

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

Tuesday, May 02, 2017
2:00 p.m. – 5:00 p.m.,
LOFT

ATTENDEES	President: Pam Luster	Matt Fay	Leticia Lopez	Charles Zappia
		Meegan Feori	Andrew MacNeill	
	Rachelle Agatha	David Fierro	Larry Maxey	Mark Manassee
	Manny Bautista	Michael Fitzgerald	Tim McGrath	Agustin Rivera
	Leela Bingham	Rob Fremland	Victoria Miller	Fabiola Beas (Student)
	Danene Brown	Ashanti Hands	Alanna Milner	Wendy Smith
	Beth Cain	Kevin Hazlett (absent)	Kim Perigo	Chris Sullivan
	Yolanda Catano	Ed Helscher	Olivia Picolla	Johanna Eriksson (ASG VP)
	Kris Clark	Bridget Herrin	Tina Recalde	Diana Solares
	Ailene Crakes	Madeleine Hinkes	Charlotta Robertson	Kristin Krogh
	John Crocitti	Hai Hoang	Monica Romero	Kelly Spoon
	Monica Demcho	Leroy Johnson	Saloua Saidane	
	Donna Duchow	Jennifer Kearns	Leslie Shimazaki	
	Ian Duckles	Trina Larson	Irena Stojimirovic	
	Genevieve Esguerra	Thuan Le	Dawn Stoll	
	Howard Eskew	Charlie Lieu	Manuel Velez	

Agenda Item A: Welcome and Introductions: Pam Luster (2:00 p.m. – 2:30 p.m.)

DISCUSSION	<ul style="list-style-type: none"> • President Luster welcomed everyone and presented a warm up activity. <ul style="list-style-type: none"> ▪ Name something you have done that you believe has led to a successful student outcome. ▪ Everyone shared a little bit about how they support the students and the best practices across campus. ▪ Link to warm up activity: http://www.sdmesa.edu/about-mesa/institutional-effectiveness/documents/presidents-cabinet-retreat-documents/presidents-cabinet-retreat-may-2-2017/P-Cab%20warm%20up%20activity.pdf
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ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
• None	• N/A	• N/A

Agenda Item B: Assessing our Student Success Outcomes, Institution-Set Standards, IEPI Goals (3:00 p.m. – 4:30 p.m.)

<p>DISCUSSION</p>	<ul style="list-style-type: none">• Bridget Herrin presented a PowerPoint titled, “Where are we now? A look at the Student Success Card.”• Link: http://www.sdmesa.edu/about-mesa/institutional-effectiveness/documents/presidents-cabinet-retreat-documents/presidents-cabinet-retreat-may-2-2017/PCAB_SSS.pdf• PowerPoint slides:<ul style="list-style-type: none">▪ Logistics▪ Summary▪ Completion Rate-Overall▪ Completion Rate-“Prepared”▪ Completion Rate-“Unprepared”▪ Completion Rate by “Preparedness”▪ Reflection 1: Prepared vs. Unprepared▪ “Preparation” Rates▪ Who’s “Prepared”?▪ Completion Rates by Ethnicity▪ Reflection 2: Equity Gaps▪ Starting Strong▪ Transfer-Level English Completion-1 Year▪ Transfer-Level Math Completion-1 Year▪ Reflection 3: Starting Strong▪ Milestones▪ Persistence▪ 30-Unit▪ Reflection 4: Finishing Strong▪ Timeline Activity▪ Reflection 5: What Works?▪ Intentional, Integrated, Cohesive <p>Notes: Reflection 1: Prepared vs. Unprepared:</p> <ul style="list-style-type: none">• Why do you think there is such a significant gap between the completion rates of “prepared” and “unprepared” students?• How do we identify students as “prepared”?<ul style="list-style-type: none">▪ How authentic is that process?▪ Do our tests predict success?▪ Are groups of students disproportionately impacted by this process?▪ Does the process contribute to success?• How do you think being identified as “unprepared” affects a student? Being identified as “prepared”?<ul style="list-style-type: none">▪ Efficacy?▪ Enrollment Behavior?▪ Sense of Belonging?▪ Success? <p>Feedback:</p> <ul style="list-style-type: none">• The state sets a standard for prepared students. We as an institution can indicate if the students are prepared or unprepared. We can define with intent
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to encourage student success.

- Unprepared students need to take more classes and their chances of completing the transfer classes cuts in half.
- Accuplacer has a huge impact for student completion and academic outcomes. Accuplacer is archaic and doesn't predict student success.
- Multiple measures occur in the counseling offices and this can influence placement. Students can solicit support from counselors to clear those pre-requisites to facilitate the process to work on those gaps.
- Marginalized students may not necessarily be aware of those options.
- Students become really discouraged when they test low on the assessment tests and they are signaled as "unprepared".
- The majority of our students are not lost because they don't pass the class, but they are lost because of the lack of completion of classes given all of the pre-requisites. They get discouraged.
- We should tell our students that they can challenge these tests.
- Link to responses: <http://www.sdmesa.edu/about-mesa/institutional-effectiveness/documents/presidents-cabinet-retreat-documents/presidents-cabinet-retreat-may-2-2017/P-CabRetreat-Reflections-SP2017.pdf>

Notes: Reflection 2: Equity Gaps

- Why do you think the gaps in completion rate exist across ethnicity?
- What are the biggest obstacles/barriers to student success for those students most disproportionately impacted?
- How do we perpetuate/participate in these barriers?
- Can we remove some of these barriers? Mitigate their impact?

Feedback:

- Our website doesn't have any type of information in Spanish. This needs to be reflected on the college website.
- We would like to see Learning Communities come back.
- Link to responses: <http://www.sdmesa.edu/about-mesa/institutional-effectiveness/documents/presidents-cabinet-retreat-documents/presidents-cabinet-retreat-may-2-2017/P-CabRetreat-Reflections-SP2017.pdf>

Notes: Reflection 3: Starting Strong

- Do you think it's important for students to complete these courses early?
 - Why or why not?
 - How do you think this connects to degree/transfer completion?
- What are we doing to support completion of these courses early?
 - Is it working?
- What barriers exist that prevent students from being able to access these courses?

Feedback:

- Cuyamaca College recently eliminated all pre-transfer math courses; uses co-requisites for remediation.
- Some people agree that students should complete the courses early, but some mentioned that students should be allowed to take courses that make them happy. The point is the completion of the courses.

- STEM majors can have a difficult time completing the courses in a specific time frame because of course availability and student scheduling. The course completion may be more difficult than people understand.
- We have about 600 students to 1 counselor.
- Link to responses: <http://www.sdmesa.edu/about-mesa/institutional-effectiveness/documents/presidents-cabinet-retreat-documents/presidents-cabinet-retreat-may-2-2017/P-CabRetreat-Reflections-SP2017.pdf>

Notes: Reflection 4: Finishing Strong

- Why do so many “unprepared” students persist and complete 30 units but not complete their goal of degree/transfer/Certificate?
- Where are we losing them?
- What are we doing to support their completion?

Feedback:

- “Unprepared” students don’t have a lot of college prep and they are more likely to change their majors. Students who attend predominately Latino and African American high schools are less likely to enroll in AP courses or have that available at their respective high schools.
- High school GPA is the best predictor of college success regardless of the high school the student may have attended.
- Financial Aid-Students may run out of financial aid.
- We can do little things to help the students celebrate those milestones that could help them push forward. For example, sending an email congratulating a student for reaching the 30 unit milestone.
- Low-registration priority. Priority enrollment inherently becomes less impactful the more we offer it. If we made it available for everyone, then it wouldn’t be useful.
- Link to response: <http://www.sdmesa.edu/about-mesa/institutional-effectiveness/documents/presidents-cabinet-retreat-documents/presidents-cabinet-retreat-may-2-2017/P-CabRetreat-Reflections-SP2017.pdf>

Notes: Reflection 5: What Works?

- What are we doing that is working?
- What is contributing to student success?
 - Are students taking advantage of these resources? If not, why?
 - Do we have a cohesive, intentional path for students to receive these services?
- What can be scaled, modified, or eliminated?
- What habits, policies, programs, services, support and/or practices can be implemented to address equity issues and change the way we work with students and allow more students to succeed?
 - What are the 2-3 most important things that should be done to overcome structural behaviors?

Feedback:

- For this activity the whiteboard had a matrix of the past 3 years and stages of student development. Participants recorded activities and initiatives on post-its and placed them in the appropriate cell.

	<ul style="list-style-type: none"> • Link to Timeline Activity: http://www.sdmesa.edu/about-mesa/institutional-effectiveness/documents/presidents-cabinet-retreat-documents/presidents-cabinet-retreat-may-2-2017/P-CabRetreatSpring2017-TimelineActivity.pdf • Taking tutoring seriously. • The co-requisite course that Wendy Smith and her team put together was a game changer. • CRUISE program is going to make a difference. • Workshops offered to help students. • Embedded counseling for the Chicana/o department. The conversation crossed to the African-American Studies department. • Professional development opportunities. • MMAP • Jumpstart and all of our resources.
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ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • N/A

Agenda Item C: Focus on Emerging Initiatives, Looking Ahead: (4:30 p.m.-4:50 p.m.)

DISCUSSION	<ul style="list-style-type: none"> • We want to pair some of the interventions with support of the data. • We are at the critical point where we are looking at what we are doing. • The HSI Title grants have to be embedded in all of the work that we do. • We can be practitioners and researchers while we are doing this type of work. We can then posit what is successful and what is not. • President Luster is excited about future outcomes. • One of the most important things is to reflect on the future outcomes. • We have not received our accreditation report yet. We have some recommendations that we have to talk about. They are not hard to do. We have to assign roles and completion dates. • We have some things to focus on in the upcoming year. We really need to think about what we have to invest for our CTE program and our Strong Workforce program. It's an exciting endeavor. We are also going to be held accountable for how our CTE students do. • We will be hiring a lot of people. We have 16 faculty positions and a number of classified positions available. We can invite more people to the family that will add to the incredible mosaic that we have. • Guided Pathways-Almost every conversation that we had today aids and supports guided pathways for our students. We will create a guided pathways workforce to help us with this. We have a large number of ADT students, for example. <ul style="list-style-type: none"> ▪ Bridget Herrin will provide information regarding Guided Pathways to better support our institution. In GP, you are creating an intentional system and then you are providing all the services that a student may need. This needs to be integrated across all levels. This includes instructional design, scheduling, on-boarding (first-year, second-year,
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	<p>transition). We are really good at the community college system to provide interventions.</p> <ul style="list-style-type: none"> ▪ The idea of guided pathways is that you are intentional about the services you provide. ▪ We have pools of funding that we have been allotted to facilitate and intentionally support those guided pathways for students. <ul style="list-style-type: none"> • If accreditation wants us to create a large facilities plan, then we will do just that. We could possibly get a theatre, for example. There are a lot of things we can do. It's not just about a building, it's about who we want to be and who we are trying to serve. • We have plenty of things ahead of us. We have an exciting year. Unless something is different for the governor's budget within the next year, hopefully it will stay as it is. • Luster wants us to think about what it takes to be a Hispanic Serving Institution. Because we are an HSI, it is important. We should think about how our practice is informed. We have to set our intentions and how we truly embody being an HSI.
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Agenda Item D: Acknowledgements (4:50 p.m. – 5:00 p.m.)

DISCUSSION	<ul style="list-style-type: none"> • A special thanks to the Office of Institutional Effectiveness team and a special shout-out to Alanna Milner for holding down the fort for the Office of Institutional Research. • Thank you to President Luster and Bridget Herrin for their leadership today.
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ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
• None	• N/A	• N/A

Agenda Item E: Complete (5:00 p.m.)

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

Submitted by: Yolanda Catano, Senior Secretary, Administrative Support

Approved on: May 16, 2017 President's Cabinet