

**San Diego Mesa College  
President's Retreat  
Meeting Notes**

Friday, April 29, 2016  
9:00 a.m. – 3:30 p.m.,  
Marina Village Center, Mission  
Bay  
Marine Room

<b>ATTENDEES</b>	Rachelle Agatha	Meegan Feori	Angela Liewen	Tina Recalde
	Mariam Ahmed (absent)	David Fierro	Pam Luster	Anthony Reuss (absent)
	Angie Avila (absent)	Michael Fitzgerald (absent)	Andrew MacNeill	Charlotta Robertson
	Leela Bingham (absent)	Rob Fremland	Mark Manasse	Monica Romero
	Danene Brown	Margie Fritch	Ikuko McAnally	Leslie Shimazaki
	Beth Cain	Taj George	Igor Burgos Maron (absent)	Chris Sullivan
	Yolanda Catano	Ashanti Hands	Larry Maxey	Susan Topham
	Leah Ciaschi	Bri Hays	Tim McGrath	Anne Zacovic
	Kris Clark	Lina Heil (absent)	Alanna Milner	Charles Zappia
	Ailene Crakes	Ed Helscher	Dina Miyoshi	Maria Jose Zeledon
	Ginger Davis	Madeleine Hinkes	Bill Newell (absent)	Thuan Le
	Donna Duchow (absent)	Jill Moreno Ikari (absent)	Toni Parsons (absent)	Agustin Rivera
	Genevieve Esguerra	Leroy Johnson	Kim Perigo	Judy Sundayo
	Claudia Estrada	Trina Larson	Anabel Pulido	Cheryl Ching
	Dave Evans	Charlie Lieu	Mariette Rattner (absent)	

**Agenda Item A: Welcome and Framework for the Day: Pam Luster (9:00 a.m. – 9:15 a.m.)**

<b>DISCUSSION</b>	<ul style="list-style-type: none"> <li>Luster welcomed attendees at 9:16 a.m.</li> <li>Luster gave special thanks for the opening of The Loft.</li> </ul>
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ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
<ul style="list-style-type: none"> <li>None</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>

**Agenda Item B: Introductions (9:15 a.m. – 10:00 a.m.)**

<b>DISCUSSION</b>	<ul style="list-style-type: none"> <li><b>Introductions</b> A small activity by President Pamela Luster.</li> </ul> <ol style="list-style-type: none"> <li>What was the first time at Mesa College you had an “aha” moment about</li> </ol>
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	<p>the work that you do and the impact it has had on equity?</p> <p>2. What are some things we need to change?</p> <ul style="list-style-type: none"> <li>The group discussed these questions at their tables, and then everyone reported out.</li> </ul>
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ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
<ul style="list-style-type: none"> <li>None</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>

**Agenda Item C: Break: (10:00 a.m.-10:10 a.m.)**

<b>DISCUSSION</b>	<ul style="list-style-type: none"> <li>N/A</li> </ul>
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**Agenda Item D: Setting and Assessing our Goals: Brianna Hays (10:10am– 11:00 a.m.)**

<b>DISCUSSION</b>	<ul style="list-style-type: none"> <li>A PowerPoint titled, “Assessing Our Progress” was presented; a framework for assessing the progression of our goals for Mesa College.</li> </ul> <p><u>College Planning Timeline:</u></p> <ul style="list-style-type: none"> <li>April 2013: Research Begins for Educational Master Plan</li> <li>October 2013: Educational Master Plan Compilation</li> <li>February-April 2014: Campus/Community Forums</li> <li>August 2014: Educational Master Plan Completed</li> </ul> <p><u>Metrics proposed for strategic goals:</u></p> <ul style="list-style-type: none"> <li>May 2015: IEPI short term and long-term goals identified</li> <li>June 2015: IEPI goals reported</li> <li>October-November 2015: Institution-Set Standards Revised</li> <li>April 2016: Evaluation of progress toward goals and against standards</li> <li>What did we say we wanted to achieve as a college?</li> </ul> <p><u>Strategic Goals:</u></p> <ol style="list-style-type: none"> <li>Deliver, advance, and support on inclusive teaching and learning environment that enables all students to achieve their educational goals.</li> <li>Build and sustain in a sense of community that extends across campus and constituencies, nurturing collaboration, learning, growth, and diversity.</li> <li>Build and sustain pathways in support of the comprehensive community college mission.</li> <li>Supportive innovation in our practices.</li> <li>Support personal growth and professional development of our employees.</li> <li>Serve as stewards for our resources and advance effective practices in support of accountability.</li> </ol>
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Goals for this morning:

- Evaluate the College's performance on core indicators of effectiveness.
- Re-assess our aspirational goals.
- Discuss strategic initiatives linked to college-wide goals and indicators.
- Identify any gaps between initiatives and performance in relation to standards and goals.

Where is the work happening to reach these goals?

- Student Services areas, instructional programs, individual

How will we know when we reach our goals?

- College Strategic Direction- Performance indicator

Mapping our Performance Indicators:

- Transfers Associate Degrees & Certificates Awarded.

Mesa's Key Performance Indicators:

- San Diego Mesa College Performance Indicators for Strategic Directions, Goals, and Objectives 2015-2016.

Meanwhile, at the state level...

- The Institutional Effectiveness Partnership Initiative launched in late 2014.
- In June 2015, all colleges were required to set short-term and long-term aspirational goals for core indicators of institutional effectiveness.

How do our indicators relate to these other core indicators?

- College Indicators, IEPI Indicators, and ACCJC Indicators

Standards versus goals:

- Standard=Floor
- Goal=Aspirational

Your toolbox for today:

- M-Dash (Mesa Key Performance Indicator Dashboard)
- Group packet with historical and current data on core indicators
- Discuss questions
- College Goals
- Cohort tracking timeline

College Success Rate (Fall):

- Institutional-Set Standard-71%
- Long-Term Goal: 74%
- Short-Term Goal: 72%
- Mesa met the standard

Questions for Consideration:

- We met our standard for course success rate in Fall 2015 but we did not meet our 1-year goal.
- Is 72% still an appropriate goal for the next Fall?
- Is 74% still an appropriate goal for Fall 2021?
- If so, how are we going to get there?
- Hint: Our fall enrollment ranges from about 55,000 to 60,000, so 1% is equal to 550 to 600 enrollments.

- Does 72% seem like an appropriate goal for next year? PCab attendees agreed.
- Manasse asked: What systemic issues are keeping us from achieving 100%?

	<p><u>Strategies Mapped to Course Success Rates:</u></p> <ul style="list-style-type: none"> <li>○ Professional Development, Classroom Tutoring, and Writing Center (Course Success)</li> </ul> <p><u>Timing Out our Aspirational Goals:</u></p> <p>Reporting Year</p> <ul style="list-style-type: none"> <li>○ 2016 Current Data, 2017 Short-Term Goal (1-Year), 2018, 2019, 2020, 2021, 2022 Long-Term Goal (6 Years).</li> </ul> <p><u>Conceptualizing Our Current Cohort:</u></p> <ul style="list-style-type: none"> <li>○ 2011: 76.2% Persist</li> <li>○ 2012-13: 63.1% Complete 30 units</li> <li>○ 2013-15: 52.9% complete (Degree, Certificate, Transfer or Transfer Prepared)</li> <li>○ 2015: 6-year time frame ends.</li> </ul> <p><u>Group Activity:</u></p> <ul style="list-style-type: none"> <li>○ 5 Breakout Groups Focused on: Basic Skills, CTE, Intermediate Momentum Points, Completion, Associate Degrees and Transfers.</li> </ul>
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ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
• None	• N/A	• N/A

**Agenda Item E: Group Breakouts (11:00am a.m. – 12:00 p.m.)**

<b>DISCUSSION</b>	<ul style="list-style-type: none"> <li>• Groups of approximately 5-6 individuals each self-selected into five areas to begin the activity: <ul style="list-style-type: none"> <li>○ <u>Basic Skills:</u> <ul style="list-style-type: none"> <li>▪ Remedial English Progress Rate</li> <li>▪ Remedial Math Progress Rate</li> <li>▪ Remedial ESL Progress Rate</li> </ul> </li> <li>○ <u>Intermediate Momentum Points:</u> <ul style="list-style-type: none"> <li>▪ 30 Units Attainment Rate</li> <li>▪ Persistence Rate within the District</li> <li>▪ Persistence Rate within CCC System</li> </ul> </li> <li>○ <u>CTE (Career Technical Education):</u> <ul style="list-style-type: none"> <li>▪ Certificates Awarded (Duplicated)</li> <li>▪ Certificate Graduates (Unduplicated)</li> <li>▪ CTE Rate</li> </ul> </li> <li>○ <u>Completion:</u> <ul style="list-style-type: none"> <li>▪ Completion Rate</li> <li>▪ Completion Rate (Prepared)</li> <li>▪ Completion Rate (Unprepared)</li> </ul> </li> </ul> </li> </ul>
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ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
• None	• N/A	• N/A

**Agenda Item F: Lunch Break (12:00 p.m. – 12:45 p.m.)**

<b>DISCUSSION</b>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
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ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>

**Agenda Item G: Groups Report Out (12:45 p.m. – 1:15 p.m.)**

<b>DISCUSSION</b>	<ul style="list-style-type: none"> <li>• Each group reported out on their indicators. One person presented the short-term (1 year), long-term (6 years), and institutional set standard goals for each indicator.</li> <li>• <u>Basic Skills:</u> <ul style="list-style-type: none"> <li>○ Presented by Mark Manasse</li> <li>○ Remedial English Rate:           <ul style="list-style-type: none"> <li>▪ Current Value-51.1%</li> <li>▪ Recommended Institution Set Standard-52%</li> <li>▪ Short-Term Goal-53%</li> <li>▪ Long-Term Goal-59.7%</li> </ul> </li> <li>○ Remedial Math Rate:           <ul style="list-style-type: none"> <li>▪ Current Value-35.6%</li> <li>▪ Recommended Institution Set Standard-36%</li> <li>▪ Short-Term Goal-36.2%</li> <li>▪ Long-Term Goal 40.2%</li> </ul> </li> <li>○ Remedial ESL Rate:           <ul style="list-style-type: none"> <li>▪ Current Value-25.8%</li> <li>▪ Raise the Institution Set Standard to 24%</li> <li>▪ Short-Term Goal-29%</li> <li>▪ Long-Term Goal- 36.6%</li> <li>▪ Keeping the long term goal, but would like to raise our goals given all of the transformation that is occurring on campus.</li> </ul> </li> </ul> </li> <li>• <u>Intermediate Momentum Points:</u> <ul style="list-style-type: none"> <li>• Presented by Madeleine Hinkes           <ul style="list-style-type: none"> <li>○ 30 Units Attainment Rate:               <ul style="list-style-type: none"> <li>▪ Current Value-63.1%</li> <li>▪ Recommended Institution Set Standard-60.4%</li> <li>▪ Short-Term Goal-Leave as is, 65.3%</li> <li>▪ Long-Term Goal-70.3%</li> </ul> </li> <li>○ Persistence Rate within the District:               <ul style="list-style-type: none"> <li>▪ Current Value-76.2%</li> <li>▪ Recommended Institution Set Standard-76.4%</li> <li>▪ Short-Term Goal-77%</li> <li>▪ Long-Term Goal-80%</li> </ul> </li> <li>○ Persistence Rate within CCC System               <ul style="list-style-type: none"> <li>▪ Current Value-51.1%</li> </ul> </li> </ul> </li> </ul> </li> </ul>
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- Recommended Institution Set Standard-53.0%
- Short-Term Goal-53.5%
- Long-Term Goal-58%

- CTE (Career Technical Education):

- Presented by Meegan Feori

- Certificates Awarded (Duplicate):

- Current Value-297
- Recommended Institution Set Standard-Deferred for discussion for next academic year 2016-2017.
- Short-Term Goal-333 (+5%)
- Long-Term Goal-349 (+10%)

- Certificates Graduates (Unduplicated):

- Current Value-283
- Recommended Institution Set Standard-300
- Short-Term Goal-Deferred for discussion for next academic year 2016-2017.
- Long-Term Goal-Deferred for discussion for next academic year 2016-2017.

- CTE Rate:

- Current Value-58%
- Recommended Set Institution Standard-300
- Short-Term Goals-58.7%
- Long-Term Goals-62.7%

- Suggestion: Add an indicator to CTE.

- We had a lot of strengths in the Transfer Volume.

- Need to connect with our employers in the San Diego community.

- Need to have a larger discussion about enrollment advantages for student success. Make a commitment to students to offer classes in a timely manner.

- Completion:

- Presented by Charlotta Robertson

- Completion Rate Overall:

- Current Value-52.9%
- Recommended Institution Set Standard-51%
- Short-Term Goal-61.9%
- Long-Term Goal-63.9%
- What we need to do as a college? We need more data.
- Short-Term goal is not appropriate since we have more resources now and new initiatives established. We prefer to remain at the current standard to reach our goal.
- The long-term goal is appropriate since we have the resources to achieve that goal.

- Completion Rate (Prepared):

- Current Value-71.8%
- Recommended Institution Set Standard-71.6%
- Short-Term Goal-78.2%
- Long-Term Goal-80.2%
- We need to offer more classes and more educational plans with

	<p>the Student Success Act and are offering more tutoring services that help us reach our goal.</p> <ul style="list-style-type: none"> <li>○ Completion Rate (Unprepared): <ul style="list-style-type: none"> <li>▪ Current Value-46.1%</li> <li>▪ Recommended Institution Set Standard-46.1%</li> <li>▪ Short-Term Goal-52.5%</li> <li>▪ Long-Term Goal-54.5%</li> <li>▪ We need to offer more basic skills courses and maintain a certain level of basic skills courses.</li> <li>▪ 1 out of 3 students is basic skills.</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>• <u>Associate Degrees and Transfers:</u></li> <li>• Presented by Kim Perigo <ul style="list-style-type: none"> <li>○ There is a huge problem in degrees and transfers with our African-American and Latino male students.</li> <li>○ Recommendation: There is a significant conversation on how we will revisit our planning about our effectiveness.</li> <li>○ Ailene: Counseling departments- We hold ourselves back based on the policies that we have.</li> <li>○ Luster: We have 195 degrees and certificates. #isitus? Look at the disciplines across the board to see what changes need to be made. I hope that there is going to be a situation where we know how many courses we offer across the board. We need a tool that will aid us to get those numbers.</li> <li>○ Pay close attention to the student's educational plans and their progress. We need to look at the percentages of that and what the students are doing.</li> </ul> </li> <li>• Hays: Will be looking at the disaggregated data in terms of gender, race, and ethnicity.</li> </ul>
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ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
• Bring revised numbers to PIEC	• Hinkes & Hays	• 5/10

**Agenda Item H: Accreditation: Danene Brown, Chris Sullivan, Madeleine Hinkes, and Trina Larson (1:15 p.m. – 2:00 p.m.)**

<b>DISCUSSION</b>	<ul style="list-style-type: none"> <li>• Presenters Madeleine Hinkes, Chris Sullivan, Danene Brown, and Trina Larson issued an Accreditation Quiz using an online phone game named Kahoot.</li> <li>• <u>Questions:</u> <ol style="list-style-type: none"> <li>1. We have filed a Substantive Change Report for Distance Education? True</li> <li>2. The new HIM Baccalaureate degree is exempt from this accreditation visit? False</li> <li>3. When does our Self Evaluation have to go to the Governing Board for approval? October 2016</li> <li>4. When will the accreditation visiting team visit San Diego Mesa College?</li> </ol> </li> </ul>
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	<p>March 13<sup>th</sup>-16<sup>th</sup>, 2017</p> <ol style="list-style-type: none"> <li>5. The accreditation visiting team will only want to meet with the administration and leadership? False</li> <li>6. On the last day of the visit, the team will hold a closed session with the President? True</li> <li>7. Current writing sessions for our Self Evaluation take place on what day and time? Thursdays at 2pm</li> <li>8. What is your role with regard to the Self Evaluation? I want to help tell Mesa's story.</li> <li>9. How does the College's mission guide the strategic goals for continuous quality improvement? Our goals help us meet our mission.</li> <li>10. Institutional Effectiveness at San Diego Mesa College has a clear and concise definition? True</li> </ol> <ul style="list-style-type: none"> <li>• <i>How did we do?</i> The Self Evaluation is truly OUR document. We need everyone's input. It is our opportunity to share all of the great things we do.</li> <li>• A PowerPoint titled, "Mesa Accreditation: Telling Our Story" was presented by Madeleine Hinkes and Chris Sullivan.</li> </ul> <p><u>Current Timeline:</u></p> <ul style="list-style-type: none"> <li>○ 2013-2014: Mid-term Report Submission, Gap analysis &amp; Operational Structure Established</li> <li>○ 2014-2015: Self-Evaluation, Kick-Off &amp; First Drafts of Self Evaluation Due</li> <li>○ 2015-2016: Additional drafts of Self-Evaluation Due &amp; Constituent Review</li> <li>○ 2016-2017: Fall 2016-Final Self-Evaluation &amp; Board Approval; Spring 2017 Team Visit</li> </ul> <p><u>2015-2016 Focus:</u></p> <ul style="list-style-type: none"> <li>○ Fall 2015: Constituent review of self, Online Feedback System</li> <li>○ Spring 2016: Final rough draft of Self-Evaluation to be completed, Continued campus engagement and feedback</li> <li>○ Summer 2016: Incorporate feedback into final draft</li> </ul> <p><u>2016-2017 Focus:</u></p> <ul style="list-style-type: none"> <li>○ Fall 2016: Final Draft Vetted, Approval by Board (October)</li> <li>○ Spring 2017: Final preparation for visit, Site visit March 13<sup>th</sup>-16<sup>th</sup>, March 17<sup>th</sup> Celebrate!!!</li> </ul>
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ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
• None	• N/A	• N/A

**Agenda Item I: Break (2:00 p.m. – 2:15 p.m.)**

<b>DISCUSSION</b>	• N/A
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ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
• None	• N/A	• N/A



**Agenda Item J:**

**Governance: Susan Topham and Pam Luster (2:15 p.m. – 3:00 p.m.)**

<p><b>DISCUSSION</b></p>	<ul style="list-style-type: none"><li>● A PowerPoint titled, “How do we tell our story?” was presented by Susan Topham.<ul style="list-style-type: none"><li>○ Have a starting point of gathering the information regarding the shared governance committees.</li><li>○ PIE, BARC, CHP, FHP</li></ul></li></ul> <p><u>Participatory Governance Organizational Chart:</u> Board of Trustees, President, President’s Cabinet, Academic Senate, Classified Senate, Associated Student Government, Administrators.</p> <p><u>Timelines:</u></p> <ul style="list-style-type: none"><li>○ How do we feed the information and when? The suggested committee organizational tasks. It is recommended that committees perform certain tasks during an academic year meeting cycle: August-May.</li><li>○ Committee Documents: All meeting agendas, minutes, notes, documents should reside on the Committee’s website.</li></ul> <p><u>Webpage Guidelines:</u></p> <ul style="list-style-type: none"><li>○ All workgroup webpages should contain the following information: Information, Description/Purpose, Responsibility and Reporting lines, Accountability, Relationships, Goals, Membership Composition, Terms of Membership, Meeting Dates/Times, Agendas, Minutes, Documents/Handouts, and Annual Outcomes.</li><li>○ What does participatory governance mean?</li></ul> <p><b>Discussed Questions that Accreditation will Ask:</b></p> <ol style="list-style-type: none"><li>1. Are the institution’s goals and values clearly articulated and understood by all? Can college staff list what those goals and values are?</li></ol> <p><b>Answers:</b></p> <ul style="list-style-type: none"><li>○ The goals and values are clearly articulated and they are two clicks away.</li><li>○ The values are “in stone” now. The boulders at the new campus entrance represent the canyon.</li><li>○ Having them available in VISIX screens. Maybe having some examples of what the values mean.</li><li>○ Doing something beyond putting them up on the website.</li><li>○ Make interactive quiz to get staff and faculty to know the values and goals of the college. We can call it, “The California Aptitude Participatory Governance Test.”</li><li>○ The values could be used as a rhetorical construction of the things that we do.</li><li>○ Topham: A conversation that has been on the forefront. How do we prioritize this? We increase our membership in our committees because we keep seeing the same people in those same committees. What can we do about recruitment? Having trainings on committee and what are the expectations of the types of committees, tasks, and roles? Developing those in templates and uploading them on</li></ul>
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	<p>the website. How does it then translate back to the classified staff, faculty, and administration?</p> <ul style="list-style-type: none"> <li>○ Luster: We need to put those somewhere so that those individuals that are interested in participating in committees can access it. Provide a committee training and let them know what they need to do once they leave the meeting. Committees of governance can look a little exclusive. Sometimes we think we are inclusive when we reach out, but I think sometimes we look a little exclusive.</li> <li>○ Create a comprehensive list of workgroups.</li> </ul> <p>2. What do institutional policies and procedures describe as the roles for each group in governance, including planning and budget development?</p> <p><b>Answers:</b></p> <ul style="list-style-type: none"> <li>○ We need some kind of governance handbook on policies and procedures.</li> <li>○ Invite the committees to have some kind of input.</li> <li>○ Most of the information would be available in the guidelines.</li> </ul> <p>3. What process does the institution use to document and communicate the decision-making processes?</p> <p><b>Answers:</b></p> <ul style="list-style-type: none"> <li>○ COA and PIEC have documents that communicate the decision processes, but it is not mandatory.</li> <li>○ Propose different ways to create documents and not just minutes but maybe videos where we can make it interesting. Highlighting the work of committees and groups.</li> </ul> <p>4. What process does the institution use to evaluate its governance and decision-making structures? Are the results communicated within the campus community?</p> <p><b>Answers:</b></p> <ul style="list-style-type: none"> <li>○ We need suggestions for people that they might want to make standing items on their agenda.</li> <li>○ Create a campus survey to help determine the inclusiveness factor.</li> <li>○ Hinkes: We also put out the institutional planning guide but we can expand it to be the Institutional Planning &amp; Governance Guide (IPGG).</li> </ul>
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ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
• None	• N/A	• N/A

**Agenda Item J: Discussion and Wrap up: Pam Luster (3:00 p.m. – 3:30 p.m.)**

<b>DISCUSSION</b>	<ul style="list-style-type: none"> <li>• Luster- Who is missing from the group? Committee and board members need to</li> </ul>
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	<p>invite more staff, faculty, administrators, and students to become part of governance.</p> <ul style="list-style-type: none"> <li>• Currently there is not a spot online where this information could be located.</li> </ul>
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ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>

**Submitted by: Yolanda Catano, Senior Secretary, Administrative Support**

**Approved on: \_\_\_\_\_**

DRAFT