and have discussions over findings. Use findings in program review and Perkins Grant and decide on SLOs and assessment measurements together as a group. The groups divide the work for inputting on the findings or new SLOs.
  - The department has regular meetings and the groups provide feedback to each other on findings.
  - Venues for SLO meetings: school meetings, department meetings, online documents/discussions
  - Adjuncts and full time faculty participate in process; faculty buy in.
- Leela Bingham, SLO Coordinator for Languages Department
  - Started working on SLOs in 2005; direct and indirect assessment.
     Received support from campus researcher for creating surveys.
  - The department works with the National Standards of Foreign Language for their assessments.
  - SLOs are discussed at school meetings each semester where full time and adjunct faculty provide input. There is also communication via email regarding SLOs.
  - The department has asked students to self-assess, worked with campus researcher to help with assessments and provides department based surveys on assessment.
  - Workshop on "We Speak Training":
    - Multimedia technology designed to get students to speaking target
  - There will be a Best Practices workshop in Spring 2016.
  - Recommendation to work with campus researcher (Bri Hays).

### **PRT visit**

- President Luster received the visiting team's report on December 7<sup>th</sup>. The results of the report will go to COA.
- There will be a total of 3 visits from team. After the visits the college will be eligible for \$150k for funding to receive training and help with improving assessments.

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Agenda Item C	: Accreditation				
DISCUSSION	<ul> <li>Accreditation- Danene Brown &amp; Chris Sullivan</li> <li>Attendees participated in an activity centered on the Accreditation Standard Areas that are not being met and finding the gaps.</li> <li>Feedback from the activity will provide an update and guidance on what is being done.</li> <li>Please refer to attachment A for the results of the activity.</li> <li>Report out:         <ul> <li>FOR NEW ACCREDITATION STANDARDS:</li> <li>Quality focused essay that is focused on highlighting 2-3 issues and providing the steps on how we are going to work on improving meeting the standard</li> <li>The visiting team will return to college in 18 months to follow up on meeting the standard.</li> <li>Reminder: meeting the accreditation standards is different from complying with eligibility.</li> </ul> </li> <li>President Luster will be attending accreditation training at East Los Angeles Community College.</li> </ul>				
	President's Cabinet will receive standing reports from college committees to provide the statuses of what they're working on and cross report over committees- to keep people in the loop.				

Submitted by:	Virginia Enric	quez, Senic	or Clerical	Assistant
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