

San Diego Mesa College

Midterm Report

Submitted by:

**San Diego Mesa College
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To:

Accrediting Commission for Community and Junior Colleges

Western Association for Schools and Colleges

October 2013

Midterm Report – Certification Page

Date: _____

This Midterm Report is submitted to the Accrediting Commission for Community and Junior Colleges (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.

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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) is the lead participatory governance group for accreditation.

The 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. In addition, the report was posted on the college website, providing an opportunity for online review and comment. Subsequently, the report was presented to the President's Cabinet for final campus approval. Finally, this report was sent to the district office for coordination and formal Board of Trustees 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.

Mesa College engaged in a formidable and sustained effort over a period of many years to operationalize the planning processes and resource allocation mechanisms shaped by internal and external assessments, and by participatory governance. The full integration of these has required careful analysis, dialogue, and planning. Enhanced by the recommendations of the accrediting visiting team in 2010, different elements of the integrated planning and resource allocation process were phased in over the last three years. This measured and cyclical 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 existing systems while adding sustainable features as needed. A fully integrated planning process has now been implemented, in accordance with campus practices and with the principles of sustainable continuous quality improvement. This process is continually improved and assessed through systematic evaluation of every element of the process; adjustments are made as appropriate based on data and dialogue.

As more fully described in the March 10, 2011 San Diego Mesa College Accreditation Follow-Up Report ([Rec. 1-1](#), pp. 5-17), 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; however, the college identified deficiencies (e.g. the paucity of measurable objectives). So, in 2007-2008, a strategic planning process was undertaken 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. For the next two years this group went through a process of systematic study, analysis, and development. Over this period, a number of significant actions took place:

- 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](#)).

In 2011, the college followed the adopted the recommendations from the Strategic Planning Committee (SPC) in 2011. Having facilitated the development of an overarching strategic plan that 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. 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 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](#)). Support for learning assessment is provided through the Office of Institutional Effectiveness.

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). President's Cabinet 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, which are then communicated back through constituent governance representatives. President's Cabinet outcomes are posted online twice a month and after each retreat; additionally, a link to each agenda is emailed to the campus as a whole.

Program Review remains the “heart” of planning at Mesa, and as part of the program review process, programs and service areas are asked to utilize the college mission, goals, objectives, and/or priorities as part of their annual planning. 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 integration of student learning outcomes (SLOs) and administrative unit outcome (AUO) 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.

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). The PIEC itself served as an allocation committee for equipment requests pertaining to unrestricted general fund allocations ([Rec. 1-18](#)). Although the process was considered to be a good start, upon evaluation it was concluded that such activities are outside the already broad scope of the PIEC, which is expanding its activities in other areas of institutional effectiveness and is guiding another institutional master planning process in 2012-2013.

In response to an evaluation of the allocation process from 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 upon the feedback garnered from an 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 is 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. The below figure provides an overview of this process:

Figure 1

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)

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](#)).

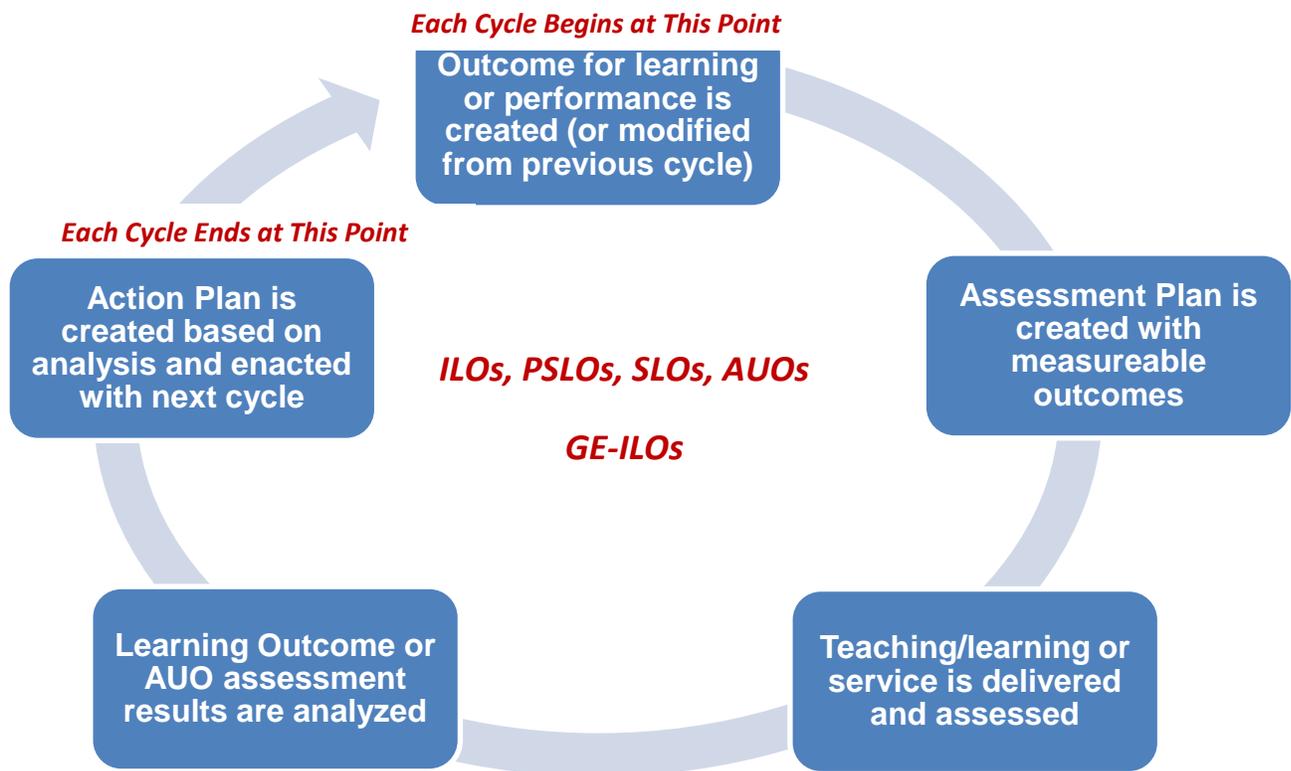
In order to implement multiple measures of assessment, a different instrument for institutional outcomes assessment is being implemented in spring 2013. This approach grew out of further professional development gained by college stakeholders at the Research and Planning Group for California Community 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 (Get date from Jill)



Recommendation 3

The team recommends that the college improve communication concerning the process used for technology planning to all campus stakeholders, develop a method to engage non-users in technology and also secure stable funding sources for technology resources (III.C.1.a & d)

The college has fully met Recommendation 3. The three specific issues included in the recommendation are addressed separately below:

Improve communication concerning the process used for technology planning to all campus stakeholders.

The institution has an extensive planning structure for technology, which assures that the needs of learning, teaching, student services, administrative functions, research, college-wide communications, and daily operations are fully supported. Technology planning occurs at the district, college and department level, and accordingly, communication of the planning process occurs at various levels using a variety of mechanisms.

The San Diego Community College District (SDCCD) provides a stable technology infrastructure, which supports all district-wide technical services such as Internet Connectivity, Human Resources and Payroll support. In order to assure the ongoing stability of this infrastructure, the SDCCD Information Technology Department and the Purchasing Department standardize and coordinate technology purchases to ensure that all equipment procured is compatible with the established district infrastructure and that it will interoperate properly throughout all district locations.

The District Director of Information Technology visits the Mesa College campus twice each academic year to meet with the Mesa IT Committee. During these meetings, he updates the committee on long-range IT plans and new developments. IT Committee members keep their campus departments informed of new issues and assist with department level planning on campus.

Over time, whenever a new technology or IT service is considered by the district, the District Director of IT establishes an advisory group made up of representatives from each of the colleges. At Mesa, these representatives are drawn from the membership of the Mesa IT Committee. The members of the district level advisory group review the technology or equipment under consideration and make recommendations to the Director of IT who then coordinates with the district Purchasing Department to establish a reliable provider.

Because IT representatives from the college are involved in defining the technology standards established by the district, the members of the district advisory committees can explain the various decisions made at the district level to the campus IT Committee and to

the members of the faculty and staff in the various academic departments who use technology in significant ways.

At the college level, campus wide technology planning occurs through the Mesa Information Technology (MIT) Committee, which was established in 2004. The role of the MIT Committee is to establish college-wide technology goals consistent with the College's goals, to set specific strategies for meeting the technology goals, to assess annually the status of the objectives, and to communicate recommendations to all stakeholders. A particular focus of the MIT Committee is to assure, through consultation with campus constituents that the campus technology infrastructure is robust, comprehensive, up-to-date, and that consistent technology resources are provided throughout the College's programs and services.

The MIT Strategic Plan was developed first in 2004-05 and is updated annually. A status report is presented annually to the President's Cabinet in May. The plan and annual status reports are disseminated and communicated to the College in a number of ways:

- Presented annually to President's Cabinet.
- Posted on the campus website ([Rec. 3-1](#)).
- Linked to the Strategic Planning website ([Rec. 3-2](#)).
- The MIT website also includes a complete campus computer inventory, updated annually, so any member of the College may know the status of technology within any program ([Rec.3-3](#)).

Through the campus's continuous quality improvement process and to better meet the College's technology goals, the role of the Dean of the Learning Resource Center was expanded to include responsibility for overall campus technology issues in 2007. This expansion included direct coordination with the SDCCD IT Staff. This expansion of the role necessitated a title change for this position to Dean, Learning Resources and Technology.

Prior to this structural change, the responsibility for IT planning was distributed across the campus with individual school deans and the Vice President of Administrative Services. The new structure significantly improves the College's ability in technology planning and improves overall communication on technology issues. New technology initiatives that require extensive collaboration between the college and district, such as wireless Internet access and the installation of pay-for-print stations, are significantly simplified.

Three district IT staff members are based at Mesa and their work areas are located in the LRC along with the college IT staff. These two groups hold regular joint meetings, and collaborate on work projects. Although members of the district staff report formally to the district IT Director, they are supervised on a daily basis by the Dean of Learning Resources and Technology.

All technology planning at the program level includes communication and consultation with IT staff from the very start. This early internal communication assures that technology needs are smoothly integrated into the campus network.

The planning documents for equipment purchased through the Perkins (formerly VTEA) Fund include cost estimates developed by IT staff and vendors. During Perkins Committee deliberations, the Dean of Learning Resources and Technology is a member of the committee and serves as an advisor for technology purchases during the committee's final deliberations on budget allocation. This change in procedure was recommended through the continuous quality improvement review of our planning processes to better integrate program review plans and resource allocation

The funding recommendations from the Perkins Committee are taken to the Budget Allocation and Recommendation Committee (BARC) for review and recommendation, and then to President's Cabinet.

Prior to technology requests being brought forward for funding, IT staff help to document the needs, research available technology, report on the options available, and provide technical considerations and vendor quotes.

Since the passage of Proposition S in 2002 and Proposition N in 2006, the College has been in the position of being able to undertake an extensive rebuilding of the campus, and planning for several new buildings has been required. This involves extensive consultation between district and college personnel, consultants, architects, contractors, and vendors. Each instructional school developing a new building establishes a building committee comprising faculty, classified staff, and the appropriate dean; this committee is responsible for planning at every stage of the building process ([Rec. 3-4](#), [3-5](#)).

New building planning starts with an assessment of the entire structure. The scope and size of the building, number of classrooms, offices, workspaces – as well as the vision for the design and functioning of the new building – are taken into account. Planning moves on to the details of furniture, fixtures and equipment (FF&E). District facilities staff, architects, and consultants work together with faculty, staff, and administrators on the design of every aspect of the building. All members of a school for a new building are consulted, even if they are not serving on the official building committee.

The Dean of Learning Resources and Technology and members of the IT staff provide direct support during the entire planning process for a new building. They work with members of the building committee, helping them as they coordinate with the architects and the project manager to identify and physically place the technology equipment in the layout of the room in advance of submission of plans to the Department of State Architect (DSA).

The planning structure for technology at Mesa College is extensive and robust. Leadership from the MIT Committee has established an overarching approach that assures a technology infrastructure is in place across the campus. Technology planning at the program and school level is integrated with the MIT Strategic Plan for the campus. District and College IT staffs collaborate to assure consistency and integration of efforts. IT leadership works closely with IT staff so that they are as effective in advancing the overall IT strategic directions for the College. This collaboration allows our campus to better meet the technology needs of our staff and students.

The Employee Perception Survey was carried out in early 2009; 63% of respondents agreed or strongly agreed that technology planning is effectively integrated into institutional planning (question 69, page 291 in Self Study); 26% were neutral. A high level of employees expressed satisfaction with the various technology resources available to them (Q53, 56, 20, 25, 27 and 28). The response to this question was the rationale for the college's Planning Agenda on improving communication concerning the process for technology planning to all stakeholders. However, if all these responses are considered together, the high level of satisfaction with existing technology resources in the 2009 survey also suggests that employees were generally satisfied with the planning for technology resources.

Develop a method to engage non-users in technology.

The College provides a broad range of technology-training activities for both technology users and non-users, beginning at whatever skill level they currently possess. These activities are fully described in the Self Study in section III.C.1.b, and they have been continued and expanded each year since.

The College recognizes the need to provide introductory training for non-users, as well as the need to update technology skills for current users as new software and hardware are developed. To accomplish these complimentary goals, the College employs a full-time contract faculty member as an Instructional Systems Specialist (ISS) assigned to the Center for Independent Learning in the LRC. This position is filled by a 12-month full-time faculty member holding a Master's Degree in Instructional Technology. The ISS is available throughout the year to assist both faculty members and members of the classified staff with any of their technology training needs.

Since 2010, the Instructional Systems Specialist has conducted 934 individual training sessions covering a wide range of technology topics, including: Microsoft Office applications, Photoshop, Dreamweaver, Micrograde, Gradekeeper, Blackboard and Web accessibility. This staff member has also conducted 85 group workshops focused on similar applications.

Since March 2011, 24 faculty and staff have participated in 234 online web-based training courses and viewed a total of 3,358 hours of online learning courses from the Online Learning Library service Lynda.com. This commercial training service is funded by the LRC and is available at no cost to faculty and staff members.

Library faculty offer workshops to faculty and staff on the use of databases and other library resources. Workshops are also offered on the use of online resources for instruction. These workshops are tailored for both faculty teaching online and those teaching primarily in the classroom but using online resources.

A drop-in faculty/staff lab with 12 PCs, two Macs, and a wide variety of software is available in LRC-422. This room is heavily used by adjunct faculty and staff members. The LRC Instructional Support Specialist and three LRC instructional assistants are available to provide assistance as needed. Each faculty or staff member who uses this room is given a \$25

credit in the Pay for Print system so they can have free access to black and white and color printers.

Additionally, a computer training classroom is located in LRC-432. It is equipped with a smart podium and 18 PC's. This dedicated faculty and staff training room was originally established in 2005 when the District introduced the Datatel system. Today it is used whenever new software is introduced to the college. Individual Academic programs may reserve the room for specialized in-house training on technology unique to their programs. For example, the Accounting faculty arranged for training presented by a textbook publisher for the online component of a newly-adopted textbook. This room has also been in heavy use as the location for TaskStream training to effectively document SLOs and AUOs.

The faculty and staff value the hands-on support that is offered during sessions in this training classroom. As new teaching facilities come online, technical training is provided to demonstrate how to use smart classroom equipment. This equipment includes LCD projector, monitor, computer, document cameras, VCR/DVD player, and media link controllers. Training is also arranged for industry-specific and specialty equipment, such as the Symposium ID370 interactive displays which are used in the Mesa College Design Center.

The SDCCD Online Learning Pathways staff frequently offers computer training workshops and online tutorials to promote excellence in online instruction. These workshops focus not only on the mechanics of the use of the district's course management system, Blackboard Learn, but also in the principles of sound, online teaching pedagogy. During the period between March, 2011 and November, 2012, staff from this program conducted 79 workshops at Mesa College and the district technology center.

District staff members from SDCCD Online visit the LRC Center for Independent Learning (CIL) frequently and provide hands-on training for online faculty who has never taught online before. In addition, training in Camtasia and Closed Captioning is offered for faculty who want to use videos for instruction in class or online.

With Propositions S and N capital construction projects in full swing, employees have had to move from one building to another to support construction efforts. In order to assist the employees with their moves, the Information Technology Department created a 22-minute instructional video titled, "Data Backup Tutorial". The goal of the video was to provide employees (especially technology non-users) the software tools and procedures required to back up and save their own data so that it could be easily transferred over to their new workstations ([Rec. 3-6](#)).

Secure Stable Funding Sources for Technology Resources

For many years Mesa College has maintained very reliable technology resources comprising stable Internet access, reliable IT infrastructure, adequate computer and software assets, and a high skilled technology support staff. As state funding has decreased over the last several years,

the College and SDCCD have taken decisive steps to minimize the impact of these funding reductions to technology programs and service areas.

Even in this difficult budget era, Mesa College clearly has the ability to assure its technology infrastructure and to maintain technology instruction and support services using both on-campus assets and a very reliable distance educational interface with the most recent version of the Blackboard online instruction system.

Funding for technology improvements, although reduced, is still available from several sources. The district IT organization has continued to upgrade IT switching systems and cabling infrastructure across the campus. Internet WiFi bandwidth was doubled for the entire district in 2012. Currently, five Mesa buildings and several outdoor areas have reliable Internet WiFi connectivity.

Using Proposition S and N bond funding the following upgrades or additions have been completed:

- 2009 the Allied Health Building was completed with two fully equipped computer classrooms and with significant technological support for the Dental and Radiology programs.

- 2010 the Mesa Design Center was completed with five fully equipped computer classrooms to support the Architecture, and Interior Design programs. This is a net increase of four computer classrooms for these programs.

- 2012 the Mesa Student Services Building was completed with building wide WiFi access and over 350 installed computers for testing, tutoring, administrative support, and Student Government.

Over the next five years, Proposition S and N funding will also be used to provide technology equipment and infrastructure for the new Math and Science building, for the new Social and Behavioral Sciences Building, the planned Business and Technology Building, the planned Cafeteria Commons Building, and the planned Fitness Center.

Perkins funding has been used every year to upgrade both software and hardware in technology related disciplines such as Global Info Systems, Multimedia, Web Design and Computer Info Systems. This funding source seems to be relatively stable and will provide support in the future for technology related program improvements.

To maximize the limited IT staff resources, the College purchases computers with a four-year warranty. Repairs are performed by the vendor, thus saving significant staff time. However, given recent reductions in state funding, not all computers can be replaced before they are out of warranty.

To ensure that the best use is made of available computer assets, a “roll-down” program has been established to make use of out of warranty computers that still have several years of useful service life.

Instead of turning in out of warranty computers to the district warehouse, these computers are held on campus and are used to replace computers that break down in areas where funding has been reduced. Although the college will have 46% of its computers out of warranty as of June 30, 2013, all these older computers will be used in areas that do not impact technical instruction and all these computers can be quickly replaced if they fail since the college has approximately 230 older (but still operational) computers to use as replacements if needed. ([Rec. 3-7](#))

The longstanding practice at Mesa College has been to place the newest and best computers in the 27 dedicated student labs. Almost all these student computers are in warranty and equipped with the latest version of required software. The next priority applies to the two dedicated faculty labs and the open LRC student computer lab. These computers are also in warranty and have the latest software. The last priority applies to computers used primarily for email and very simple office programs. These computers are sometimes out of warranty, but they are always fully operational and have spares available in the event that there is a breakdown.

Statewide budget shortfalls have also had an impact on the number of IT staff members employed by the college. Over the last four years the college has not replaced 5 Instructional Lab Techs specialized in computer support. Since the college has had 19 computer techs in the past, this number of vacancies represents a 25% shortfall in trained computer technicians. However, the reduction in staff support has been manageable because of technology improvements in imaging and increased remote control of technology systems.

In spite of budget setbacks that have affected the entire state, Mesa College has maintained the ability to assure its technology infrastructure. The combination of roll-down strategies for computers, setting top priority for student labs, relocating labs such as the Language Lab, and purchasing computers with four- year warranties facilitates the usage of existing resources in a manner consistent with continuous quality improvement.

Mesa College and the San Diego Community College District recognize that stable funding is a necessity for future growth and stability in areas that depend upon technology support. With this in mind, the Executive Vice Chancellor has begun an initiative to ensure that funding to support technology requirements is available for budget development. This initiative has been publicly announced and has the full support of the Chancellor's Cabinet and Mesa College. It is expected that with the passage of Proposition 30 funding will begin to be restored to the district and that some part of this increase will be applied to this stable funding initiative on campus.

Recommendation 4

The team recommends that the college develop an adequate system for program review of Administrative Services which integrates planning and resource allocations and assures the linkage between program review and resource allocation (III.D.1.a)

Mesa College has met this recommendation. Administrative Services has been fully integrated into the program review, integrated planning, and resource allocation processes.

The college has a full and complete Administrative Services Program Review process that was begun in 2008. The new Goals Matrix section within Mesa's Program Review template strengthens the linkage between program review, Administrative Unit Outcomes (AUOs), and resource allocation requests. It also provides resource request data in a format that is readily extracted and included into the college-wide integrated planning and resource allocation process. Overall college-wide coordination and integration of requests occurs through oversight by the Budget and Allocation Recommendation Committee (BARC) at the start and at the end of the processes. This assures that where different kinds of requests are interdependent (e.g., a new faculty position that requires specialized equipment) the decision-making takes this into account.

As documented in the 2011 Self Study Follow-up Report, Mesa took the following steps to incorporate Administrative Services into program review and, consequently, into integrated planning and resource allocation:

- In fall 2007 at the Community College League of California conference, the Mesa College accreditation liaison officer received training on Administrative Services program review, and initiated its integration into the college's Program Review process.
- In summer of 2008 Mesa College began the revision process of Program Review by modifying the questions in the program review template to fit the needs of the Administrative Services division, and by training the appropriate individuals.
- In fall 2008, Administrative Services entered into the Program Review process and cycles by having all of its programs commence a comprehensive program review. Accordingly, Business Services, Employment/ Payroll/ Telecommunications & Technical Support, The Reprographic Center & Mailroom, Stockroom & Receiving, and Student Accounting all began the process.
- Throughout the 2008-09 academic and fiscal year these Administrative Services units worked intensively to review data and prepare their program reviews. As part of the program review process and timeline in place during that period, they completed their drafts during the spring semester, and these were reviewed the following fall (2009) by liaisons and managers, who provided feedback to be considered by the writers. The final program review was accepted by the committee in spring 2010, and was then included in the Program Review Report, which was presented to and approved by President's Cabinet in March 2010 ([Rec. 4.1](#), item 3a). All Program Review plans within Administrative Services included a description and assessment of the service area,

progress in developing and assessing Administrative Unit Outcomes (AUOs), and an outline of needs (which was used to inform resource allocation decisions).

- At the October 2008 San Diego Community College District (SDCCD) Board of Trustees meeting, Mesa College made a presentation to the Board about major recent developments at Mesa, and chose to feature the new Administrative Services Program Review process ([Rec. 4-2](#), item V). At the fall 2010 SDCCD Board of Trustees meeting, the college again featured Program Review in its presentation, further documenting the integration of Administrative Services into the program review process ([Rec. 4-3](#), p. 121, Item IIg).
- During summer 2010, the Program Review Committee improved the process for short-term and long-term goals, with the addition of the Goals Matrix that documents resource requests by budget code category for resource allocation (see Recommendation 1 response for a fuller explanation).
- Using the campus Program Review timelines, the Administrative Services departments commenced follow-up / “year two” program reviews in fall 2010.

Since the March 2011 Follow-up Report, several events involving stakeholders have occurred to improve the linkages between the Program Review and Resource Allocation processes in which Administrative Services participates. Below, those events are summarized:

- Administrative Services participated in the revised Program Review Resource Allocation year-end process for 2011-2012. Resource requests from college-wide Program Reviews were gathered, reviewed, and prioritized through the Planning and Institutional Effectiveness Committee (PIEC), which made allocation recommendations to the President’s Cabinet. (The Budget and Allocation Recommendation Committee / BARC was still being phased in at that time, and is now an active entity which has assumed this responsibility for coordination and recommendations pertaining to resource allocation.) ([Rec.4-4](#) and [4-5](#)).
- In spring 2012, the Program Review Committee conducted a thorough evaluation of the revised process. Ten recommendations resulted from the analysis of the data. These recommendations were approved by the Committee and included in the 2011-2012 Program Review Annual Report, which was subsequently reviewed by President’s Cabinet and approved by the President. The Program Review process was revised in 2012-13 to provide division-specific forms for Instruction, Student Services, and Administrative Services. The Program Review Committee successfully developed and implemented a more automated, electronic system for the evaluation of data, and the writing, submission, and review of program review documents ([Rec. 4-6](#)).

The College’s Research Office (which was integrated, as of spring 2013, into the new Office of Institutional Effectiveness) provides several data summary reports for each instructional program annually. It also assists service areas with the collection and analysis of relevant data ([Rec. 4-7](#)). This information is used to respond to specific data related questions in the document, and to support responses in the narrative portion of the program review. In addition, programs and service areas may use internally or externally collected data in their program reviews. Administrative Services Programs have requested special research from the College Research

Office, including user surveys, Administrative Unit Outcomes assessment assistance, and other service area-specific research ([Rec. 4-8](#)).

Administrative Services has active representation on key committees that have a bearing on program review, integrated planning, and resource allocation. For instance, an Administrative Services representative serves as a co-chair for the Program Review Committee ([Rec. 4-9](#)) and Administrative Services has been involved in pilot projects involving changes to the Program Review Process. There is also active participation by Administrative Services in the Accreditation Committee (established in Fall 2012 as a standing subcommittee of the Planning and Institutional Effectiveness Committee), and in President's Cabinet Retreats, where Strategic and Integrated Planning, Program Review, and Resource Allocation work is addressed. ([Rec.4-10](#))

The Administrative Services division completed the 2011-2012 Program Review Cycle, which included a campus Point of Service Survey as a mechanism for Administrative Unit Outcome (AUO) assessment. Results, evaluations and action plans were input into TaskStream (the database program which is currently used to house Program Review and SLO documents and data). Through the mapping function in TaskStream, AUOs are linked to the college Mission, Vision, Values, Goals, Objectives, and Performance Indicators. The AUOs are under review as part of closing the loop prior to the next cycle, as are short and long term goals with the aim of improving services in continued support of student success, institutional effectiveness, and alignment with the Mesa College Mission.

Response to Self-Identified Issues

Self-Identified Improvement Plan 1: Reviewing, developing, and implementing the findings from the pilot to link planning and resource allocation

The goals expressed in this planning agenda item were achieved. As indicated in the response to Recommendation 1, planning is now fully integrated and aligned with resource allocation processes.

Self-Identified Improvement Plan 2 (Std. 1B3 & 1B7, pp. 155-56): Revisiting, updating, and revising the Education Master Plan

The 2007 – 2011 Educational Master Plan has been a key part of the Mesa College planning process, as noted in the 2010 Self Study. At the 2011 – 2012 President’s Cabinet Planning Retreat the campus made a decision to update and revise the Campus Master Plan and to review the plan on a more regular basis as determined at the bi-annual planning retreats. Also at the fall 2011 retreat, campus leaders made a decision to develop a comprehensive process to review, update and revise the college’s master plan. The dialogue at the planning retreat centered on the continuous improvement of the college planning process as well and how these annual plans were a key part of our integrated planning process as incorporated into the overall master plan. In order to realistically develop and implement this comprehensive process, the decision was made to extend the 2007 – 2011 Campus Master Plan an additional year through the 2011 – 2012 academic year.

During the 2011 – 2012 academic year the campus convened a Master Plan Committee that initiated discussions on the development of a process to review, update, and revise the campus master plan that would be both data-driven and involve the campus community. The college President played a key role in the development of this process; the general parameters of this plan were reviewed at the spring 2012 planning retreat.

The campus decided to extend the development of the master plan one more year, and to examine the campus master planning process. In the review of this process, the campus took a close look at various options used throughout the state and decided at the March 2013 president’s cabinet to outline and approach that honored the integrated planning process.

The campus is now in the first year of the 2012 – 2017 Master Plan Cycle. The master plan process was reviewed and approved at the [President’s Cabinet 2013 Planning Retreat](#), and what the campus has developed is both unique and comprehensive allowing the master plan to be updated and revised to meet the future needs of the campus. This process will be completed in

fall 2013 and will allow the Mesa master plan to remain at the center of the campus's comprehensive planning process.

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.

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.

Self-Identified Improvement Plan 5: (What did we call it?)(Std. 2A3a, p. 190): Working with sister colleges and district leadership to develop the criteria for course inclusion in the SDCCD general education (GE) pattern. The collaboration with sister colleges and coordination by the District Office is necessary due to the alignment of the SDCCD GE pattern.

The intent behind this Planning Agenda item 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 the only district 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 planning agenda item, 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
- Communication Studies
- Journalism
- Physics
- Sociology
- Art History
- Geography
- Kinesiology
- Political Science
- Theatre Arts
- Business Administration
- History
- Mathematics
- Psychology

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. Based on the original intent of this Planning Agenda Item, to help students transfer, Mesa College has successfully met the outcome of this Planning Agenda Item.

Self-Identified Improvement Plan 6: Seeking alternative funding sources in order to sustain student support programs.

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.

The Office of Student Development and Matriculation worked collaboratively with Financial Aid (Board Financial Aid Assistance Program-BAP), Basic Skills Initiative, Presidents Office, Vice President Student Services Office and Veterans Administration to secure internal funding for the development of the My Mesa Online Orientation Program. The online orientation is a complex collection of stand-alone modules, each having their own individual objectives. Taken singularly, these modules make a valuable contribution to student success, but provide even greater value when presented in a series along a designated training path in support of a variety of student populations.

Student Services has also presented to the Mesa College Foundation regarding possible funding to support a new Veterans Resource Center. The center will be critical to delivering and coordinating services to veteran students. Information and assistance regarding benefits, counseling, career and mental health will be provided there.

External funding has also come in the form of partnerships and grants. Mesa's GEAR UP I grant allows the Outreach, Counseling, Financial Aid and Student Development programs to provide application, testing, orientation and college preparatory workshops to perspective students and family members at two feeder high schools. The GEAR UP II grant provides the support for counseling faculty to teach Personal Growth classes to freshmen during the summer. External partnerships with community partners, such as Cal-SOAP (Student Opportunity and Access Program), support the yearly African American and Latino Male Leadership Summit hosted by Mesa for local high school students. The Career and Transfer Center, in collaboration with post-secondary institutions of higher education and local employee's, support the Career and Transfer Center job fairs and Transfer Day activities.

Over the past two years Mesa College has laid the foundation for securing additional federal funds by applying for and receiving designation as a Hispanic-Serving Institution (HSI). Meetings have taken place between Student Services and Instruction in preparation for the Title V Developing Hispanic-Serving Institutions Program grant competition opportunity. Title V will allow Mesa College to expand and enhance educational opportunities for Hispanic and low-income students.

STAR TRIO, a federal discretionary grant, has been on the Mesa campus for over 30 years and provides support for the academic success of low-income, first-generation, and students with disabilities. It is currently in its third year of a five-year grant cycle. On-going support is provided to ensure its continued funding. Another federally funded grant program, Child Care Access Means Parents In School (CCAMPIS), supports the success of low-income student parents by covering the cost of childcare at licensed and accredited child development centers. Student Services will seek refunding for CCAMPIS this summer.

Student Services has also worked to secure external funding through participation in the Medi-Cal Administrative Activities (MAA) program. The MAA program is grounded in the belief that good health is essential for successful student achievement. Linking students with the Medi-Cal program positively impacts student's education and attitude as the state of one's physical and mental health can improve school performance through increased attendance, improved concentration levels in the classroom, and ability to participate in extracurricular activities. Funds received through MAA will support student programs/activities, equipment purchases, and personnel support.

This year Student Health Services will seek resources to improve Student Mental Health Programs through a grant application to the California Department of Mental Health for Suicide Prevention and Early Intervention funding. Specifically, funds will be used for crisis intervention, suicide prevention/early intervention training for faculty and staff.

Self-Identified Improvement Plan 7: Providing essential online services at each level of matriculation

The provision of online services is an essential component of the 2012 Student Success Taskforce, in particular Recommendation 2: Strengthening Support for Entering Students. This recommendation includes the provision of stronger support facilitated by centralized, integrated and student-friendly technology to better guide students in their educational planning process. Student Services has committed to creating and enhancing our online presence through a myriad of upgrades and new initiatives. For the past year, student services, through a contract with Cynosure New Media Inc., has been in the development, production and editing stages of our new MyMesa Online Orientation program. Online orientation modules include campus programs, orientation, financial literacy, advisement, first year experience, student athletes, veterans, international students, program, financial aid appeals, basic skills and college success. My Mesa Online Orientation will launch in 2013. Our new online orientation will assist students at all stages of the matriculation process. The campus has fulfilled the plans for this item.

Students can also complete their application and general, international and veteran student's orientation on line. Online access is also available for the Mesa Online Counseling Center, First Semester Planning Workshop, email counseling, testing via Accuplacer Online for English and math, and, online Campus Tour Requests forms. Additionally, DSPS has established a fully online website with their application, online orientation, disability verification forms, and

requests for services. In addition, the Admissions Office has provided administrative support for the matriculation process by implementing automatic drops.

Self-Identified Improvement Plan 8 (Std. 3C, p. 292): Improving communication concerning the process used for technology planning to all campus stakeholders.

This is addressed in the Response to Recommendation 3.

Self-Identified Improvement Plan 9 (Std. 3C1a, 3C1b, p. 292): Developing methods to engage non-users in technology.

This is addressed in the Response to Recommendation 3.

Self-Identified Improvement Plan 10 (Std. 3C, p. 292): Locating stable funding sources for technology resources as cited in IIIC.

This is addressed in the Response to Recommendation 3.

Self-Identified Improvement Plan 11 (Std. 3D, p. 306): 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 continues to meet its goals in this area.

Self-Identified Improvement Plan 12 (Std. 3D2g, p. 306): Developing assessment tools to measure the success of these methods and then using the results for improvement.

The goals expressed in this self-identified improvement plan have been met.

During academic year of 2010 – 2011, the campus started working on this Planning Agenda item from two aspects. One is from the Planning and Institutional Effectiveness Committee (PIEC) perspective and the other occurred by dedicating the fall President's Cabinet Retreat to the review of the operational side of planning for the campus. This work started with the development of the PIEC and the review of the primary planning retreats to better serve the planning needs of the campus.

Starting in the spring of 2012, the PIEC members review the campus planning and resource allocation process to determine the effectiveness of our campus process. This review has led to the development of a campus committee, Budget and Allocation Recommendation Committee (BARC) and the Learning Assessment Task Force (LATF). The purpose of these two groups is to not only further develop campus planning process but also to provide additional measures of assessment of the processes currently in use. These two groups report back to PIEC regarding the effectiveness of the planning processes and make recommendations as to how the campus can improve assessment measures which will, in effect, drive future planning decisions.

During the spring of 2012-2013, the BARC members made recommendations on ways to improve and increase participation in the budget development process to the PIEC. Part of the BARC recommendations will include the development of assessment tools to measure the results of the integrated budgeting process. These recommendations will then be incorporated with recommendations from the PIEC members, who will then make a report to President's Cabinet.

Starting in the fall of 2012, the PIEC recommendations were used to create an important part of the fall 2012 President's Cabinet Retreat Agenda. One of the primary purposes of this fall retreat was to review the operational side of the campus' planning process as well as to review assessment measures and to make decisions concerning how to use data to improve our processes. One of the key discussion items from last fall's retreat was the establishment of the BARC and the role that this committee would play in the development of the campus budget process through participatory governance.

The campus has further refined this process now that the BARC has been established and the members of this committee will make recommendations in spring 2013. These recommendations will be presented through PIEC and then will go to President's Cabinet for campus review. The BARC and PIEC recommendations on planning, budget development, and resource allocation will then be used to set the agenda for the fall 2013 President's Cabinet Retreat where the results of these assessments will be used to make decisions on how to improve campus planning and budget processes.

Self-Identified Improvement Plan 13 (Std. 4A, p. 318): Formalizing methods to ensure that all constituents become more knowledgeable of participatory governance as well as understand their roles and responsibilities in the decision-making process.

In the fall of 2012, the college created a task force of the President's Cabinet to review all campus participatory governance committees. Each of the participatory governance groups on campus were reviewed by this task force and recommendations to [President's Cabinet](#) were made during the Spring 2013 semester. The goal was to create a participatory governance handbook that would describe the role of each of the constituent groups and also the role of each of the committees on campus, and created a resource so that decision-making processes would be more transparent to all campus constituents.

Additionally, for the first time in many years, in fall 2012 the college held a common convocation where classified staff, administrators, and faculty met together to begin the year and to set the context for what the president has proposed to be the “Year of Teaching and Learning.” The importance of a common convocation last year at Mesa College cannot be underestimated: for the first time, this very large institution had the opportunity to set the stage for the academic year together.

Mesa College has worked diligently to increase constituent knowledge of the participatory governance process. The President's Cabinet agreed to adopt the president's proposal to review the participatory governance system at Mesa College in 2012 - 2013. In this way the college can make decisions in transparent ways so that, as new decisions need to be made, all constituents can find a role in the process.

Central to the effort of transparency in all decisions is the role of students. Students at Mesa College are involved at all levels of governance. Their participation provided a rich context to planning and institutional effectiveness, to facilities growth, and to weaving the student voice throughout college governance processes.

This process has worked very well and now the Participatory Governance Taskforce has been asked to further its work and make recommendations as to how the role of each campus participatory governance committee can improve its contributions to the campus decision-making process. A report back to the campus will occur during the fall 2013 President's Cabinet Retreat.

Mesa College has successfully met the goals expressed in this self-identified improvement plan.

Self-Identified Improvement Plan 14 (Std. 4A5, p. 318): “Instituting a more formal assessment process of its governance and decision-making processes.”

In 2011-2012 the President of Mesa College asked all constituents at convocation and then throughout the year what their role in governance and decision-making processes had been. The result of this informal assessment revealed that not all constituent groups understand or participate in college wide decision-making.

At the fall 2012 President's Cabinet Retreat, the campus leadership reviewed the campus integrated planning process as well as the campus participatory governance committee structure that supported this process. During the discussions of this process, it was determined that the campus needed to review their participatory committee structure. While college constituents were ready to participate in this process there had been some concerns raised that important groups might be eliminated.

To alleviate these concerns, during the fall 2012 semester, President's Cabinet established a Participatory Governance Taskforce made up of a representative campus members consisting of administrators, faculty, and staff to review and assess the campus participatory governance process regarding how decisions were made within the participatory governance committee structure. The intent of this process was to ensure for the campus that campus decision-making is done in an open environment and includes all constituent groups. The Task Force completed its work during the spring 2013 semester and reported out its findings and assessment at the spring 2013 President's Cabinet Retreat. Two members of the Participatory Governance Taskforce presented to the campus leadership their findings and made recommendations on the existing committee structure. Through an open dialogue, the campus leadership accepted this report and further charged this task force to make additional recommendations on how the campus participatory process could be improved. The Taskforce will report out these additional findings at the fall 2013 President's Cabinet Retreat.

Presently, the primarily participatory governance committee on campus, President's Cabinet, is using the Participatory Governance Taskforce to formally assess the campus process and to continue to make improvements to this process as needed under the concept of continuous quality improvement.

Mesa College has successfully met the outcome of this self-identified improvement plan.

Self-Identified Improvement Plan 15 (Std. 4B, p.348): Developing formal process for evaluation of its organizational and decision-making structures.

Organizational Structure

The Planning and Institutional Effectiveness Committee (PIEC), formerly known as the Strategic Planning Committee, was created in the 2010-2011 academic year as a subcommittee of President's Cabinet. PIEC was created as the primary planning committee on campus and one of

its roles was to view the campus from the “30,000 foot level” to determine if the college’s organizational structure was meeting the planning and resource allocation needs of the campus. PIEC reviews the organizational structure each year; one of its key outcomes is the Institutional Planning Manual.

Over the last year the a key outcome from an organizational perspective has resulted in the revising and improving of the campus Program Review process to better meet the campus integrated planning needs. This process has started the dialogue that has led to the following organizational changes:

- (A) The creation of the Budget and Allocation Recommendation Committee (BARC) with their role being to integrate and coordinate the budgeting and allocating of resources as tied to program review and institutional goals.
- (B) The establishment of the Learning and Assessment Taskforce (LATF), whose role it is to facilitate meaningful dialogue and assessment practices that support the ongoing improvement of student learning and institutional effectiveness. This group also provides planning, support, facilitation, communication, and leadership that will encourage the achievement of college goals pertaining to learning assessment.
- (C) The creation of an Institutional Effectiveness office that reports directly to the President. This office includes:
 1. A dean who oversees program review, accreditation, research and institutional effectiveness
 2. A campus-based researcher
 3. Dedicated classified staff to support the needs of this office.

The PIEC members will be reviewing the campus organizational and planning structure again during the fall 2013 semester to make additional organizational recommendations to President’s Cabinet.

Decision-Making Structure

During the spring of 2012, a decision was made that one planning retreat for the primary participatory governance committee, President’s Cabinet, was not enough to complete the requisite planning work that the campus required. Up until that time the campus leadership had used the spring planning retreat as the primary venue for campus leadership to review, assess, and evaluate campus organizational and decision-making structures.

During the spring of 2012, the decision was made to add a fall President’s Cabinet Retreat to look at the campus organizational, planning, and decision-making structures. The spring President’s Cabinet Retreat could be used to finalize carry-over issues from the fall retreat, but

would continue to be used primarily to conduct data-based institutional planning, leading to reaffirmation or changes to college goals, objectives, and priorities.

As an example of this process working, at the fall 2012 President's Cabinet Retreat, it was determined that the campus needed to review the participatory governance committee structure. Shortly after this retreat, President's Cabinet convened a task force of the President's Cabinet to review all campus participatory governance committees. One of the primary functions of this taskforce was to review how the campus participatory committees participated in the decision making process.

Two members of the Participatory Governance Taskforce presented to the campus leadership their findings and made recommendations on our committee structure. Through an open dialogue, the campus leadership accepted this report and further charged the Taskforce to make additional recommendations on how the campus participatory process could be improved. The Taskforce will report out their findings at the Fall 2013 President's Cabinet Retreat.

Mesa College has successfully addressed this self-identified improvement plan.

Self-Identified Improvement Plan 16 (Std. 4B2e, p. 348): Investigating improved methods for the President to communicate with the students.

To address this planning agenda item, the college has increased its methods for the president to communicate to students through the use of social media. Currently, the college president uses Facebook and Twitter to communicate shorter messages that affect students. The college works closely with the district office to maintain communication with students through e-mail, and additionally a text messaging system has been implemented to contact students in the event of an emergency.

As of fall of 2012, the President's office has been more closely aligned with the Associated Student Government (ASG) so that executive leadership stays abreast of issues affecting students. Currently, the executive leadership of the college meets with the president and vice president of the Associated Student Government at the beginning of the fall semester to discuss communication roles and responsibilities and to create an open-door-policy for any issues that arise during their leadership terms. Mesa College has one of the most active and engaged student body of any California Community College. The Associated Students has student representation on all of the primary participatory campus governing committees, including the Mesa College Foundation. Students are seen as active and important participatory partners in the campus governance model and they take responsibility as ASG leaders to inform their entire student body of campus decisions that impact students.

Further, the [Mesa Press](#), the campus newspaper, is another campus communication source that takes an active role in working with campus administrators, faculty, and staff leaders in ensuring that important campus information is shared in a timely fashion with the Mesa students.

An example of the types of information that is share through the newspaper is stories on the campus construction projects, enrollment management issues and campus safety protocols.

Additionally, the district office has begun the initial stages of updating the enterprise management system; the colleges and their students would benefit from the new opportunities for communication that would come from a system where students have a portal to student and campus information. This is a communication tool that will be funded out of Propositions S & N that will have an immediate impact on the college's ability to communicate with students. This process should be completed during the 2013- 2014 academic year.

Mesa College has successfully met the outcome of this Planning Agenda Item.

Self-Identified Improvement Plan 17: (Std. 4B3g, p. 348): Working with the District to help develop more effective methods of communication.

The San Diego Community College District and Mesa College are very large entities and trying to provide meaningful and timely communication can be a challenge. Using technology to try to bridge this communication gap, the college and the district office have worked closely together to develop more effective means of communication. These forms have come in the following manner:

- (1) The Chancellor sends out District wide e-mails that inform all district personnel on key district and state issues. These e-mails are usually sent out almost immediately after an important statewide chancellor or legislative issue has come up that impact our district. Examples of these have been statewide budget issues, changes in policy from the chancellor's office and our district's bond rating for our construction bonds as well as holiday wishes. These e-mails have proven to be a very key form of communication because they also convey a bit of humor or creative wit as the District Chancellor not only conveys important information but also provides information about the next steps that the District and the Board of Trustees will take regarding this information.
- (2) The District and Campus Public Information Officers have developed both a district and campus newsletter. These newsletters are sent out electronically to the entire district or campus as appropriate and highlight key district or campus wide activities or events to keep district and college staff current on the latest events. These newsletters have proven to be an effective form of communication because they provide more detail than a e-mail message as well as providing pictures and names and dates to better inform the Mesa campus.
- (3) The Project Manager, GAFCON, for the bond funded construction projects also prepares a newsletter on a quarterly basis for the purpose of informing the Mesa Campus on the status and progress of the district wide and more importantly for the Mesa Campus, the campus building projects.

- (4) Campus wide e-mails have been used to deliver information about important events and changes to the campus. Examples of these types of e-mails have been access changes or utility interruptions due to construction projects as well as the impact to the campus on budget or legislative actions.
- (5) The district office has also worked closely with the campus on the development and use of text messaging for all campus personnel in the event of an emergency. The purpose of this type of communication is to try to centralize information to campus and district personnel to ensure that the district and campus speaks with “one voice” in the event of an emergency.
- (6) The convocation event that is held at the beginning of the fall semester includes the Chancellor as well as the President of the Board of Trustees, representing the district office, and the President and her senior staff in a presentation to the entire campus. The purpose of this event is to welcome the faculty and staff back from the summer and prepare the campus for the beginning of the academic year. Important district and campus information is communicated to the campus in a very effective forum that allows for a personal touch on a large campus.

Working in a collegial manner with the District Office, Mesa College has successfully addressed this self-identified improvement plan.

Appendices

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/index.cfm/about-mesa/institutional-effectiveness/accreditation/>

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/12slreportpdf/>

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/index.cfm/about-mesa/institutional-effectiveness/latf/>

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/index.cfm/about-mesa/institution/administrative-services/facilities/>

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/index.cfm/about-mesa/institutional-effectiveness/barc/>

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/>