SAN DIEGO MESA COLLEGE

San Diego Mesa College
President's Cabinet Retreat
Meeting Notes

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

ATTENDEES		
	Pamela Luster, President	Lina Heil
		Erika Higginbotham
	Rachelle Agatha	Madeleine Hinkes
	Mariam Ahmed	Leroy Johnson
	Leela Bingham	Trina Larson
	Danene Brown	Angela Liewen
	Sara Beth Cain	Andrew MacNeil
	Kris Clark	Igor Burgos Maron
	Amy Cunningham	Tim McGrath
	Ginger Davis	Larry Maxey
	Nellie Dougherty	Karen Owen
	Saeid Eidgahy	Tina Recalde
	Virginia Enriquez	Charlotta Robertson
	Genevieve Esguerra	Monica Romero
	Dave Evans	Saloua Saidane
	Meegan Feori	Leslie Shimazaki
	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	- This retreat will focus on going over Mesa's processes in general and the work leading to our outcomes. - Other items to be focused on : - Outcomes/assessments - Gaps in accreditation - How the college is doing their work

	• 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?"
	o 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.
	o 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
	o 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.
	o 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.
	o 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
	o 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?
	o 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
  - CBTE department: timeline, organized, documentation, team work
  - 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 7th. 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.

Agenda Item C: **Accreditation**

DISCUSSION	**Accreditation- Danene Brown & Chris Sullivan**
	• Attendees participated in an activity centered on the Accreditation Standard Areas that are not being met and finding the gaps.
	• Feedback from the activity will provide an update and guidance on what is being done.
	• Please refer to **attachment A** for the results of the activity.
	Report out:
	• FOR NEW ACCREDITATION STANDARDS:
	    ○ 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
	    ○ The visiting team will return to college in 18 months to follow up on meeting the standard.
	    ○ Reminder: meeting the accreditation standards is different from complying with eligibility.
	• President Luster will be attending accreditation training at East Los Angeles Community College.
	• 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 Enriquez, Senior Clerical Assistant
Approved on: _____