

2A
Excerpt



October 2013 accreditation midterm • report



VISION MISSION VALUES

WWW.SDMESA.EDU/MISSION-STATEMENT

WE ARE *Mesa*

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

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.

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

GOALS

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



SAN DIEGO
MESA COLLEGE

Midterm Report – Certification Page

Date: 09/17/2013

This Midterm Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution’s accreditation status.

We certify that there was broad participation by the campus community and believe that this report accurately reflects that nature and substance of this institution.

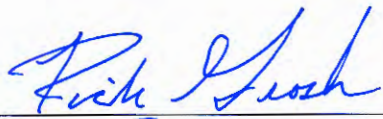
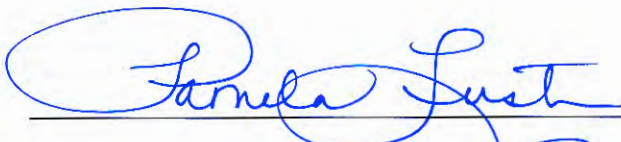
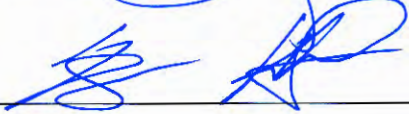
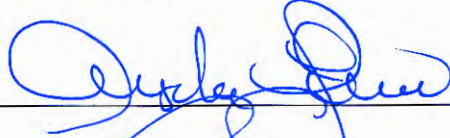
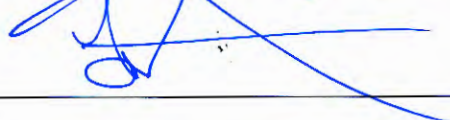
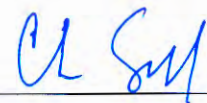
	Mr. Richard Grosch President, Board of Trustees
	Dr. Constance Carroll Chancellor, San Diego Community College District
	Dr. Pamela Luster President, San Diego Mesa College
	Mr. Terry Kohlenberg President, Academic Senate
	Ms. Angela Liewen President, Classified Senate
	Mr. Jay Walker President, Associated Students
	Mr. Tim McGrath, J.D. Accreditation Liaison Officer
	Dr. Chris Sullivan Faculty Co-Chair, Lead Writer

Table of Contents

Certification Page.....	2
Report Preparation.....	5
Response to Team Recommendations and the Commission Action Letter.....	6
Recommendation 1 (Integrated Planning).....	6
Recommendation 2 (Student Learning Outcomes).....	13
Recommendation 3 (Technology Planning and Use).....	17
Recommendation 4 (Administrative Services).....	24
District Recommendation 1 (Evaluation of College Presidents)	26
Response to Self-Identified Issues.....	27
Self-Identified Improvement Plan 1.....	27
Self-Identified Improvement Plan 2.....	27
Self-Identified Improvement Plan 3.....	28
Self-Identified Improvement Plan 4.....	28
Self-Identified Improvement Plan 5.....	28
Self-Identified Improvement Plan 6.....	29
Self-Identified Improvement Plan 7.....	31
Self-Identified Improvement Plan 8.....	32
Self-Identified Improvement Plan 9.....	32
Self-Identified Improvement Plan 10.....	32
Self-Identified Improvement Plan 11.....	32
Self-Identified Improvement Plan 12.....	34

Self-Identified Improvement Plan 13	35
Self-Identified Improvement Plan 14.....	36
Self-Identified Improvement Plan 15.....	37
Self-Identified Improvement Plan 16.....	38
Self-Identified Improvement Plan 17.....	39
List of Evidence.....	41
Appendices.....	46

Report Preparation

The report follows the format prescribed by Accrediting Commission for Community and Junior Colleges (ACCJC). It contains a cover sheet, certification page demonstrating broad participation in the preparation of the report and certification that its contents are an accurate reflection of the nature and substance of the institution, a table of contents, and a statement of report preparation. This midterm report addresses all of the recommendations from the October 2010 ACCJC site visit as well as planning agenda items identified in the 2010 self-study. The college addressed a number of these recommendations in its follow-up report of March 2011.

Participatory governance groups were crucial in the development of this report. Academic and Classified senates, instructional and student services faculty, staff and administration, and the associated student government all played a role in the creation of this document.

The Planning and Institutional Effectiveness Committee (PIEC), with the Accreditation Liaison Officer and a faculty member as co-chairs, was formed in the fall 2011 semester. This group had and continues to have broad campus representation. As part of its continuous work to integrate all aspects of campus planning, the PIEC formed an accreditation subcommittee, which functioned as a steering group for the creation of the midterm report, the facilitation of which has been conducted by administrative and faculty co-chairs. Like its parent committee, the subcommittee has wide representation from campus stakeholders. Regular meetings during the 2012-2013 academic year yielded multiple drafts of the midterm report. At each stage, the drafts were vetted through the parent committee, then through the Academic and Classified Senates. Two campus forums were held during the spring 2013 semester to provide opportunities for feedback from all stakeholders. Additionally, the draft report was posted on the college website and feedback invited via email at various points in the review process. Subsequently, the report was presented to the President's Cabinet on August 27, 2013 for final campus approval. Finally, this report was sent to the district office for formal Board acceptance and approval.

Response to Team Recommendations and the Commission Action Letter

Recommendation 1:

In order to achieve a sustainable program review, planning and student learning outcomes process, the college should develop and implement an integrated process that links all components within program review and ensures that an integrated planning process directs resource allocation.

The team further recommends that the college:

- develop measurable goals and objectives in order to integrate data on student achievement into the planning and resource allocation process;**
- develop an ongoing and systematic cycle that links program review, planning, resource allocation and re-evaluation based upon the analysis of quantitative and qualitative data;**
- demonstrate that the allocation of resources considers the needs and priorities of the college based upon its mission and goals;**
- demonstrate that resource allocation leads to the improvement of institutional effectiveness, and**
- communicate the results to appropriate constituencies once those results have been measured and analyzed**
(Standard I.B., I.B.1, I.B.2, I.B.3, I.B.4, I.B.5, III.B.2.a, III.B.2.b).

The college has met the criteria delineated in this recommendation by developing, fully implementing, and communicating an integrated planning and resource allocation process. The college is now focused on sustainable, continuous improvement by using the systems that are in place.

In order to fully address this need, Mesa College engaged in a formidable and sustained effort over a period of years (from 2004 to 2011). The planning processes and resource allocation mechanisms that were already in existence had developed over time and were shaped by internal and external assessments, and by participatory governance. The full integration of these has required careful analysis, dialogue, and planning. As those processes unfolded, different elements of the integrated planning and resource allocation process were phased in at different times. This measured approach has enabled the college to establish a revised process that is appropriate to the size, scope, and culture of the campus and it makes good use of preexisting systems while bridging any gaps as needed. Although a fully integrated process has now been implemented, in accordance with campus practices and with the principles of sustainable continuous quality improvement, we are systematically evaluating every element of the process and making cyclical adjustments as appropriate based on data.

As more fully described in the 3/10/11 San Diego Mesa College Accreditation Follow-Up Report [Rec.1-1](#) the changes to the ACCJC accreditation standards in 2002 prompted the college to commence an extensive process of transformation, involving the evolution of existing systems and the development and implementation of additional ones. Such changes included the introduction of new committees with oversight of processes pertaining to areas of institutional effectiveness as well as to areas of resource allocation ([Rec. 1-2](#), P. 8). The college completed an Educational Master Plan in 2007 ([Rec. 1-3](#)) as part of the continuous improvement evaluation process; the college identified, in 2007-2008, a strategic planning process in order to address the gaps that had been identified, and to assure comprehensive integration of institutional effectiveness processes. This included extensive review and revision of planning and resource allocation systems. In order to support this work, a Strategic Planning Committee replaced the Educational Master Planning Committee in 2008, and this group went through a process of systematic study, analysis, and development.

From 2011 to the present time, a number of key developments took place including:

- The college mission, vision, values, and goals were revisited, updated, linked to and aligned with performance indicators, measurable objectives and annual priorities ([Rec. 1-4](#));
- Sources of data were defined and reviewed for each performance indicator, objective and priority, annual “scorecards” documented progress and were used to inform institutional planning ([Rec. 1-5](#));
- Annual retreats (2008-present) focused on integrated planning and evaluation were instituted ([Rec. 1-6](#));
- A new resource allocation process was developed, piloted, implemented, and revised ([Rec. 1-7](#));
- An Institutional Planning Manual was published and used for training and has now undergone revision as a result of annual self-review and ongoing improvement efforts ([Rec. 1-8](#)).

The college adopted the recommendations from the Strategic Planning Committee (SPC) in 2011. The SPC had facilitated the development of an overarching strategic plan which encompassed all programs and services, integrated all of the components of planning, and provided clear linkages to resource allocation. The SPC met its initial goals, and as the college conducted its annual assessment, they determined that the work of institutional effectiveness and integrated planning could best continue with a reframed approach, leading to the creation of the Planning and Institutional Effectiveness Committee (PIEC) ([Rec. 1-9](#))

Similarly, the Research Committee also determined in 2011 that it too had achieved its initial goals of establishing a Research Planning Agenda ([Rec. 1-10](#)) and a Campus-Based Research Office, and that work now continues under the auspices of the PIEC and the newly-formed

Office of Institutional Effectiveness. The PIEC has also formed an Accreditation Subcommittee to facilitate communication and understanding of accreditation issues across the campus, and to provide ongoing support for reporting as well as the achievement of accreditation requirements in place of a more episodic, ad-hoc approach (Rec. 1-11). Oversight of student learning outcomes assessment systems and processes now also falls under the PIEC; a Learning Assessment Task Force (LATF) has been formed to provide planning, support, facilitation, communication, and leadership that will enable the achievement of college goals pertaining to learning assessment (Rec. 1-12).

In its present form, planning occurs in two key spheres. At the institutional level, the PIEC provides planning and facilitation for President’s Cabinet – the college’s overarching consultation council with representatives from all major constituent areas (e.g., including the academic, classified, and student senates, and administrative representatives), which serves as the key planning body, and engages in annual retreats to review and discuss environmental scan data and internal data concerned with student achievement and progress meeting the current objectives and priorities. These President’s Cabinet retreats inform updates to campus-wide goals, objectives, and priorities.

Program Review remains the heart of planning at Mesa, and as part of the program review process, programs and units are asked to respond to the college goals objectives and priorities as part of their annual planning. These plans are at the core of program review and are therefore responsive to college wide goals and objectives, which they seek to implement at the program and unit level. Both the Program Review Committee and the PIEC have broad stakeholder representation, engage in annual systematic evaluation and system revision, and report to President’s Cabinet. The President then accepts recommendations and communicates approval to the Program Review Committee.

The incorporation of student learning outcomes and administrative unit assessment findings has become a central part of program review. Program and service areas describe their student learning outcomes assessment process and findings, which are used to inform annual goals and resource requests. New resource allocation rubrics have now been defined and put in place to guide the different types of resource allocation, including [equipment](#), [services and supplies](#), [facilities](#), and personnel (i.e., both [faculty](#) and [classified staff](#)) (Rec. 1 13-17). The use of student learning outcomes assessment results are a key aspect of the new resource allocation rubrics and have a very considerable impact on the prioritization of requests and the subsequent allocation of resources. With some of the rubrics, the resource allocation request cannot proceed without a connection to a student learning outcome.

Resource allocation processes have undergone steady evolution. In 2010, the campus piloted a new allocation process; however, after dialog and analysis of outcomes data, the PIEC spearheaded a revised resource allocation process in 2011-2012. Resource requests, initiated in program review, were prioritized at the school and division level. The PIEC reviewed and

distributed these to resource committees (e.g., Facilities). Requests that were eligible for restricted funds (e.g., pertaining to CTE programs, or facility needs supported by taxpayer supported capital bonds) were pulled from the list, and the remaining prioritized requests were considered for allocation of year-end funds. The PIEC itself served as an allocation committee for equipment requests pertaining to unrestricted general fund allocations (Rec. 1-18).

In response to the aforementioned evaluation of the previous year, in 2012-13, the college reformulated its Budget Development Committee into a “Budget and Allocation Recommendation Committee” (BARC) in order to better delineate and manage the functions and processes that emerged from the revised process. The BARC has wide stakeholder representation including administrators, faculty, classified staff, and student representatives, and has taken responsibility from the PIE Committee for the coordination and integration of budget planning and resource allocation processes (Rec. 1-19 p. 5). New rubrics were approved for resource allocations pertaining to facilities, equipment, supplies, services, classified hiring priorities and faculty hiring priorities. The BARC Committee is responsible for coordinating the overall resource allocation process (Rec. 1-20). The BARC Committee is also responsible for prioritizing the requests for equipment, supplies, and services, while other bodies – such as the Facilities Committee, the Faculty Hiring Priorities Committee, and the Classified Hiring Priorities Committee – have the responsibility for recommending resource allocations regarding these respective areas. Also in 2012-13, the program review timeline was changed in order to better align with the annual budget development cycle, and to enable allocation of any year-end balances (Rec.1-21).

The following sections provide further information to address the bullets in Recommendation 1.

Develop measurable goals and objectives in order to integrate data on student achievement into the planning and resource allocation process

The evaluation of student achievement is integral to the annual institutional planning process and informs the updated goals, objectives, and priorities that are annually reviewed, refined, and amended. In order to facilitate this, the college has developed an annual scorecard (Rec. 1-22), which provides an overview of strengths and weaknesses as indicated in student achievement and other data. Individual programs also receive such data as it applies to their program/service as part of the annual program review process, and they are then able to respond to it within the format of the program review. Each year, the data provided to individual programs has been increasingly detailed and program-specific. This has enabled more effective use of student achievement data as part of program planning. A training program for program review lead writers and liaisons is in place, which includes additional sessions specifically focused on the effective integration of data into planning and resource requests (Rec. 1-23).

The role of student learning outcomes has long been included in the program review process at Mesa. However, specific details of SLOs have become far more prominent in annual revisions of

the process. This has been an evolutionary process wherein lead writers include specific information on their student learning outcomes assessment results and indicate how this influences their decision-making and their assessment of needs within the program or service area. As part of continuous quality improvement within the program review process, the inclusion of SLO information has changed. It has evolved from describing the assessment process and a description of each program's progress in writing and assessing SLOs, to a full analysis of the SLO assessment findings, and how they inform program planning and guide improvement goals (Rec.1-24).

Develop an ongoing and systematic cycle that links program review, planning, resource allocation and reevaluation based upon the analysis of quantitative and qualitative data

The PIEC has assumed this responsibility, setting (and revising) timelines and benchmarks in order to facilitate full integration, alignment, and effectiveness. The annual planning process already described is being disseminated through the program review process so the programs can link into college wide goals, objectives, and priorities. All such planning rests on the consideration of data and what they indicate regarding the achievement of the college's mission and goals.

The evaluation of integrated planning and resource allocation is based upon both qualitative and quantitative data. The different elements of the planning and resource allocation processes are carefully assessed using well-defined mechanisms for evaluation. The results of these evaluations are then considered to make improvements for following cycles. The Program Review Committee has a very well defined process for annual review, stakeholder input and evaluation of results, and recommendations for changes for the following year. Each summer, this culminates in a working group, which develops recommended changes in response to the evaluation process. These proposed changes are brought forward to the program review committee in the fall for adoption and incorporation into that year's process. This well-established and well-defined process has provided Mesa with an effective model for the continuous quality improvement of our integrated planning and resource allocation processes, and is being used as a model for evaluation of other institutional effectiveness systems and procedures. (Rec. 1-25 p. 8)

Demonstrate that the allocation of resources considers the needs and priorities of the college based upon its mission and goals

Demonstrate the resource allocation leads to the improvement of institutional effectiveness

These criteria and priorities, based on mission, vision and goals, are embedded within the "goal matrix," which is now used as a key planning element of the program review document. The goal matrix was piloted in 2010-11, was deployed to the full campus in 2011-12, and requires each program or service area to identify "SMART" (Specific, Measurable, Achievable, Realistic,

Time-bound) goals needed for the program or service area. Within this goal matrix would be the articulation of a SMART goal, the rationale for why it is needed, the person/people in charge, the timeframe, and all of the details regarding what it is and why it needs to go forward. So, a general description is given of this information, and the matrix then prompts program review writers to identify which particular college goals this program level goal addresses, which of the institutional-level learning outcomes it addresses, what if any program-level student learning (or administrative unit) outcomes it addresses, and what course-level student learning outcomes it addresses. All of these are tied back in with the goals and annual priorities for the campus. Thus the goal matrix, which is a key element of program review, assures that program planning is well-aligned with and responsive to the college mission, goals, and priorities (Rec. 1-26).

Resource allocation committees review program requests by using the goal matrix in order to prioritize the funding of requests. The rubrics currently in use require the resource allocation bodies to give precedence to requests, which support college goals and priorities, and support the ongoing improvement of institutional effectiveness. Beginning in 2012-13, additional questions have been embedded within the goal matrix to ask, if funded (i.e., in the previous year), was the goal achieved, what were the outcomes, how was it assessed, and did it advance student learning and effective practices as intended? Thus, the outcome of it then is reported back, creating a feedback loop. Based on all of this, the goal matrix, which is a component of program review, assures that requests for resources are clearly tied to campus mission and goals and that they are informed by student learning (or administrative unit) assessment. Since resource allocation bodies also review the requests directly from the goal matrix, they are able to evaluate its relevance to college mission and goals, and the extent to which it is informed by learning assessment, and it prioritizes these requests by using rubrics designed to assure the centrality of these components. Since, the year after receiving resources, the goal matrix prompts programs to provide information on the impact of those resources towards meeting the goal, the goal matrix offers a further mechanism for data collection pertaining to institutional effectiveness, so providing a well-structured means for "closing the loop" (Rec. 1-27).

Based on the evaluation of the 2011-12 program review cycle, the college custom-built an electronic program review system. Program reviews are now input into the TaskStream database (also used for Student Learning Outcomes). Data and supporting documentation are easily attached to program reviews, and are readily accessible to reviewers, and the goal matrix can now be easily provided to relevant resource allocation bodies. This provides a further example of many ways in which the college is meaningfully institutionalizing and enhancing systems for integrated planning, resource allocation, and the measurement of institutional effectiveness (Rec. 1-28).

Communicate the results to appropriate constituencies once those results have been measured and analyzed.

Mesa College assures that all appropriate constituencies are informed of the results of the analysis of annual goals and objectives through its central participatory governance body, President’s Cabinet. This group evaluates and makes recommendations to the president to inform her decision-making. Each of the participatory governance bodies on campus has a representative sitting on President’s Cabinet, including the Academic Senate, the Classified Senate, the Associated Student Government, the Deans’ Council, and the executive staff ([Rec. 1-29](#)) Each of these representatives in turn reports back to their governance group with the results of this decision-making. In addition, notes from President’s Cabinet are posted on the college website and updated regularly ([Rec. 1-30](#)). When new adoptions are made such as with the allocation of resources in conjunction with planning decisions, the allocation of these resources is discussed in each of the participatory governance bodies, and the leaders of those bodies report back to President’s Cabinet.

In addition to such communication at the highest level of the campus, communication occurs at the program and service area level, as well. As part of the new newly revised program review process, programs that receive resource allocations must report back through the program review document the effectiveness of achieving their goals and how the resources improve effectiveness. This “closes the loop” on the cycle of analysis of program alignment with college goals, mission, and annual priorities, identification of “SMART” goals needed to achieve greater effectiveness, and the award of resources to meet the goal. By adding the final step of reporting back, the program informs the college of its outcome and the effectiveness of reaching the goal. This information is included in the program review, which is made available to all stakeholders on campus and is specifically used by the Planning and Institutional Effectiveness Committee, which reviews these results to assure effective allocation of resources consistent with the mission, goals, and annual priorities of the college. This is then reported out to President’s Cabinet. As appropriate the President’s Cabinet makes recommendations relative to future iterations of funding based upon these outcomes. This may lead to changes in future allocation decisions by the appropriate allocating committees.

Recommendation 2: In order to fully meet the standards, the team recommends that the college accelerate the development and assessment of course level Student Learning Outcomes, and in order to meet the 2012 deadline, the team recommends that the college assess and align Student Learning Outcomes at the course, program, and institutional levels, and use the results to make improvements (Standard II.A.1.c, II.A.2.b, II.A.2.e-f, II.A.2.h-i).

The College has met this recommendation. As noted in the visiting team's fall 2010 Evaluation Report, at the time of the site visit, although student learning outcomes were in place at the institution and program levels, there was substantial work to be done at the course level. Since that time, the college substantially accelerated its work in order to assure that learning outcomes were not only in place for all courses, but were also being assessed, thus establishing a continuous cycle. As of the October 2012 SLO Report ([Rec.2-1](#)), the college had established SLOs for all courses and programs, and had undertaken assessment of 99.8% of the courses, and all of the programs. The TaskStream database provides the key means by which the college aligns SLOs. Through the mapping function in TaskStream, course-level outcomes have been aligned with program, general education, and institutional learning outcomes. SLO assessment data are incorporated into program review and other institutional planning processes, and reviewed at a variety of levels, fostering dialogue directed towards the meaningful improvement of student learning.

The processes to develop, assess, and align Student Learning Outcomes began with the college identifying Institutional Outcomes, General Education Outcomes, Administrative Unit Outcomes and Program Level Outcomes. Once these were developed, the various college programs started to identify, align, and assess individual course SLOs, documenting this endeavor using TaskStream. Course SLOs are mapped to program-level SLOs, which in turn are mapped to Institutional Learning Outcomes (ILOs). As courses are added or deactivated, the mapping process continues to be updated and refined. Figure 1 provides an overview of this process:

Assessing Institutional Learning Outcomes

San Diego Mesa College

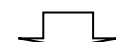
Institutional Learning Outcomes (ILOs)

(ILOs were written and vetted with the College 2003-2005)



Program-level Student Learning Outcomes and Service Area Outcomes (PSLOs and SAOs)

(PSLOs and SAOs were written beginning in 2006 and published in the College Catalog 2008-2009)

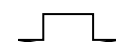


Course-level Student Learning Outcomes and Service Area Administrative Unit Outcomes (SLOs and AUOs)

(SLOs and AUOs were written beginning in 2006 and have been on-going)

Course-level Student Learning Outcomes and Service Area Administrative Unit Outcomes (SLOs and AUOs)

(Assessment has begun and the loop has been closed: first cycle beginning 2006 and culminating 2012)



Program-level Student Learning Outcomes and Service Area Outcomes (PSLOs and SAOs)

(Assessment has begun and the loop has been closed: first cycle of program outcomes assessed in 2012)

Institutional Learning Outcomes (ILOs)

(All ILOs assessed using two different assessment measures during 2012-2013)

Figure 1: Assessing Institutional Learning Outcomes at Mesa College

As previously mentioned, all programs have been assessed, and in Fall 2012, program assessments were widely discussed; for instance, each of the college schools held meetings that involved broad dialogue on assessment practices and results across programs. Out of this dialogue, the dean of each school developed a report, which was presented at the PIEC meeting on September 11, 2012 ([Rec.2-2](#), item II) and this process was evaluated at the Fall 2012 President's Cabinet Retreat.

Institution-level learning assessment posed a more complex challenge to the college. In order to meet the Commission's recommendation and expand the college's capacity for achieving authentic learning assessment at all levels, the college invested in focused professional development. In Fall 2011, a cross-section of college leadership – encompassing faculty, staff, and administration – traveled to Berkeley in order to participate in the WASC Retreat on Assessment in Practice ([Rec.2-3](#)). Most of this group also attended the Academic Senate for California Community Colleges' Accreditation Institute in February 2012, and the March 2012 ACCJC Regional Workshop on Capacity Building for Educational Excellence through Program Review and Integrated Institutional Planning.

As a result of these efforts, and upon the recommendation of the participants, in 2012, Mesa College established the Learning Assessment Task Force ([Rec.2-4](#)), which is charged with providing the support necessary to enable the college to meet its assessment goals and accreditation standards. In reviewing institutional assessment options, the Learning Assessment Task Force elected to conduct an assessment of institutional outcomes by utilizing the mapping function in TaskStream in order to gain an overview of ILO assessment results across a broad cross section of courses. Each institutional outcome was assessed by extracting the assessment data from general education courses. These data were compiled into reports for each institutional outcome, and were reviewed by a representative group of stakeholders from across the campus during the Spring 2013 Convocation ([Rec. 2-5](#)). This dialogue was documented and provided the basis for a report, which was utilized to inform institutional planning at the Spring 2013 President's Cabinet Retreat ([Rec. 2-6](#)).

In order to implement multiple measures of assessment, a different instrument for institutional outcomes assessment is being implemented in spring 2013. This approach grew out of further professional development gained by college stakeholders at the Research and Planning Group for California Community Colleges' fall 2012 Student Success Conference, which led to presentations to the Planning and Institutional Effectiveness Committee and the Learning Assessment Task Force ([Rec.2-7](#)). As part of this, the college reviewed different assessment models in use by other colleges, and elected to implement an exit survey during the spring 2013 semester, when students who had applied to graduate were sent an exit survey that encompassed the various institutional learning outcomes. The results of the survey will be evaluated by the college as a focus of dialogue during the fall 2013 semester Convocation and Instructional Development Days. Outcomes of these activities will be discussed by the Planning and Institutional Effectiveness Committee, the Learning Assessment Task Force, and the President's

Cabinet, and will be used to inform future planning and assessment.

Program review has become the primary method by which student learning outcome assessment is reported on and integrated into overall campus planning. The assessment of outcomes at all levels and in all areas (including service areas) is part of a cycle, which is directed to assure that the results are used for continuous improvement. All programs and service areas report on assessment results in the program review process as a required component. This information about individual programs’ assessment of student learning is then extracted from the program reviews and qualitatively analyzed to look for trends and other information to inform strategic and other planning. In program review, programs and service areas are asked to explain the implications of their assessment findings for practice. This is integrated with resource allocation in that SLOs and their assessment are now embedded in Mesa’s resource allocation rubrics, and the presence of meaningful information pertaining to student learning and assessment can be a deciding factor as to whether resource requests are successful (Rec.2-8).

As indicated in the figure below, Mesa is now implementing a continuous cycle of assessment, geared towards continuous improvement of student learning and institutional effectiveness:

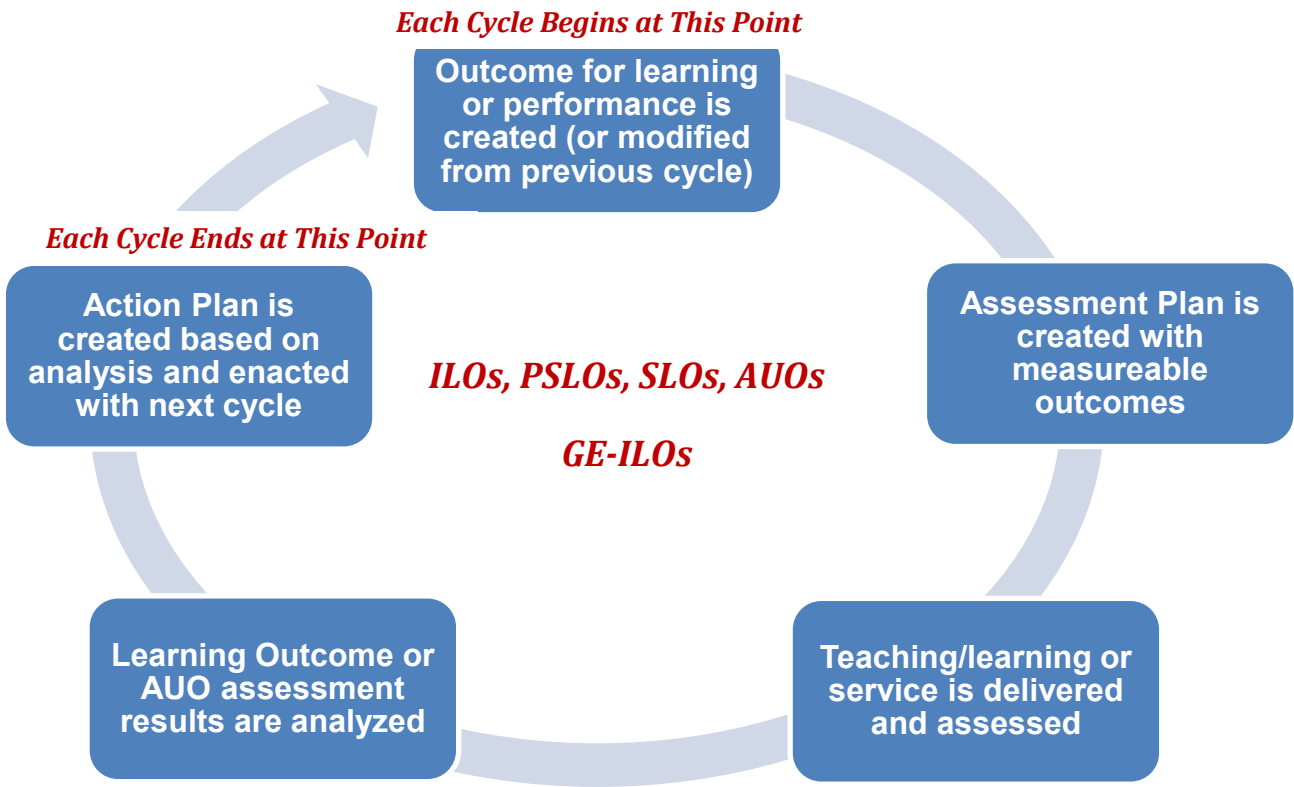


Figure 2: Mesa College continuous improvement of student learning & institutional effectiveness

Standard I, 2, 3 Focus:

Self-Identified Improvement Plan 3: Exploring mechanisms to integrate the three measures of institutional effectiveness: planning, program review, and student learning outcomes.

Mechanisms were not only explored, but they were chosen and implemented. As more fully addressed in the response to recommendation 1, these three measures of institutional effectiveness have now been integrated within the program review process. Program review has enjoyed a long history of substantial and consistent stakeholder participation from across campus constituencies over a period of many years. This provided a very strong foundation upon which to build a robust integrated planning process that incorporated these measures of institutional effectiveness. College wide goals, objectives, and priorities are now incorporated into the goals matrix which is part of the program review template and, as previously indicated, SLO reporting is also incorporated into this and into the resource allocation rubrics.

Standard I, 2, 3 Focus:

Self-Identified Improvement Plan 4: Meeting the 2012 accreditation commission timeline for faculty implementation of Student Learning and Administrative Unit Outcomes

As described in the response to Recommendation 2, and as documented in the [fall 2012 SLO report](#), the college has activated this self-identified plan and is now focused on continuous assessment and improvement of student learning.

Standard 2A Focus:

Self-Identified Improvement Plan 5: Alignment of curriculum

The intent behind self-identified improvement plan 5 was to help students transfer to both the University of California and the California State University systems in a more seamless fashion. Since the SDCCD is one of the few districts within the California Community College System with aligned curriculum, Mesa College would have to work with both San Diego City College and San Diego Miramar College to accomplish this task. After the development of this self-identified plan, the passage of “The Student Transfer Achievement Reform Act” (SB 1440) became a new priority not just for Mesa College, but for the entire district. The implementation of the Transfer Model Curriculum (TMC) created a need for an intersystem effort between the community colleges and the California State University (CSU).

In light of this new legislation, the three colleges in the SDCCD agreed that a focus on the development of TMC degrees for each particular college would best help students in our district transfer to the CSU system. The determination was based on the fact that regardless of an aligned SDCCD GE pattern, students would not be able to transfer to the CSU system without established and approved TMC degrees. The three colleges worked together through the district curriculum committee on the development of a process that would allow each college to use its collective aligned curriculum but as individual campuses in the development of TMC degrees to best serve the interests of their students.

The outcome of the TMC process was the same outcome that was intended by this particular Self-Identified Improvement Plan, and Mesa College diverted its efforts and attention to the development of TMC degrees to ensure that its students would in fact be able to transfer to the CSU system. Mesa College has developed the following TMC degrees:

- | | | |
|------------------------|--------------------|--------------------------|
| •Anthropology | •Art History | •Business Administration |
| •Communication Studies | •Geography | •History |
| •Journalism | •Kinesiology | •Mathematics |
| •Physics | •Political Science | •Psychology |
| •Sociology | •Theatre Arts | |

TMC currently under review:

- | | |
|----------|--------------|
| •English | •Studio Arts |
|----------|--------------|

The district curriculum committee created a general education sub-committee this year, charged with developing the criteria for inclusion in the district general education pattern. Mesa College has met this goal.

Self-Identified Improvement Plan 6: Seeking alternative funding sources in order to sustain student support programs. Standard 2C, 3D Focus

Since the spring 2010 Mid-Term Report, the Student Services division has maintained its commitment to seek alternative funding through internal and external partnerships. External funding has been secured through bonds, grants and participation in federally funded programs. The 2006 passage of Proposition S resulted in \$45.8 million in funding for the construction of Mesa College’s Student Services Center. The new 85,000 gross square feet center opened in fall 2012 and houses all student services departments along with student accounting and tutoring. The move into the new center provides a one-stop shop environment for student transactions, transformations and community building. The bond measure also allowed Student Services to leverage resources through the purchase of new furniture, fixtures, equipment and technology (including computers, copiers, smart classroom equipment etc.) for over 130 personnel, which indirectly and directly benefits the entire student body.

Internal funding has successfully been secured by several student services departments and programs including Disability Support Programs and Services, Career and Transfer Centers and Counseling. Perkins IV Career and Technical Education funding has resulted in an integrated outreach, matriculation, and transfer program through personal contacts with students, appointments, drop-ins, high school presentations and workshops. Expenditures include counseling hours (including career counseling), office supplies, travel, promotional items, subscriptions for data collection, and the purchase of career booklets and online career workshops. It also provided the support for the creation and distribution of literature and outreach to students regarding career/technical opportunities and options.

Standard 3C Focus:

Self-Identified Improvement Plan 8: Improving communication concerning the process used for technology planning to all campus stakeholders.

This is addressed in the Response to Recommendation 3.

Standard 2A, 2B, 2C, 3C Focus:

Self-Identified Improvement Plan 9: Developing methods to engage non-users in technology.

This is addressed in the Response to Recommendation 3.

Standard 3C Focus:

Self-Identified Improvement Plan 10: Locating stable funding sources for technology resources as cited in IIIC.

This is addressed in the Response to Recommendation 3.

Standard 1, 3D Focus:

Self-Identified Improvement Plan 11: Establishing methods to maintain the awareness of and to increase the participation in financial planning and the budget development process.

Starting in the fall of 2010, the Vice President of Administration (VPA), working with the president and her executive staff, initiated a process where the VPA would work with each dean on campus to review his or her school budgets to determine if the appropriate funding was allocated for each major budget item (excluding salary and benefit costs or other fixed items). This dialogue allowed the deans to work with their respective chairs and supervisors to review the budget over the academic school year and then to make changes to their budgets for the following academic year during the end of the spring semester. Additionally, this dialogue allowed for an awareness of the budget development process and financial planning in each particular school or service area.

In addition to this collegial review process, the Planning and Institutional Effectiveness Committee (PIEC) authored the Institutional Planning Manual in 2010 – [2011](#) (updated in 2011-[2012](#)), which outlined the campus integrated planning process. This process included the use of program reviews as well as how integrated planning would be used to allocate campus resources. The Institutional Planning Manual was disseminated through the campus participatory governance process and approved by the campus leaders at President’s Cabinet.

The program review process is used by every discipline and service area on campus. Program review incorporates the budget development process into the annual program reviews and allows for administrators, faculty, and staff to be actively involved in the financial planning and budget

development in their respective schools and service areas. Though the budget crisis has diminished some of the possibilities of access to resources, the campus has actively used the program review process to identify budget needs and to do financial planning for their particular school and discipline.

During the 2011-2012 academic year, PIEC served in the role of integrating the allocation decisions that emerged from the program review requests. These allocation recommendations came from the Faculty Hiring Priorities Committee for faculty requests, and from the Deans’ Council for supply and equipment requests. Both of these committees reviewed the requests that came from campus-wide program plans. PIEC reviewed the allocations recommended by these committees, integrated them from a planning perspective, and then made recommendations to President’s Cabinet, which in turned made recommendations to the College President for final allocation.

During the 2012 – 2013 academic year, PIEC developed two additional budget and resource committees:

- (a) The Budget and Allocation Recommendation Committee (BARC) has been established as per the Institutional Planning Manual. The Budget and Allocation Recommendation Committee works within the Mesa College participatory governance process to plan, review, implement, and integrate matters of resource allocation across the campus, and to then communicate the results of the process. The committee makes recommendations to the President’s Cabinet on matters of budget allocation and planning to ensure the effective use of the college’s human, physical, technological, and financial resources to achieve institution-wide goals.
- (b) The Classified Hiring Prioritization Committee is a participatory governance committee that is similar to the Faculty Prioritization Committee. This committee uses program review requests and based on a campus approved scoring rubrics prioritizes classified staffing requests. These requests will be reviewed by the BARC members as part of the integrated planning process and then will be part of the BARC recommendation to President’s Cabinet and eventually to the College President for a final decision.

Mesa College has met this goal.

List of Evidence

Recommendation 1: List of Evidence

Rec. 1-1: Accreditation Follow-Up Report <http://www.sdmesa.edu/index.cfm/about-mesa/institutional-effectiveness/accreditation/documents/11follow-uppdf/>

Rec. 1-2: Institutional Planning Manual <http://www.sdmesa.edu/index.cfm/about-mesa/institutional-effectiveness/piec/documents/2012-2013-institutional-planning-manual/>

Rec. 1-3: Educational Master Plan <http://www.sdmesa.edu/about-mesa/institutional-effectiveness/accreditation/documents/educational-master-plan-2007-2011/>

Rec. 1-4: Campus Objectives and Annual Priorities <http://www.sdmesa.edu/about-mesa/institutional-effectiveness/piec/documents/institutional-planning-manual11/objectives-prioritiespdf/>

Rec. 1-5: Accreditation Follow-Up Report <http://www.sdmesa.edu/index.cfm/about-mesa/institutional-effectiveness/accreditation/documents/11follow-uppdf/>

Rec. 1-6: President's Cabinet Planning Retreats <http://www.sdmesa.edu/about-mesa/presidents-page/documents/cabinet-retreats/>

Rec. 1-7: President's Cabinet Agenda February 9, 2010 <http://www.sdmesa.edu/about-mesa/presidents-page/agenda/agenda2-9-2010-wc55pdf/>

Rec. 1-8: Institutional Planning Manual <http://www.sdmesa.edu/index.cfm/about-mesa/institutional-effectiveness/piec/documents/2012-2013-institutional-planning-manual/>

Rec. 1-9: Integrated Planning Framework <http://www.sdmesa.edu/about-mesa/institutional-effectiveness/piec/documents/institutional-planning-manual11/planning-matrixpdf/>

Rec. 1-10: Research Planning Agenda <http://www.sdmesa.edu/about-mesa/institutional-effectiveness/piec/documents/institutional-planning-manual11/research-agenda11-12pdf/>

Rec. 1-11: Accreditation Subcommittee <http://www.sdmesa.edu/about-mesa/institutional-effectiveness/accreditation/purpose/>

Rec. 1-12: Learning Assessment Task Force <http://www.sdmesa.edu/index.cfm/about-mesa/institutional-effectiveness/latf/>

Rec. 1-13: Equipment Resource Allocation Prioritization Rubric <http://www.sdmesa.edu/about-mesa/institutional-effectiveness/program-review/materials/rubric-equipmentpdf/>

Rec. 1-14: Supplies and Other Operating Expenses or Services Resource Allocation Prioritization Rubric <http://www.sdmesa.edu/about-mesa/institutional-effectiveness/program-review/materials/rubric-suppliespdf/>

Rec. 1-15: Facilities Resource Allocation Prioritization Rubric <http://www.sdmesa.edu/about-mesa/institutional-effectiveness/program-review/materials/rubric-facilitiespdf/>

Rec. 1-16: Faculty Hiring Priorities: Criteria and Rubric <http://www.sdmesa.edu/about-mesa/institutional-effectiveness/program-review/materials/faculty-hiring-prioritiespdf/>

Rec. 1-17: Classified Staff Hiring Priorities <http://www.sdmesa.edu/about-mesa/institutional-effectiveness/program-review/materials/staff-hiring-prioritiespdf/>

Rec. 1-18: President's Cabinet Agenda May 1, 2012 <http://www.sdmesa.edu/about-mesa/presidents-page/agenda/agenda5-1-2012-wc55pdf/>

Rec. 1-19: Institutional Planning Manual <http://www.sdmesa.edu/index.cfm/about-mesa/institutional-effectiveness/piec/documents/2012-2013-institutional-planning-manual/>

Rec. 1-20: Budget and Allocation Recommendation Committee <http://www.sdmesa.edu/index.cfm/about-mesa/institutional-effectiveness/barc/>

Rec. 1-21: Timeline for Program Review Process <http://www.sdmesa.edu/about-mesa/institutional-effectiveness/program-review/materials/timelinepdf/>

Rec. 1-22: Key Performance Indicator Scorecard <http://www.sdmesa.edu/about-mesa/institutional-effectiveness/piec/documents/institutional-planning-manual11/indicators-scorecardpdf/>

Rec. 1-23: Program Review Lead Writers <http://www.sdmesa.edu/index.cfm/about-mesa/institutional-effectiveness/program-review/materials/resources-for-lead-writers/>

Rec. 1-24: Program Review Lead Writer Instructional Programs <http://www.sdmesa.edu/about-mesa/institutional-effectiveness/program-review/materials/lead-writer-training-instructionalpdf/>

Rec. 1-25: Institutional Planning Manual <http://www.sdmesa.edu/index.cfm/about-mesa/institutional-effectiveness/piec/documents/2012-2013-institutional-planning-manual/>

Rec. 1-26: Goal Matrix Overview <http://prezi.com/nh21gwtke5nf/out-of-the-sandbox-for-updates/>

Rec. 1-27: BARC Tally Sheet <http://www.sdmesa.edu/about-mesa/presidents-page/documents/barc-tally-spr13pdf/>

Rec. 1-28: Program Review abstracts <http://www.sdmesa.edu/about-mesa/institutional-effectiveness/program-review/documents/>

Rec. 1-29: President's Cabinet Retreat Minutes <http://www.sdmesa.edu/about-mesa/presidents-page/documents/cabinet-retreats/presidents-retreat-spring13pdf/>

Rec. 1-30: President's Cabinet Agenda Outcomes <http://www.sdmesa.edu/about-mesa/presidents-page/agenda/>

Recommendation 2: List of Evidence

Rec. 2-1: College Status Report on Student Learning Outcomes Implementation <http://www.sdmesa.edu/index.cfm/about-mesa/institutional-effectiveness/accreditation/documents/12sloreportpdf/>

Rec. 2-2: Planning and Institutional Effectiveness Committee Minutes <http://www.sdmesa.edu/about-mesa/institutional-effectiveness/piec/minutes/>

Rec. 2-3: President’s Cabinet Agenda November 1, 2011 <http://www.sdmesa.edu/about-mesa/presidents-page/agenda/agenda11-1-2011-wc55pdf/>

Rec. 2-4: Learning Assessment Task Force <http://www.sdmesa.edu/about-mesa/institutional-effectiveness/latf/purposemembershipgoals/>

Rec. 2-5: Spring 2013 Convocation Break Out Sessions <http://www.sdmesa.edu/index.cfm/about-mesa/institutional-research/reports/ILO-summary13pdf/>

Rec. 2-6: President’s Cabinet Retreat Minutes <http://www.sdmesa.edu/about-mesa/presidents-page/documents/cabinet-retreats/presidents-retreat-spring13pdf/>

Rec. 2-7: Preliminary Report: WASC Level II Retreat on Assessment in Practice <http://www.sdmesa.edu/about-mesa/institutional-effectiveness/latf/documents/ilo-conferencepdf/>

Rec. 2-8: Equipment Resource Allocation Prioritization Rubric <http://www.sdmesa.edu/about-mesa/institutional-effectiveness/program-review/materials/rubric-equipmentpdf/>

Recommendation 3: List of Evidence

Rec. 3-1: Equipment Resource Allocation Prioritization Rubric <http://www.sdmesa.edu/about-mesa/institutional-effectiveness/program-review/materials/rubric-equipmentpdf/>

Rec. 3-2: Strategic Master Planning <http://www.sdmesa.edu/about-mesa/institutional-effectiveness/piec/documents/institutional-planning-manual11/planning-processpdf/>

Rec. 3-3: IT Backlog Report <http://www.sdmesa.edu/index.cfm/about-mesa/institution/information-technology-committee/documents/13inventorybacklogpdf/>

Rec. 3-4: Facilities Committee page <http://www.sdmesa.edu/index.cfm/about-mesa/institution/administrative-services/facilities/>

Rec. 3-5: Facilities Committee page <http://www.sdmesa.edu/about-mesa/institution/administrative-services/facilities/purposemembershipgoals/>

Rec. 3-6: Data Backup Tutorial
<http://www.youtube.com/watch?v=pOoNsLo4AKs&feature=youtu.be>

Rec. 3-7: President’s Cabinet Agenda and Meeting Notes May 7, 2013
<http://www.sdmesa.edu/about-mesa/presidents-page/agenda/agenda5-7-2013-wc55pdf/>

Recommendation 4: List of Evidence

Rec. 4-1: President’s Cabinet Agenda March 9, 2010 <http://www.sdmesa.edu/about-mesa/presidents-page/agenda/agenda3-9-2010-wc55pdf/>

Rec. 4-2: Board of Trustees Meeting Minutes October 23, 2008
<http://sdccd.edu/docs/bot/agendas/20082009/20081023M.PDF>

Rec. 4-3: Board of Trustees Meeting Minutes October 28, 2010
<http://www.sdccd.edu/docs/bot/agendas/20102011/20101028M.pdf>

Rec. 4-4: Tentative Integrated Planning Calendar 2011 - 2012 <http://www.sdmesa.edu/about-mesa/institutional-effectiveness/piec/documents/institutional-planning-manual11/calendarpdf/>

Rec. 4-5: Budget and Allocation Recommendation Committee <http://www.sdmesa.edu/about-mesa/institutional-effectiveness/barc/membership/>

Rec. 4-6: Program Review Annual Committee Report 2012-2013 <http://www.sdmesa.edu/about-mesa/institutional-effectiveness/program-review/documents/12-13annualpdf/>

Rec. 4-7: Institutional Research Data and Reports <http://www.sdmesa.edu/about-mesa/institutional-research/archive/>

Rec. 4-8: Program Review Committee Minutes <http://www.sdmesa.edu/about-mesa/institutional-effectiveness/program-review/minutes/>

Rec. 4-9: Program Review Committee <http://www.sdmesa.edu/about-mesa/institutional-effectiveness/program-review/purposemembershipgoals/>

Rec. 4-10: Institutional Planning Manual <http://www.sdmesa.edu/index.cfm/about-mesa/institutional-effectiveness/piec/documents/2012-2013-institutional-planning-manual/>

District Recommendation 1: Evaluation of Presidents

DR 1-1: Board Policy 2437, adopted December 9, 2010 <http://www.sdccd.edu/docs/policies/Board%20Operations/BP%202437.pdf>