Advisory Group
Notes from Summer Retreat 8/3/10

Parking Lot Notes (Discuss at Winter Retreat)

Define all College lingo (e.g. CB21, a-g)

Data Needs:
- Track outcomes for health/careers programs (Ex. Transfer and job placement)
- Tracdat shadow system to supplement compilation of data & outcomes (by dept./area)

SLG Implementation/PIE connection process
- Infuse SLGs into all levels of communication (e.g. ESL Newsletter)
- More bottom up inclusion of Instructors & Students with SLGs
- Programs have tendencies towards specific SLGs. How was selection done?
- Process issue for SLO/SLG connection? Do we start with SLG or SLO?
- Consider student annual feedback? What are student goals and how do these match with our SLGs? Should student need match with % of SLO/SLG connections – focus areas?

Profile Notes

Community Information
- The 06-08 ACS numbers may not reflect the drastic changes in the economy that have occurred in the last two years. We are not in a different economic climate (data from this change has not yet been seen).
- The Mt. SAC geographical area is very large and extremely diverse. It is polarized both ethnically as well as socioeconomically.
- Numbers don’t necessarily represent our students in noncredit, however this varies by program (e.g. ethnic population in ESL are 50/50 Asian/Latino but this is not reflected in ACS)
- Noncredit programs and services reflect the diversity of the Mt. SAC district
- Language spoken at home reflects the diversity of area (this has an impact on SLGs and SLOs)

Student Learning Outcomes/SLGs
- Need to include explanation of the background for SLO/SLG connections – put this into context
- Programs have tendencies towards specific SLGs.
Vision / SLGs

Vision
- Change “commits to providing” to “will provide”
- Add qualitative word: excellence (passive?). Can read “is committed to excellence”.
- Add qualitative word: exceptional or outstanding
- Change to “will provide programs of excellence”

SLGs
- Critical Thinkers & Effective Communicators – no changes suggested
- Self-Directed/Lifelong Learner (lowest # SLG connection for many programs)
  - Are these separate goals or 1?
  - Can these be taught in a course?
  - Do they serve a specific niche in our population?
  - Are these measurable?
- Consolidation of Lifelong Leaners & Self-Directed Individuals under new title of “Active Learners”
- In Lifelong Learner add, “over time” to bullet #1
- In Self-Directed Individual add “accomplish or follow through” to bullet #1

Chapter 2: Progress Report

Significant Developments
- Increased demand for academic services due to economic conditions (ie. Unemployment)
- Reduction in course offerings
- Adult Diploma Title 5 changes
- A-g designation for HSR courses

Monitoring
- Add Advisory Group role in review process and ongoing implementation

Action Plan 1: Data
- Unclear where tracking system/information originates for noncredit certificates
  - Can these be tracked in the future via Banner / noncredit transcripts?
- ABE Database: include reference to other ABE populations and student services
- Global: Increased program viability because data now available to track program efficiency

Action Plan 2: SLGs Teaching & Learning
- Some vague language “As each SLO….collected, analyzed & used for decision making (pg 3)”
  - Flush out – e.g. course outlines, teaching/learning in class
  - Detailed project timelines/calendar & results
  - Specific to each program
Action Plan 3: Communication
▪ Add LA Works Advisory Committee participation (Angelena) & Basic Skills Lab
▪ Increase in communication across the Division regarding fiscal operations/transparency
▪ Luminus Portal
  o Banner 8 opening portal to NC students
  o Portal usage should continue to grow among staff & students (mention growth next year)

Action Plan 4: Post-Program Outcomes
▪ ESL: CASAS TOPs Pro Follow-up Core Performance Follow-up Survey expanding?
▪ Mt. SAC access to records via Myportal
▪ Now requesting SSNs for tracking
▪ ABE is now recording post-program interview outcomes in database. In Fall begin putting career counseling data & matriculation info into database
▪ ESL/ABE phone call follow-ups