

STANDARD
ONE
EXCERPT

WE ARE *Mesa*

Spring 2010

Institutional

self.study

For Reaffirmation of Accreditation



VISION

San Diego Mesa College shall be a key force in our community to educate our students to shape the future.

MISSION

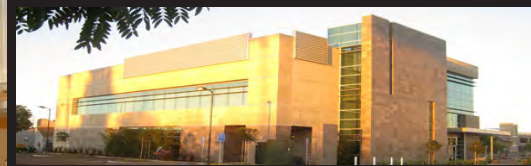
To inspire and enable student success in an environment that is strengthened by diversity, is responsive to our communities, and fosters scholarship, leadership and responsibility.

VALUES

• Access • Accountability • Diversity • Equity • Excellence • Integrity
• Respect • Scholarship • Sustainability • Freedom of Expression.

GOALS

To deliver and support exemplary teaching and learning in the areas of transfer education, associate degrees, career and technical education, certificates, basic skills.
• To provide a learning environment that maximizes student access and success, and employee well-being.
• To respond to and meet community needs for economic and workforce development.
• To cultivate an environment that embraces and is enhanced



Mesa
SAN DIEGO MESA COLLEGE

SAN DIEGO MESA COLLEGE
INSTITUTIONAL SELF STUDY
FOR REAFFIRMATION OF ACCREDITATION

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STATUS OF SELF-IDENTIFIED ACTION PLANS FROM 2004 SELF STUDY

- 1. Standard I: Integrating Student Services and Instructional programs to strengthen access, outreach, retention and publicity.** At the writing of the 2007 Mid Term Report, the College was integrating Student Services into Academic Program Review process. Beginning fall 2007, the College adopted an integrated approach by blending existing academic and student services models. A subcommittee of representatives from Student Services and the Academic Program Review Committee held several meetings during the summer 2007. During these meetings, the subcommittee defined the programs within Student Services and then placed them in the five-year cycle. Beginning fall 2008, the College implemented its revised Program Review process that integrated Administrative Services into the existing blended model for academic and student services. Using a similar approach as when integrating Student Services in 2007, a subcommittee of representatives from Administrative Services and the Program Review Committee was formed. Several meetings were held during the summer 2008 when the subcommittee defined the various support units within Administrative Services and discussed placement in the cycle. After discussion and review with the Vice President of Administrative Services, it was decided that all support areas would be placed in Year One of the cycle. The subcommittee discussed how Administrative Services would be integrated into the response sheets for Years One through Five. After considering many labels, the subcommittee agreed that the terminology "Service Area" currently used in the Program Review Handbook to designate Student Services would be expanded to include Administrative Services. In terms of access, outreach, and retention, the new emphasis on research and the hiring of the Campus-Based Researcher have served to integrate efforts. The College now has two Deans' Councils: one for the Instructional Deans chaired by the Vice President of Instruction, and another that includes the student services deans co-chaired by the Vice Presidents of Instruction and Student Services. To ensure communication, Administrative and Student Services representatives regularly attend Instructional Deans' Council.

The Basic Skills Initiative has also brought Student Services together with Instruction through a college-wide committee and its many functions that are a part of its plan. In addition, other college participatory governance committees serve to unite Instruction and Student Services personnel. An example of a more recent committee involves the classified staff and their need for staff development.

Integration of outreach and retention efforts are evidenced in the Student Success Day program, which is administered by Student Services and brings together representatives of both Instruction and Student Services to ensure that students get off to a good start. Other events of this nature include the African-American/Latino Male Leadership Summit, Grass Roots Health Fair, Scholarship Gala, President's Cabinet Retreat, Golden Scissors and the Mesa College Commencement. In addition, many marketing publications are produced by the Communications Office that depict joint efforts. Retention activities involving Instruction and Student Services include several classroom management projects such as add codes, enrollment information, rosters, drop sheets, grade sheets, wait list and referrals to counseling.

Status: The full integration of planning and budgeting is detailed in the Response to Recommendation 1.1; the integration of Program Reviews is listed in the Response to Recommendation 1.2; and the inclusion of students in leadership and participatory governance is detailed in the Response to Recommendation 4.1. *This goal has been achieved, and a long-term commitment to the integration of Instruction, Student Services and now Administrative Services has become part of the campus culture.*

- 2. Standard I: Expanding the development and the incorporation of institutional research in all facets of institutional planning.** This goal has clearly been addressed. For detailed discussion, see the Response to Recommendation 1.1, 1.3, and 1.4. The Educational Master Plan and the College's new strategic planning process call for data-driven decision making. Research is embedded in the Program Review process using enrollment and productivity data, student success data and diversity as well as quantitative information from Student Learning Outcomes and Assessment and from the Six-Year Curriculum Review Cycle. Research has become institutionalized since the hiring of the Campus-Based Researcher position. Committees at both the campus and District level address the use of research.

Status: *This goal has been achieved.*

PROGRAM REVIEW AND INSTITUTIONAL PLANNING/RESOURCE ALLOCATION PROCESS

Using the Commission's Rubric for Evaluating Institutional Effectiveness, Mesa College has initiated many changes to its Planning and Program Review processes. The following information, also reported in Standard IIB, describes how the College has worked very diligently to reach the sustained continuous quality improvement level for these twin measures of institutional effectiveness.

The groundwork for an integrated planning process was described in the College's 2007 Mid Term Report. At that time, a strong Academic Program Review process was in place. Beginning fall 2007, the College adopted an integrated approach to Program Review by blending the existing academic and student services models. A subcommittee of representatives from Student Services and the Academic Program Review Committee held several meetings during the summer 2007. During these meetings, the subcommittee defined the programs within Student Services and then placed them in the five-year cycle. Due to the projected site visit scheduled by the Systems Office, categorical programs were placed in Year One with the remaining service areas placed in Years Two to Five.

In the fall 2008, the College implemented its revised Program Review process that integrated Administrative Services into the existing blended model for academic programs and student service areas. A subcommittee of representatives from Administrative Services and the Program Review Committee was formed. Several meetings were held during the summer 2008 where the subcommittee defined the various support units within Administrative Services and then discussed placement in the cycle. After discussion and review of a previous meeting with the Vice President of Administrative Services, it was decided that all support services would be placed in Year One of the cycle. The subcommittee also discussed how Administrative Services would be integrated into the response sheets for Year One through Five. After considering many labels, the subcommittee agreed that the terminology "Service Area" currently used in the Program Review Handbook to designate Student Services would be expanded and include Administrative Services.

Upon review in spring of 2008, it was decided that an overarching strategic plan needed to be developed in order to provide the integration needed for the educational master plan. In fall 2008, the Educational Master Planning Subcommittee was reformulated to become the new Strategic Planning Committee. This action ultimately led to the creation of a strategic plan, now in place, that reflects the comprehensive cyclical processes consistent with continuous quality improvement planning models. The conception of this plan began at the annual President's Cabinet Retreat in April 2008, as they reviewed the Educational Master Plan and the rubric and then progressed during the school year. It became more fully articulated the following year at the next President's Cabinet Retreat, which was held in April 2009. Much work has been done within this participatory governance process to refine the many practices and processes put in place with the earlier Educational Master Plan. The components of the strategic plan are consistent with those already in place, but an overarching structure now ties it all together and clearly links the cycle with measures of accountability and resource allocation. As the College developed its new mission, vision and values statements and the revised planning process evolved, its goals were revisited and revised to more accurately reflect the institution's direction and respond to and meet the needs of its internal and external communities. The new strategic planning process, including a distinct link to resource allocation, was approved by the President's Cabinet in October 2009. Following this approval, the College embarked upon a pilot program to test the new planning model.

Student Learning Outcome assessment is administered and tracked within the individual departments, programs, and service units, and their status is reported to the College through Program Review. In addition, Program Review reports on the program's curriculum review cycle for instruction and provides a detailed plan listing its goals, the resources necessary to reach

those goals, the personnel responsible for each goal, and the timelines for achieving these goals. It also requires a detailed data analysis for institutional effectiveness in the year one report and a subsequent data analysis in year three. As part of continuous quality improvement, the Program Review Committee regularly evaluates and makes changes to its process and reports. The most recent revisions occurred during the summer of 2009 when a subcommittee studied the Program Review Handbook for Instructional Programs, Student and Administrative Services using a three-pronged goal of clarifying, streamlining and maximizing the benefits to the participants and the College. As part of the review, *Outcomes-Based Academic and Co-Curricular Program Review* by Dr. Marilee Bresciani, a collection of good practices and principles, was consulted. The resulting changes included the systematic integration of data into the program plans and a strengthening of the pivotal role of Program Review in the College's planning process. Members of the Program Review Committee continue to offer lead writer training sessions to assist programs and service areas with the completion of their program planning documents. Clearly, Program Review has become the locus for program planning, and it is based upon this level of planning that resources are ultimately allocated.

Program Review consists of a five-year cycle that includes annual review and updates. In terms of communicating this information to the College, a one-to-two paragraph summary presenting an overview of the plan is now required for each Year One Program Review. These summaries become part of the Year One Report presented to the President's Cabinet during the spring semester. Program Review Reports are approved by President's Cabinet and made publicly available for review in the Learning Resource Center. The purpose of the summaries is to provide a cogent at-a-glance overview that can be disseminated to the campus at large and to resource allocation committees. The power of the College's Program Review and its applicability to planning and resource allocation is seen in its level of integration. All three college divisions, including Instructional Programs, Student Services, and Administrative Services, are integrated into one process and fall under the guidance of a single Program Review Committee. As evidence of the Committee's commitment to continuous quality improvement, recommendations for process improvements are included in its annual report, which is approved by President's Cabinet each spring. In reviewing Mesa's Program Review process with the commission's Rubric for Evaluating Institutional Effectiveness – Part I: Program Review, it clearly reaches the Sustainable Continuous Quality Improvement level.

Currently under review, and tied in with the new, integrated strategic planning process, is the clear relationship of how the Program Review process informs resource allocation and links it to planning. The two processes are related, but the level of integration is a work in progress, and is being addressed within the strategic plan through the institution of a pilot project conducted during the fall 2009. With the assistance of President's Cabinet, the Strategic Planning Committee completed its work on the Mesa College Integrated Planning Framework. A crucial part of this planning process involves the Program Review cycle, specifically the allocation of resources. To test and inform the process, a pilot project was developed and conducted during the fall 2009 semester. To implement this pilot, a Resource Allocation Committee (RAC) was formed with representatives from the participatory governance bodies including the three Vice Presidents, six Program Review members (three Academic, two Student Services, and one Administrative Services), and one student. A representative sample of programs and service areas from the 2008/2009 Program Review cycle were selected with the specifications that there be at least one from the arts, the sciences, career/technical, and one service area. Appropriate documentation including past Program Review plans, data and other pertinent information were provided to the RAC membership and those participating in the pilot.

During the month of November 2009, representatives from the selected programs and service areas presented their resource requests to the RAC. At the conclusion of the pilot, feedback from all participants concerning the process was collected and incorporated into a report to be

presented to the President's Cabinet for review prior to distribution to the College for use and to inform the spring 2010 resource allocation process.

The College's Academic Affairs Committee will play a pivotal role in the development of this report incorporating feedback from a meeting held December 8, 2009 for the specific purpose of eliciting comments and suggestions for improvement from those who participated in the RAC process. In addition, a survey was developed with the assistance of the Office of Instructional Services, Resource Development and Research to collect data from the programs and service areas that participated in the pilot. During the spring 2010 semester, these findings will be assessed and evaluated by the Academic Affairs Committee. In addition to the development of an educational component for the Program Review lead writers, the creation of a rubric and guidelines for the implementation of the resource allocation process is planned. The goal will be to meet the needs of the planning and resource allocation model without increasing the workload of those participating in it. Upon adoption of the revised model by the President's Cabinet and other participatory governance bodies, the next steps will be decided.

The planning and allocation of physical resources is overseen by the participatory governance Facilities Committee, which reviews the Facilities Master Plan and makes recommendations to the President's Cabinet. This committee is especially important in terms of the two construction bonds that were passed by the District and have direct implications for Mesa. Of note is the level of participation by the various schools in planning the structure and equipment for their new buildings. The new Allied Health Building is an example of how planning drives allocation. Because of the nature of this discipline, the faculty members were critical in designing the layout of their teaching spaces and the furnishings, fixtures, and equipment that went into them. The Math and Science Building is currently in the planning phase and has had extensive input and planning by the faculty who will teach there. They received a district grant to design a methodology for planning new buildings, and they later received funding to hire a consultant to help maximize teaching space according to square footage.

The planning and allocation of human resources is done through President's Cabinet, and the process for Faculty Hiring Priorities reveals a close relationship between planning and informing allocation. The process involves an application that addresses ten principles of teaching and practice that are evaluated and ranked by a subcommittee of the Cabinet. In this way, the department puts forth its plan, as articulated by the hiring priorities, and the applications are placed in rank order of addressing these priorities. This rank ordered list is instrumental in the allocation of faculty positions. Currently, due to budget constraints, there is no new hiring, but the process remains in place for the time when funding returns. A similar process exists for the hiring of classified staff but through the Executive Staff. Like the allocation of other resources, both these processes use the Program Review plans as part of their decision-making.

Revised 04/27/10

Abstract of the Report •



VALUES

• Respect • Scholarship • Sustainability • Freedom of Expression.

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ABSTRACT OF THE REPORT

In the six years since the last accreditation Self Study, San Diego Mesa College has worked toward continuous quality improvement in each of the standards. Immediately following receipt of the 2004 Self Study evaluation report, work began to address recommendations; results were reported in the 2007 Focused Midterm Report which was accepted by the Commission. As with most public colleges during the current economic downturn, San Diego Mesa College has been tasked in recent years to do more with less and to meet the needs of its many students with their varied educational goals. The College has remained true to its mission in response to these challenges.

While dealing with state funding cutbacks, the College has also been the beneficiary of two Proposition 39 bond measures, which have provided funds to update and upgrade facilities throughout the District. Nearly \$500 million has been dedicated to San Diego Mesa College for the purpose of building and equipping new facilities to support instruction and student services. Planning of these facilities has followed a model driven by the practitioners who will teach and provide services in these facilities. Again, mission has driven planning and decision making.

Themes have been prevalent in the Self Study, including institutional commitments; evaluation, planning, and improvement; Student Learning Outcomes; organization; dialogue; and institutional integrity. Beginning with institutional commitments, the College worked to further define its mission in the past two years to assure that the College was clear in terms of *what we do* to serve our community and our students. Mission is at the center of planning, including Strategic Planning and other institutional plans at the college level, and Program Review at the program, service area, and administrative unit levels. Mission drives instruction and services, informing curriculum, student services, support services, and resource allocation. In short, it informs all decision making.

The theme of evaluation, planning, and improvement was pervasive throughout all of the standards. The College has worked hard to build its culture of evidence over the past six years and now has its own Campus-Based Researcher. Program Review has continued to evolve and is now integrated into one process across all organizational divisions. The new strategic plan has key indicators of effectiveness that are clearly delineated in the Research Planning Agenda, which is updated annually. Decision making is focused upon data-informed practices.

The theme of Student Learning Outcomes is seen in each of the standards. Established in Standard II, it was also clearly present in each of the resources in Standard III: human resources, with hiring priorities; physical resources, with facilities' design; technology, with assurance of standards for online instruction, district-wide infrastructure, and applications; and finance, with mission-driven decision making. Student Learning Outcomes, created first at the associate level and then at the program and course levels, are in place and moving forward as indicated with the two annual SLO Survey results, conducted in fall 2008 and fall 2009.

The theme of organization is clear in the manner in which learning and learning outcomes are planned, orchestrated, measured, and communicated to the public. Curriculum is driven, evaluated, and modified when necessary by faculty, as described in Standard II. All institutional planning and evaluation processes are considered in Standard I. Standard IV makes clear that decision making is based upon a participatory process that is evaluative. Standard III reflects a structure that follows this process and provides the resources necessary to achieve optimum outcomes.

Dialogue is a recurrent theme in each of the standards and is an essential component of all decision making. The College has a strong culture of participatory governance, which is based upon dialogue. Numerous committees addressing various standards, and including processes such as strategic planning, budget development, information technology, curriculum, research, Student Learning Outcomes, and Program Review, exist for the purpose of broad dialogue and informed decision making. This same philosophy exists for dialogue at the program, service

area, and administrative unit levels. Research reports and data inform this dialogue, with numerous reports created in response to requirements of governing bodies, internal measures at the institutional level, and measures specific to programs and service units, all of which are identified in the Research Planning Agenda.

Institutional integrity is seen in each area of the standards, with the participatory governance structure providing the checks and balances that assure integrity in all that the College does. The values of the College include integrity, equity, respect, diversity, access, and accountability. These set the tenor for *how* the College does what it does.

Standard One: Institutional Mission and Effectiveness

IA. Mission

The College revisits its mission, vision, values, and goals statements every two years, or more often if determined necessary, to assure that they are consistent with the purpose of the institution. The process for evaluation is institutionalized and carried out on a regular basis, culminating with approval through the Academic Affairs Committee, shared governance groups, President's Cabinet, and ultimately the Board of Trustees. Two years ago, in conjunction with strategic planning, the College determined that the mission, vision, values, and goals statements needed to be revisited before the planned two year review cycle in order to more accurately inform strategic planning, which was being initiated at the time. Mission is an organic process and is responsive to the College community and its needs.

IB. Improving Institutional Effectiveness

Institutional effectiveness has been and continues to be a major area of focus for the College. Since the previous Self Study and the Focused Midterm Report, Mesa has devoted significant time and effort to respond to the recommendations received relative to institutional effectiveness. An overarching new strategic planning process was developed to provide the integration needed as well as to link planning to resource allocation. To test this new model, a pilot was conducted during fall, 2009. The results of this pilot will guide the next steps in the planning process.

The College's long-established Program Review process has matured into an integrated approach and that now encompasses Instruction, Student Services, and Administrative Services. Program Review continues to be the locus of campus planning and resource allocation. Student learning outcomes (SLOs) have followed a similar path with programs and service areas making good progress. TaskStream, a software SLO management package, continues to assist with the implementation of the SLOAC cycle.

Working with the Campus-Based Researcher, the Research Committee continues to address issues pertaining to Program Review, Student Learning Outcomes, and planning. This committee oversees the annual revision of the College's Research Planning Agenda, which brings together in one document all institutional planning as it informs each aspect of the mission.

Responses to Recommendations •

from 2004 Comprehensive Evaluation



GOALS

To deliver and support exemplary teaching and learning

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RESPONSES TO RECOMMENDATIONS FROM THE 2004 COMPREHENSIVE EVALUATION

Recommendation 1.1

The college should implement a more fully integrated process for planning and resource allocation, grounded in data from program reviews (which should include data on student learning outcomes) and student learning outcomes assessment. This process and its outcomes should be widely communicated. The college should evaluate the process regularly to assess its impact on institutional effectiveness. (I.B.3, I.B.4, I.B.5, I.B.6, I.B.7, II.A.2.f)

Response

As described in the Focused Midterm Report, the President's Cabinet continues in its role as the central participatory governance council. This role was made clear in the Educational Master Plan. The Annual Integrated Planning Matrix depicted the planning and resource allocation activities approved by President's Cabinet. The Educational Master Plan Subcommittee was created May 9, 2005, by President's Cabinet and began its work to integrate all previous planning efforts into one comprehensive plan. The result was a long-term document that will serve the College from 2006-2007 to 2010-2011 with annual reviews and revisions. The Educational Master Plan contains four separate categories, with each one grounded in a part of the Mission Statement, that focus on Mesa's specific priorities and needs. The original Educational Master Plan Subcommittee was reorganized as the Strategic Planning Subcommittee through discussion and action at the April 18, 2008, President's Cabinet Retreat, where the Educational Master Plan was reviewed and work began on a strategic planning model. A summer 2008 Strategic Planning Working Group was formed and met regularly to institute the changes articulated at the spring retreat. This group developed a "continuous quality improvement framework" and revised the mission, vision, and values statements that were reviewed and discussed by President's Cabinet during the fall 2008 semester. In December 2008, the membership was expanded, and the purpose of the Strategic Planning Committee was reviewed and accepted. The committee became a working group of the President's Cabinet designed to advance strategic planning for the College. The group met on a regular basis to complete and implement the revised planning approach grounded in and integrated by performance indicators. These performance indicators would be used to evaluate the strategic planning process to assess the impact on institutional effectiveness.

During the April 24, 2009, President's Cabinet Retreat, working groups refined draft statements for the mission, vision, and values as well as goals. The strategic planning model was reviewed, and performance indicators were discussed. The College's strategic planning priorities and goals from the 2007 Educational Master Plan were reviewed by one of the small groups at the 2009 President's Cabinet Retreat. This group soon realized that the Continuous Quality Improvement Framework being developed required the current planning priorities and goals to be more global in nature to support Mesa's revised Strategic Planning Model. The group recommended a more simplified approach built upon five (5) overarching College goals that would be supported by measurable objectives to be developed by the College's three divisions: Instruction, Student Services, and Administrative Services. Within these divisions, the schools and service units would in turn use information/data from the program and/or service area plans reported during the annual Program Review cycle. The use of performance indicators (PI) and Program Review findings to help the College measure progress towards goal completion was endorsed. These indicators include equity/access, engagement/retention, persistence, success, and institutional effectiveness measures that will be used by the College to determine how successful we are in reaching our goals as well as integrating the College's planning processes.

At the April 28, 2009, President's Cabinet, after an update by Dr. Cepeda, the Mesa College Strategic Planning Framework model was approved. The existing Strategic Planning group met during the summer 2009 to develop a draft of the mission/vision/values, the performance indicators, and the college-wide goals. In addition, the link between planning and budgeting was to be

included in the model. In November 2006, a Budget Development Committee was formed to integrate planning and resource allocation; however, it was found that not all of its original charges were met. A crucial part of this planning process involves the allocation of resources using Program Review plans. To test and inform the fall 2009 approved Mesa College Planning Framework process, the Strategic Planning Committee recommended that a pilot be conducted during that same semester. This pilot involved all of the players in the planning process. The Resource Allocation Committee (RAC) was formed, and a representative sample of programs and service areas were selected from Years One to Five of the Program Review cycle, including representation from each of the college divisions and schools. Using provided research and documentation, each group presented their resource requests to the RAC. At the conclusion of the pilot, feedback from all participants concerning the process was collected and incorporated into a report distributed to the College for use and to inform the spring 2010 resource allocation process.

Mesa's planning process is informed and supported by its integrated Program Review process. Since the Focused Midterm Report, Student Services and Administrative Services joined with Instruction to become part of the Program Review process. One participatory governance committee now oversees the five-year cycle. Student Learning Outcomes and their assessment findings continue to be reported as part of the Program Review plan. In addition to providing the infrastructure for the process that includes the setting of timelines and providing liaison support and direct training to lead writers, the committee prepares annual reports for presentation to and approval by the President's Cabinet. These reports contain recommendations for continuous quality improvement to the process that is data-driven.

The culture of evidence that became well established at Mesa in the period 2004-2007 continues to grow. The Research Committee reviews and updates its Research Planning Agenda on a regular basis. The most recent revision can be found on the college's recently developed Institutional Research website. Representatives from the College Research Committee continue to work with and sit on the district-wide Research Committee that provides for a collaborative and integrated basis for collection and analysis of data.

In addition, the College provided appropriate detail in its responses within Standard I.B.3, I.B.4, I.B.5, I.B.6, I.B.7 and II.A.2.f of this Self Study.

Evaluation

Significant progress continues to be made addressing this recommendation.

Standard One •

Institutional Mission and Effectiveness

A. Mission

B. Improving Institutional Effectiveness



MISSION

...environment that is strengthened by diversity,
responsive to our communities...

WE ARE *Mesa*

Standard I: Institutional Mission and Effectiveness: The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

Standard I.A. Mission: The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

Description

The San Diego Mesa College mission statement clearly articulates its educational purposes, the students it serves, and its commitment to student learning. Included with the mission statement are the college's vision and values statements. Together these three statements provide the guidance for all that Mesa seeks to achieve. (I.A-1)

Vision

What we strive to be.

San Diego Mesa College shall be a key force in our community to educate our students to shape the future.

Mission

Why we exist.

To inspire and enable student success in an environment that is strengthened by diversity, is responsive to our communities, and fosters scholarship, leadership, and responsibility.

Values

What we believe in.

Access, Accountability, Diversity, Equity, Excellence, Freedom of Expression, Integrity, Respect, Scholarship, Sustainability

After review by the participatory governance bodies, the following four core goals were adopted as a support to the College's mission statement:

- To deliver and support exemplary teaching and learning in the areas of transfer education, associate degrees, career and technical education, certificates, and basic skills;
- To provide a learning environment that maximizes student access and success and employee well-being;
- To respond to and meet community needs for economic and workforce development;
- To cultivate an environment that embraces and is enhanced by diversity.

The College's mission statement begins with the outcome of student success, which is fundamental to all that we do. It describes our inclusive environment that seeks input from the diverse communities that we serve. It also identifies our student outcomes of learning, leadership, and responsibility. The values statement reinforces that we are an open access institution that supports equity, fosters learning, strives for excellence in teaching, upholds freedom of expression, respects and embraces diversity, acts with integrity and respect, holds itself accountable to meet its mission, and provides sustainability to deliver the mission. The College is guided by its vision statement, which defines how we influence the future.

Evaluation

The College's mission is necessarily broad so as to meet the needs of the diverse community that it serves. To inform its actions, and the courses, programs, library and student support

services that it provides, the College works with community organizations and institutions, including K-12 feeder schools, baccalaureate institutions, business partnerships, and local workforce development organizations. Resources such as the High School to Community College Pipeline Report, The San Diego Community College District (SDCCD) Environmental Scan, and current and longitudinal student profile data help the College determine who its constituents are and the scope of their educational needs. In addition, the College employs such practices as the creation and use of GIS maps of its service area to better understand who their students are and how to serve them. To better meet student needs, public transportation data have been integrated into the maps. The aggregate of these multiple sources of data informs the College as to who its students are, what they need, how they get here, and how to communicate with them. (I.A-2, I.A-3, I.A-4, I.A-5)

Mesa College's mission and values statements align with California Education Code 66010.2 in calling for access and the opportunity for success for all qualified California citizens (I.A.6). The values statement is even more specific in its address of access, equity, and student learning. Mesa's commitment to participatory governance provides the opportunity for dialogue and ensures a college-wide commitment to student learning and success.

The College meets this standard.

I.A.1: The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

Description

Mesa College offers a breadth of educational programs and services to meet the needs of its student population. The College provides programs and services for those students seeking general education, career/technical training, and transfer outcomes. In addition, it addresses the critical needs of those students seeking developmental skills in order to proceed to college- credit coursework and the attainment of their educational goals.

The College ensures that it meets the needs of its students by systematic and regularly scheduled review and update of its mission statement in the participatory governance structure of the College. The Academic Affairs Subcommittee of the Academic Senate is charged with reviewing and updating the College's vision, mission, and values statements. (I.A-7) It does so by engaging the campus in dialogue, including the key governance groups of the Academic Senate, Classified Senate, Associated Student Government, and President's Cabinet. Ultimately, revisions of the vision, mission, and values statements are approved by the participatory governance group, President's Cabinet. (I.A-8)

The vision, mission, and values statements drive the College's comprehensive strategic planning process and the Research Planning Agenda. Strategic planning is based on a continuous quality improvement cycle that begins with the College vision, mission, and values statements and provides the framework for implementing, assessing, and improving the work of the College by using the results of the integrated Program Review process as its foundation. Performance indicators are those key measures used by the College to determine and then improve its institutional effectiveness as well as link its various planning processes. The Research Planning Agenda provides the essential evidence, indicators, and measures necessary to inform the College that it is achieving its educational goals over time. (I.A-9, I.A-10)

The College mission statement informs each of the College programs and service areas as they write their own mission statements. When writing their Program Review Year One Reports, the first two questions that each program or service area must answer are "What is your mission statement?" and "How does your program or service area address the college mission statement?" Program Review is

the primary planning document for each program or service area, which demonstrates its importance to the College. It is through Program Review that Student Learning Outcomes are reported, that the Curriculum Review Cycle is summarized, and that the overall plan for achieving program goals is delineated. It provides the basis for resource allocation. (I.A-11)

The College relies upon data to ensure that its programs and service areas are meeting the needs of students. Measures including student success indicators of equity and access, engagement and retention, and persistence are provided through the District Office of Institutional Research and Planning and the campus-based Research Office. Measures such as the College Basic Skills Report, Basic Skills Initiative Indicators, degree/certificate completions, district-wide transfer analysis, Accountability Reporting for the Community Colleges, Student Equity Report, and Community College Survey of Student Engagement also serve to inform College constituents as to whether they are meeting these needs. (I.A-10)

Enrollment management systems inform the College and its programs regarding student needs in terms of course offerings through data such as fill rates, wait lists, and retention measures. (I.A-12)

Evaluation

Mesa College has revisited its mission three times since the last accreditation Self Study. The current revision has been conducted earlier than the normal two-year cycle, as the College realized that its present mission statement did not adequately describe the breadth of commitment to learning. Because the College mission statement informs all other mission statements on campus, it was agreed that President's Cabinet would begin the process of revision at the annual President's Cabinet Retreat held April 24, 2009. It was at this meeting that mission, vision, and values were discussed, and strategic planning was revisited in detail. The mission, vision, and values statements drive strategic planning through the identification and development of (i) performance indicators, (ii) assessment tools, (iii) strategic goals, and (iv) integrated planning (including the educational master plan, strategic plan and Program Review). The strategic planning cycle is completed through the implementation of these plans, followed by their assessment, and ultimate evaluation and reporting in Program Review as the cycle begins again. In this way the vision, mission, and values statements directly inform the establishment of student learning programs and services consistent with the College's purpose, character, and student population. (I.A-13)

Mesa has also become increasingly data driven in the past five years, as shown by the supporting evidence, measures, and indicators listed in the Research Planning Agenda, which is revised and updated by the Research Committee on a regular basis. Mesa has become more data-driven as discussed in Standard IB. During the fall 2009 semester, the Research Committee revisited and revised the Planning Agenda. It was presented to and approved by President's Cabinet on March 23, 2010. One such measure that has been very effective in assuring that students have access to the courses they need is enrollment management. Class fill rates and other measures are evaluated routinely to stay informed on needs.

Reports such as the Mesa College Student Equity Report, 2008, the Mesa College Self Assessment for the 2009 Accountability Reporting for Community Colleges (ARCC), and the Mesa College Fact Book, 2009 are some general examples of how the College assesses its outcomes in terms of aligning with its mission. (I.A-15, I.A-16, I.A-17) The Student Satisfaction Survey, 2009 is an example of direct feedback from students on the effectiveness of institutional efforts to meet their needs. (I.A-18) A comprehensive overview of how the College aligns its programs and services with its purpose, character, and student population is evident in the Mesa College Educational Master Plan, 2007-2011, which has been further modified and updated, and has expanded to include the newest Information Technology Strategic Plan, Facilities Master Plan, and Research Planning Agenda. (I.A-19) The new Mesa College

Integrated Planning Framework works to further align programs and services with its purpose, character, and student population. (I.A-9)

The College meets this standard.

Standard I.A.2. The mission statement is approved by the governing board and published.

Description

Following its adoption by President's Cabinet on October 27, 2009, the mission statement was presented to and approved by the San Diego Community College District (SDCCD) Board of Trustees on December 10, 2009.(I.A-20) A comprehensive campaign to highlight the new mission, vision, values statement involving all campus constituents is planned for the spring 2010 semester.

Evaluation

This process for approval of the mission statement was developed by the Academic Affairs Committee. This process is reviewed on a regular basis and revised when necessary.

The College meets this standard.

Standard I.A.3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

Description

Every two years the College revisits its mission statement to ensure that it continues to meet the needs of its students and the community in light of changing internal and external demands, including curricular, economic, legislative, and demographic factors. It is also open to revision when the College determines that it is not meeting its current needs. The Academic Affairs Subcommittee of the Academic Senate has primary responsibility for review and revision of the vision, mission, and values statements for the College. Participatory governance input is provided by the Academic Senate, the Classified Senate, and the Associated Student Government prior to its final review and adoption by the participatory governance group, President's Cabinet. Dialogue is encouraged through wide dissemination of the draft across the campus. This process ensures that all considerations for student learning programs and services are addressed in the formal statement. (I.A-7, I.A-8)

Evaluation

Following the two-year review cycle in 2008, the vision, mission, and values statements were revised and adopted. However, in spring 2009, when the College was engaged in continuous quality improvement of strategic planning, it was determined that the mission did not fully reflect the College, its students, and its programs and services, so it was revisited and revised. The initiation of the revision began at President's Cabinet Retreat, held April 23, 2009, and the task was forwarded to the Academic Affairs Committee for consideration in fall 2009. After vetting through the various governance groups, the Academic Affairs subcommittee presented the new statements to President's Cabinet on October 13, 2009, for review. The new statements were approved on October 27, 2009, after the discussion by the participatory governance bodies had an opportunity to present them to their constituencies. (I.A-7, I.A-8, I.A-13)

The College meets this standard.

Standard I.A.4. The institution's mission is central to institutional planning and decision making.

Description

As referenced in I.A.1 and I.A.3, all campus planning is informed by the mission statement. At the College level, the vision, mission, and values statements guide strategic planning. The

Educational Master Plan (EMP) begins with the vision, mission, and values statements. Components of the EMP, including division and department, program, and service unit goals, along with integrated plans, begin with the mission statement. Likewise at the program, and service area levels, the importance of the mission is evident in their Program Review Year One Reports, which begin with their mission and how they support the College mission. In this way, mission links institutional planning to the curriculum and resource allocation necessary to support the goals of the programs and service areas. (I.A-11, I.A-19)

When making funding requests, programs and service areas use their mission statements for justification. When ranking requests, the Dean's Council uses the mission to guide their decision-making. When making budget reductions, the mission informs decision-making as well.

The one document that clearly delineates how vision, mission, and values drive the College's planning and decision-making is the Research Planning Agenda. This document enumerates the research reports requested by the various on-campus planning groups and is organized around four goals that are specifically linked to the College mission and values statements.

Evaluation

Clearly, Mesa College acts in accordance with its mission statement by formally aligning it with planning and resource allocation, as demonstrated throughout this standard.

The College meets this standard.

Planning Agenda for Standard IA: Mission

The process for the review of the College's mission, vision, values statements is institutionalized and carried out on a regular basis. However, the College recognizes that the internal and external environment influences it and will continue to respond to change by revisiting the mission when warranted.

No plans of action are identified at this time.

Standard IA Evidence

I.A-1.	San Diego Mesa College Mission Statement
I.A-2.	High School to Community College Pipeline Report (District Institutional Research & Planning web site: http://research.sdccd.edu/pages/154.asp)
I.A-3	SDCCD Environmental Scan web site (District Institutional Research & Planning web site: http://research.sdccd.edu/pages/124.asp)
I.A-4	Student profile data (District Institutional Research & Planning web site: <http://research.sdccd.edu/pages/126.asp>)
I.A-5	GIS Population Density Maps
I.A-6	California Ed Code 66010.2
I.A-7	Integrated Planning Matrix, Educational Master Plan 2007-2011, p. 41
I.A-8.a	President's Cabinet Agenda Outcomes 101310
I.A-8.b	President's Update 101310
I.A-9	Mesa College Integrated Planning Framework
I.A-10	Mesa College Research Planning Agenda
I.A-11	Program Review Handbook, 2009
I.A-12.a	Enrollment Management Reports (Tallies) email and samples
I.A-12.b	Enrollment Management Report in spreadsheet format 052910
I.A-13	President's Cabinet Retreat, April 24, 2009 agenda, PPT and notes
I.A-14	President's Cabinet Agenda Outcomes, March 23, 2010
I.A-15	Student Equity Report
I.A-16	Mesa College Self Assessment for 2009 ARCC Report
I.A-17	Mesa College Fact Book, 2009
I.A-18	Mesa College Student Satisfaction Survey, 2009
I.A-19	Mesa College Educational Master Plan, 2007-2011
I.A-20	San Diego Community College District Board of Trustees Meeting Minutes December 10, 2009, item 590, p. 196

Standard I.B. Improving Institutional Effectiveness: The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

Description

This standard has been a major focus for Mesa College during the six years since the last Self Study. Mesa received several recommendations related to institutional effectiveness from the Commission in 2004, and these recommendations have been thoroughly addressed at the campus level and, where appropriate, at the District level, as reported in the College's Focused Midterm Report, 2007. The first recommendation, the most comprehensive, stated that: *The College should implement a more fully integrated process for planning and resource allocation, grounded in data from program reviews (which should include data on student learning) and student learning outcomes assessment.* It also stated that *the process and outcomes should be widely communicated, and that the college should evaluate the process regularly to assess its impact on institutional effectiveness.*

Almost immediately Mesa began the work of addressing this and the other recommendations. An overview of this work is presented here and then discussed in detail in the appropriate standard I.B. sections that follow.

The role of the participatory governance group, President's Cabinet, was central to the expansion of effectiveness measures. All final decision making for planning and resource allocation is conducted by this group, which is informed by the many committees that report to it and by the various governance groups represented there. The Cabinet's initial actions included the formation of the Educational Master Planning Subcommittee, which created a master planning process that is summarized in the Annual Integrated Planning Matrix, where each planning piece was integrated into the master plan. (I.B-1)

The annual planning matrix included implementation and review cycles for:

- the two-year cycle for reviewing the mission statement;
- the college strategic planning priorities (five-year timeline);
- the college annual goals, which are tied to those priorities;
- budget planning, which is overseen by the newly formed Budget Development Committee;
- facilities master planning, which is overseen by the reformulated Facilities Planning Committee, and is a major consideration with the passage of two bond measures in the past seven years;
- faculty hiring priorities, which are overseen by a subcommittee of President's Cabinet;
- IELM Block Grant allocations;
- VTEA planning and allocations;
- Program Review, which is now fully integrated to include Instruction, Student Services, and Administration within one process; and
- The Information Technology Strategic Plan.

Upon further review in spring of 2008, and informed by the Commission's Rubric for Evaluating Institutional Effectiveness – Part II: Planning, it was decided that an overarching strategic plan needed to be developed in order to provide the integration needed for the educational master plan. In fall 2008, the Educational Master Planning Subcommittee was reformulated to become

the new Strategic Planning Committee. This action ultimately led to the creation of a strategic plan, now in place, that reflects the comprehensive cyclical processes consistent with continuous quality improvement planning models. The conception of this plan began at the annual President's Cabinet Retreat in April 2008, as they reviewed the Educational Master Plan and the rubric and then progressed during the school year. It became more fully articulated the following year at the next President's Cabinet Retreat, which was held in April 2009. Much work has been done within this participatory governance process to refine the many practices and processes put in place with the earlier Educational Master Plan. The components of the strategic plan are consistent with those already in place, but an overarching structure now ties it all together and clearly links the cycle with measures of accountability and resource allocation. As the College developed its new mission, vision and values statements and the revised planning process evolved, its goals were revisited and revised to more accurately reflect the institution's direction and respond to and meet the needs of its internal and external communities. The new strategic planning process, including a distinct link to resource allocation was approved by the President's Cabinet in October 2009. Following this approval, the College embarked upon a pilot program to test the new planning model.

Concurrent with the creation of the new Educational Master Plan and the subsequent creation of the Strategic Plan was the formalization of research needs and the hiring of a Campus-Based Researcher to lay the groundwork for building a culture of evidence. In February 2007, the Mesa College Research Planning Agenda, drafted and approved by the Research Committee, was adopted by President's Cabinet, putting in place the many component research reports and practices that inform master planning and ultimately strategic planning. The Research Planning Agenda is organized around the College mission statement and values and directly addresses College goals. It provides the key evidence piece to the implementation and assessment cycle. Consistent with continuous quality improvement, the Research Planning Agenda was later revisited, revised, and approved by President Cabinet in December 2008. (I.B-2) With the revision of the College's mission, vision, and values statements, the Research Committee revisited its Research Planning Agenda in November 2009. Appropriate changes were made, and the revised document was brought to the President's Cabinet on March 23, 2010, for final approval.

In terms of Student Learning Outcomes and their requisite assessment cycle, the campus has made much progress over the past six years. At this point, there is a newly formed (2008) Student Learning Outcomes Subcommittee, which was created by the Research Committee and is tasked with bringing the campus a Student Learning Outcomes Assessment Cycle model, complete with software (TaskStream) for the College, departments, programs, and service units to report and monitor their outcomes and progress. It has been a long process to reach this point and has entailed much dialogue across the campus. The fact that the Research Committee chose to create a separate subcommittee for this purpose speaks to the level of importance of this work to the campus.

Student Learning Outcome assessment is administered and tracked within the individual departments, programs, and service units, and their status is reported to the College through Program Review. In addition, Program Review reports on the program's curriculum review cycle for instruction and provides a detailed plan listing its goals, the resources necessary to reach those goals, the personnel responsible for each goal, and the timelines for achieving these goals. It also requires a detailed data analysis for institutional effectiveness in the year one report and a subsequent data analysis in year three. As part of continuous quality improvement, the Program Review Committee regularly evaluates and makes changes to its process and reports. The most recent revisions occurred during the summer of 2009 when a subcommittee studied the Program Review Handbook for Instructional Programs, Student and Administrative Services using a three-pronged goal of clarification, streamlining, and maximizing

the benefits to the participants and the College. As part of the review, *Outcomes-Based Academic and Co-Curricular Program Review* by Dr. Marilee Bresciani, a collection of good practices and principles, was consulted. The resulting changes included the systematic integration of data into the program plans and strengthening the pivotal role of Program Review in the College's planning process. Members of the Program Review Committee continue to offer lead writer training sessions to assist programs and service areas with the completion of their program planning documents. Clearly, Program Review has become the locus for program planning, and it is based upon this level of planning that resources are ultimately allocated.

Program Review consists of a five-year cycle that includes annual review and updates. In terms of communicating this information to the College, a one-to-two paragraph summary presenting an overview of the plan is now required for each Year One Program Review. These summaries become part of the Year One Report presented to President's Cabinet during the spring semester. Program Review Reports are approved by President's Cabinet and are made publicly available for review in the Learning Resource Center. The purpose of the summaries is to provide a cogent at-a-glance overview that can be disseminated to the campus at large and to resource allocation committees. The power of the College's Program Review and its applicability to planning and resource allocation is seen in its level of integration. All three College divisions, including Instructional Programs, Student Services, and Administrative Services, are integrated into one process and fall under the guidance of a single Program Review Committee. As evidence of the Committee's commitment to continuous quality improvement, recommendations for process improvements are included in its annual report, which is approved by President's Cabinet each spring. In reviewing Mesa's Program Review process with the commission's Rubric for Evaluating Institutional Effectiveness – Part I: Program Review, it clearly reaches the Sustainable Continuous Quality Improvement level. (I.B-23)

Currently under review, and tied in with the new, integrated strategic planning process, is the clear relationship of how the Program Review process informs resource allocation and links it to planning. The two processes are related, but the level of integration is a work in progress and is being addressed within the strategic plan through the institution of a pilot project conducted during the fall 2009. With the assistance of President's Cabinet, the Strategic Planning Committee completed its work on the Mesa College Integrated Planning Framework. A crucial part of this planning process involves the Program Review cycle, specifically the allocation of resources. To test and inform the process, a pilot project was developed and conducted during the fall 2009 semester. To implement this pilot, a Resource Allocation Committee (RAC) was formed with representatives from the participatory governance bodies including the three Vice Presidents, six Program Review members (three Academic, two Student Services, and one¹ Administrative Services), and one student. A representative sample of programs and service areas from the 2008/2009 Program Review cycle was selected with the specifications that there be at least one from the arts, the sciences, career/technical, and one service area. Appropriate documentation, including past Program Review plans, data and other pertinent information, was provided to the RAC membership and those participating in the pilot. During the month of November 2009, representatives from the selected programs and service areas presented their resource requests to the RAC. At the conclusion of the pilot, feedback from all participants concerning the process was collected and incorporated into a report to be presented to the President's Cabinet for review prior to distribution to the College for use and to inform the spring 2010 resource allocation process. The College's Academic Affairs Committee will play a pivotal role in the development of this report using feedback from a meeting held December 8, 2009, for the specific purpose of eliciting comments and suggestions for improvement from those who participated in the RAC process. In addition, a survey was developed with the assistance of the Office of Instructional Services, Resource Development and Research to collect data from the programs and service areas that participated in the pilot. During the spring 2010 semester, these findings will be assessed and evaluated by the Academic Affairs Committee. In addition to the development of

an educational component for the Program Review lead writers, the creation of a rubric and guidelines for the implementation of the resource allocation process is planned. The goal will be to meet the needs of the planning and resource allocation model without increasing the workload of those participating in it. Upon adoption of the revised model by the Presidents Cabinet and other participatory governance bodies, the next steps will be decided.

The planning and allocation of physical resources is overseen by the participatory governance Facilities Committee, which reviews the Facilities Master Plan and makes recommendations to the President's Cabinet. This Committee is especially important in terms of the two construction bonds that were passed by the District and has direct implications for Mesa. Of note is the level of participation by the various schools in planning the structure and equipage for their new buildings. The new Allied Health Building is an example of how planning drives allocation. Because of the nature of this discipline, the faculty members were critical in designing the layout of their teaching spaces and the furnishings, fixtures, and equipment that went into them. The Math and Science Building is currently in the planning phase and has had extensive input and planning by the faculty who will teach there. They received a district grant to design a methodology for planning new buildings, and they later received funding to hire a consultant to help maximize teaching space according to square footage.

The planning and allocation of human resources is done through President's Cabinet, and the process for Faculty Hiring Priorities reveals a close relationship of planning informing allocation. The process involves an application that addresses ten principles of teaching and practice that are evaluated and ranked by a subcommittee of the Cabinet. In this way, the department puts forth its plan, as articulated by the hiring priorities, and the applications are placed in rank order of addressing these priorities. This rank ordered list is instrumental in the allocation of faculty positions. Currently, due to budget constraints, there is no new hiring, but the process remains in place for the time when funding returns. A similar process exists for the hiring of classified staff but through the Executive Staff. Like the allocation of other resources, both of these processes use the Program Review plans as part of their decision-making.

The College has worked very hard to address the recommendations of the previous Self Study, and this work is detailed in the specific responses below.

The College meets this standard.

Standard I.B.1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Description

Mesa has a culture of participatory governance that encourages dialogue. The breadth of this dialogue is evidenced in the composition of committees on campus, and the depth is evidenced in the processes that Mesa follows. In the 2004 Self Study evaluation, it was recommended that the College strengthen its dialogue about student learning. As detailed in the Focused Midterm Report, 2007, Mesa began its dialogue on student learning with the creation of the six Student Learning Outcomes for the Associate Degree Level in 2003. In 2004, President's Cabinet approved the San Diego Mesa College Policy on the Genesis, Development and Application of Student Learning Outcomes, which clearly placed the responsibility and authority for department level SLOs with the faculty and student service units. In essence, it stated that those on the front lines of delivering instruction and services would determine their students' learning outcomes. Like many of the policies, practices, and processes affecting Student Learning outcomes, institutional effectiveness, and the use of data to inform decision-making, this policy was created and approved by the College's participatory governance Research Committee. (I.B-3, I.B-4)

With authority and responsibility in place, the hard work and dialogue began. Beginning in 2005, the Research Committee, in collaboration with the Flex Subcommittee, provided workshops on outcomes, assessments, and best practices. These efforts led to the creation of the Student Learning Outcomes Assessment Cycle (SLOAC) by the Research Committee and the creation of a 40% reassigned time faculty position of SLOAC Coordinator. This position has served as the pivotal linchpin for ensuring dialogue and providing the necessary support for identifying department or program level Student Learning Outcomes. The position continued to be funded through the fall 2009 semester, and the incumbent served as the co-chair for the participatory governance Student Learning Outcomes Subcommittee of the Research Committee. Due to the current state budget situation and its adverse affects on Mesa College, the reassigned time for the SLOAC coordinator has been discontinued. The SLO Subcommittee is developing a model whereby the duties and responsibilities of this individual are shared so that the work associated with SLOs/AUOs can continue. The TaskStream software has been instrumental in making the management of SLOs/AUOs easier. A liaison-type structure is being developed so assistance can be given to faculty and staff members needing help with the various aspects associated with their program/service area SLOs/AUOs. Numerous workshops in support of SLOs and assessment have been held on campus over the past five years, and the SLOAC Coordinator worked with the various programs and service areas to provide individualized support. During this time period, both Student Services and Administrative Services have developed and implemented their respective learning outcomes. Like their academic counterparts, these areas fell under the auspices of the SLOAC coordinator, benefitting from his support. They also have membership on the Student Learning Outcomes Subcommittee.

The Academic Senate has been actively involved in the dialogue surrounding the creation of Student Learning Outcomes and the assessment cycle. The SLOAC Coordinator regularly briefed the senate regarding what was happening with Student Learning Outcomes and the continuous improvement cycle. Two major issues of concern regarding Student Learning Outcomes have dealt with how assessment data could potentially be used in faculty evaluation and with workload in developing and implementing the cycle. Faculty evaluations are a contractual issue and are a matter between the District and the bargaining unit. There has also been much philosophical discussion regarding curriculum, instruction, outcomes, and objectives within the confines of this group. (I.B-5) With the recent purchase of TaskStream, an SLO management software system, the College now has a centralized repository for the documentation connected with the assessment cycle as well as a tool to assist the faculty and staff with the workload associated with implementation of the SLOAC cycle. Training on the use of this new software began fall 2009 with a college-wide, general introduction. Then specific sessions were developed for program and service areas to provide information on how to use their assessment workspaces. Offered through the Office of Instructional Services, Resource Development and Research, this training continues and is being customized to meet the needs of programs and service areas. The College also provides assistance through the same Office through the assignment of a classified staff person, supervised by the Dean, to help with the input of SLO/AUO information into TaskStream.

As a measure of the breadth of dialogue on student learning, Instructional Programs, Student Services and Administrative Services have completed the development of their outcomes at the program/service area level. Instructional Program outcomes were published in the 2009/2010 college catalog. Student Services and Administrative Services will publish theirs as well beginning with the 2010/2011 catalog. (I.B-6)

In terms of dialogue regarding continuous improvement of institutional processes, the College has fully engaged the use of data and research to inform its decision-making. Systematic self-assessment venues include Program Review, Curriculum Review, and Student Learning Outcomes. The Research Planning Agenda makes clear to the campus community the types of

research available and the level of support that the Research Office can provide for departments, programs, and service units. In addition, the Guidelines for Implementing the Research Planning Agenda explains to the campus community the nature of data, levels of security for data, and application of data to decision making. (I.B-7)

The importance of the creation of the strategic plan, with its embedded continuous improvement cycle for all practices on campus, cannot be overstated in terms of dialogue. This overarching plan, evolved from the Educational Master Plan 2007-2011, was fully vetted in President's Cabinet and was approved by this group October 27, 2009. The creation of the strategic plan was the subject of the 2008 and 2009 President's Cabinet Retreats and was vetted with the participatory governance groups prior to this approval.

Evaluation

The level of institutionalization of continuous improvement practices speaks to the extent of dialogue on campus. Mesa has come a very long way in the six years since its last Self Study. The campus now has Student Learning Outcomes and Administrative Unit Outcomes for Instruction, Student Services, and Administrative Services. These outcomes have been created and are being assessed at the program or service area level across the campus. Student Learning Outcomes have been written and are currently being assessed at the course and service area level, which definitely reveals the level of dialogue taking place across campus. The level of implementation of Student Learning Outcomes assessment cycle is seen in the Student Learning Outcome Survey, which was administered to the campus by the Student Learning Outcomes Committee and the College research office.

According to a comparison of the SLO Survey Report findings for 2008 and 2009, marked progress has been made in all areas of the Student Learning Outcomes Assessment Cycle (SLOAC). In 2008, 56% of units had written their SLOs, in contrast with 100% of units in 2009. The percentage of units that had completed the step of selecting the SLO to be assessed and a way to assess it was 35% in 2008 and grew to 46% in 2009. In 2008, 20% of units had completed their assessment of at least one SLO, whereas in 2009, 39% of units had completed this step. Finally, only 26% of units had begun or were in the process of beginning another cycle of the SLOAC 2008, whereas 49% were completed or in progress with starting another full cycle of assessment in 2009. (I.B-8.a-I.B-8.b)

As is to be expected, the dialogue has been extensive and sometimes heated as the College has embarked upon this effort to become learner-centered and data informed. Several issues have arisen with the Academic Senate and continue to be addressed. They include faculty workload and how SLO assessment data will be used at the program and College levels. At this point, Student Learning Outcomes for Instruction and Student Services as well as Administrative Unit Outcomes for Administrative Services are in place, and the research component of the College and the District provides data to support this effort.

The College meets this standard.

Standard I.B.2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

Description

In the 2004 Self Study evaluation report, it was recommended that *the college strengthen its dialogue about student learning by articulating specific goals with respect to the educational*

effectiveness of the college, stating the goals and supporting objectives in measurable terms so that the degree to which they are achieved can be determined and planning for improvement can take place. In response to this recommendation, as reported in the Focused Midterm Report, 2007, the College worked systematically to create goals and objectives at all levels of the institution and included these in the Educational Master Plan. This process began with the creation of four college-wide strategic directions, which included “Strengthening college support infrastructure,” “Strengthening college partnerships and collaboratives,” “Supporting professional/ leadership development,” and “Emphasizing instructional support/student success.” The College’s twelve strategic planning priorities were divided among these four directions. In addition, each of the twelve strategic planning priorities had a goal, along with a timeline and identification of who had lead responsibility for it.

Following this lead, the divisions of Instruction and Student Services and each of their schools or departments created goals and objectives aligned with the college-wide strategic directions, planning priorities, and goals. In line with the five-year planning cycle of the Educational Master Plan, the goals and objectives were written for a five-year timeframe, with annual review and revision as needed.

What was missing from this plan were the *measurable terms*, and this led to a reassessment of the goals and objectives as identified in the Educational Master Plan when the Strategic Plan was created in 2009. Four redefined overarching College goals were identified at the President’s Cabinet Retreat, 2009, and these were brought forward to the Strategic Planning Committee. These goals were revisited and revised during the summer of 2009 by members of the Strategic Planning Committee to more accurately reflect the College’s vision, mission and values. (I.B-9) After review by the participatory governance bodies, the following four core goals were adopted:

- To deliver and support exemplary teaching and learning in the areas of transfer education, associate degrees, career and technical education, certificates, and basic skills;
- To provide a learning environment that maximizes student access and success and employee well-being;
- To respond to and meet community needs for economic and workforce development;
- To cultivate an environment that embraces, and is enhanced by, diversity.

With the adoption of these goals at the October 27, 2009, President’s Cabinet and then placement within the strategic plan, the schools, programs, and service areas are in the process of redefining and aligning their goals and objectives in measurable terms. (I.B-10) These goals will be revisited each year during the spring President’s Cabinet Retreat and then communicated to the College for use in its planning cycle. With its strategic plan in place, the College will turn its attention to the Educational Master Plan and begin to review it during the spring 2011.

Evaluation

Clearly, Mesa took this recommendation seriously and began work to achieve College, school, and department/program/service unit level goals and objectives. This was reported in the Focused Midterm Report, 2007. Subsequent to that, with the reflection that was discussed in the introduction to Standard IB, it became clear that the measurable terms were not in place. There was measurement, but it was not integrated within the goals and objectives. A thorough Research Planning Agenda had been created, vetted through participatory governance, and adopted by President’s Cabinet, but it was not integrated directly with the goals and objectives. As part of the College’s continuous quality improvement work with the strategic plan, a decision to rewrite the College, school, and department goals and objectives in measurable terms needs to be the next step. At this point the college-level goals were written and adopted in fall 2009, and the school and department/program/service unit level goals need to follow suit. Equally as important is the review and revision of the Educational Master Plan.

The College meets this standard.

Standard I.B.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

Description

One of the recommendations from the 2004 Self Study evaluation report was to *develop and implement a plan to meet current and future needs for institutional research that is accurate, timely, and actionable...Toward this end, the college should consider how institutional research is positioned in the college so that it may support the entire institution from a fair, unbiased and informed stance, thereby strengthening various planning and institutional improvement efforts.* The College and District were also advised to *foster a culture of evidence and cooperate in the development of an enhanced research function with both strong District and strong College components.* The College has made a great deal of progress in responding to these recommendations.

The College has an extensive planning cycle in place. As described in I.B, Program Review has reached the most mature level as identified in the commission's rubric for institutional effectiveness. Department and program level curriculum review is conducted on a cycle such that all courses are evaluated over a six-year period. Curriculum balance is discussed and planned at the administrative, department, and program levels and is thoroughly reviewed by the Curriculum Review Committee. Resource allocations, including those of the Budget Committee, the Dean's Council for IELM funding, the VTEA Committee, Facilities Committee, and Faculty Hiring Priorities are planned and recommended at the committee level, and then adopted by the President's Cabinet.

What had been missing from Mesa's extensive planning processes was twofold: integration of the plans and systematic assessment of those plans. This was addressed initially by the Educational Master Plan, 2007-2011, and then even more extensively by the Strategic Plan approved in October 2009. The strategic plan brought together all of the individual plans under one overarching college plan, and it integrated systematic, cyclical assessment into the process in the form of performance indicators.

Of key importance to meeting the 2004 recommendations, and fostering a culture of evidence, was the creation of a new position that would integrate District research with campus research. The position of Campus-Based Researcher was created and filled in 2006. This position serves the needs of the College, while working in conjunction with the District for purposes of integration. The Campus-Based Researcher reports directly to the Dean of Instructional Services, Resource Development, and Research, who oversees the research needs for the College. Concurrent with the creation of this position was the reformulation of the campus Research Committee tasked with Student Learning Outcome assessment and institutional effectiveness assessment. Both the Dean and the Campus-Based Researcher are active members of the Research Committee. (I.B-11)

As discussed in the introduction to IB, concurrent with the Educational Master Plan, was the development of the assessment piece for the campus. The first Research Planning Agenda was created by the Research Committee in 2007, updated in 2008 and 2009, and had its own (i) Goals, (ii) Strategic Initiatives, and (iii) Supporting Evidence, Indicators, and Measures. It informed planning at all levels. However, the relationship was not clearly institutionalized in terms of performance indicators at the planning level. These measures have now been integrated within the strategic plan to form the college-level core indicators of effectiveness. They include numerous measures within the following indicators: Equity/Access; Engagement/Retention; Persistence; Success; and Institutional Effectiveness. The intent is to have program level indicators that mirror these college level indicators developed for the Program Review level. A

college-wide pilot to test the relationship between planning and resource allocation was undertaken during the fall 2009. The results of this pilot have been reported previously as part of Standard IB, pages 145-146.

Evaluation

The College has been focused upon addressing this standard and the recommendations made by the evaluation team in 2004. Integration of planning with resource allocation, and the creation of a systematic assessment cycle, has been in forefront of the College's institutional effectiveness efforts and was tested during the fall 2009 in the form of a pilot project. But the process has been one of growth. There has been the development of an Educational Master Plan and Research Planning Agenda, both of which were thought to be the answer. However, upon reflection and informed by the commission's rubric and by the literature, the College returned to the plans to fully integrate them in an overarching strategic plan with integrated performance indicators that are systematically assessed, analyzed, and acted upon. Although this process has taken much effort, it is to be expected in terms of a change this large. It probably had to be sequential and evolutionary as the College moved toward a higher level of institutional effectiveness.

To address the integration of its planning processes as well as linking planning to resource allocation, Mesa first created its Educational Master Plan, 2007-2011. However, the College recognized that this direction required some revision and worked in earnest to produce an integrated planning framework. Using the College's existing Program Review process and program plans, an integrated planning cycle and resource allocation model was designed. A pilot project to link planning and resource allocation tested the new model. The College has entered a continuous quality improvement cycle using the findings from this pilot to develop, discuss and then implement the next stages during the spring 2010.

The culture of evidence that has been created at Mesa following the 2004 Self Study is probably the most telling in terms of change. First, there is the formal Research Planning Agenda that is tied to the vision, mission, and values statements and that states what we do and how we measure it. That this agenda was revisited and revised eighteen months after it was created speaks to the continuous improvement effort to assess, analyze, and act upon data. The creation of the Guidelines for Implementing the Research Planning Agenda is also an important milestone, as it clarified for all campus stakeholders the nature of the research agenda, including levels of data sensitivity, data access, security, use, and dissemination. End users go through training to understand the ramifications of data.

Student Learning Outcomes are now in the process of being assessed and acted upon, which is clearly part of the culture of evidence that now exists at Mesa. Program Review includes data reporting and analysis. Administration, departments, and programs make use of crucial enrollment data to inform decision making regarding efficiency while ensuring breadth and commitment to the curriculum. The Basic Skills Initiative has brought a whole level of inquiry with it. The Basic Skills Committee meets on a regular monthly basis and conducts an annual assessment and then meets to evaluate the resulting data used to make decisions in their programs and courses. The College is changing the way it operates. If anything, stakeholders are becoming even more demanding in their need for data and the office of research is working to meet this need. (I.B-12)

To ensure college-wide, fair, unbiased access to research, the Dean of Instructional Services, Resource Development, and Research reports directly to the President for matters of research. To ensure full integration with the District, the dean meets regularly with the District Director of Institutional Research and Planning and sits on the District-wide Research Committee. There is a decided effort to provide Mesa with the data and research that it needs. To ensure that

everyone has access to workshops on how to use data in their various applications, the dean, Campus-Based Researcher, and numerous faculty and staff members have developed and provided numerous professional development activities.

The College meets this standard.

Standard I.B.4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Description

The Mesa College strategic plan provides the overview for all planning on campus as all planning at the micro level informs the macro level, and vice versa. It is through this relationship that goals and objectives are established and integrated plans, such as the Educational Master Plan, Information Technology Strategic Plan, and Program Review, are created. These plans are implemented and assessed in order to inform the established performance indicators in the greater plan, which informs institutional effectiveness. At question here is how this occurs in a manner in which participation is broad-based, resource allocation is informed by planning, and the result is improved institutional effectiveness.

The breadth of involvement in planning is clearly evidenced in the participatory governance model of decision making at Mesa College. As stated previously, the nexus for strategic planning and decision making is President's Cabinet, which is a participatory governance group with representation from all governance bodies. In addition, the Academic and Classified Senates and the Associated Student Government provide broad participation within their governance groups and committee memberships.

Within each of the three divisions and eight schools on the campus there is internal planning as well. In the Student Services Division, as with all divisions, planning begins with Program Review. The Student Services Leadership Team's two deans, the director of EOPS/STAR/CARE, and the Program Activity Manager of Disability Support Programs and Services work with their faculty and staff to review their plans and identify funding needs, which become the basis for their annual budget requests. Approval for the requests is done by the Vice President, Student Services, who then forwards it to the President for final approval. The Mesa Student Services Council meets regularly and provides input for decisions related to strategic planning and resource allocation. Each spring the Council participates in an all-day planning retreat, which includes brainstorming strategies for evaluating services and identifying any recommendations for changes to resources. To assure the process, Student Services created the Categorical Allocation Funding Manual in 2008-2009. The purpose was to (a) create a transparent budget allocation process for categorical funds; (b) seek broad input regarding projects/activities to be funded; (c) create a process that was streamlined and comprehensive; and (d) link every dollar to their outcomes and plans. (I.B-13)

Within the Instructional Division, planning and resource allocation begins at the department/program level. This academic planning starts with the Program Review process. Under the leadership of the Dean, who works with appropriate department chair, lead faculty writers as well as other interested faculty and staff members, departments and/or program funding priorities are identified. These resulting requests are supported by College and department/program data provided by the campus' Research Office and Program Review findings. The Instructional Deans' Council meets on a regular basis to review and discuss these funding priorities. During these meetings, the nine deans and the Vice President of Instruction make funding recommendations based upon the documented needs of the departments/programs in the individual schools. Through their program plans, these requests are then forwarded to the appropriate college-level participatory governance committee, such as IELM,

VTEA, RAC and eventually, the President's Cabinet, where these requests are evaluated from a campus perspective; then resource allocations are made.

Another important facet of planning and resource allocation occurs in the development of the College's schedule of classes. Starting at the District level, the Executive Vice Chancellor of Administrative Services, the Vice Chancellor of Instruction and the Vice Chancellor of Student Services meet with the college Vice Presidents to make recommendations on FTES allocation based upon District and college data. These recommendations are then forwarded to the Chancellor's Cabinet, where a final decision is made. Each college is then allocated its respective FTEF for the specific semester. At the college level, the FTEF allocations are discussed at the President's Cabinet and based upon established principles, including the use of campus data and Program Review plans, to plan and develop the schedule. Input from all College areas but primarily from the Vice President of Instruction and the Instructional Deans' Council is considered during this participatory decision-making process.

The Basic Skills Success and Retention Committee has effectively used integrated planning, resource allocation, and evaluation to inform its actions. (I.B-14) At its retreat in 2009, the Committee evaluated data on courses and worked in teams to assess implications and future actions. (I.B-15) In fall 2009, the College had its Basic Skills briefing, including both College and District researchers, and received the 2009 Basic Skills Report, which is a lengthy document reporting on the success of each Basic Skills course and analyzing the various interventions. (I.B-16) The Basic Skills Initiative provides a central point for administering the program, including the Basic Skills Action Plan, which is informed by assessment. (I.B-17, I.B-18)

With the passage of Bonds S and N and the new facilities being built, there has been significant participation in planning and resource allocation by constituents. Although this is discussed at length in III.B, it is also applicable here. In each case, the school or division administrators, faculty, and staff have had a primary role in designing the facility to serve the instructional or service related purpose. In fall 2009, the Allied Health Building opened with state-of-the-art technology and instructional design. The building and learning spaces were designed by the faculty to meet the needs of the curriculum. Fixtures, Furnishings, and Equipment (FF&E) allocation decisions were prioritized by the dean and faculty to assure that these needs were met.

Evaluation

Mesa College has a long history of broad-based inclusive planning. There are numerous venues for planning at the program or service area level, the school level, and the college level. All plans and resource allocations are approved by the participatory governance council, President's Cabinet. Regardless of funding source, resource allocation is informed by planning, with Program Review providing the primary input at the program or service area level. Evaluation of planning and resource allocation occurs through the College's performance indicators, listed in I.B.3.

The creation of the overarching, integrated strategic plan over the past two years has been inclusive; it was of primary importance at the 2008 and 2009 President's Cabinet Retreats. The way in which planning informs resource allocation was well established, in that allocations were based upon Program Review, but it was not always clearly so. With the integrated planning and resource allocation model within the strategic plan, it is in the process of becoming more clearly articulated.

The College meets this standard.

Standard I.B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Description

The College uses documented assessment results to communicate matters of quality assurance to appropriate constituencies. These include a wide array of measures, such as (1) Accountability Reporting for the Community Colleges (ARCC), which is required by the state and reports longitudinal performance in Basic Skills, success, and completion measures; (2) Student Equity Report, which is made available to all stakeholders and provides the breakdown of student performance according to age, gender, and ethnicity by department; (3) Mesa College Fact Book, which provides annual data, broken down by age, gender, and ethnicity, and for persistence, success, retention, GPA, awards conferred, and transfer; and (4) Mesa College High School Pipeline Report, which provides longitudinal data on student performance for those students coming through the area feeder schools. (I.B-19, I.B-20, I.B-21, I.B-22) Other assessments include (1) the annual Student Learning Outcomes Survey, which tracks the progress made at the department level in completing the Student Learning Outcomes Assessment Cycle; (2) the Community College Survey of Student Engagement, which measured the level of engagement students had in their learning experience at the College; (3) Point of Service Surveys, which measure the level at which various college services are meeting the needs of students and employees; and (4) Employee and Student Surveys, which measure the perception and level of satisfaction that the constituencies have with services, instruction, resources, governance, and other practices. (I.B-8.a, I.B-8.b, I.B-23, I.B-24, I.B-25, I.B-26, I.B-27) The College has many other assessments as well.

The College is committed to transparency and makes public its assessments through the District Institutional Research website and the College website, various committee, task force and forum meetings, and in print for general distribution. (I.B-28, I.B-29) In the case of the Employee Perception Survey and Student Satisfaction Survey, the College held public briefings for constituents to attend. (I.B-30, I.B-31) The same was true for the Basic Skills Report. The College publishes an annual report that is made available in print and via the College website. In addition, the President, Vice President of Instruction, and the Vice President of Student Services provide regular reports and monthly updates of activities to the campus community. The President sends a weekly email update to the College, which is also uploaded to the website and archived. In it, she discusses various reports and other actions taken by President's Cabinet and various activities on campus. President's Cabinet is the venue for central decision making and is open to all College constituents.

The College Public Information Officer works to assure that campus publications convey to the College and the community information about institutional quality. In addition, the President is active on a number of community committees, including San Diego Imperial Counties Community Colleges Association, San Diego Drop-Out Task Force, and San Diego Workforce Investment Board. In addition, many of the programs at the College have advisory boards, particularly in the vocational programs, and information about effectiveness is communicated to the public in this way.

Evaluation

The College does an effective job of disseminating documented assessment results to communicate matters of quality assurance to appropriate constituencies.

The College meets this standard.

Standard I.B.6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

Description

The College assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, those parts of the cycle using institutional and research findings. As described in I.B, to test the implementation of its new planning model, the College developed and conducted a pilot project during the fall 2009. Two sources of information will be used to improve the process. First, the feedback collected from all participants will be compiled. Next, the results of a survey developed to collect input from the programs and service that were a part of the pilot will be generated. This information will be used by the Academic Affairs Committee during the spring 2010 semester to establish principles and guidelines for the next steps in the process.

Evaluation

The College applies the concept of continuous quality improvement to assure the effectiveness of its ongoing planning and resource allocation processes.

The College partially meets this standard.

Standard I.B.7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Description

The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services using a variety of approaches. A major evaluation mechanism for the areas of instruction, student and learning support services is the College's Program Review process. Another vehicle is the recent acquisition of TaskStream which will assist these areas with the management and generation of student learning outcome assessment reports. The collection and use of data from many parts of the College provides yet another way to measure institutional effectiveness. Some examples include enrollment management data, student response forms in the Tutoring Centers, CCSSE and CCFSSSE results as well as comments cards used by the LRC. Faculty evaluations, guided by the current contract, are also a barometer of teaching effectiveness and on-going faculty professional development. Classified staff development is informed by an annual needs assessment to design and offer a two-day, on-campus conference. Finally, specialized accreditations/certifications assess the effectiveness of the College's career-technical programs.

Evaluation

Mesa College has effective mechanisms in place to evaluate the effectiveness of its instructional programs, student support services and library and other learning support services.

The College meets this standard.

Planning Agenda for Standard IB: IMPROVING INSTITUTIONAL EFFECTIVENESS

This standard has been and continues to be a major area of focus for the College. Since the previous Self Study and the Focused Midterm Report, Mesa has devoted significant time and effort to respond to the recommendations received relative to institutional effectiveness. An overarching new strategic planning process was developed to provide the integration needed as well as link planning to resource allocation. To test this new model, a pilot was done during the fall 2009. The results of this pilot will guide the next steps in the planning process.

The College's Program Review process has matured into an integrated approach and now encompasses Instruction, Student Services, and Administrative Services. Program Review will continue to be the locus of campus planning and resource allocation. Student Learning Outcomes (SLOs) have followed a similar path with programs and service areas making good progress. TaskStream, a software SLO management package, will continue to assist with the implementation of the SLOAC cycle.

Working with the Campus-Based Researcher, the Research Committee will continue to address issues pertaining to Program Review, Student Learning Outcomes and planning. The training of the Committee membership to act as liaisons to the College will assist in the building of Mesa's culture of inquiry.

The College has identified three areas to address within the scope of this standard and recommends:

1. reviewing, developing and implementing the findings from the pilot to link planning and resource allocation;
2. revisiting, updating and revising the Education Master Plan; and
3. exploring mechanisms to integrate the three measures of institutional effectiveness; planning, Program Review, and Student Learning Outcomes.

Standard IB Evidence

I.B-1	Educational Master Plan 2007-2011
I.B-2	Research Planning Agenda, 2009-2010
I.B-3	San Diego Mesa College Policy on the Genesis, Development and Application of Student Learning Outcomes
I.B-4	Focused Midterm Report, 2007
I.B-5	Academic Senate Minutes –Sample
I.B-6	Mesa College Catalog –Academic Programs with Program SLOs
I.B-7	Guidelines for Implementing the Research Planning Agenda, 2009-2010
I.B-8.a	SLO Survey 2008
I.B-8.b	SLO Survey 2009
I.B-9	Mission, Vision, and Values Statements, 2009
I.B-10	Strategic Plan: Integrated Planning Framework (9/3/09)
I.B-11	Research Committee Minutes –Sample
I.B-12	Research Office Research Request Log
I.B-13	Categorical Allocation Funding Manual, 2008-2009
I.B-14	Basic Skills Success and Retention Committee
I.B-15	Basic Skills Retreat Data, 2009
I.B-16	Basic Skills Report, 2009
I.B-17	Basic Skills Initiative: http://www.sdmesa.edu/basic-skills/index.cfm
I.B-18	Basic Skills Action Plan, 2009
I.B-19	Accountability Reporting for the Community Colleges, 2009 Self Evaluation
I.B-20	Student Equity Report 2008
I.B-21	Mesa College Fact Book 2009
I.B-22	Mesa College High School Pipeline Report 2009
I.B-23	Program Review Years 1-5 Handbook 2009
I.B-24	Community College Survey of Student Engagement Results and Briefs 2008
I.B-25	Point of Service Surveys, 2009: http://research.sdccd.edu/pages/225.asp Samples for Counseling, LRC, and Reprographics
I.B-26	Employee Perception Survey 2009
I.B-27	Student Satisfaction Survey 2009
I.B-28	SDCCD Institutional Research website: http://research.sdccd.edu/pages/1.asp
I.B-29	Mesa College Institutional Research website: http://www.sdmesa.edu/institutional-research/index.cfm
I.B-30	Employee Perception Survey 2009 Briefing to the College
I.B-31	Student Satisfaction Survey 2009 Briefing to the College