

STANDARD
II.C EXCERPT
(formerly II.B)

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

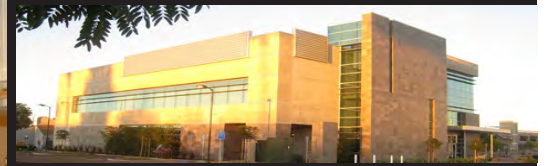
To inspire and enable student success in an environment that is strengthened by diversity, is responsive to our communities, and fosters scholarship, leadership and responsibility.

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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STUDENT LEARNING OUTCOMES EVIDENCE

INTRODUCTION

San Diego Mesa College is in varying stages of developing and assessing Student Learning Outcomes (SLOs) and Administrative Unit Outcomes (AUOs) at the course, program, service area and degree level. The following report describes evidence gathered to date, how it is being used, and what plans exist for the continued expansion of this effort. The College initiated its SLOs and AUOs at the program and service area levels. Faculty and staff are using TaskStream to map program/service area level SLOs and AUOs to the course and degree levels. More detail concerning SLOs and AUOs can be found in the appropriate parts of Standard IB and IIA.

The goal of the Student Learning Outcomes (SLO) Survey 2009 was to gauge the progress, needs, and perceptions of all Instructional, Student Services, and Administrative Services programs/service areas, referred to in this report as units, concerning Administrative Unit Outcomes (AUOs) and Student Learning Outcomes (SLOs). For the sake of brevity, the term “SLO” is used in a broad sense throughout this report to refer to both AUOs and SLOs. The purpose of the last year’s survey was to collect baseline data. The College administers the survey annually to measure progress over time.

METHODOLOGY

The original survey instrument was created in Spring 2008 and administered to the Research Committee, SLO Subcommittee, and Program Review Committee for feedback. Based on feedback from the Dean of Research and SLOAC Coordinator, the 2008 instrument was refined, and the finalized version of the SLO Survey 2009 appears in Appendix C. The survey was primarily conducted online via web-based survey software, and a follow-up paper survey administration also occurred. Survey invitations were distributed via email to all designated unit SLO contacts on October 26, 2009. Two reminder emails were sent, and the survey closed on November 20, 2009, for a four-week administration timeframe.

As this was a census survey, non-respondents were contacted after the official survey timeframe and encouraged to respond. Since the online survey had closed by this time, late respondents completed paper surveys. Responses were received from the designated SLO contacts for all 70 units by January 2010. Programs were unlikely to have made marked progress with SLOs from late November through January due to holiday breaks. Therefore, the extended timeframe for data collection is not of significant concern.

Of the 70 units that responded, 53 (76%) were Instructional, 12 (17%) were from Student Services, and 5 (7%) were from Administrative Services. Changes from last year’s respondent profile include the addition of the Cooperative Work Experience Program (Instructional) and the addition of five Administrative service areas.

HIGHLIGHT OF THE FINDINGS

Progress in the Student Learning Outcomes Assessment Cycle (SLOAC)

The Mesa College Student Learning Outcomes Assessment Cycle (SLOAC) for 2009 comprises four steps, reduced from the five steps in 2008 due to the assumption that all units have written their SLOs:

Step1. The program-level/service area-level SLOs to be assessed and ways to assess them have been identified, i.e., your unit has discussed assignments or activities through which the outcomes can be assessed.

Step 2. Assessment of the program-level/service area-level SLOs for at least one course or service area activity/event has been conducted. A shared rubric has been adopted and used to measure the students' levels of facility with the SLO.

Step 3. Results of the assessment have been documented and analyzed and any necessary changes determined, i.e., the results have been translated into "action plans" for improved learning in the future via changes in program design, instruction or service.

Step 4. The next iteration of the SLO assessment cycle, starting again with Step 1, has begun.

With regard to the four steps in the SLOAC, respondents were instructed as follows: *For your unit, please indicate whether each step in the program-level / service area-level SLO assessment cycle is COMPLETED, IN PROGRESS, or NOT STARTED. If you are unsure or unaware for any of these steps, please select PROGRESS UNKNOWN.*

Of the 70 units, 32 units (46%) have "Completed" Step 1, while 27 units (39%) have "Completed" Step 2. Units were in varying stages of development with regard to Step 3, and half (n = 34 out of 68 item respondents) have "Not started" Step 4 (see Table 4). Compared to the 2008 baseline data, marked progress has been made in all areas of SLOAC. Tables 1 and 2 in Appendix A provide a snapshot of where each unit stands with regard to the four steps in SLOAC, while Table 3 provides an overall view of the College's progress compared to the 2008 baseline data.

SLO Assessment

Based on their responses to unit progress in the SLOAC, respondents were routed to the appropriate questions. Respondents were only asked questions pertaining to those steps in the SLOAC with which their units were "COMPLETED". Please note that Administrative Services adopted their AUOs in 2009 and have not yet begun the assessment portion of SLOAC.

On the Instructional side of the house, when asked, "Have course-level SLOs been adopted for the courses listed?" 18 of the 20 (90%) item respondents replied "yes" while 2 of the 20 (10%) item respondents replied "no." In Student Services, 2 of the 3 (67%) item respondents replied "yes" and 1 of the 3 (33%) item respondents replied "no" (see Table 4).

Of the 21 Instructional units that completed Step 2 in SLOAC, 17 units (81%) indicated that they used a shared, unit-wide rubric to measure their SLOs and 4 units (19%) indicated that they did not (see Table 4). Of the 6 Student Services units that completed Step 2 in SLOAC, 2 units (valid 40%) indicated that they used a common, unit-wide rubric to measure their SLOs and the remaining 3 (valid 60%) indicated that they did not while 1 unit declined to respond (see Table 5).

Respondents were asked to indicate whether their units conducted direct assessment, which involves observable demonstrations of student learning; indirect assessment, which involves self-reported student learning; or both. Of the 27 College units that completed Step 2 in SLOAC, 17 units conducted direct assessment only (15 Instructional units and 2 Student Services units), 4 units conducted indirect assessment only (3 Instructional units and 1 Student Services unit), and 6 units conducted both kinds of assessment (3 Instructional units and 3 Student Services units) (see Table 6).

Among the 23 units that conducted direct assessment, the most popular direct assessment activities were common exam questions and written or oral reports, used by 10 units each (43%), followed by course-embedded assessment and "other activities not listed", both of which were used by 7 units each (30%) (see Table 7). Units may have used a variety of direct assessment activities.

Among the 10 units that conducted indirect assessment, 9 units administered surveys and 1 unit conducted interviews (see Table 8). Units may have used more than one type of indirect assessment activity.

Of the 15 units that completed a full cycle of SLO assessment and began another cycle, 7 units (47%) kept the same SLOs and assessment methods from one iteration of the cycle to the next while 8 units (53%) modified their SLOs and/or assessment methods (see Table 9).

Dialogue and Praxis

Seven Likert-scale items were constructed based on the Student Learning Outcomes rubric provided by the Accrediting Commission of Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC). These items focus on dialogue and praxis, defined as the intersection of reflection and action.

Descriptive data for these seven items are shown in Table 10 and are compared with the 2008 baseline data in Table 11. According to a paired-samples t-test, the 2009 means on four of the seven items were significantly higher ($p < .05$) than last year's 2008 baseline means, bringing the means for all seven items above 3.0 in 2009 (based on a 4-point Likert rating scale). The items which showed statistically significant improvement from last year to the current year of 2009 stated (in order of appearance on the survey instrument): 1) dialogue about student learning involves all faculty/staff in my unit; 2) the dialogue that occurs in my unit about student learning is robust; 3) Student Learning Outcomes assessment occurs in a systematic fashion in my unit; and 4) results of Student Learning Outcomes assessment are used for continuous quality improvement in my unit.

Units Requesting Assistance from the SLO Committee

Table 12 lists the units that requested assistance with the various stages of the SLOAC. Five units requested assistance from the Committee with selecting an SLO to be assessed and a way to assess it (Step 1), 15 units need help assessing the selected SLO (Step 2), 12 units would like assistance documenting and analyzing the data (Step 3), and 14 units requested assistance with starting the next iteration of the SLOAC (Step 4).

Decisions Informed and Actions Prompted by SLO Assessment Results

Respondents from all units were asked, *Please describe any decisions informed or actions prompted by your documented program-level / service area-level SLO assessment results.* Verbatim responses are listed in Appendix B.

Unique Circumstances or Challenges

Respondents from all units were asked, *Please use this space to elaborate on any of your responses to the [survey] questions. You may also use this space as an opportunity to tell us about any unique circumstances or challenges your unit has faced.* Verbatim responses are listed in Appendix B.

SUMMARY

The SLO Survey gathered data regarding progress among all College units on the four steps of the Student Learning Outcomes Assessment Cycle (SLOAC) listed below:

Step1. The program-level/service area-level SLOs to be assessed and ways to assess them have been identified, i.e., your unit has discussed assignments or activities through which the outcomes can be assessed.

Step 2. Assessment of the program-level/service area-level SLOs for at least one course or service area activity/event has been conducted. A shared rubric has been adopted and used to measure the students' levels of facility with the SLO.

Step 3. Results of the assessment have been documented and analyzed and any necessary changes determined, i.e., the results have been translated into "action plans" for improved learning in the future via changes in program design, instruction or service.

Step 4. The next iteration of the SLO assessment cycle, starting again with Step 1, has begun.

Of the 70 units, 32 units (46%) have "Completed" Step 1 – Choose an SLO and a way to assess it, while 27 units (39%) have "Completed" Step 2 – Conduct assessment of your chosen SLO. Units were in varying stages of development with regard to Step 3 – Document and analyze SLO assessment data, and half (n = 34 out of 68 item respondents) have "Not started" Step 4 – Begin the next iteration of SLOAC (see Table 4). Compared to the 2008 baseline data, marked progress has been made in all areas of SLOAC. Of those units that have completed Step 2 – Conduct assessment of SLOs, the strong majority of College units have adopted course-level SLOs and used a shared unit-level rubric to assess their chosen SLOs. Units used a mix of direct and indirect assessment methods. Direct assessment activities varied from unit to unit, whereas almost all units who engaged in indirect assessment conducted surveys. Regarding the items on a four-point Likert scale pertaining to dialogue and praxis about SLOs, the results of a paired-sample t-test comparing the 2008 baseline means and the 2009 means suggest that the College has made significant progress in four areas, all of which happen to be the areas in which the College scored lowest on the 2008 SLO Survey. The four items stated, "Dialogue about student learning involves all faculty/staff in my unit"; "The dialogue that occurs in my unit about student learning is robust"; "Student learning outcomes assessment occurs in a systematic fashion in my unit"; and "Results of student learning outcomes assessment are used for continuous quality improvement in my unit." Also, compared to 2008 survey results, in 2009, many more units requested assistance with all steps of the SLOAC.

APPENDIX A. TABLES

Table 1 of 2

Unit progress in SLOAC: Step 1 completed

STEP 1	STEP 2	STEP 3	STEP 4	What is the official title or name of your unit?
Completed	Completed	Completed	Completed	Chemistry
				Communication Studies (Speech)
				Languages
				Mathematics
				Student Health Services
				Transfer Center
			In progress	Accounting
				Business
				Disability Support Programs and Services
				Economics
				Financial Aid
				Marketing
				Music
				Radiologic Technology
				Real Estate
			Not started	Physical Education
		In progress	Not started	Assessment and Orientation
				Fine Art
				Philosophy
				Physical Therapist Assistant
				Teacher Education
			In progress	Dance
				Dramatic Arts
		Not started	Progress unknown	Physics Program
			Not started	History
	In progress	Completed	Completed	Cooperative Work Experience Program
		Not started	Not started	Biology
				Computer Business Technology Education (CBTE)
				Physical Sciences (Astr, Geol, Phyn)
			Progress unknown	Computer and Information Sciences
		Progress unknown	Progress unknown	ACP - Math
	Not started	Not started	Not started	Multimedia

Table 2 of 2
Unit progress in SLOAC: Step 1 not completed

STEP 1	STEP 2	STEP 3	STEP 4	What is the official title or name of your unit?
In progress	In progress	In progress	In progress	American Sign Language / Interpreter Training Program
				Anthropology
				Engineering
				Evaluations
				Medical Assisting
				Nutrition
			Not started	ACP - Political Science
				Consumer Studies
		Not started	Not started	Black Studies
				Hospitality
				Learning Resources Center
				Psychology
				Student Affairs
			Progress unknown	Animal Health Technology
			In progress	Admissions/Records & Veterans
				Fashion Program
	Not started	Not started	Not started	Chicano Studies
				Child Development
				Counseling
				Geographic Information Systems
				Political Science
				Sociology
		In progress	Not started	EOPS
	Completed	Completed	In progress	Career Center
			Not started	Dental Assisting
	Progress unknown	Not started	Not started	Reprographics
				Stockroom
		Progress unknown	Not started	Tutoring
Not started	Not started	Not started	Not started	Employment/Payroll/Admin/Tech Support & Information Services
				Architecture
				Business Services
				Interior Design
	In progress	Not started	Not started	English
Progress unknown	In progress	In progress	In progress	Geography
	Progress unknown	Progress unknown	Progress unknown	Building Construction Technology
				Health Information Technology
				Student Accounting Office

Table 3
Overall institutional progress in SLOAC

	Completed		In progress		Not started		Progress unknown		Total	
	% in 2008	% in 2009	% in 2008	% in 2009	% in 2008	% in 2009	% in 2008	% in 2009	Total # in 2008	Total # in 2009
Step1. The program-level / service area-level SLOs to be assessed and ways to assess them have been identified, i.e., your unit has discussed assignments or activities through which the outcomes can be assessed.	35%	46%	56%	41%	8%	7%	1%	6%	66	70
Step 2. Assessment of the program-level / service area-level SLOs for at least one course or service area activity/event has been conducted. A shared rubric has been adopted and used to measure the students' levels of facility with the SLO.	20%	39%	38%	34%	39%	19%	3%	9%	66	70
Step 3. Results of the assessment have been documented and analyzed and any necessary changes determined, i.e., the results have been translated into "action plans" for improved learning in the future via changes in program design, instruction or service	12%	28%	15%	25%	70%	42%	3%	6%	66	69
Step 4. The next iteration of the SLO assessment cycle, starting again with Step 1, has begun.	8%	10%	18%	31%	70%	50%	5%	9%	66	68

Table 4
Course-level SLOs

		Instructional Programs		Student Services	
		Count	Row %	Count	Row %
Has your unit adopted course-level SLOs?	Yes	18	90%	2	67%
	No	2	10%	1	33%
	Total	20	100%	3	100%

Table 5
Use of unit-wide rubric in completion of SLOAC Step 2

		Instructional Programs		Student Services	
		Count	Row %	Count	Row %
Were your SLOs measured using a common, unit-wide rubric? (Although the assessment activities may have varied, the rubric was the same).	Yes	17	81%	2	40%
	No	4	19%	3	60%
	Total	21	100%	5	100%

Table 6

Use of direct and indirect assessment in completion of SLOAC Step 3

		Instructional Programs		Student Services		Total College-Wide	
		Count	Column %	Count	Column %	Count	Column %
What kind of program-level / service area-level SLO assessment did your unit conduct?	Direct assessment ONLY	15	71%	2	33%	17	63%
	Indirect assessment ONLY	3	14%	1	17%	4	15%
	BOTH direct and indirect assessments	3	14%	3	50%	6	22%
	Total	21	100%	6	100%	27	100%

Table 7

Direct assessment conducted in SLOAC Step 3 (23 programs / service areas)

	Count	Row %
Capstone projects (final projects which synthesize essential course objectives)	3	13%
Common exam questions (items designed to elicit student understanding of essential course objectives)	10	43%
Course-embedded assessment (representative student work generated in response to typical course assignments)	7	30%
Performance exams (e.g., external licensing examinations)	3	13%
Portfolios (collections of student work which demonstrates growth and development over time)	2	9%
Reports, written or oral	10	43%
Other activities not listed above	7	30%

Table 8

Indirect assessment conducted in SLOAC Step 3 (10 programs / service areas)

	Count	Row %
Surveys	9	90%
Focus groups	0	0%
Interviews	1	10%

Table 9

Restarting the cycle in completion of SLOAC Step 4

		Count	Column %
As you began another SLO assessment cycle this year, what happened to your program-level / service area-level SLOs and the methods you chose to assess them?	We kept the same program-level / service area-level SLOs and assessment methods from one iteration of the cycle to the next.	7	47%
	We modified our program-level / service area-level SLOs and/or assessment methods from one iteration of the cycle to the next.	8	53%
	Total	15	100%

Table 10
Dialogue and praxis: Frequencies

	Strongly disagree		Disagree		Agree		Strongly agree		Total
	Count	Row %	Count	Row %	Count	Row %	Count	Row %	
Dialogue about student learning occurs on an ongoing basis in my unit.	0	0%	9	13%	34	50%	25	37%	68
Dialogue about student learning involves all faculty/staff in my unit.	0	0%	8	12%	36	54%	23	34%	67
The dialogue about student learning that occurs in my unit is robust.	1	2%	8	12%	36	55%	21	32%	66
Student learning improvement is a visibly high priority in my unit.	0	0%	6	9%	32	47%	30	44%	68
Student learning outcomes assessment occurs on an ongoing basis in my unit.	0	0%	12	18%	30	45%	25	37%	67
Student learning outcomes assessment is conducted in a systematic fashion in my unit.	1	2%	14	21%	32	48%	19	29%	66
Results of student learning outcomes assessment are used for continuous quality improvement in my unit.	0	0%	11	17%	30	45%	25	38%	66

Table 11
Dialogue and praxis: Comparison of 2008 and 2009

*Note: n represents number of paired responses from 2008 and 2009. Please note that Administrative Services was not included in the 2008 SLO Survey administration.

	Comparison of 2008 (Baseline) Means and 2009 Means		
	2008 MEAN	2009 MEAN	Sig.
Dialogue about student learning occurs on an ongoing basis in my unit. (n = 65)	3.20	3.22	No
Dialogue about student learning involves all faculty/staff in my unit. (n = 64)	2.97	3.22	p < .05
The dialogue about student learning that occurs in my unit is robust. (n = 61)	2.79	3.15	p < .05
Student learning improvement is a visibly high priority in my unit. (n = 64)	3.33	3.36	No
Student learning outcomes assessment occurs on an ongoing basis in my unit. (n = 63)	3.06	3.22	No
Student learning outcomes assessment is conducted in a systematic fashion in my unit. (n = 62)	2.82	3.06	p < .05
Results of student learning outcomes assessment are used for continuous quality improvement in my unit. (n = 61)	2.90	3.26	p < .05

Table 12
Units requesting assistance from SLO Committee

Step in which assistance is requested	Unit requesting assistance
Step 1. The program-level / service area-level SLOs to be assessed and ways to assess them have been identified	Child Development Health Information Technology Student Accounting Office Student Health Services Tutorial Centers
Step 2. Assessment of the program-level / service area-level SLOs for at least one course or service area activity/event has been conducted	Employment/Payroll/Admin/Information Services & Tech Support Architecture and Environmental Design Black Studies Business Services Chicano Studies Department Child Development Computer Business Technology Educ Dental Assisting Geography Health Information Technology Stockroom Student Accounting Office Student Affairs Student Health Services Tutorial Centers
Step 3. Results of the assessment have been documented and analyzed and any necessary changes determined	Admissions/Records & Veterans Anthropology Architecture and Environmental Design Chicano Studies Department Child Development Dental Assisting Health Information Technology Student Accounting Office Student Affairs Student Health Services Testing and Orientation Tutorial Centers
Step 4. Continue the cycle	Animal Health Technology Architecture and Environmental Design Child Development Counseling Dance Dental Assisting Fashion Program Health Information Technology Physical Sciences (Astr, Geol, Phyn) Physical Therapist Assistant Student Accounting Office Student Health Services Teacher Education Program Tutorial Centers

APPENDIX B. OPEN-ENDED RESPONSES

All comments are verbatim and have not been edited except to protect the identity of a specific person. Identifiable information has been replaced with asterisks (***)

Please describe any decisions informed or actions prompted by your documented SLO assessment results.

Assessment still in progress

assessments have not yet begun. Process still in progress.

Change of workshop format to more interactive small group sessions. Focus more on student autonomy rather than simply providing information. Focus on access to resources.

Changes in assessment questions and addition of learning activities to one course

Completed 5 year assessment cycle in 2008. Met with our program assessment committee and revamped our goals (SLO's) and restructured some measurement tools. In process of new assessment cycle #1.

Decided to use same test in different PE classes during Spring semester 2010. Same SLO will be assessed in spring. 2nd SLO will begin assessment in Fall 2010.

Issue arose through analysis of spring 2009 presurvey results. While students taking work experience for the second time did rate their ability to write SMART learning objectives higher than students who had not taken the course before, the difference was minimal. We discussed this at our fall instructor meeting. Then, implemented the following: Instructors were to review how the orientation presentations and program materials could be improved in order to help students with the development of SMART objectives. Actions included putting the student handbook in PDF format and sending it to students so they could read it prior attending orientation. We are also changing the format of our learning objectives worksheet.

No decisions made at this time

One instructor found that student repeat performance of homework improved exam results. Another instructor will increase the question and answer sessions to improve learning opportunities; also, assignments will be changed to assure a better grasp of financial statement analysis and lecture on select topics will be increased.

Prompted training for writing rubrics

Still discussing data collection methods. Have held surveys for 2 semesters. We are comparing results and deciding if the measuring tool is effective.

The FA office collects a great deal of data, the question is how best to use that data, what does the data show us, and what data should we collect to provide a clearer picture of what our students may be learning from their FA experiences. It was decided to create and track data in the area of Student Academic Progress. The ability of the student to analyze their academic issues, seek counseling advice, communicate their issues in writing clearly and devise a plan of action is essential for a successful outcome of the Appeal process. A log template was devised where each of the Financial Aid Technicians would be able to keep statistics on these various elements as they relate to Appeal denials and approvals. The number of Appeal approvals, denials and reasons for denial are logged after each weekly Appeal meeting. The logs are examined at the end of each semester by the Financial Aid Officer and statistics are compiled. After the statistics are analyzed and discussed, recommendations are made to change elements of the Appeal communication process to help lower the percentage of Appeal denials due to unclear student communication, or any other issue which becomes apparent.

We also used the state exam results

Please use this space to elaborate on any of your responses to the above questions. You may also use this space as an opportunity to tell us about any unique circumstances or challenges your unit has faced.

As a result of the evidence several new tactics were used to help students with their Appeal process: -A "Helpful Hints" sheet was prepared to make sure students realize why they need to appeal, and to help guide them in writing their Appeal letter. Issues covered include: Completion rate, Low GPA, Prior Degree and attempting more than 90 units. The effectiveness of this handout has been tracked through many semesters and the form is adjusted when the SLO analysis results indicate a need. -Additional information was added to the Appeal Cover Sheet and the actual Appeal Form to continue to make the Appeal process as transparent and comprehensible as possible. -Financial Aid Adjunct counselors have been hired to work specifically with Appeal students. In former years Counseling was unable to complete Student Education Plans for Appeal students during several months in the summer due to their own high office impact. Counselors were also unavailable to assist on the Appeal committee from mid-July, when students are initially notified that they need to appeal, until mid-September. In order to make sure all student appeals were treated with academic equality it was decided that an academic counselor needed to be present for each Appeal Committee meeting. - Communication at the Financial Aid front counter has been enhanced as a result of the new written material included with the Appeal Form. Students are instructed to read the information, make sure they understand why they need to appeal and ask questions of the office staff. They are now able to receive their Appeal decision verbally without having to wait for e-mail or letter confirmation. Challenges: Every year the pieces of information which students seem to have difficulty with seem to change. We are constantly having to identify new student perception issues and try to amend verbage for better understanding. It is an on-going process. Whenever we think we have an element ideally worded, the government makes a change and we need to start over.

Assessing a course per term as originally proposed by *** appears manageable. Putting the assessments on Task Stream, which I believe will consume much time and help desk assistance is another matter. Also, the goal of having all courses assessed by the end of 2010 and put on Task Stream is not feasible in light of the work load issue. In this department, 30 courses are offered of which 21 (70%) are taught solely by adjuncts. In our view, only the teacher can assess the course. The developing consensus is that the current SLO assessment process needs serious reevaluation.

Budget initiations have scaled back the types of outreach done and adjustments had to be made which has slowed the process. Also, the move to the Modular Village interrupted the flow of the office as adjustment to the new environment continues

I DO NOT REMEMBER WHAT THE SLO FOR THE COURSES WERE, OR IF THEY WERE EVEN DEVELOPED. WE HAVE DISCIPLINE SLO THAT CAN BE FOUND IN THE MESA CATALOG. NOR DO I REMEMBER WHICH COURSES WERE ASSESSED. ANOTHER PERSON IN THE DEPARTMENT HAS THAT INFORMATION AND HE IS UNAVAILABLE RIGHT NOW. I DO NOT HAVE THE SLO RESULTS; SOMEONE ELSE IN THE DEPARTMENT HAS THEM AND HE IS UNAVAILABLE RIGHT NOW.

I have no idea how SLOs for tutoring can be measured

I only teach in the Fall semester, so I've been out of the loop.

*** met with our department 11/16/09. Immensely helpful and will help again as needed. We will be tying in our implementation steps with our january department meeting.

Last two items not filled out due to previous answers regarding status. I will be discussing with Dept. Chair.

My department is one of the ones with a fair amount of resistance to the SLO process and assessment cycle; because ***, perhaps they expect me to "do it all for them." Planning has been sporadic at best. Perhaps if we had a liaison from the "new" SLO Committee, complete with due dates, we could get moving.

Our area affects student learning outcomes indirectly. We strive to provide best customer service so faculty & staff can concentrate on student needs & success.

Q9 - Laboratory practice exams

Regarding the questions below: Student learning outcomes and their assessment have always been a vital part of our teaching and learning even before the current accrediting cycle. Long before SLOs were a fad, we developed and modified courses, creating teaching and learning techniques that addressed student needs to assure their success. We accomplished this in a more timely and comprehensive manner than prescribed by the current SLO cycle mandate. The SLO cycle as prescribed by the ACCJC is a time consuming, gross over simplification of our traditional assessment and is therefore detrimental to our teaching. The assessment of three or four concepts in our department is perfunctory at best and could never replace our current methods of assessment. Therefore when we choose to agree with the following statements it is congruent with our time tested methods not with the current mandated and marginally tested SLO cycle. Sorry but I'm new at this program. My supervisor retired and so I'm not sure where she left off. I would have to find her stuff and we moved recently so I'm not sure if I can find them

The language used in this survey should be made very simple to understand regarding the data your seeking to obtain departments. My department makes extended efforts to address many of these issues outside of defined SLO's so its confusing as to what your seeking to obtain. We engage what you define as SLO's into our core curriculum values & standards.

There are many adjunct faculty in CBTE. It is a challenge to train them in taskstream. It is also not clear what the work flow of adjuncts would follow to have the SLO's assessed and recorded. As of now, we think the contract faculty are responsible but we unsure of how to gather the SLO assessment data, judge it and input it for a class we didn't teach.

There are no contract faculty in GIS. I am taking the responsibility for the SLO's for GIS as this program is included in my department (CBTE/MULT/GIS). We were able to write the program SLOs. I cannot assess SLO's in the classroom as I teach in CBTE and MULT.

There are two SLO that I will need help on in assessing.

There is no current discussions being conducted on the status of SLOs in the department. I'm not sure that the courses offered are being are measuring student learning outcomes or if they are utilizing assessment measures. The original energy has waned.

WE ARE MEETING WITH *** TO LEARN MORE ABOUT THE SLO PROCESS.

We need to see how we can assess the AUOs. The rest of the survey does not realte to us. There should have been another box entitled "N/A."

We plan to expand to assess a fourth course

We requested help earlier in the semester, but have worked through the problems and now have a pilot assessment in place for the end of the semester.

We started the inital SLO list during our program review amd identified 5 SLO's. We have attended a SLO workshop/ webinar this semester. Our entire department is moving to new offices and we are totally overwhelmed with planning and are unable to do anything more on SLO's at this time. However, we all are involved with student learning just not in the systematic fashion that this process has asked us to use. (see below)

APPENDIX C. SURVEY INSTRUMENT

San Diego Mesa College Student Learning Outcomes (SLO) Survey 2008

The goal of this survey is two-fold: to learn about the progress that your unit has made in the area of Student Learning Outcomes (SLOs) and to identify any areas of SLOs in which the Mesa SLO Committee might be of assistance to your unit.

In what area of the College does your unit (program or service area) reside?

- ☐ Administrative Services
- ☐ Instructional Programs
- ☐ Student Services

What is the official title or name of your unit? *For units comprising two or more disciplines / service areas, please see your department chair / supervisor if coordination questions arise.*

As of Summer 2009, all college units have adopted their program-level / service area-level SLOs. For your unit, please indicate whether each step in the SLO assessment cycle is COMPLETED, IN PROGRESS, or NOT STARTED. If you are unsure or unaware for any of the steps, please select PROGRESS UNKNOWN.

	☐	☐	☐	☐
Step 1. The program-level / service area-level SLOs to be assessed and ways to assess them have been identified, i.e., your unit has discussed the assessment of your SLOs and chosen assignments or activities through which they will be assessed.	Completed	In progress	Not started	<i>Progress unknown</i>

	☐	☐	☐	☐
Step 2. Assessment of the program-level / service area-level SLOs for at least one course or service area activity/event has been conducted. A common, unit-wide rubric has been adopted and used to measure the students' levels of facility with the SLO.	Completed	In progress	Not started	<i>Progress unknown</i>

	☐	☐	☐	☐
Step 3. Results of the assessment have been documented and analyzed and any necessary changes determined, i.e., the results have been translated into "action plans" for improved learning in the future via changes in program design, instruction or service delivery.	Completed	In progress	Not started	<i>Progress unknown</i>

	☐	☐	☐	☐
Step 4. Continue the cycle, i.e., begin the next iteration of the SLO assessment cycle, starting again with Step 1.	Completed	In progress	Not started	<i>Progress unknown</i>

Please list the program-level / service area-level SLOs your unit has chosen to assess this year. You may list up to five SLOs.

SLO A: _____

SLO B: _____

SLO C: _____

SLO D: _____

SLO E: _____

In which courses has your unit conducted SLO assessment? You may list up to five courses.

SUBJECT ABBREVIATION + COURSE NUMBER _____

SUBJECT ABBREVIATION + COURSE NUMBER _____

SUBJECT ABBREVIATION + COURSE NUMBER _____

SUBJECT ABBREVIATION + COURSE NUMBER _____

SUBJECT ABBREVIATION + COURSE NUMBER _____

Have course-level SLOs been adopted for the courses listed above?

- ☐ Yes
☐ No

Were your SLOs measured using a common, unit-wide rubric? (Although the assessment activities may have varied, the rubric was the same).

- ☐ Yes, we used a unit-wide rubric.
☐ No, we did not use a unit-wide rubric.

What kind of SLO assessment did your unit conduct?

- ☐ Direct assessment ONLY (observed demonstrations of student learning)
☐ Indirect assessment ONLY (reported perceptions of student learning, including surveys, interviews, and focus groups)
☐ BOTH direct and indirect assessments

Which of the following activities did you use to observe students' facility with the outcome in your direct assessment? Please select all that apply.

- ☐ Capstone projects (final projects which synthesize essential course objectives)
☐ Common exam questions (items designed to elicit student understanding of essential course objectives)
☐ Course-embedded assessment (representative student work generated in response to typical course assignments)

- ☐ *Performance exams (e.g., external licensing examinations)*
- ☐ *Portfolios (collections of student work which demonstrates growth and development over time)*
- ☐ *Reports, written or oral*
- ☐ *Other activities not listed above*

Which of the following activities did you use to gather information for your indirect assessment? *Please select all that apply.*

- ☐ *Surveys*
- ☐ *Focus groups*
- ☐ *Interviews*

Please describe any decisions informed or actions prompted by your documented SLO assessment results.

As you began another SLO assessment cycle this year, what happened to your program-level / service area-level SLOs and the methods you chose to assess them?

- ☐ *We kept the same program-level / service area-level SLOs and assessment methods from one iteration of the cycle to the next.*
- ☐ *We modified our program-level / service area-level SLOs and/or assessment methods from one iteration of the cycle to the next.*

Please indicate the areas of the SLO assessment cycle in which you would like assistance from the SLO Committee. *Please select any or all that apply. If no assistance is needed, please leave the items blank.*

- ☐ *Step 1. Identify the SLOs to be assessed.*
- ☐ *Step 2. Identify a way to assess the selected SLOs in particular courses or service area activities/events.*
- ☐ *Step 3. Conduct assessment of the program-level / service area-level SLOs.*
- ☐ *Step 4. Close the loop: analyze the documented results of the assessment and determine whether any changes should be made.*

Please use this space to elaborate on any of your responses to the above questions. You may also use this space as an opportunity to tell us about any unique circumstances or challenges your unit has faced.

Please indicate your level of agreement or disagreement with the following statements about your unit's stages of development with regard to SLOs.

	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
Dialogue about student learning occurs on an ongoing basis in my unit.	☐	☐	☐	☐

Dialogue about student learning involves all faculty/staff in my unit.	<i>Strongly agree</i> ☐	<i>Agree</i> ☐	<i>Disagree</i> ☐	<i>Strongly disagree</i> ☐
The dialogue about student learning that occurs in my unit is robust.	<i>Strongly agree</i> ☐	<i>Agree</i> ☐	<i>Disagree</i> ☐	<i>Strongly disagree</i> ☐
Student learning improvement is a visibly high priority in my unit.	<i>Strongly agree</i> ☐	<i>Agree</i> ☐	<i>Disagree</i> ☐	<i>Strongly disagree</i> ☐
Student learning outcomes assessment occurs on an ongoing basis in my unit.	<i>Strongly agree</i> ☐	<i>Agree</i> ☐	<i>Disagree</i> ☐	<i>Strongly disagree</i> ☐
Student learning outcomes assessment is conducted in a systematic fashion in my unit.	<i>Strongly agree</i> ☐	<i>Agree</i> ☐	<i>Disagree</i> ☐	<i>Strongly disagree</i> ☐
Results of student learning outcomes assessment are used for continuous quality improvement in my unit.	<i>Strongly agree</i> ☐	<i>Agree</i> ☐	<i>Disagree</i> ☐	<i>Strongly disagree</i> ☐

Thank you for participating in the SLO Survey!

After clicking below to "submit" your survey, you will be immediately redirected to the Mesa SLO web site.

OFF-CAMPUS SITES AND DISTANCE LEARNING

Mesa College assures the quality of its programs offered at off-campus sites and centers as well as distance-learning efforts by applying the same standards, criteria, and processes used for its on-campus programs. The largest off-campus offering is the Accelerated College Program (ACP) at ten (10) San Diego high schools, which is a long-term program that has linked our college with our high school partners. High school students may enroll in college-level political science and/or calculus classes. These students may earn up to 15 semester units of transferrable college credit without leaving their high school campuses.

As reported throughout Standard IIA, Instructional Programs, Mesa College has criteria in place to assure the quality of instruction regardless of type, delivery mode or location. Like its on-campus counterparts, the Accelerated College Program addresses the mission of the institution. The curriculum offered at the high schools is of the same rigor and content required by Title 5 so students can successfully transfer to universities. Mesa College faculty members, experts in their fields of knowledge, teach these courses using appropriate delivery modes and meet the same minimum qualifications required for all community college classes. It is critical to note that all curriculum is the same as that taught on-campus, by faculty who carry the same credentials as other Mesa faculty. Furthermore, ACP professors also teach those same courses on campus. Faculty evaluation is done using the same process and instrument.

ACP faculty have developed Student Learning Outcomes and use the same approach and methodology as their on-campus colleagues. They perform Program Review using the same instrument and engage in the planning process. Our enrollment of approximately 800 students provides evidence of the continued need in our community for high-quality college-credit courses provided by academic specialists to accelerated students in San Diego's high schools.

Off-site courses offered by the School of Health Sciences and Public Services in Medical Assisting and Child Development and those offered by the School of Physical Education, Health Education and Athletics assure quality in the same manner as described above.

The same requirements must be met for distance learning. Online faculty members are subject to the same standards and scrutiny in hiring and evaluation as all other faculty at Mesa College and must also demonstrate that they are adequately prepared to teach using this delivery system as well as to meet the same minimum qualifications required for all community college classes. Because online courses are approved and administered with the same standards as face-to-face instruction, they meet the same standards articulated in Standard IIA including SLO identification and assessment. Approval by the Accrediting Commission of Mesa's 2007 Substantive Change Proposal for Distance Learning provides evidence of this quality.

Quality is assured through the use and maintenance of materials developed by the San Diego Community College District Office of Instructional Services and Planning. A District website, Online Learning Pathways, provides faculty with assistance to be successful in preparing and teaching fully online, partially online and web-enhanced on-campus courses. A portion of the website is designed for students to give them access to information they need to be successful in the online learning environment. Both faculty and students have 24/7/365 help through a Technical Support Center that offers live chat, online tutorials, phone contact, or "submit-a-ticket" options.

Abstract of the Report •



VALUES

• Respect • Scholarship • Sustainability • Freedom of Expression.

WE ARE *Mesa*

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 Two: Student Learning Programs and Services

IIA. Instructional Programs

The College's instructional program continues to be guided and supported by the Program Review process, Student Learning Outcomes, and District policies/procedures. The Mesa College Curriculum Committee continues to apply state and district standards to courses and programs. The use of TaskStream SLO management software was initiated in 2009 and assists faculty and staff with the management and assessment of student learning and administrative unit outcomes.

IIB. Student Support Services

Although the current economic crisis in California has had a devastating effect on the Student Services' budget, this College division has continued to provide a high level of student support. Dialogue and cooperation among the various Student Services areas and the remainder of the college community have permitted the Division to meet its mission. Numerous programs, including matriculation, learning communities, EOPS, DSPS, outreach, counseling, transfer services, and the career center provide the needed support necessary for student success.

Since the 2004 Self Study, Student Services has developed and is assessing Student Learning Outcomes for all of its service areas. They have become a part of the College's robust and integrated Program Review process. Point of Service surveys were conducted in 2009, and results were reported in the appropriate sections of this Self Study. These surveys will continue to be administered and evaluated as part of the Program Review process to support the College's planning process. As evidenced by the Strategic Plan for Online Matriculation Services, the need for offering all matriculation services in the online modality continues to be a priority.

IIC. Library and Learning Support Services

The College has a rich history of meeting the library and learning support needs of the College community. Library services are available face-to-face and online, including 24/7 reference service and a rich offering of databases and e-books in addition to the print collection, and a website designed to serve students both on campus and online. Tutoring services were reorganized to bring together in one central location all services, including those in support of basic skills. Campus computer labs, including the DSPS High Tech Center, support student computing needs. On-going planning, documented in Program Review, provides the direction for library and learning support efforts.

Responses to Recommendations •

from 2004 Comprehensive Evaluation



GOALS

To deliver and support exemplary teaching and learning

WE ARE *Mesa*

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.

Recommendation 1.2

The college should strengthen its dialogue about student learning by articulating specific goals with respect to the educational effectiveness of the college, and stating the goals (and supporting objectives) in measurable terms so that the degree to which they are achieved can be determined, widely discussed and planning for improvement can take place. (I.B.1, I.B.2)

Response

The 2007 Focused Midterm Report indicated that this recommendation was met by addressing this dialogue at two levels, and it has expanded since then to include:

- 1) the campus continues to ***address SLOs in measurable terms (the process is detailed and analyzed in each program's and service area's Program Review plan)***;
- 2) the college has addressed ***SLOs in the context of division, school, and department goals and objectives*** that are an integral part of the ***Educational Master Plan and also the recently adopted Strategic Planning process.***

Since that time, Student Services and Administrative Services have developed outcomes and, like the Instructional Programs, report the development and assessment results in their Program Review plans.

The 40% reassigned time SLOAC position created in 2005 and the SLO subcommittee created by the Research Committee to assist faculty and staff with Student Learning Outcomes functioned until the fall of 2009. Up until this time, the SLOAC coordinator and subcommittee collaborated with the Flex subcommittee to provide workshops on outcomes assessment and best practices. Working with the Vice President of Instruction, the SLO coordinator developed a five-step learning outcome assessment cycle that was implemented fall 2008. A survey instrument was developed by the Campus-Based Researcher with input from the SLO subcommittee to gather data concerning the progress among the College units on the five steps of the Student Learning Outcome Assessment Cycle. The survey results are posted on the Institutional Research website. This survey continues to be done on an annual basis for comparison and planning purposes as well as providing data for the SLO subcommittee.

Unfortunately, budget constraints prevented the continuation of reassigned time to the SLOAC coordinator, who co-chaired the SLO subcommittee. In addition, continued discussions relative to the philosophical and practical aspects of Student Learning Outcomes and their assessment impacted the work of the subcommittee. The SLOAC coordinator attempted to find another faculty co-chair from the existing subcommittee, but these efforts failed. In December 2009, the subcommittee began discussions concerning the next steps including its possible dissolution which materialized during the spring 2010 when a recommendation to return the SLO function back to the Research Committee was approved. Another factor impacting the SLO subcommittee and its role was the passage of an Academic Senate Resolution concerning SLOs on October 12, 2009, which focused primarily on the faculty workload issue associated with SLOs.

Outcomes have been developed at the program and service area level for all College units. The most recent edition of the catalog carries these outcomes. These outcomes are also found in TaskStream, a SLO/AUO software package purchased by the District for use at Mesa College. An implementation project took place during the spring 2009. Using its Program Review structure, the College built a hierarchy that included Instruction, Student Services, and Administrative Services. The Office of Instructional Services, Resource Development and Research was given the responsibility to assist the faculty in the implementation of the software as well as to organize and offer trainings. During the summer 2009, outcomes at the program and service area levels were input into TaskStream. Program and service area mission statements were also input as well as institutional level and general education outcomes. Clerical support is available to faculty and staff if assistance is needed. Training began in the fall 2009 with a general session that introduced the software to the College faculty, staff and administrators. More specific trainings followed for instruction, student services and administrative services. These trainings were archived and are available online for reference.

The Office of Instructional Services, Resource Development and Research continues to provide outcomes data and assist with the design of specific program/service area surveys to collect it for discussion and planning for improvement. In addition, results from the Community College Survey of Student Engagement (CCSSE) have been reviewed by the Research Committee, resulting in several written briefs posted to the college's IR website. The SLO subcommittee posts its meeting materials and included a streamed video of a recent SLO Fair so those who could not attend this function can have access to the dialogue on student learning.

College faculty and staff attend SLO conferences and institutes as well as provide workshops on outcomes assessments and best practices through the Flex program.

In addition, the College provided appropriate detail in its responses within Standard I.B.1 and I.B.2 of this Self Study.

Evaluation

Although the recommendation has been completed, the College will continue its dialogue relative to student learning to achieve the 2012 SLO deadline.

Recommendation 3.1

The college should complete the work on student learning outcomes which it has begun so effectively in the areas of instruction and student services and ensure that work on student learning outcomes is undertaken in all of the areas of the college in which the standards call for it. (III.A.1.c, III.B.2.b)

Response

The Focused Midterm Report addressed how human, physical, technology, and fiscal resources were being used to support Student Learning Outcomes (SLOs). Up until the present budget crisis, Mesa College continued to use its Faculty Hiring Priorities to select positions that supported teaching and learning. The process is reviewed on a regular basis with the most recent revision occurring in the 2008-2009 academic year. Due to a district-wide hiring freeze, the application was not updated.

Mesa's building projects continue on an accelerated construction schedule with all new buildings and renovations designed by the faculty that will teach in them to ensure that Student Learning Outcomes are supported by the new environments including robust technology infrastructures, sciences labs, and smart classrooms.

The College's Information Technology Plan continues to be annually updated to ensure that all technology aspects of the educational environment support student learning. During the spring of 2009, a software package called TaskStream was purchased to alleviate the workload associated with Student Learning Outcomes (SLOs) and Administrative Unit Outcomes (AUOs). This software package is used by Mesa and City colleges as the main "reporting mechanism" for assessment. This system permits each of the colleges to design their own configuration to support their SLO/AUO efforts and contains the following detailed information:

- a complete list of all programs and service areas arranged in a hierarchy using Program Review as an organizer;
- program and service area SLOs/AUOs that will map to institutional outcomes;
- course level SLOs/AUOs that will map to program and institutional outcomes;
- assessment results for a given cycle;

- the methods and measures (assignments and rubrics) used to assess the selected outcomes;
- the findings from these assessments;
- any recommendations, suggestions or reflections resulting from conducting the assessments.

At the District level, negotiations relative to faculty evaluation and SLO assessment have been discussed with encouraging results. The existing faculty evaluation instrument will be revised with new proposed language to meet the requirements as stipulated in the ACCJC standard IV. Mesa College continues to adhere to sound fiscal policies and practices. The Vice President of Administrative Services and the campus budget development committee meet on a regular basis to review state, District, campus and department budgets to ensure they are aligned to campus strategic goals. During the fall 2009, a pilot project to link planning and resource allocation was conducted. The results of this pilot will be analyzed and the next steps developed during the spring 2010.

In addition, the College provided appropriate detail in its responses within Standard III.A.1.c and III.B.2.b of this Self Study.

Evaluation

The recommendation has been completed.

Standard Two •

Student Learning Programs and Services

- A. Instructional Programs
- B. Student Support Services
- C. Library and Learning Support Services



GOALS

To cultivate an environment that embraces ...diversity.

WE ARE *Mesa*

Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

Standard II.A Instructional Programs: The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

San Diego Mesa College is one of the largest of California's 112 community colleges and offers programs that lead to associate degrees and/or certificates. Baccalaureate courses are offered at the lower-division level for students considering transfer to a four-year college or university. The College is the top transfer institution in the region. (II.A-1) Career and technical programs that promote regional economic development are also available.

The College is in the midst of a massive campus modernization and expansion that will help meet the education and job-training needs of San Diego students for decades to come. As part of the District's Proposition S and N construction bond program, the College is undergoing a \$442.9 million expansion involving more than 20 projects, including ten new instructional facilities, several major building renovations, a new parking structure and expanded parking areas, and a major infrastructure project. The campus build-out will help support the eventual enrollment of 25,000 students. (II.A-2, II.A-101)

Standard II.A.1: The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

Description

Consistent with its mission, the College offers 75 certificate and 109 associate degree programs with 925 baccalaureate level courses for students considering transfer to a college or university. Career and technical programs which promote regional economic development are also offered. (II.A-3)

All curriculum proposals, whether for changes in existing courses or programs or for new ones, are submitted first to the College's Curriculum Review Committee (CRC), a subcommittee of the Academic Senate. The CRC is responsible for ensuring that all proposals serve the College mission and meet state regulatory guidelines (Title 5) and curriculum standards. In addition, the district-level Curriculum and Instructional Council (CIC) reviews all curriculum proposals in light of the community college mission, District, and Title 5 policies, standards and guidelines. All programs support the College mission, vision, and values statements.

The College assures the high quality of its programs and service areas through an established, on-going five-year Program Review process. In 2007, student service areas merged with the academic Program Review process and the committee was renamed the Program Review Committee. In 2008, Administrative Services joined the Program Review process. Therefore, academic, student service and administrative services areas have been integrated into one

Program Review process. (II.A-4) In addition, the College assures the quality of its instructional courses and programs by the College and District curriculum processes. The College Curriculum Review Committee (CRC) and the District Curriculum and Instruction Committee (CIC) review all curriculum proposals and are responsible for ensuring that all proposals serve the College and District mission, meet Title 5, California State University (CSU), and University of California (UC) guidelines and standards. (II.A-5), (II.A-6)

The high quality and appropriateness of the College programs and services is demonstrated through the students' ability to:

- successfully transfer to universities (transfer volume in 2008-2009 was 1,267 students, a 20% increase since 2004-2005. According to the 2010 SDCCD Transfer Report, the transfer rate for 2002/03 to 2007/08 was 42%.); (II.A-1)
- pass statewide exams in meeting pre-employment requirements such as required in the Allied Health profession;
- meet the minimum qualifications for employment upon program completion;
- meet regional employment opportunities and demand.

The field of study in which the College offers programs is determined by:

- the needs assessment of the community served (i.e., environmental scans which provides geographic area information); (II.A-91)
- program advisory committees which link the College to the community and keeps programs up-to-date with business and industry standards; (II.A-7) (II.A-98)
- regional groups such as the San Diego and Imperial Counties Community College Association (SDICCCA) which discusses program offerings and establishes non-duplication of program agreements between regional community colleges; (II.A-8)
- courses and programs required for transfer to local and out-of-state four-year educational institutions;; (II.A-9)
- the geographic area demand and opportunities
- the economic climate (i.e., the current economic downturn has led many to the College to obtain and/or update their skills in order to re-enter the workforce).

The College Instructional Services, Resource Development and Research Office along with the District Institutional Research and Planning Office produce a wide variety of research that documents student outcomes for the College as well as district-wide. The research provides quantitative and longitudinal data on institutional outcomes measures such as graduation, transfer rates and employment. In addition, various College programs develop research requests for specific purposes. For example, the chemistry program obtained data relative to the career and education goals of General Chemistry II (CHEM 201) students. The program administered a baseline survey and intends to track students for five years with follow-up surveys to discover if their career and educational goals are being realized. (II.A-10) These and other research efforts provide quantitative and qualitative information about student-learning needs and allow the programs to recognize their strengths and challenges and then plan appropriate adjustments and/or enhancements.

The College ensures that its programs and curricula are current through:

- the expert knowledge of faculty who stay up-to-date with trends in their fields;
- advisory committees which link the College to the community and/or industry; (II.A-7), (II.A-98)
- the continuous changes in programs and updates to courses as required by universities for transfer and to establish or maintain articulation; (II.A-11)
- the special accreditation required for programs such as in Allied Health; (II.A-12), (II.A-13)
- the trends in the economy (i.e., demand in an area that students need training in to re-enter the workforce).

Standard II.B. Student Support Services: The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

Description

Consistent with its mission, Mesa College recruits and admits a diverse and multicultural student population who are able to benefit from the numerous programs and services offered by the College. In direct support of this commitment, the institution provides a broad spectrum of support services, both face to face and online, to assure student access, progress, learning, and success. Services provided by the Division of Student Services include outreach and recruitment and the formal matriculation processes of admissions, placement assessment, orientation, workshops specific to educational goals, creation of the Student Education Plan (SEP) and the Disability Support Programs and Services (DSPS) Student Education Contract (SEC), and follow up support. Ongoing and additional support is provided to students by the Counseling Center, Evaluations, Transfer Center, Career Center, Disability Support Programs and Services (DSPS), Student Health Services, International Student Services, and Veterans Affairs.

Other support services are in place to meet the needs of our underrepresented student populations, including Extended Opportunity Programs and Services (EOPS), STAR, TRIO, and Learning Communities such as Puente Project and the Mesa Academy. Additionally, a host of events and activities are scheduled each month to engage diverse populations, ensuring their retention and success.

The Divisions of Instruction and Student Services provide tutoring that delivers specific academic support and is differentiated by discipline and type of need. Several Basic Skills classes have embedded tutors to support student learning both in and out of the classroom. Also administered by both Divisions, athletics provides yet another venue for students to participate and excel, with support offered through the Mesa Academic and Athletics Program (MAAP). The Articulation Office, part of the Instructional Division, assures that College courses meet statewide and institutional requirements for transfer and recognition of degree and certificate completion. (II.B-1)

Student Affairs supports a robust student government, along with oversight of the clubs and other student organizations on campus. Numerous opportunities are made available to students through a variety of resources to participate in service learning, work experience, and other civic and community related activities. To assure equitable access, Student Affairs administers Financial Aid and scholarships to provide educational opportunities for students in financial need. Reflecting the current economic downturn, the Office of Financial Aid evaluated more requests for aid eligibility based on "income reductions" in 2008-2009 than any previous year, disbursing \$10,944,307 in federal student aid, \$763,736 in state aid, and \$3,065,490 in Board of Governors' Waivers. (II.B-84)

To provide a central location for the many services offered by the Division of Student Services, a new building designed by those providing these services is currently under construction. The new building will provide a "one-stop shop" for students to get the support they need to succeed. The building will provide adequate space for faculty and staff to provide the services needed to assure student access, progress, learning, and success. The building will bring together Student Development and Matriculation, EOPS, DSPS, and Student Affairs. Classrooms will have state-

of-the-art presentation equipment, reconfigurable conference rooms able to accommodate both large and small venues, and a large computer lab with the scope and flexibility necessary to meet the needs of assessment and the delivery of specialized classes. Services will be meaningfully located next to each other for student access. The Disability Support Programs and Services department will have a fully accessible classroom including technological support for student and faculty accommodations. The Associated Students will have a reconfigurable conference room able to meet the needs of the student government, clubs, and other activities.

In addition to planning for the integrated delivery of services on campus, the Division of Student Services has outlined its plans for online delivery of matriculation and other support services in its Strategic Plan for Online Services. Pilot projects, including online counseling, will move forward during the 2010-2011 academic school year. Admissions and registration were already available online when the planning began; however, an expansion of the support for these services included online chat for providing personal assistance remotely. (II.B-15)

Beginning Spring 2010, Mesa College will launch the new online Academic Center for Campus Engagement and Support Services (ACCESS). This web-based department will provide, in a one-stop environment, all the on-line resources available to on-line students. From applying to the College to attending orientation, and to visiting with a counselor, our distance education students will have access to all our services in a virtual world. ACCESS represents a best-practice approach to providing a comprehensive and systematic delivery of online services.

Students are made aware of the many services and resources available to them through multiple outlets, including the College website, the College catalog, and the class schedule. These services are also detailed in the Student Handbook, which is updated annually and is available both in print and on the campus website.

The College assures the efficacy of its student support services through the integrated Program Review process, Student Learning Outcomes assessment, student satisfaction surveys, point of service surveys, other student feedback mechanisms, employee satisfaction surveys, and student matriculation and completion measures. Results are analyzed and acted upon for improvement as part of the ongoing effectiveness evaluation cycle associated with College strategic planning. To this end, student services programs are mission driven with established goals, objectives, and measurements. (II.B-10, II.B-11)

Evaluation

The institution provides student support services on many fronts, integrating them whenever possible and reaching out to ensure access, progress, learning, and success. The design and construction of the new building and the introduction of online services demonstrate the commitment of the institution to providing services to students in the modalities that best serve the students' needs. In the subsequent sections of this standard, student support services are detailed, making clear the level at which the institution clearly meets this standard.

The College meets this standard.

Standard II.B.1: The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Mesa College assures the quality of its student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the College.

Since the last Self Study in 2004, the College has hired a new leadership team which includes the Dean of Student Development and Matriculation (2006), the Director of Disability Support Programs and Services, Dean of Student Affairs and Vice President of Student Services (2008). With the advent of new administrators, a leadership team was formed consisting of the VPSS, dean of matriculation, dean of student affairs, program manager for DSPS and director of EOPS/STAR/TRIO. The team has worked collaboratively with the Mesa Student Services Council (MSSC), a committee that includes representatives from all departments throughout Student Services, to create a new strategic plan for Student Services, including the identification of a new mission statement, which is consistent with the College mission statement, and measurable goals that help advance the mission of Student Services. These goals include:

- Fostering a culture of evidence that drives informed decision making in student services;
- Developing programs and services that promote access and student engagement for diverse populations;
- Identifying and utilizing 21st century technology that creates efficient and effective student services delivery systems and professional development opportunities for staff;
- Expanding and enhancing partnerships and collaboratives with area school districts, community organizations, and campus constituents;
- Promoting and advancing innovative methods of service delivery;
- Exploring and implementing initiatives that support resource development.

Much success has been achieved since the implementation of the new planning processes in Student Services. A few examples of how these goals have been met include (1) completion of the administration of the Point-of-Service surveys; (2) development and implementation of *Welcome Week*; (3) completion of the development of the online counseling/orientation programs; (4) partnership with the Casey Foundation and other community groups to implement *Foster Youth Connection Day*; (5) sponsorship of the *First Annual Student Achievement Ceremony* for EOPS; (6) receipt of the 2007 California Community College Chancellor's Office grant of \$336, 000 to develop the transfer awareness campaign for California middle schools, high schools and community colleges, and (6) award of the \$400,000 "Heroes to Healthcare" ARRA grant. (II.B-89)

In the Division of Student Services, dialogue for planning and assessment occurs at the broadest level with the Mesa Student Services Council (MSSC), which meets monthly to articulate among its departments and assure the depth and breadth of its programs and services. In addition, the Student Services Leadership Team meets weekly to discuss ongoing projects and to plan for the future, consistent with the division and College mission statements. At the service area level, planning, delivery, and evaluation are constant, ongoing processes.

In addition to dialogue, the division relies upon a number of measures to assure quality and demonstrate student learning. Quality is assured through professional development, matriculation compliance, Policy 3100, (student rights and responsibilities, and code of conduct), student evaluation of academic, DSPS, and EOPS counselors, student satisfaction surveys, Point-of-Service surveys, employee evaluation and surveys, and Program Review.

Effective fall 2008, Program Review was integrated for the entire campus with the addition of Administrative Services. Earlier, the divisions of Instruction and Student Services began the integration process in fall 2007. The two divisions worked together to revise the existing Academic Program Review process so that it met the needs of both divisions. The same five-year program planning and evaluation process now serves all three divisions of the College.

Each service area begins the Program Review Year One process with a statement of how it supports the mission of the College, clearly linking mission to all planning. (II.B.-11) Each service area involved in the delivery of student support services has identified Student Learning Outcomes; the service areas are in various stages of their Student Learning Outcomes

Assessment Cycle. (II.B-10, II.B.16) Each of the service areas has become data-informed in its effort to assure quality and learning. Examples of the data collected and analyzed include pre and post evaluations administered to participants in the Orientation Program and the annual EOPS student performance summary report which addresses student retention, attrition, completion of units attempted/completed, and cumulative and term GPA. Disability-related accommodations and services are tracked by DSPS as a measure of quality of DSPS student learning. Evaluations conducted at the end of each transfer workshop inform the Transfer Center about the quality of the workshop and future needs.

The District Office of Institutional Research and Planning (IRP), campus Research Committee, and Office of Instructional Services, Resource Development, and Research provide support for research and evaluation. The campus Research Planning Agenda addresses “student services, academic support and co-curricular programs, and facilities” as one of its strategic initiatives. It provides the triennial student-athletes study, which includes demographic information, and statistics on transfer, persistence, average GPA, and transfer eligibility of course load. It also provides student satisfaction surveys and Point of Service surveys on a triennial basis. Point of Service surveys were administered for programs in spring 2009 and revealed that students are largely satisfied with the services they receive. Results for three key questions are provided in the table below. The survey used a five point Likert scale for rating level of satisfaction with services provided. (II.B-17)

Table II.B-1: Percent of students rating the level of agreement with the service provided as Agree or Strongly Agree

<i>Department</i>	<i>The staff was knowledgeable and able to answer my questions.</i>	<i>The assistance I received from this department was useful.</i>	<i>Overall, I am satisfied with the services I received.</i>
Admissions	95%	95%	96%
Counseling	91%	90%	89%
DSPS	94%	94%	94%
EOPS	94%	94%	94%
Financial Aid	94%	94%	93%
Student Health	90%	92%	89%
STAR	91%	90%	89%
Transfer	97%	100%	100%
Veterans Affairs	92%	88%	88%

In addition, the Campus-Based Researcher and Dean of Instructional Services, Resource Development, and Research provide program assessment and matriculation data as requested.

Data analysis provided by the District IRP office indicated that, when compared to non-EOPS students, EOPS students had comparable success and retention rates and higher persistence rates. (II.B-85) STAR/TRIO students, when compared with a peer group of non-STAR TRIO students, demonstrated higher term and year persistence, lower attrition, more units attempted and completed, and higher rates of degree completion and transfer when tracked longitudinally. (II.B-86)

Because instruction is delivered on campus, at various high schools, and online, the College offers student support services in the same modalities and locations as well. When a service is available online, every effort is made to provide support through online chat/email as well as face-to-face assistance with the service such as Admissions. Financial Aid assists students on campus and also provides a strong web presence with direct links to online application resources and forms, including FAFSA and the Board of Governor’s Waiver. Registration is

accomplished via Reg-e, an online registration tool that includes a help desk. According to the 2009 Student Satisfaction Survey, 88% of student respondents agreed or strongly agreed that the Reg-e registration process is easy to use (Q44). Placement testing and orientation are available on campus and at the area high schools; however, an online version of each of these services is part of the Student Services Strategic Plan for Online Matriculation. Counseling assistance is available via email, online, on campus, and at the high schools. Personal Growth classes taught by the counseling faculty are available online, on campus, and at the area high schools. Tutoring services are also available online and on campus.

Evaluation

The descriptive summary and supporting evidence show that the College meets Standard II.B.1. The quality of services is assured by both dialogue and systematic planning and evaluation. Point of Service Surveys and the campus-wide Student Satisfaction Survey revealed that students are highly satisfied with the services they receive. The evaluation of Student Learning Outcomes and Program Review keep the service areas focused on mission-based, student-centered outcomes. The building of a new facility demonstrates the institution's commitment to access, progress, learning, and success. The institution strives to improve, as is evidenced by the Strategic Plan for Online Matriculation Services, the roadmap for offering all matriculation services in the online modality.

The College meets this standard.

Standard II.B.2: The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

a. General Information

- Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution
- Educational Mission
- Course, Program, and Degree Offerings
- Academic Calendar and Program Length
- Academic Freedom Statement
- Available Student Financial Aid
- Available Learning Resources
- Names and Degrees of Administrators and Faculty
- Names of Governing Board Members

b. Requirements

- Admissions
- Student Fees and Other Financial Obligations
- Degree, Certificates, Graduation and Transfer

c. Major Policies Affecting Students

- Academic Regulations, including Academic Honesty
- Nondiscrimination
- Acceptance of Transfer Credits
- Grievance and Complaint Procedures
- Sexual Harassment
- Refund of Fees

d. Locations or Publications Where Other Policies May be Found

Description

Mesa College provides a catalog that is updated annually and is accurate, clear, and useful. (II.B-1) To fully integrate the process of updating the catalog, President's Cabinet approved the creation of the Catalog Subcommittee in March 2009 to prepare the 2009-2010 catalog. The new subcommittee falls under the aegis of Mesa's Curriculum Review Committee. Processes already in place campus-wide, and in conjunction with the District, have been integrated and streamlined to create a more effective and comprehensive review and update.

To assure both campus-wide and District representation, the Catalog Subcommittee is a participatory governance group composed of College administrators, faculty, staff, and students, and the District Dean of Curriculum and Instructional Services. In addition, two members of the District Instructional Services Department, directly involved in the revision, printing, and distribution of the catalog, serve as ex-officio members of the committee. Mesa's Articulation Officer and the Dean of Instructional Services, Staff Development, and Research serve as co-chairs. The composition of the Committee includes both the division of Instruction and Student Services. The Subcommittee members recognize the catalog as a legal document which provides students, faculty, staff, and other educational institutions information regarding academic policies, degree and certificate programs, course offerings, curricula for transfer to baccalaureate institutions, and student services. (II.B-12)

The process to revise the catalog involves a series of checks and balances that begins with the first proof of the new catalog, provided by the District Office of Instructional Services. The catalog arrives at the College incorporating curricular changes approved by the College and District curriculum bodies that year. Each section of the catalog, by page, is assigned for review. It is at this point that each reviewer, including chairs, staff members, then deans and other managers, followed by vice presidents, evaluate their assigned sections of the catalog. The staggered order of review assures that college-wide input is the foundation for review and update. Once the revisions are complete, corrections are sent to the District where a second proof is created. The document is reviewed a second time, with additional changes if necessary, and the third and final proof is created. Throughout the process, compliance policies involving all areas of the College are scrutinized to ensure that the catalog meets both state and federal laws and regulations.

This process assures that the institution provides a catalog for its constituents with precise, accurate, and current information. The catalog includes the following general information:

- Official name, address, telephone numbers, and website address of the college;
- Educational mission, vision, and values statements;
- Course, program, and degree offerings;
- Academic calendar;
- Financial Aid information;
- Academic freedom statement, which is included for students in Policy 3100;
- Available learning resources;
- Names and degrees of administrators and faculty;
- Administrative and supervisory personnel contact information;
- Names of the Board of Trustees;
- Campus map.

The catalog provides information regarding the following requirements:

- Admissions;
- Student fees and other financial obligations;
- Academic requirements including degree and transfer information;
- Degree curricula and certificate program offerings;

- Student Learning Outcomes (SLOs) at the associate degree level, the general education level, and the program level for all programs in the Instruction and Administrative Services Divisions (Student Services SLOs will appear in the 2010-2011 catalog as well);
- Course descriptions.

Information on major policies affecting students is provided, including:

- Academic regulations, including academic honesty;
- Grading;
- Acceptance of transfer credits;
- Academic accommodations;
- Nondiscrimination;
- Title IX prohibiting sex discrimination in education;
- Sexual harassment;
- Gender equity;
- Student right to know;
- Free speech;
- Grievance and complaint procedures;
- Copyright Responsibility;
- Refund of fees;
- Policy 3100: Student Rights, Responsibilities, and Privacy of Student Records, which includes the student code of conduct.

The catalog provides locations and contact information for these and other policies. In addition, information is available on the Student Services website and in the Student Handbook, which is available in print and in PDF format on the College website. This companion document to the catalog includes information on (i) admissions and matriculation, (ii) college programs and services, (iii) college life and activities, (iv) college operational structure, (v) college policies and procedures, (vi) a directory of where to find information, and (vii) forms, including what they are used for and where to locate them. Information on the admissions and matriculation process is provided in English, Spanish, Chinese, and Vietnamese to meet the needs of the College's diverse community. (II.B-14, II.B-2)

The College makes its catalog available to its many constituencies, including Mesa students, faculty, staff, other colleges and universities, libraries, community organizations, and the public at large. It is available free in PDF format on the College website and for a nominal fee at the campus bookstore. Students attending Orientation and Student Success Day receive a copy of the catalog free of charge. Requests for catalogs from outside constituents are managed by the Admissions Office. In the 2009 Student Satisfaction Survey, the majority (56%) agreed or strongly agreed that they "know where to find college policies that affect me as a student" (Q6). Seventy-two percent of student respondents were satisfied or very satisfied with general information on the College website (Q22).

Evaluation

The College effectively updates the catalog annually to provide precise, accurate, and current information to all constituencies. The process for accomplishing this task was formalized and institutionalized with the creation of the Catalog Subcommittee in March 2009. The Subcommittee integrates the College and the District to create an inclusive environment in which all stakeholders are present. This integration has been met with strong support from the District office and at the College as well. Each section of the catalog is now assigned to a specific reviewer with authority for that particular area of the catalog. This level of responsibility and accountability assures that each section of the catalog is properly reviewed and updated annually. This process is working very well.

A process is in place for distribution of the catalog to students, prospective students, and campus, district, and external constituencies. This process has proven effective.

The PDF version of the catalog available on the College website has been segmented into nine sections to make searching for information less cumbersome. To improve access to information on the various academic programs, the website now includes an extensive and integrated index listing all course, certificate, and degree information by academic program. Contact information for the department and the faculty is also provided. (II.B-13)

The College meets this standard.

Standard II.B.3: The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

Description

The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

Embedded in the College's student support services is the commitment to outreach, and matriculation, to connect students to the services, programs, or courses they are seeking, and to ensure the successful completion of educational goals. The different services are detailed below, including how their quality is assured.

Outreach and Recruitment

The College effectively engages in outreach using multiple efforts on multiple fronts, beginning with its partnerships with local area middle and high schools, including the Gear Up programs. Fast Track programs and Academies provide opportunities for high school students to enroll in college-level courses, as does the Accelerated College Program, which has been offering classes for over forty years at area high schools. According to the 2004/05 – 2008/09 High School to Community College Pipeline Report, of those high school seniors who were concurrently enrolled at Mesa College in 2007/08, approximately 82% directly entered the College the following year, which indicates that this form of outreach is effective. (II.B-87) The Dean of Student Matriculation and Development meets regularly with area high school and middle school principals to ensure continued cooperation with the schools. (II.B-18)

Additional outreach efforts include participation in career/education fairs, high school senior nights, interaction with social services agencies and educational centers, and campus recruitment events including information sessions and tours. (II.B-7) Outreach efforts include onsite application, placement testing, and matriculation services at the high schools in order to provide a smoother pathway to college. The African-American and Latino Male Leadership Summit, "Dinner with Mesa" Parent Orientations at local high schools, and the Annual Principal's Breakfast with area feeder schools in the San Diego Unified School District are additional outreach efforts. Disabled Student Programs and Services provide transitional workshops and campus tours for qualifying high school seniors from the local service area. EOPS targets low-income, first-generation high school students identified through the school's counselors and teachers. Also assisting with outreach efforts, the Mesa College Marketing Committee works collaboratively with the District Marketing Committee to produce publications and advertising pieces for the media.

The College also provides various in-reach activities that promote programs and services to current students and include:

- The "Associate Degrees Rock" campaign, spearheaded by the Evaluations Office, which encourages students to obtain an associate degree. Campaign activities include

workshops that provide information about degree requirements and how to apply for a degree. Marketing and advertising are additional campaign activities (i.e., Associate Degrees Rock T-shirts that are worn by staff/students/faculty/administrators, posters throughout the campus which provide important events and deadlines, a YouTube video that is on the College website, has been developed); (II.B-19)

- Student ambassadors who contact at-risk students who are in jeopardy of being dropped from a class and/or program and provide information about various support options; (II.B-18)
- Retention programs in which students are provided with information that allow for success in College. For example, students are provided a timeline as to when they are eligible to enroll and are contacted to remind them of important dates; (II.B-18)
- Student Health holds weekly tables of information in front of the cafeteria. The tables are staffed by peer educators, licensed counselors and nurses to promote services and to engage students in dialogue about their needs and wants. This effort creates access of services to all students. Licensed counselors and nurse practitioners teach in the classroom setting on racial discrimination, sexually transmitted disease, transgenerational issues and health topics.

In collaboration with the Counseling Department, the First Year Experience (FYE), also known as the Freshman Year Experience, is a unique outreach and in-reach program that is designed to help first-time students succeed. The recruitment for the program starts at high schools (outreach) with program support during the first year of college (in-reach). While in high school, students are provided with application workshops, early enrollment, orientation, and assistance with the matriculation process. Additional activities such as “meet your faculty and staff” occur during the summer just before fall attendance. During the first year of college, students are provided counseling, individual education plans, and follow-up services. (II.B-20)

According to the Freshman Year Experience Report, both the 2007/08 and 2008/09 FYE cohorts showed higher term and annual persistence rates than all first-year students. As another indicator of program effectiveness, FYE students had a higher course retention rate than all first-year students. (II.B-21)

Admissions and Records

The College provides open access to all students who meet one of the following requirements: (i) possess a high school diploma, (ii) possess a California High School Proficiency Examination Certificate, (iii) passed the GED, (iv) are 18 years of age or older,; or (v) are an emancipated minor. High school students may apply for concurrent enrollment after the 10th grade. In addition, Mesa College is authorized by the Department of Homeland Security to offer admissions to international students who meet general admission requirements and those requirements specific to non-immigrant visitor students. Special admission requirements exist for those students entering the Allied Health programs, which are detailed in the Mesa College Allied Health Department Policy Manual and on their department website. (II.B-1, II.B-2, II.B-3, II.B-4, II.B-5, II.B-6)

Application for admission is completed online; however, paper and pencil accommodations are available for special circumstances. Although the online application is available via the Internet, the office also maintains ten computers in the reception area for student use, with staff available for support. Individual assistance is available for those needing it. Applications for admission are also provided at area high schools.

Testing and Orientation

Assessment is required for all students whose goal is to (i) obtain a degree, certificate, or transfer; (ii) enroll in an English or math course; or (iii) enroll in courses with English or mathematics course prerequisites. (II.B-8) Assessment is offered year round to all applicants and is made available in both computer and paper-and-pencil format to ensure student success.

To provide immediate feedback, orientation directly follows placement assessment so that counselors can interpret test results for students and provide guidance with first semester course planning. Students can also sign up for other workshops and services at this point. In addition to on-campus testing, assessment is made available at the feeder high schools for graduating seniors.

The Testing Office works with the English and Math departments to ensure proper placement of students. Students who wish to challenge their placements may do so through the respective departments.

Once English and math assessments are complete, students are provided with the opportunity to attend an orientation session that is facilitated by a counselor. The topics covered in the orientation session include the following:

- Students' Rights and Responsibilities;
- Review of the college catalog, course description, and class schedule;
- Prerequisites, corequisites, and the challenge process;
- Review of Assessments Results;
- Discussion of associate degree, certificate and transfer programs;
- Discussion of the general-education curriculum required for associate degrees and for transfer;
- Student services and support program information; and
- Retention programs that address diversity include:
 - o Disability Support Programs and Services (DSPS);
 - o Extended Opportunity Programs and Services (EOPS);
 - o Mesa Academics and Athletics Program (MAAP);
 - o Mesa Academy;
 - o Puente Project;
 - o STAR TRIO;
 - o Veterans Affairs Services (VA).

The College recently completed a pilot for an online orientation that will be available in the very near future. Assessments are offered electronically but not on-line. (II.B-18)

Counseling Center

The Counseling Center provides services that assist students in achieving their academic and career goals. The Counseling Center works collaboratively with a variety of programs and service areas in an effort to identify the learning needs of students and provide the appropriate support services. As mentioned previously when discussing Testing and Orientation, counselors facilitate orientations after students complete their initial assessments for placement in English and mathematics courses. Individual counseling appointments allow the student and the counselor to work together to determine academic and personal goals and develop a Student Education Plan (SEP). The SEP outlines the student's complete course requirements for a specific certificate, degree, and/or transfer program. Periodic updating of the SEP is encouraged. In addition, during the appointment, the student can request detailed explanation of topics that may have been presented during an orientation meeting or transfer workshop.

The learning needs of students are continuously assessed and support services are offered by the College in order to meet those needs. The early alert and intervention process allows instructional faculty to identify high-risk students who are experiencing academic difficulties. The intervention strategies to assist these students include individual counseling, referrals to appropriate student development courses, personal growth classes that are designed to assist academically at-risk students, basic skills courses, and referral to support services on campus (i.e., tutoring).

Evaluation

The College meets the learning support needs of students by providing in-reach and outreach programs to current and prospective students. The FYE program is an excellent example of how the College understands the importance of getting students off to a solid start by providing the additional support necessary for success. The FYE provides first-time students with support from their senior year in high school through their first year in college. After the first college year, students have gained knowledge about the support services that are available to all students and can access them as necessary. Students who have participated in the FYE program have better success with retention, GPA, and units completed than non-FYE participants. (II.B-21)

The recent reduction and/or elimination to categorical funding has left a significant deficit to available resources for in-reach and outreach efforts. The College understands the value of these programs and has committed itself to search for ways to continue its support to student success. The College has worked diligently to establish and strengthen community partnerships and obtain grant funding. There has been remarkable success in gathering resources to maintain student support services; the College is pleased with the outcome of its efforts. (II.B-18)

The College meets this standard.

Standard II.B.3.a: The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Description

The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. The College assures equitable access through surveys, training of staff, matriculation compliance, state chancellor's matriculation review, an integrated Program Review process, Policy 3100, student evaluation of counselors, and assessment of numerous programs and student service areas. The conducting of research, as well as systematic and ongoing evaluation of programs and services, is critical in ensuring that students are provided with relevant, adequate, and effective services. The College Office of Instructional Services, Resource Development and Research along with the District Institutional Research and Planning Office have completed a number of research studies. The survey instruments include Point of Service [2009], Student Satisfaction Survey [2009], and an Employee Perception Survey [2009]. (II.B-84, II.B-85, II.B-86)

The College is actively engaged in soliciting input and feedback regarding its programs and services utilizing both formal and informal means. The College Student Learning Outcomes committee, a sub-committee of the Research Committee, works to assist programs and service areas as they identify and develop Student Learning Outcome assessment pieces. As described in Standard IIA, the College has identified and published Student Learning Outcomes for its programs, courses and service areas. TaskStream software has been purchased to house and track all SLOs and their assessments.

The College has several participatory governance committees whose membership includes administrators, faculty, staff and students (i.e., Program Review Committee, Research Committee, Catalog Subcommittee, and President's Cabinet). (II.B-22) Dialogue with student organizations has also provided an excellent avenue for the College's awareness, planning and response to student needs.

The following are examples of the efforts made by some programs in assessing student needs:

- The Admissions Office collects pertinent information regarding the educational background and goals of students during the application process in order to identify student needs and to facilitate referrals to other programs and services on campus; (II.B-23)
- Counseling faculty assesses student needs during individual counseling appointments and makes appropriate referrals as needed;
- Disability Support Programs and Services (DSPS) counselors and staff participate in ongoing communication with DSPS professionals at public and private institutions in order to identify and discuss the best ways to meet the needs of students with disabilities;
- Students who participate in the STAR TRIO program complete a needs assessment each year; (II.B-24)
- With the assistance of the Campus-Based-Researcher during 2006, Student Health Services conducted an "Interest and Mental Health" survey as a way to determine the type of health services students most needed. The results of the survey allowed Student Health to develop programs in order to meet such needs which currently include three programs: Medical Nursing, Mental Health and Community Health. Since 2006, Student Health Services continues to survey students in order to assess their needs (i.e., the smoking cessation and alcohol surveys). Each week, Counseling provides Student Health Services with referrals for services. Student Health assesses the intake from Counseling in order to prioritize the requests for services based on the date of application and the severity of the illness. (II.B-25)

As previously described in Standard IIA, the College has identified SLOs for all courses, programs and service areas. Programs and service areas conduct formal and informal evaluation of programs and services. The formal evaluation occurs through the on-going, five- year integrated Program Review process and SLO assessment. The College programs and service areas are at various stages of assessment; some programs/services areas have completed their evaluation and have used the results for improvement, while others are developing assessment pieces.

The Division of Student Services provides a wide range of services to off-site locations throughout the year as previously discussed when describing outreach efforts. Student Services continuously seeks to improve their on-line communication and increase the information posted on-line, starting with the information, forms and services that are used in the matriculation process. (II.B-18)

The following are examples of online and evaluation efforts:

Disability Support Programs and Services (DSPS)

- Online advising, appointment making, student referrals are available to DSPS students. Between e-mails, phone appointments and the DSPS website, a student is able to complete all aspects of disability-related counseling online; (II.B-26)
- DSPS orientation is available online; (II.B-27)
- Some DSPS faculty members are leaders of support groups for students in particular disability categories at off-site locations.

Financial Aid

- Students may apply for federal financial aid online at www.fafsa.ed.gov ;
- Students may complete the Student Loan Entrance and Exit Counseling sessions online;
- Students may complete the Multi-year Master Promissory Note online;
- The Board of Governor's Enrollment Fee Waiver has been implemented as an online application for independent students;
- Students may search for scholarships online;

- All major forms are available on the website: www.sdmesa/financial-aid/forms. The staff encourages students to use online forms and guides them through the process when necessary. Students are made aware of the availability of online forms as they visit the financial aid office and/or talk to academic counselors and EOPS staff. (II.B-28, II.B-29)

Extended Opportunity Programs and Services (EOPS)

- Students are required to complete an EOPS quiz, after completing the on-line orientation, as a method of evaluating the effectiveness of the orientation. (II.B-30)

Evaluations Office

- The petition for graduation for an associate degree or certificate of achievement is available online. (II.B-31, II.B-32)
- After receiving feedback from students and the evaluations team, changes were implemented to the on-line graduation sign-up process.

Transfer Center

- Online workshops are evaluated via final assessment and through counselor observation. (II.B-33)

Evaluation

The College has been effective in using various assessment tools in order to identify student needs. Students are assessed from the time of entry until completion. The integrated review process for programs and service areas has allowed the College to continue to develop and strengthen support services for students. The College encourages students to participate in dialogue about their learning needs as evidenced by the numerous participatory governance committees that include students, faculty, staff and administrators.

The challenge for the College is to continue to discover ways to reach a wide range of students with limited resources. Providing information, documents and services online is one method that will assist in accomplishing this goal. The Division of Student Services is in the process of providing more information and services online. In addition, maintaining off-site programs and services is a priority.

Programs and service areas are evaluated through the integrated Program Review process and SLO assessment. The assessment of online services is in its infancy. However, the Financial Aid office received feedback from one survey in which students requested more interactive forms with options for direct online submission and processing. The effectiveness of off-site programs and services will occur through SLO assessment and surveys.

The College meets this standard.

Standard II.B.3.b: The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Description

In an effort to develop well-rounded students and citizens, the College recognizes that obtaining an education requires more than the completion of required curriculum. Therefore, the College helps to foster the ethical development and personal integrity of students and the promotion of an environment that is in accord with the educational goals of the College. Students are encouraged to participate in various co-curricular and leadership development programs designed to augment their academic experience by providing supplemental opportunities to develop socially, intellectually, personally, and culturally. The College sponsors a wide array of co-curricular programs and activities through academic and student service areas to serve the diverse needs of students.

The Student Affairs Office is dedicated to assisting students by coordinating and promoting activities that engage them in building community and developing leadership knowledge and skills, civic engagement, humanitarianism, and inter- and intrapersonal competence. The Student Affairs Office also supports and facilitates the organization of diverse student clubs on campus. The College has a very active student government. The Associated Students President and Vice President sit on the President's Cabinet and have been strong advocates for major College/District initiatives such as the District bond initiative (Proposition N), Smoke Free Campus and legislative advocacy protesting community college cuts. (II.B-34)

As previously mentioned when discussing assessing student needs, the College invites students to become members of participatory governance committees such as Academic Affairs, Budget Development, Catalog, Commencement, Crisis Response, Curriculum Review, Diversity, Environmental Stewardship, Facilities Planning, Humanities Institute Advisory, Information Technology, Matriculation Advisory, Marketing Advisory, Program Review, Research, Scholarship, and Strategic Planning, Student Services and Student Disciplinary/Grievance through which students participate in the decision-making process. (II.B-22)

Every fall semester, the Student Affairs Office coordinates a leadership retreat for all elected associated student leaders, senators and two members from each student club. Retreat participants include members of the College Executive Council, which includes the President and Vice Presidents, who speak to the students about leadership and the College. In addition a presentation is usually given by a community member, such as a political representative, who provides information on how to become better leaders. (II.B-34)

The College offers personal growth courses that address personal and civic responsibility, intellectual growth, critical thinking and personal development. Students also have an opportunity to participate in learning communities that provide a team approach to learning.

According to the 2009 Student Satisfaction Survey, 71% of the respondents agreed or strongly agreed their college education has helped them understand themselves better (Q63). Sixty-three percent agreed or strongly agreed that they had improved their interpersonal skills by interacting with people on campus (Q67). Consistent with this, on the 2009 Employee Perception Survey, 78% of the respondents agreed or strongly agreed that the College encourages personal, aesthetic, and intellectual development in students (Q42).

The Division of Student Services has worked with students in creating a learning environment which encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development. The following are examples of efforts provided by some programs and services:

Career Center

- Provides students the opportunity to take assessments in order to determine the careers that best match their personality. After the assessment, students can schedule a counseling appointment to discuss major options and/or develop an education plan that would best prepare them to reach their career goals;
- Organizing the Career Expo which is an annual job fair event in which employer evaluations are provided to the staff with information about the skills and abilities of the students they were in contact with during the event. The feedback from employers allows the Career Center staff to educate the students with the latest information on the necessary requirements in being successful during their job search and in obtaining employment;
- Provides special career services for veterans.

Counseling Center

- During orientation, information is presented to assist students in gathering information that will help them achieve their educational/career objectives;
- During the counseling session, students are informed about and encouraged to seek resources that will contribute to their success;
- Students are guided through the process of determining the appropriate English and math courses to take along with other courses for the semester;
- Students are informed of the registration process, critical deadlines, and other procedures (such as adding, dropping or withdrawing from a course);
- Students are encouraged to take a proactive role in their educational success by scheduling a follow-up counseling appointment.

Disability Support Programs and Services (DSPS)

- Students are responsible for requesting services and accommodation options in a timely manner;
- DSPS coordinates with other programs and service areas to ensure access and personal development for students with disabilities (i.e., tutoring services);
- Uses community resources for positive vocational outcomes to promote personal responsibilities for students with disabilities;
- Basic Skills Initiative provides a great forum for providing positive learning environments that meet the needs of DSPS students;
- Has established outstanding cooperation between DSPS and Student Affairs on disciplinary matters.

Extended Opportunity Programs and Services (EOPS)

- Students are responsible for attending EOPS workshops;
- Students are responsible for making and attending three counseling appointments per semester and completing a Student Education Plan (SEP);
- Students are required to sign a Mutual Responsibility Contract;
- Students are required to attend an intake session each semester;
- Students are provided an EOPS handbook in order to become familiar with the full range of services and program responsibilities;
- EOPS faculty and staff meet regularly to discuss the learning environment and services provided to students.

Financial Aid

- Maintains a comprehensive website that encourages students to learn about financial aid and how to follow financial aid procedures;
- Hosts and coordinates the Student Services Fair each semester;
- Sponsors the Historic Black Colleges and Universities (HBCU) Fair;
- Sponsors the African-American and Latino Male Leadership Summit;
- Sponsors the Transfer and Career Day;
- Sponsors Foster Youth Connection Day and The Fostering Academic Success and Transition (FAST) Summer Institute developed by EOPS.

STAR TRIO

- Interviews all students and asked how they can contribute to the program;
- Provides scholarships to outstanding students;
- Hires successful students to be tutors and mentors;
- Provides leadership opportunities.

Student Affairs Office

- Conducts annual Policy 3100 Rights and Responsibilities workshops/presentations during flex activities for faculty, Student Success Day, and department meetings; (II.B-34)
- Provides a user friendly Policy 3100 section on the web site; (II.B-35)
- Provides online access to all student affairs documents; (II.B-35)
- Works collaboratively with the Associated Student Government (ASG). The Dean of Student Affairs serves as the advisor to the ASG and meets with them on a weekly basis. In addition, the Dean meets with the ASG President and Vice President a minimum of once per week; (II.B-34)
- Works collaboratively with the Inter-Club Council (ICC), which is composed of members from each student club. The ICC meets each week; the advisor to the ICC is a classified staff member who works in the Student Affairs Office. In addition, each student club has an advisor that is a contract faculty or staff employee. The Student Affairs Dean serves as the liaison to the advisors. Each semester, the Student Affairs Office provides an orientation and training for the clubs; (II.B-34)
- Coordinated and/or participated in activities such as Aids Walk, the H1N1 (Swine Flu) campaign, the smoke free campus campaign/initiative, and education budget cut demonstrations. (II.B-34)

Student Health Services

- Has a diverse group of students who have been trained and hired as peer educators. These students are involved in outreach on the campus and deal with issues such as the smoke free campus policy, sexually transmitted diseases, the effects of alcohol consumption and cultural insensitivity. The peer educators provide Student Health with “access to the minds of students” and also develop leadership and job skills while involved in campus outreach efforts; (II.B-25)
- Assisted, in collaboration with student leaders and with the support of the College, with the smoke free campus initiative by developing Smoke Free surveys that were used to support the initiative. (II.B-36) In addition, Student Health worked with students by helping to educate the campus community about the need for the approval of the initiative, which was eventually adopted by the College. Campuses throughout California have sought advice on becoming smoke free; (II.B-25)
- Worked with students by helping to educate the campus community about the need for the approval of the initiative, which was eventually adopted by the College and the District; (II.B-25)
- Provide students with the necessary information and services to maintain optimal health. Student Health, including peer educators, responded to health crisis such as the H1N1 (swine flu); (II.B-25)
- Provided crisis counseling after the Virginia Tech University shooting incident as a way to allow students the opportunity to express their emotions in an effective manner and to also prevent copycat violence; (II.B-25)
- Developed a Point of Dispensing (POD) system, adapted from the County of San Diego Public Health, to provide mass H1N1 vaccinations on campus. The Mesa POD was a model for design for H1N1 mass vaccination throughout the District and at campuses around San Diego. The Mesa POD supplies for medication distribution are permanently stored on campus, should another crisis arrive;
- In collaboration with San Diego State University, Student Health Services is currently in discussion about developing an alcohol initiative. (II.B-37)

Transfer Center

- Has base core value that students are capable. Students are encouraged to ask pertinent questions and make decisions with support from the Transfer Center director and staff. Transfer Center personnel operate according to this principle to address all areas of SLO;
- Provides college and university catalogs for students to conduct research;
- Provides computer workstations for students to conduct research and complete admission applications to baccalaureate institutions;
- Provides handouts and brochures for students to obtain an understanding about the university environment and transfer requirements;
- Offers transfer workshops to educate students about the details required in transferring to various institutions;
- Provides students with information related to major options during the Annual Majors Day event;
- Organizes an annual Transfer Day event to provide students with the opportunity to meet with various university representatives and attend workshops in order to obtain specific transfer information;
- Organizes an annual Historically Black Colleges and Universities (HBCU) Day to provide students with information related to transfer to an HBCU;
- Has a Transfer Center Director who serves on the College research committee where the Community College Survey of Student Engagement (CCSSE) results and SLOs are discussed. Efforts are made to incorporate recommendations stemming from these meetings.

The College evaluates its learning environment through the on-going, integrated review process for all programs and services along with SLO/AUO assessment. The SLO assessment allows for the identification of areas that need improvement. As discussed in Standard IIA, programs and service areas are at various levels in assessing SLOs with most in the early stages of assessment development. However, some programs and service areas such as Financial Aid and EOPS have conducted individual evaluations of their services. For example, feedback received from the Student Services Fair Survey facilitates departmental evaluation of SLO's and is utilized to make program improvements.

Evaluation

The College has clearly demonstrated that it works collaboratively with students in creating a learning environment that is relevant. The inclusion of students on participatory governance committees is invaluable when discussing student needs and in determining how to identify and meet those needs. In addition, students are provided a broader perspective about the issues that the College must consider in the decision-making process. Students gain lifelong leadership skills by participating on College committees and/or by taking personal growth courses. In addition, the Student Affairs office provides many avenues for students to engage in activities that promote civic and community responsibility as well as develop leadership skills and provides leadership training at a yearly retreat. Lastly, programs and services areas use formal and informal evaluation means to assess services and make improvements.

The College meets this standard.

Standard II.B.3.c: The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Description

The counseling programs at the College provide individual and group counseling during the day and evening to assist students. Services are advertised in the class schedule, by a distribution of flyers, in

the College catalog and web site and include orientation classes and sessions, personal growth classes and transfer workshops. The general orientation sessions for both prospective and continuing students provide information regarding various instructional programs and available support services that allow the student and counselor to work together in developing a student educational plan. In order to promote the successful attainment of students' personal and educational goals, the College implements a monitored matriculation program. Students are informed of the matriculation process as it is described in the class schedule, college catalog, Personal Growth courses and new student orientation workshops. The matriculation process is accomplished by the College's counseling programs through the provision of:

- individual and group academic, personal, and career counseling;
- new student orientation meetings;
- transfer workshops;
- academic skill workshops;
- student development classes.

A critical component of the counseling and advising function is referral to resources both on and off campus. Referral information is available to students through counseling appointments, workshops, new student orientations, and Personal Growth and DSPS classes as well as through campus publications including the Mesa College website, the College catalog, class schedule, and various program publications. On campus referrals are made to all student service areas in addition to academic departments and co-curricular programs.

Support services and retention programs such as Disability Support Programs and Services (DSPS), Extended Opportunity Programs and Services (EOPS), STAR TRIO, the Tutoring Center, as well as programs of special emphasis offered through the Counseling Department, provide support to students experiencing academic difficulties. Within the Counseling Department the following programs are designed and implemented:

- **International Students Program** (with Admissions Office) coordinates the application and registration process for students with F-1 visas and provides services to ensure a successful American educational experience at Mesa College;
- **Mesa Academy** is a retention program created to provide African-American students with an equitable education, impartial career and counseling services. The mission is to "raise the aspirations" of African-American students by expanding their sense of future, opportunities and capabilities. The purpose is to function as a forum for the exchange of ideas and the dissemination of learning and information to African-American students. The Mesa Academy is open to all students enrolled at the College;
- **Mesa Athletics Academic Program (MAAP)** is for students involved in intercollegiate athletics;
- **Outreach** activities occur in high schools, middle schools, alternative schools, educational centers, community-based agencies, and civic groups. Numerous campus constituencies perform outreach activities including DSPS, EOPS, and a variety of academic departments. Recruiters include instructional and counseling faculty, student services staff, and students;
- **Puente Project** focuses on the Latino/Chicano experience and utilizes materials from this perspective to enhance students' writing, critical thinking and reasoning skills. A mentoring component plays a critical role in the persistence of students;
- **Transfer Center** assists students to research and prepare for a successful college transfer;
- **Veterans Counseling** provides eligible veterans with educational plans that meet Veterans Administration guidelines.

Additional specialized programs include:

- **The Disability Support Programs & Services (DSPS)** Department provides disability management, counseling and academic accommodations as required by federal and state law for students with disabilities. The High Tech Center and Learning Accommodations Lab provides adapted computer hardware and software, computer-assisted instruction, and educational strategies instruction to meet the specific needs of the student;
- **The Extended Opportunity Programs & Services (EOPS)** serves a diverse student population that is low income with academic challenges to become aware of academic and personal needs and achieve academic success. Student success workshops, counseling, priority enrollment, transfer services and Guidebook to Student Success, and fee waiver for admission to four-year institutions are available to eligible students;
- **The Career Center** provides career-related programs, services, and activities for students. These include the Career Expo, job seeking and keeping skills workshops, online interest inventories, and labor market information. The center also offers counseling that pertains to career exploration;
- **Student Health Services** and psychological counseling are made available to students to ensure positive emotional and physical health for successful pursuit of goals. A nurse practitioner is available daily, a professional psychological counselor and physician by appointment only. Medical referrals are available when necessary.

Counseling programs encourage continuous quality improvement to support student development and success by preparing the counseling faculty in the following manner through:

- in-service training;
- the attendance at professional conferences relevant to the work conducted in the department. (i.e., Statewide and local conferences, the California State University and the University of California Counselor Conferences, Ensuring Transfer Success Conferences)
- San Diego Community College District (SDCCD) retreats that provide training and updates (i.e., policies and procedures);
- a counselor who represents the Academic Senate on the SDCCD Student Services Council and shares information discussed at council meetings with the campus;
- weekly counseling meetings where presentations regarding counseling, transfer and related matters are provided by campus liaisons, university and industry representatives;
- participation on the College Student Services Council with a variety of student services matters are discussed and addressed;
- the attendance of training session once a month by adjunct counselors and interns. The Counseling Department Chairperson is available throughout the year to provide additional information as needed;
- information provided by the Transfer Center Director to general counselors about the changes or updates in transfer requirements.

The College evaluates the counseling and advising functions through a variety of methods. One method is through the integrated, on-going Program Review process and SLO assessment.

Other evaluation methods include:

- SLO measurement for every counseling appointment;
- Annual student evaluation of counselors;
- Student exit interviews such as within the STAR TRIO program.

In the 2009 Student Satisfaction Survey, 58% of respondents agreed or strongly agreed that counselors were available at times that were convenient for them (Q52). Sixty-four percent agreed or strongly agreed that the counseling session helped them clarify their educational goals and select courses needed to attain that educational goal (Q53). Sixty-five percent of respondents agreed or strongly agreed that the counselor helped them understand course

prerequisites (Q54), and 64% agreed or strongly agreed that that counseling sessions are informative and helpful (55). Fifty-three percent of respondents agreed or strongly agreed that counselors care about them as individuals (Q56), and consistent with this, 53% agreed or strongly agreed that counselors are concerned about their academic success (Q57).

Evaluation

The College provides counseling and advising services which meets the varied needs of students. There is a vast array of counseling services available to students to assist with educational planning in meeting career and transfer goals. Additional consideration is provided to meet cultural, disability and personal health needs. As previously addressed, Student Health routinely assesses its services. For example, through survey results, Student Health offers Alcoholics Anonymous, Narcotics Anonymous, eating disorders counseling and LBGT group counseling. There are several retention programs that provide additional support for students to succeed such as the Freshman Year Experience, FAST and STAR TRIO. The overall goal for all programs is to provide an avenue for students to succeed.

Counselors meet on a regular basis to keep up-to-date with the necessary information to successfully perform their duties. However, there is a need for more connection between the specialized programs (i.e., EOPS) and general counseling.

The College meets this standard.

Standard II.B.3.d: The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Description

The College engages in a wide variety of efforts in order to foster meaningful appreciation and understanding of diversity. This commitment to diversity is illustrated by its centrality to one of the four institution-wide goals that are set out in the Vision, Mission, and Values statement.

The College seeks to ensure that students have an understanding of diversity through the adoption of the San Diego Community College District (SDCCD) Multicultural Studies requirement for those who intend to acquire an associate degree. Students may fulfill the requirement by “satisfactorily completing a course related to the culture of one or more of the ethnic groups which are represented in American society. The course shall include a focus on the role of men and women in the origin, development, and current status of these cultures.” (II.B-39)

Student Services and the Office of Instruction cooperate to design and maintain appropriate programs, practices, and services to support and enhance student understanding and appreciation of diversity. Student Services sponsors numerous activities and student organizations, while Instruction's contributions can be seen through the activities of the Humanities Institute and the newly established Diversity Committee, as well as the varied course offerings and activities (e.g., performances, exhibits) sponsored by individual academic departments.

The various Student Service departments have initiated an excellent pattern of dialogue and cooperation among themselves, student groups and areas of instruction. The Division of Student Services has a variety of regular meetings for the purposes of sharing information and improving services to students. Student Services makes important contributions to the programs, practices, and services that support and enhance student understanding and appreciation of diversity. Each year, Student Services has coordinated and/or participated in the following activities:

- AIDS Walk
- African American and Latino Male Leadership Summit
- Asian Pacific Islander American Heritage Week
- Black History Month Speaker Series

- Canyon Day
- Career Week
- Cesar Chavez Day
- Chicano/Latino Heritage Festival
- College Transfer and Historically Black Colleges and Universities Day
- Commencement
- Disability Awareness Day
- Encanto Community Street Fair
- Festival of Colors
- Linda Vista Community Fair
- Martin Luther King Jr. Parade
- Native American Heritage Month
- Scholarship Banquet (II.B-34)

In addition, Student Health Services has been involved in promoting diversity throughout the College. After several students mentioned their experience with the cultural insensitivity received from some College faculty and staff during counseling appointments, Student Health counselors started the Cultural Advisory Council. Over 20 community leaders from varying ethnic, cultural and religious groups as well as Mesa students, staff and faculty were invited to the first monthly meeting of the Council which was held on July 8, 2008. From these meetings came the Tents of Tolerance, the Angry Eye and Monkey Dance, to address the emotional damage caused by discrimination and to bring about diversity awareness. (II.B-25, II.B-40, II.B-41)

The Office of Student Affairs assists students to establish clubs and organizations that provide a rich and multi-cultural dimension to college life. Faculty and classified staff advisors serve on a voluntary basis and are approved by the College President each semester. The following clubs and organizations are active as of the 2009-2010 school year:

- Anthropology
- A.T.H.I.E.S.T. Club
- Bahai Club
- Black Student Union
- EOPS/Care Club
- Fashion Club
- Fencing Club
- Honors Club
- Immigration Student Support Org (ISSO)
- Inter Club Council (I.C.C.)
- Interior Design Club
- International Club
- InterVarsity Christian Fellowship
- Mesa College Animal Health Technology Student Association (MCAHTSA)
- Mesa College Ceramics Club
- Mesa Plants and Design Club
- Mesa Red Cross Club
- Mesa Robotic Organization (MRO)
- Movimiento Estudiantil Chicano De Aztlan (M.E.Ch.A)
- Phi Theta Kappa
- Pre-Med/Pharmacy
- PSI Beta
- Puente
- San Diego College Chapter of Student Affiliates to the American Chemical Society (SAACS)

- Society for Advancement of Chicanos and Native Americans in Science (SACNAS)
- STAR Club
- Student Veterans Union
- Studio Arts Club
- The Spanish Club
- Women's Union (II.B-35)

The following are student clubs and organizations from prior years:

- Alpha Gamma Sigma
- Asian Pacific Student Alliance (APSA)
- African Unity
- Architecture Club
- Baby Intervarsity
- Bayanihan Club
- Campus Crusade for Christ
- Celtic Experience
- Challengers Club
- Christian Bible Study
- Circle K Club
- Computer Science Club
- Deaf Club
- Dental Assistant's Club
- Drama Club
- Enviro Club
- FAN Club
- Fellowship of Christian Athletes (FLA)
- Film Club
- Future Teachers Association
- German Club
- Gymnastics Club
- Healthy Students Club
- Improv Club
- International Socialist Club
- Jewish Student Union
- Live Music Club
- LeClub Francais
- Lesbian, Gay, Bisexual, Transgendered Student Union
- Mesa Adventure Club
- Mesa College Democratic Club
- Mesa College Culinary Club
- Mesa College Republicans
- Mesa Design Club
- Mesa Japan Club
- Mesa Persian Club
- Mesa Surf Club
- Mesa Union of Hands
- Multimedia Club
- Muslim Student Association (M.S.A.)

- Oasis
- Olympian Christian Association
- Olympian Golf Club
- Parent Participation Advisory Committee (PPAC)
- Philosophy Club
- Pride Coalition
- One Club
- Reach
- Remnant
- Rotaract Club
- Student Asian (SAMESA)
- Smile Club
- Society of Hispanic Engineers (SHPE)
- Song Writers Club
- Tennis Club
- The Fellowship of Associated Gay Students & Straight Allies
- The San Diego Mesa College Business Club
- TOMS Shoes Campus Club
- World of Peace Club

The Humanities Institute was established in 1990 and for more than 19 years has played a key role in the cultural life of Mesa College. The mission of the Humanities Institute includes the following:

- To initiate, sustain, and assess curriculum transformation activities throughout the College;
- To continue programs intended to promote global and multicultural understanding;
- To improve student recruitment and retention through cultural enrichment and curriculum enhancement activities. (II.B-42)

The Humanities Institute sponsors many events each year to provide a forum for the appreciation of cultural diversity and global awareness. The following are events scheduled during the 2009-2010 academic year:

- "Hula of Ancient Hawai'i"
- "There and Back Again: The Hermes Castro Antarctica Story"
- Judith F. Baca "Public Art, Private Works"
- The Global E-Waste Crisis Speaker.
- Three Sisters Garden Harvest
- Chicano Latino Heritage Celebration: ¡Cultura y Resistencia!
- Mesa Visions: Mesa College's Art and Literary Magazine
- Understanding Globalization in the US Mexican Border: A creative workshop
- The San Diego Chicano History Project: Triumphs of the Human Spirit: Mesa College as a Community Partner
- 2009-2010 Cesar Chavez Celebration: Music and Discussion with Agustin Lira
- Powerful Latinas Lecture featuring Aurelia E. Flores, J.D..
- Guatemala and Family Planning: A Story of Hope for Women and Children and the World
- Asian Pacific Islander American Heritage Month Celebration
- Opening of the 2010 Glass Gallery Exhibition: African Balance in Art and Life
- People's Power in the Philippines (Feb. 22-25, 1986): A Non-Violent Revolution
- Guerrilla Girls Performance
- Festival of Colors
- Prevention and Intervention Research in Hispanic Populations(II.B-42)

The Humanities Institute partners with various campus programs for annual events. The Institute Coordinator serves as the liaison to various campus programs. When appropriate, the Institute provides financial support for events sponsored by other campus organizations. The following are examples of such events:

- African-American and Latino Male Leadership Summit
- Asian Pacific Heritage Month Celebration
- Black History Month Celebration
- Bridges Program Baccalaureate Celebration
- Chicano Latino Heritage Celebration
- Child Development – Head Start program (provided funds to start a lending library program)
- Chinese and Vietnamese New Year Celebration
- Festival of Colors
- Native American Heritage Month Celebration
- Occasional Social Science Lecture Series
- United States Constitution Day
- Women’s History Month Celebration (II.B-43)

The Diversity Committee is a newly formed participatory governance committee that was approved by the College during the fall 2009 semester. The committee membership includes an administrator, faculty, staff, students and community members. The purpose of the committee is to “track the college’s activity and development in the areas of diversity and cultural competence as well as to brainstorm for ideas on advancing diversity and cultural competence via campus events and training/workshops.” (II.B-44) The committee has identified two major initial projects to address the components of the committee’s purposes:

1. Administration of a “Campus Climate Survey” based on a diversity framework developed by Daryl Smith of the Claremont Graduate University School of Educational Studies. This will be administered with the assistance of the Campus-Based Researcher, who will work in tandem with the District Institutional Research and Planning Office.
2. Building a cultural competence website to:
 - Serve as a repository of efforts, initiatives and programs that contribute to one of the four categories of cultural competence development identified (cultural knowledge, cultural awareness, cultural sensitivity, and cultural competency);
 - Serve as a clearinghouse of related activities on campus and in the surrounding community to inform this process;
 - Serve as a place that would include “student testimonials” and other campus members relating their experience with campus climate and exposure to cultural competence development opportunities.

Through the Diversity Committee’s web site, issues in cultural awareness, diversity, and competence can be addressed. (II.B-45)

The measures the College uses in determining the effectiveness of services is the integrated review process for all programs and services along with SLO/AUO assessment.

Evaluation

The College has demonstrated that it meets the standard by the established programs and services dedicated to diversity. The collaboration between the Student Services and Instruction divisions ensures that the diversity needs of students are being met at every level. In addition, the College may want to recommit resources to the Humanities Institute to enhance the promotion of diversity. In the past, the Humanities Institute had a full-time coordinator and support staff.

The College meets this standard.

Standard II.B.3.e: The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Description

The College evaluates the effectiveness of practices and tools of admissions through the on-going, integrated Program Review process, which includes Student Support Services, Instruction and Administrative Services. The placement processes are managed by the Assessment Office, which undergoes the same Program Review process. In addition to Program Review, the admissions supervisors meet once per week with the Dean of Matriculation and Student Development to discuss and address concerns. The Admissions and Counseling supervisors from each San Diego Community College District (SDCCD) college meet on a regular basis at the District Office to review and receive updates on operational procedures. (II.B-18)

Cultural and linguistic bias in the instruments and processes are minimized through the use of matriculation handouts and materials that have been translated to accommodate various languages that are spoken by students (i.e., Spanish, Vietnamese). (II.B-18)

All placement instruments utilized by Mesa College are on the Chancellor's list of approved assessment instruments. In coordination with the District Office of Institutional Research and Planning, these assessment instruments are routinely evaluated in terms of (1) fairness and validity, (2) reliability and errors of measurement, and (3) disproportionate impact. In particular, the following activities are conducted by the District Office of Institutional Research and Planning:

- Review the evidence addressing test bias supplied by the test developer to ensure that the results are generalized to the local campuses;
- Provide a comprehensive description of the appropriateness of an assessment test for the purposes of placement into a course or courses in a sequence. This evidence is based on the overlap of knowledge/skills measured by the test and those knowledge/skills required as prerequisites to the course(s);
- Review the criterion-related validity evidence supplied by the test developer to ensure that the results can be generalized to Mesa College;
- Validate and maintain the appropriateness of its cut-scores;
- Review the reliability and errors of measurement evidence supplied by the test developers to ensure that the results can be generalized to Mesa College;
- Monitor disproportionate impact on an ongoing basis for various demographic groups (including gender, age, racial, ethnic, and disability groups).

These placement instruments are evaluated by matriculation evaluation teams on a six-year cycle coordinated by the State Chancellor's Office to coincide with the accreditation site visit. These test instruments are reviewed using the standards and procedures adopted by the Board of Governors in March 1991 and continue to be updated as required. The technical assistance site visits conducted by the Chancellor's Office are designed to address key issues raised during the selected colleges' initial site review visit. In the future, Mesa plans to consider other multiple measures of assessment.

As part of the 2009 Student Satisfaction Survey, students were asked to evaluate placement practices. Fifty-seven percent agreed or strongly agreed that they were informed about the importance of the assessment tests prior to taking them (Q47). Sixty-four percent agreed or strongly agreed that the reading and writing assessment test helped them enroll in the appropriate level English class (Q48). Sixty-one percent agreed or strongly agreed that the math assessment test helped them enroll in the appropriate level math class (Q49). Fifty-three percent of respondents agreed or strongly agreed that counselors and assessment staff clearly explained the assessment results to them (Q50). Sixty-four percent of respondents agreed or strongly agreed that assessment tests were offered at a convenient time for them (Q51).

Evaluation

The on-going integrated Program Review process allows for admissions and assessment to be evaluated annually. In addition, there are informal means in which the College assesses for improvement throughout the year such as meetings to discuss and review operational procedures.

The College meets the standard.

Standard II.B.4: The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Description

The College provides a systematic and regular review of student support services through the established, on-going five-year Program Review process. As previously discussed in Standard IIA, in 2007, student service programs and service areas merged with the academic Program Review process. As a result of the merge, the Academic Program Review committee was renamed the Program Review Committee. In 2008, Administrative Services also joined the Program Review process. Therefore, the College has integrated all academic, student service and administrative programs and services areas into one review process. (II.B-46)

Program Review serves as a guide to programs and service areas in planning such as identifying areas that need to be strengthened or streamlined and in developing or revising policies and/or procedures.

The College has developed Student Learning Outcomes (SLOs) for all student service programs and service areas, programs in instruction as well as Administrative Unit Outcomes (AUOs) for administrative services. The College purchased TaskStream SLO software management system as the official repository for all SLOs/AUOs, and their assessment pieces. TaskStream will allow programs and service areas to track and update their SLOs/AUOs within one system. By the end of summer 2009, the College completed its initial collection of all program and service area outcomes, with input into TaskStream. Training on the use of this software began in the early fall 2009 semester followed by faculty and staff input of some assessment data.

As described in Standard IIA, Student Learning Outcomes are assessed by the faculty and staff. The assessment results are used for improvement to revise the outcome if it is deemed necessary or revise the methodology of the SLO if necessary. During the college-wide SLO Fair that occurred during the spring of 2009, it was noted that programs and service areas are at various levels and/or stages of assessment. Some programs and service areas have completed their assessments and are in the process of compiling the results; others have completed their assessments, have the results and are working to strengthen their programs or service area, while others are in the early stages of assessment development.

The College uses the results from the evaluation of student support programs and service areas as an opportunity to make decisions regarding the continuation of or modification to existing programs/services or in determining the need to add new programs/services. The Financial Aid data analysis and comparison document shows that the office utilizes results to make continuous improvements to the delivery of information to students. For example, through assessment results, the Financial Aid Office discovered a need to improve the documents and process used when students appealed financial aid disqualification. During the 2005-2006 academic year, which was prior to the assessment, 18% of appeal applicants submitted documents with statements that were vague and unclear which significantly diminished their chances for appeal approval. After receiving assessment results, the Office revised the appeal

form so that students could better articulate the circumstance(s) that led to disqualification. The Office also hired counselors and included them as members of the appeal committee so that students would have better “academic equality” during the review of their appeals. As a result of the Office implementing changes, the spring 2008 data indicates a 4% decrease in the amount of documents submitted by students with vague and unclear statements, which increased their chance to retain financial aid. (II.B-47)

The results of the 2009 Student Satisfaction Survey were discussed at a research briefing that involved key college leadership and Student Services personnel. The majority of students were satisfied or very satisfied with the following support services: Academic Counseling (66%); Financial Aid Services (58%); Tutoring Services (64%); Transfer Center (57%); Student Health Services (54%); Admissions Application Process (77%); New Student Orientation (56%); Course Registration Process (77%); and Assessment/Testing Services (59%) (Q7, 8,9,10,14,16,17,18, 21). More specialized services such as DSPS, EOPS, Child Care Services, and TRIO services, were evaluated favorably in the Point of Service Surveys, DSPS Report, EOPS Report, and TRIO Report. (II.B-85, II.B-86, II.B-89)

Evaluation

The College has established an exceptional review process for all campus programs and service areas in instruction, student and administrative services. The integration of these programs and service areas into one review process allows for a global awareness of student support needs as well as the overall effectiveness of programs in meeting such needs.

The development and collection of SLOs/AUOs for all courses, programs and service areas have been accomplished. The current goal of the College is to continue to provide awareness and training activities related to SLO/AUO assessment.

Programs and service areas within the College are at various stages of assessment development, with the majority in the early stages. Therefore, the College will continue to administer its SLO survey and use the Program Review process to monitor progress made in this area. As programs and service areas develop assessment pieces, they will input the information into TaskStream. The College will continue to provide TaskStream training in order to meet the needs of faculty and staff.

The College meets this standard.

Planning Agenda for Standard IIB: STUDENT SUPPORT SERVICES

Although the current economic crisis in California has had a devastating effect on the Student Services’ budget, this College division has continued to provide a high level of student support. Dialogue and cooperation among the various Student Services areas and the remainder of the College community have permitted the Division to meet its mission.

Since the 2004 Self Study, Student Services has developed and is assessing Student Learning Outcomes for all its service areas. They have become a part of the College’s robust and integrated Program Review process. Point of Service surveys were conducted, and these results have been reported in the appropriate portions of this Self Study. These surveys will continue to be used as part of the Program Review process to support the College’s planning process. As evidenced by the Strategic Plan for Online Matriculation Services, the need for offering all matriculation services in the online modality continues to be a priority.

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

6. Seeking alternative funding sources in order to sustain student support programs; and
7. Providing essential online services at each level of matriculation.

Standard IIB Evidence

II.B-1	2009-2010 San Diego Mesa College Catalog
II.B-2	San Diego Mesa College Student Handbook 2008-2009: http://www.sdmesa.edu/handbook/pdf/student-handbook.pdf
II.B-3	San Diego Mesa College Admissions website: http://www.sdmesa.edu/admissions/index.cfm
II.B-4	San Diego Mesa College International Students website: http://www.sdmesa.edu/international/index.cfm
II.B-5	San Diego Mesa College Allied Health Department Policy Manual 2009-2010 http://www.sdmesa.edu/allied-health/pdf/policy-manual.pdf
II.B-6	San Diego Mesa College Allied Health Department website: http://www.sdmesa.edu/allied-health/index.cfm
II.B-7	San Diego Mesa College Outreach website: http://www.sdmesa.edu/outreach/index.cfm
II.B-8	San Diego Mesa College Testing Center website: http://www.sdmesa.edu/testing-center/index.cfm
II.B-9	San Diego Mesa College Counseling website: http://www.sdmesa.edu/counseling/index.cfm
II.B-10	San Diego Mesa College Counseling Department SLOs and evaluation, 2005
II.B-11	San Diego Mesa College Program Review Report 2008-2009
II.B-12	San Diego Mesa College website, Catalog Sub-Committee: http://www.sdmesa.edu/governance/committees/catalog.cfm
II.B-13	San Diego Mesa College website, Academic Programs http://www.sdmesa.edu/academic-programs/index.cfm
II.B-14	San Diego Mesa College Student Services website: http://www.sdmesa.edu/student-success/index.cfm
II.B-15	San Diego Mesa College Student Services Strategic Plan for Online Matriculation Services, Fall 2008
II.B-16	SLO Survey 2008
II.B-17	Mesa Point of Service Surveys 2009: a. Admissions b. Counseling c. DSPS d. EOPS e. Financial Aid f. Student Health g. STAR h. Transfer Center i. Veterans Affairs
II.B-18	12/17/09 Interview with Joi Blake, San Diego Mesa College Dean of Student Development and Matriculation
II.B-19	San Diego Mesa College Associate Degree Website: http://www.sdmesa.edu/rockit/index.cfm
II.B-20	2008-2009 San Diego Mesa College Student Services Annual Report, p. 15, last bullet under Outreach/Community Relations
II.B-21	San Diego Community College District Office of Institutional Research and Planning, September 2009 FYE report http://research.sdccd.edu/Include/Research%20Reports/Miscellaneous/FYE_2009_v08.pdf
II.B-22	San Diego Mesa College website, Participatory Governance http://www.sdmesa.edu/governance/index.cfm
II.B-23	San Diego Mesa College Website, Welcome http://www.sdmesa.edu/welcome/tour-apply.cfm

II.B-24	San Diego Mesa College STAR Continuing Student Service Request (also know as Needs Assessment) form: http://www.sdmesa.edu/star/apply.cfm
II.B-25	1-20-10 Interview with Suzanne Khambata, San Diego Mesa College Director of Health Services
II.B-26	San Diego Mesa College Disability Support and Programs Website http://www.sdmesa.edu/dsps/index.cfm
II.B-27	San Diego Mesa College Disability Support and Programs Website, Online Orientation http://www.sdmesa.edu/dsps/online-orient.cfm
II.B-28	San Diego Mesa College Financial Aid Website http://www.sdmesa.edu/financial-aid/index.cfm
II.B-29	Interview with Gilda Maldonado, San Diego Mesa College Director of Financial Aid (Fall, 2009)
II.B-30	San Diego Mesa College Website http://www.sdmesa.net/eops/orientation.edu ; refer to EOPS Quiz #17
II.B-31	San Diego Mesa College Graduation Website http://www.sdmesa.edu/rockit/index.cfm?pid=4#confidence
II.B-32	Petition for Graduation.
II.B-33	Counselor observation SLO sheet.
II.B-34	1/19/10 Interview with Ashanti Hands, San Diego Mesa College Dean of Student Affairs
II.B-35	San Diego Mesa College Student Affairs website http://www.sdmesa.edu/student-affairs/index.cfm
II.B-36	San Diego Mesa College Health Services Smoking Survey, October 2008
II.B-37	San Diego Mesa College Health Services Alcohol and Drug Awareness Survey, October 2008
II.B-38	San Diego Mesa College Student Health Services Student Interest Survey
II.B-39	2009-2010 San Diego Mesa College Catalog, p. 73, column 1, under the Multicultural Studies header.
II.B-40	San Diego Mesa College Student Health Services Tents of Tolerance Statistical Results (Pre and Post event)
II.B-41	San Diego Mesa College Student Health Services Angry Eye Event Announcement, October 2008.
II.B-42	San Diego Mesa College Humanities Institute Website http://www.sdmesa.edu/humanities-institute/index.cfm
II.B-43	12/17/09 Interview with Dr. Cesar Lopez, San Diego Mesa College Humanities Institute Coordinator
II.B-44	San Diego Mesa College website, Diversity Committee http://www.sdmesa.edu/governance/committees/diversity.cfm
II.B-45	1/25/10 Interview with Donna Duchow, Chairperson, San Diego Mesa College Diversity Committee
II.B-46	San Diego Mesa College Program Review Committee website http://www.sdmesa.edu/instruction/prog-rev/index.cfm
II.B-47	San Diego Mesa College Student Learning Outcomes (SLO) Fair, April 23, 2009. Presenter: Cathy Springs [Compact Disc (105 minutes) or https://www.sdmesa.edu/instruction/SLO/index.cfm ; refer to SLO Fair 2009 – VIDEOS.
II.B-48	San Diego Mesa College Extended Opportunity Programs and Services (EOPS) Mutual Responsibility Contract (MRC)
II.B-49	April 5, 2010 Letter from the County of San Diego Human and Health Services Agency to San Diego Mesa College Health Services
II.B-50	San Diego Mesa College Student Services Fair 2009 Flyers: a. February 25 b. September 24

II.B-51	San Diego Mesa College African American/Latino Male Leadership Welcome Reception Flyer for Keynote Speaker, Dr. Pedro Noguera, April 8, 2010.
II.B-52	San Diego Mesa College Annual Transfer Day Event Flyer, October 7, 2008
II.B-53	March 10, 2009 E-message between Monica Romero, Career Guidance and Transfer Center Supervisor and Gilda Maldonado, Financial Aid Officer regarding sponsorship for the 2009 Career Opportunities Expo
II.B-54	California Community College Chancellor's Office Foster Youth Success Initiative Region X Convening – San Diego and Imperial Valley County Planning and Implementation Session, April 17, 2009
II.B-55	San Diego Mesa College Fostering Academic Success and Transitions –FAST Scholars Summer Institute, July 6-10, 2009 Event Flyer.
II.B-56	San Diego Mesa College Majors' Day Event Flyer, October 2008.
II.B-57	San Diego Mesa College Transfer Options Workshop Flyer, Spring 2009
II.B-58	San Diego Community College District Historically Black Colleges and Universities (HBCU) Directory, February 2008
II.B-59	ASSIST Transfer Channel (The Official Newsletter of ASSIST) 6 th Edition – February 2007, Reading an ASSIST Articulation Agreement
II.B-60	San Diego Mesa College Research Committee, refer to Naomi Grisham http://www.sdmesa.edu/governance/committees/research.cfm
II.B-61	San Diego Mesa College Rosa Parks Memorial Project http://www.sdmesa.edu/rosa-parks/memorial.cfm
II.B-62	San Diego Mesa College Matriculation Handouts in Spanish and Vietnamese: a. Application for Admission b. Matriculation, Orientation, Assessment c. Online Registration (REG-E)
II.B-63	San Diego Mesa College Admissions website http://www.sdmesa.edu/admissions/index.cfm
II.B-64	San Diego Mesa College Welcome Week Flyer, August 25-28.
II.B-65	San Diego Mesa College Counseling Center Website http://www.sdmesa.edu/counseling/index.cfm , refer to the Counseling Center email address: mesacoun@sdccd.edu
II.B-66	San Diego Mesa College Career Workshop Flyer for Veterans
II.B-67	2009-2010 San Diego Mesa College Basic Skills Action Plan
II.B-68	San Diego Mesa College Disability Support Programs and Services (DSPS) Student Learning Outcomes
II.B-69	California Department of Rehabilitation Information Flyer
II.B-70	County of San Diego Health and Human Services Agency Directory of Adult Services
II.B-71	April 5, 2010 e-message from Jill Jansen, San Diego Mesa College Disability Support Programs and Services (DSPS) Counselor and Presenter to the East County Asperger's Support Group
II.B-72	April 6, 2010 Interview e-message from Gilda Maldondo, Financial Aid Director
II.B-73	Extended Opportunities Programs and Services (EOPS) Requirements http://www.sdmesa.edu/eops/requirements.cfm
II.B-74	San Diego Mesa College EOPS Intake Session Online http://www.sdmesa.edu/eops/orientation.cfm
II.B-75	San Diego Mesa College STAR TRIO website. http://www.sdmesa.edu/star/index.cfm
II.B-76	San Diego Mesa College Extended Opportunities Programs and Services Guidebook to Student Success
II.B-77	San Diego Mesa College Transfer Center Student Learning Outcomes
II.B-78	San Diego Community College District Association of African American Educators Annual Historic Black Colleges and Universities Day Event Flyer – February 27, 2008 hosted at San Diego Mesa College

II.B-79	San Diego Mesa College Connection Day Booklet – February 27, 2009
II.B-80	Casey Family Programs Spring 2009 Newsletter – Article: Colleges Stand Up for Foster Youth, p. 3
II.B-81	April 13, 2010 E-message from Ashanti Hands, San Diego Mesa College Dean of Student Affairs
II.B-82	San Diego Mesa College 2010 Career Opportunities Expo Event Flyer 2010
II.B-83	2008-2009 San Diego Mesa College Student Services Annual Report, p.11
II.B-84	2008-2009 San Diego Mesa College Student Services Annual Report, p. 18
II.B-85	EOPS Annual Report, 2008-2009
II.B-86	Mesa College TRIO Program Annual Report, 2008-2009
II.B-87	Mesa College High School to College Pipeline Report, 2004/2005 – 2008/2009:
II.B-88	DSPS Annual Report, 2008-2009
II.B-89	E-message titled Mesa College RE: ARRA Grant 4-13-10