

SAN DIEGO MESA COLLEGE

Accreditation 2017

Standard I

November 2nd Draft

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Standard 1: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

A. Mission

A.1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.

Evidence of Meeting the Standard

The mission of San Diego Mesa College is:

San Diego Mesa College empowers our diverse student body to reach their educational goals and shape the future. As a comprehensive community college committed to access and success, we promote student learning and achievement leading to degrees and certificates in support of transfer education and workforce training, and lifelong learning opportunities. Faculty and staff collaborate with our students to foster scholarship, leadership, and responsibility to effect positive change within our community. (Adopted 5/20/2014) (1A-1)

The College identifies itself as a comprehensive community college, meaning that it provides programs and courses to support students towards their goals of earning an Associate degree, transferring to four-year institutions, earning degrees or certificates in career-technical fields, or taking classes of interest throughout their lives. Its mission is broad to meet the needs of the community we serve.

Our environmental scans inform us as to the population composition of our service area, our District, and our city. The intended students are drawn from these increasingly diverse populations. By understanding the demands and diversity of the community it resides within, the College can attract and support a variety of students. The college's intended population is adults aged 18 and over in San Diego County seeking to earn degrees or certificates in an academic or occupational field or to enhance their lives by taking courses of interest.

As a California community college, Mesa College confers Associate of Arts and Associate of Science degrees, Associate Degrees for Transfer (ADT) to California State University, and

certificates of completion and achievement, all of which are described in the San Diego Mesa College catalog. Beginning in 2018, we will award our first baccalaureate degrees in the field of Health Information Management. The College offers day, evening, and online classes to meet the needs of its students.

We reach out to all segments of our intended population through outreach to the high schools within our service area, to the continuing education facility on the Mesa campus, and through community forums. (???Summer CRUISE)

While the mission statement does not specifically mention distance education, this is one of the ways in which we strive to meet students' need for accessibility to classes.

Our commitment to student learning and achievement is paramount as we empower "our diverse student body to reach their educational goals and shape the future". Our vision statement declares that we "shall be a key force in our community to educate our students to shape the future". As such, the College is committed to access and success. Talented and dedicated faculty and staff collaborate with our students, with each other, and with the College leadership to provide the best possible educational experience for our students.

Reaching that goal is the focus of College planning, as we work to develop and schedule classes, enhance support services, evaluate our programs and services, and improve our facilities to meet the needs of the College community.

USE???? Leftover from 1st draft

To demonstrate its commitment to student learning, Mesa participates in college wide outreach activities to increase the student learning and retention such as the Student Success Day program, which is administered by Student Services and brings together representatives of both Instruction and Student Services to ensure that students get off to a good start. Other events of this nature include the African-American/Latino Male Leadership Summit, Grass Roots Health Fair, Scholarship Gala, President's Cabinet Retreat, Golden Scissors, and the Mesa College Commencement (1A-3)

Analysis and Evaluation

San Diego Mesa College meets this standard. The mission statement identifies our educational purposes, intended student population, types of degrees and credentials offered, and our

commitment to student learning and achievement. Our environmental scans project significant demographic shifts in terms of age and ethnicity in the San Diego population, and Mesa College is putting the programs and services in place to attract and support our current and future students. Our scans further project significant job growth in specific areas and occupations; Mesa College offers academic degrees and certificates in all of these areas. We are committed to empowering our students to reach their educational goals and be a positive force within their communities.

Potential evidence:

MVV statement

Catalog

Map of service area, where we draw students

EMP scans

Bacc degree?

A.2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard

The College strives to build a culture of inquiry and foster data-informed decisions by providing research expertise to the College community. In 2012-2013, the College president reorganized administrative units to create the Office of Institutional Effectiveness (OIE) to better meet the support and training needs of the campus in its IE efforts. Within the OIE, the campus-based researcher (CBR) and College Research Office provide research consulting, support, facilitation, and technical assistance to College faculty, staff, administrators, and students. It provides research support and reporting for accountability reporting efforts related to accreditation, federal requirements, grants, and statewide initiatives.

San Diego Mesa College relies on this research data to ensure that its programs and service areas are meeting the needs of students and that the institutional mission is being achieved. (1A-8)

The quantitative and qualitative data analysis is an ongoing and systematic cycle of integrated planning, implementation, and evaluation to verify and improve institutional effectiveness. We rely on our campus-based Research Office as well as the District Office of Institutional Research and Planning to provide the data or facilitate the data collection, reporting, dissemination, and discussion of the research results. The research planning agenda, which is updated on an ongoing basis, provides the essential evidence, indicators, and measures necessary to inform the College that it is achieving its educational goals over time. (1A-9)

We routinely collect data on a number of key performance indicators (KPIs), including course completion rates, persistence, associate degrees and certificates awarded, transfer, and CTE licensure exam pass rates. Performance indicators are those key measures used by the College to determine and then improve its institutional effectiveness as well as link its various planning processes. Some data reflect the entire student body, while other data is unique to a particular cohort or subset of students, such as student athletes. These indicators are routinely examined during annual President's Cabinet retreats.

During the Spring 2015 President's Cabinet retreat, participatory governance representatives looked at thirteen KPIs and their current and historical values. The group then set short-term and long-term goals for these KPIs and discussed services and activities (current and planned) that would foster student success and ultimately increase success rates. Participants contextualized the goals, based on the various college initiatives and activities that target the specific indicators. For example, course completion rates could be increased through enhanced SSSP services,

classroom tutoring, and the expansion of accelerated basic skills courses. Initiatives proposed during the retreat are then be brought to the campus as a whole for discussion and implementation.

In addition, during the process of program review, each program is provided data sets for student characteristics (demographics) and student outcomes (persistence, success, et al), disaggregated by age, ethnicity, education level et al. Data are provided on an annual basis and each program is encouraged to examine the data to identify any gaps or disproportionate impact in access or success. The program then develops goals and action plans and requests personnel or supplies/equipment to address the gaps. In this way, unit-level planning is linked to the mission of the College and the College-wide goals, which focus on educational excellence for all students.

The Campus-Based Researcher provides data interpretation workshops for faculty, staff, students, and administrators interested in understanding program-specific or college-wide data. This is most prominently seen in the Program Review process when lead writers are provided several sources of reports to complete their program reviews. Our Campus-Based Researcher has separated out each of the workshop trainings so that they are specific to instruction, student services, or administrative services participants. This focused training allows users to interpret the data provided more easily for use in their own program reviews. **(1B-26)**

Beyond the mission statement, the College has identified six strategic directions to provide a framework for planning and goal setting, for assessing overall institutional health and progress, and for establishing resource priorities. These strategic directions and 23 derived goals arose from the work on the Education Master Plan (5/20/2014). The campus research office has proposed about 80 indicators or metrics by which to document progress on meeting these goals. These indicators and metrics are prioritized through participatory governance discussions. At each stage of the decision-making process, the underlying question is “what impact will the decision have on student access, learning, development, achievement, and success?”

Mesa’s mission statement expresses the commitment to make data-informed decisions; specifically, it notes the use of performance indicators such as access and success. The Planning and Institutional Effectiveness Committee serves as the starting point for initial discussion of data and research related to the College’s core indicators of effectiveness **(1A-4)**. From this committee, information is disseminated out to the President’s Cabinet and various participatory governance groups throughout the College. In addition, Mesa assesses effectiveness through performance indicators and links all activities and plans to the Strategic Directions and Goals.

(1A-5) The Mission statement reflects collaboration among staff, faculty, and students to promote student learning and achievement and references the breadth of educational goals students have coming into the College.

Analysis and Evaluation

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Campus planning is integrated with the Educational Master Plan, District-wide budget development, research, and participatory governance. The college makes institutional data and evidence accessible for the college community to use. More importantly, however, is that the institution uses this data as a part of its integrated planning. For example, “to ensure full integration with the District, the dean meets regularly with the District Director of Institutional Research and Planning and sits on the District-wide Research Committee”. In other words the college has demonstrated an active role in ensuring that the data it collects is used for research. In this way, the college is better able to assist the needs of its students, staff and community. Take for instance the following description from the evaluation section, “To ensure that everyone has access to workshops on how to use data in their various applications, the dean, Campus-Based Researcher, and numerous faculty and staff members have developed and provided numerous professional development activities”

A.3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard

Mesa College's programs and services are closely aligned with its mission, which is to empower our diverse student body to reach their educational goals and shape the future. The vision, mission, and values statements drive the College's comprehensive strategic planning process. All planning and decision-making is dependent upon Mesa's mission statement. The Education Master Plan, which is completed every five years, effectively shows the planning and decision-making process as it relates to the Mesa's mission statement. It is clearly stated that the heart of our EMP and our mission statement is to promote educational excellence and better serve our students. The annual Institutional Planning Guide summarizes the work accomplished in integrated planning by major College committees and highlights the processes and initiatives that impact integrated planning.

In spring 2015, the Annual Integrated Planning Cycle infographic was revised through the Planning and Institutional Effectiveness Committee. The revision notably placed students at the center of the cycle, along with the mission statement and strategic directions.

Strategic planning is based on a continuous quality improvement cycle that begins with the College vision, mission, and values statements and provides the framework for implementing, assessing, and improving the work of the College by using the results of the integrated Program Review process as its foundation. Instructional programs, academic support services, student services, and administrative services undergo annual reflection through the program review process. As part of this process, each program or service area reviews its mission statement and discusses how that program supports the mission and goals of the College.

Our mission guides planning and resource allocation through the annual integrated planning cycle. Program (unit)-level and institutional-level planning are linked to the Strategic Directions and Goals in the Education Master Plan, and the College's mission, vision, and values are at the heart of the EMP. Through the program review process, programs and services link their unit-level goals directly to the College's strategic goals and the program's SLOs and identify resources needed to attain each unit-level goal. The linkages are documented in the program review document and in the request forms for faculty, classified staff, and supplies and equipment. An overall goals report can be prepared, showing which programs have linked their goals to which of the College's strategic goals, to ensure that all the College's goals are being

met on some level.

The prioritization process for faculty, staff, and equipment is carried out by participatory governance committees who read the requests contained in program review. They are ranked according to rubrics which link requests to the College mission, program staffing ratios, program and/or labor market needs, among other criteria. These ranked lists are presented to President's Cabinet, and the President signs off on them. Requests are filled as funds allow.

As new needs are identified across campus and new state-level legislation is introduced, programs and services are adjusted to meet those changing needs and requirements within our mission.

Example: (ADTs, SSSP, reconfiguring spaces and jobs, baccalaureate degree) ???

The Mesa College mission also informs institutional goals for student learning and achievement. In October 2015, as we do each year, Mesa College established standards for institution-level measures of student achievement. The purpose of the standards is to set a benchmark for performance. The process is initiated by the campus-based researcher with the Planning and Institutional Effectiveness Committee (PIE) each Fall. The group looks at the current value of indicators such as success rate, retention rate, students graduating with a degree or certificate, et al. and at the ten-year average, to set a benchmark for each KPI. These will be discussed further during the President's Cabinet retreat in December. Mechanisms are in place to monitor performance. If Mesa College's performance falls below an institution-set standard, there will be an inquiry and data-informed response to improve performance.

In Spring 2015, the CCCC began a new program, the Institutional Effectiveness Partnership Initiative (IEPI), which requires colleges to establish aspirational goals for 11 IEPI indicators of Student Performance and Outcomes by June 2016. In 2015, colleges were required to address only 4 of these. Since these are indicators that Mesa was already tracking, we were able to establish short-term and long-term aspirational goals for all 11 measures and posted them to the IEPI reporting portal, as directed. Again, this work was done through participatory governance during President's Cabinet retreat with the assistance of PIE and the campus-based researcher.

Analysis and Evaluation (1A-11)

As per our mission statement, Mesa College is doing a good job of attracting and keeping students and sending them successfully off with certificates and degrees to transfer institutions and/or jobs.

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Mesa has implemented the use of student learning outcomes (SLOs) within each program, service, and administrative area. By the use of clearly defined SLOs, Mesa can measure student success within each area and tailor their support in the areas where challenges are noted. Student learning is fundamental to the institution's mission statement. As a result the institution engages in a regular review of its mission statement to ensure that it promotes student learning.

[According to the description section I.A.1][?] “The College provides programs and services for those students seeking general education, career/technical training, and transfer outcomes. In addition, it addresses the critical needs of those students seeking developmental skills in order to proceed to college- credit coursework and the attainment of their educational goals”

Although the concept is threaded within the entire Mission Statement, one specific statement that reflects student learning is, “As a comprehensive community college committed to access and success, we promote student learning and achievement leading to degrees and certificates in support of transfer education and workforce training, and lifelong learning opportunities.” It is also reflected in Strategic Direction 1, which states to “Deliver, advance, and support an inclusive and learning environment that enables all students to achieve their educational goals”.

The previous statement makes explicit the college's commitment to student learning, as does the following: “As a comprehensive community college committed to access and success, we promote student learning and achievement leading to degrees and certificates in support of transfer education and workforce training, and lifelong learning opportunities” (1A-7)

According the description section of Standard I.A.4., the institution's mission statement has prompted the college's active planning and decision making. This is made evident by The Educational Master Plan (EMP). EMP assesses and determines if the actions of the school directly align and accomplish the institutions mission statement. The EMP “begins with the vision, mission, and values statements. Components of the EMP, including division and department, program, and service unit goals, along with integrated plans, begin with the mission statement”. Also, the Program Review Year One Reports is an effective way of having the prompting the intuitions planning and decision making. It “links institutional planning to the curriculum and resource allocation necessary to support the goals of the programs and service areas. (1A-20)

A.4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary.

Evidence of Meeting the Standard

The College's mission statement is featured on its website, in its catalog, and in its Education Master Plan. It is reviewed every two years. (posted in classrooms?)

The most recent revision of the mission statement was undertaken as part of the development of the Education Master Plan 2013-2019. Work began at President's Cabinet Retreat on April 15, 2014, through a hands-on facilitated activity by the Dean of Institutional Effectiveness and the College President. Outcomes of the activity were summarized and included in a worksheet aligning the excerpts with necessary components of a mission statement, per ACCJC and California Education Code. The Dean, who is also the Co-Chair of the Planning and Institutional Effectiveness Committee, then placed it on the agenda for the April 21 PIEC meeting, where committee members worked together to draft a mission statement. There was active participation by faculty, staff, students, and administrators. The draft statement was vetted by the Academic and Classified Senates ([ASG?](#)), with representatives providing feedback. The Academic Senate requested that language regarding "transfer and workforce education" be added to the second sentence, which it was. The Planning and Institutional Effectiveness Committee reviewed and approved the vetted draft at its May 13 meeting and forwarded it for review and recommendation to the President by President's Cabinet on May 20, 2014. **(1A-14)**

Following its adoption by President's Cabinet, the mission statement was presented to and approved by the San Diego Community College District (SDCCD) Board of Trustees on October 9th 2014, as part of the Education Master Plan (EMP), on October 9, 2014.

The process described above allows for input from all campus stakeholders. Representatives from all constituent groups are present. The process includes working in small groups to review and suggest changes. The suggestions are reported to the entire group and discussed. Agreed-upon changes are incorporated to the statement. Each person has the opportunity to share their ideas within their small group and the larger group. Stakeholders draw upon their experiences and review how the statement reflects what they do. There is meaningful discussion about what we want our College to be, informed by data from surveys, scans, and outcomes assessment, and how to best meet the needs of our students. The process is inclusive and effective.

The next review of the mission statement will take place in Spring of 2016.

. **(1A-15), (1A-16), (1A-12), (1A-13), (1A-17), (1A-18), (1A-19), (1A-21)**

Analysis and Evaluation

B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

B.1 The institution demonstrates a sustained, substantive and collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard

Mesa College has a very strong tradition of engaging in participatory governance, by which administration, faculty, staff, and students are informed of College and District issues and encouraged to join the discussion in their respective Senates and Councils. Each constituent group understands the process and its role in that process. In this way, all stakeholders contribute to the decision-making process by providing input and feedback. The process is transparent, and each group has a voice. These representative bodies then come together to make final recommendations at the President's Cabinet, a group comprised of administration, faculty, staff, and students. This culture of participatory governance engages the Mesa College population and brings different point of view to the table, which encourages robust discussions. The central focus is on our students and how we can make their college experience more successful. The breadth of this dialogue is evidenced in the composition of committees on campus, and the depth is evidenced in the processes that Mesa follows.

A stellar example of these processes at work is the development of the Education Master Plan 2013-2019, which was driven by broad college-wide and community involvement. The Office of Institutional Effectiveness, including the Campus-Based Researcher, provided the centralized coordination for the study, conducted all research and analysis of data, and provided the written findings. Forty-eight focus groups were interviewed, including students, faculty, staff, administrators, and local community members to obtain feedback regarding strengths, challenges, external influences, and vision for programs and the College as a whole. As a result, every group on campus can see themselves in the master plan. The Education Master Plan Steering Committee, with representatives of all governance groups, reviewed and vetted findings, worked collegially to assure that the plan was comprehensive and accurate, conducted two culminating college-wide forums, and approved the plan for recommendation to the Planning and Institutional Effectiveness Committee and President's Cabinet. The President's Cabinet reviewed and recommended the plan for final consideration and approval by the President. Strategic directions, goals, and objectives emerged from the data analysis and have come together to inform the College's overarching direction for the next six years and beyond. This plan is a living document that will inform annual strategic and operational planning as the College delivers upon the promises it has made to itself and the broader community. **(1B-4)**

Student Outcomes

Student learning is fundamental to the College's mission statement. We want to know as much as we can about what our students gain from their time at Mesa College. We want to know that they are getting the discipline scholarship necessary to achieve certificates and degrees, and we also want them to acquire the more overarching competencies that will help them succeed in their life after Mesa. As a result the College engages in regular review of its programs, service areas, key performance indicators, and outcomes assessment. We use the fruits of these discussions to inform curricular changes, pedagogy, student services, and resource allocation.

The discussions take place in a variety of contexts, both formal and informal, some focusing on a particular department, others looking College-wide: department and school meetings, curriculum review, scheduling, program review, enrollment management, Academic Senate, Deans Council, PIE Committee, President's Cabinet retreats. Faculty and staff have ample opportunity to share observations, concerns, and effective practices and are encouraged to do so.

The most formalized process is program review, the annual scrutiny of programs and service areas across campus. Within this process, student achievement data and outcomes assessment results are discussed and used to define goals for the program/service area and to justify resource requests to meet those goals. In 2015-2016, the spotlight is on making meaning of a program's equity data, parsing out evidence of disproportionate impact and discussing implications for program planning. Program review is also an opportunity to evaluate the effects of, for example, changes to course repetition, adoption of student education plans, and associate degrees for transfer (ADTs).

The Committee on Outcomes Assessment (COA) is the venue for serious discussion about what affects student learning and how we can make it better. Outcomes have been developed at the institutional, program, course, and administrative unit level. Assessments are implemented by the respective departments and programs, which are encouraged to maintain a dynamic assessment plan and to actively engage in assessment practices throughout the educational process. The ongoing campus dialogue enhances institutional effectiveness and fosters continuous improvement of educational quality.

Student equity

Mesa College is committed to becoming the leading college of equity and excellence. We have aligned our Educational Master Plan, Student Services Plan, Title V Plan, and Student Equity Plan to ensure that our movement to close achievement gaps in access and success for underrepresented student groups is intentional, institutional, transformational, and rooted in access to equitable outcomes for all of our students. We have analyzed the historical data, reviewed the equity data and equity gaps, examined how many students would be impacted to achieve equity across different goals and indicators, and explored the relationships with IEPI

goals. Through our partnerships with the Center for Urban Education (CUE) and the Minority Male Collaborative (M2C3), we have engaged the campus community in deep conversation around equity and equity-minded thinking and practices.

We designated 2014-2015 as a year of inquiry, during which we analyzed and reflected on the data, redesigned the English curriculum, carried out a multiple measures assessment pilot project, performed a needs assessment to inform professional development, and identified certain individuals as change agents. This has allowed us to view ourselves through an equity lens to see where our gaps are and has given us the opportunity to develop an equity framework by which we will assess ourselves for equity mindedness on a continual basis. Goals for 2015-2016 include mitigation of disproportionate impact, integrating instructional and student support services to support the success of all students, redesigning the Math curriculum, creating clear pathways for student completion, increasing student engagement, fostering equity-mindedness through professional development, and integrating and aligning the equity plan with other College plans.

Academic quality

We do an excellent job of serving our students, as evidenced by the fact the Mesa College is the top transfer institution in San Diego. At Commencement 2015, we awarded 1908 degrees and certificates and graduated 1673 students. We offer more than 195 associate degree and certificate programs, including premier fine art and music programs, robust language and humanities offerings, and rigorous math and science curricula. Our students rise to the challenge and perform very well upon transfer to four-year colleges and universities.

Our faculty are proactive in maintaining the quality of our courses and certificates/degrees. Curriculum is scrutinized every six years (two years for CTE courses), but in between times, the annual program review is the venue to discuss factors, internal and external, that affect the program and student success. New courses are developed, often as a result of faculty sabbaticals and input from community and industry partners, to provide our students with the knowledge and skills they need to succeed in the changing job market. We examine the lists of degrees and certificates awarded, develop new ones as needed, and decommission others that no longer serve our students. We engage in dialogue about enrollment management as we seek to offer students the classes they need and want at times that work for them. The discussion continues at Department and School meetings, in Academic Senate, in the Curriculum Committee and the Committee of Chairs and, ultimately, at President's Cabinet.

The Education Master Plan 2013-2019 presents data on all of our programs, to include enrollment numbers and success and retention rates. We are justifiably proud of our record and we want to advertise that to the community while we work to maintain it.

Institutional effectiveness

In 2013, the Mesa College President re-purposed the job of Dean, Instructional Support Services, Resources, and Research. She separated out the components of program review, research, strategic planning, and outcomes assessment and created the position of Dean, Institutional Effectiveness and the Office of Institutional Effectiveness (OIE). The mission of this Office is to seamlessly integrate and advance institutional effectiveness practices in a holistic manner that supports the overall mission and vision of the College and contributes to student success. The Dean of IE coordinates unit-level planning in the form of annual program review and College-level planning as co-chair of the Planning and Institutional Effectiveness Committee (PIE). As the overarching framework within which other committees do their work, this participatory governance group takes on all of the major planning processes and provides a place for dialogue and action on matters of integrated planning. The PIE Committee is responsible for assuring that the College's planning framework is consistent with accreditation standards; for guiding the annual assessment of progress on stated goals, objectives and priorities and recommending changes as indicated; overseeing resource allocation; and for assuring the integration of planning across the campus. The PIE committee also hears reports from major College initiatives that impact our work, such as the SSSP, Equity, HSI, program review, and budgeting and resource allocation.

The PIE Committee membership draws from Academic and Classified Senates, Associated Student Government, Deans Council, Student and Administrative Services, and Executive staff. These representatives bring information in and out of the Committee. Presentations of data and information are often made to the constituent groups with powerpoints posted online for easy access.

The campus community is getting more comfortable with the planning process and with understanding how accurate data can inform our decisions. Recent discussions surrounding the annual integrated planning cycle infographic were particularly insightful. The Committee continues to focus on communication and dissemination of information regarding all aspects of integrated planning and to evaluate the processes each year. Each spring, the OIE conducts a comprehensive evaluation of the program review and resource allocation process. The evaluation results include a summary of feedback from College administrators, faculty, and staff regarding the integrated planning process, as well as overarching recommendations for improvement in the program review and resource allocation processes. **(1B-5)**

The PIE Committee and the Office of IE also play a role in preparing for President's Cabinet retreats and Convocations. PIE previews reports that will be presented and engages in some of the foundational work for the actual retreat. PIE members are then equipped to lead small groups in retreat and convocation activities.

Continuous improvement of student learning and achievement

A central focus of Mesa College is the continuous improvement of student learning and achievement. Our first Strategic Direction is to deliver, advance, and support an “inclusive” teaching and learning environment that enables all students to achieve their educational goals.

We engage in dialogue on this important issue on many levels and in many venues, using data and research and outcomes assessment to inform our discussions. We compare our results within our District and with cohorts around the state.

Our inspection is inclusive of academics, support services, and facilities, because we know that student learning and achievement depends on more than the quality of instruction. Our student services division, for example, provides effective core services (orientation, assessment and placement, counseling, academic advising, early intervention). Students benefit from a comprehensive and integrated delivery of services to increase retention and to provide them with a foundation to support success. Students are assisted in defining goals, completing courses, persisting, and achieving their education objectives.

In 2002 and 2006, our District benefitted from two voter propositions that funded a tremendous facilities revisioning. Since 2010, Mesa College has opened new a Design Center, Student Services Center, Math + Science Building, and Social & Behavioral Sciences Building, among other smaller improvements. Within the year, the Commons and Exercise Science Center will open, followed by the Center for Business and Technology, a Fine Arts Center, and a lovely open space known as the Quad. The look and feel of the new buildings and the availability of modern equipment have greatly enhanced the teaching and learning experience for everyone.

Analysis and Evaluation

Through new initiatives provided by federal grants and increased state funding, we are creating programs and services that are impacting and improving how we work, how we teach, and how our students learn and achieve.

B.2 The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.

Evidence of Meeting the Standard

The dialogue concerning the continuous improvement of student learning and institutional processes is supported in many ways across the campus. The Committee on Outcomes and Assessment (formerly, the Learning Assessment Task Force) has the primary role of supporting the campus in meeting the ACCJC SLO assessment mandates and incorporating learning assessment into everything that we do **(1B-1)**, but the responsibility ultimately rests with every employee. The impact of this dialogue on student learning has been positive. Data made available through TaskStream have allowed for analysis of each discipline at the program and individual course level. Student Services and Administrative Services also participate in the development and assessment of SLOs/AUOs for their respective areas. Student Learning Outcomes have clearly made their way into the classroom setting. Students are informed of their SLOs at the start of classes, and assignments/projects/exams are geared towards successfully reaching those SLOs. **(1B-7)**

The Learning Assessment Task Force (LATF) grew out of participation in a Retreat on Assessment In Practice (Berkeley, Oct 2011). Seven participants from Mesa (faculty, classified, deans) each came to the realization that SLO assessment was all about students and that there were many factors that affected student learning. The group met bimonthly to discuss the state of SLO assessment at Mesa, held demonstrations of best practices, and wrote operational definitions of the campus ILOs so that they could be better used in an annual survey of graduating students. In 2015, the LATF transitioned to the Committee on Outcomes and Assessment (COA). The decision to make this a committee rather than a task force was to formalize it and give it more visible status in the College. This request was sent through PIE to President's Cabinet, where it was approved. COA is a participatory governance group that facilitates workshops and provides online tools and support for staff, faculty, and their departments to organize and record their SLO assessment results. The Outcomes Coordinator (a faculty member with .4 reassigned time) is available to departments and individuals to assist with developing and completing their SLO cycles.

Dialogues about outcomes assessment and student success happen at COA meetings, Convocation, departmental and school meetings, and within program review. These dialogues are a means by which faculty discuss their approaches to teaching and learning and what is happening in their classrooms. These discussions result in improvements to the SLOs, ILOs, assessments, course outlines, programs, the processes themselves, and by extension to the learning that takes place.

Our institutional learning outcomes (ILOs) have been in place since 2009(?) and reflect core competencies a student should have achieved when they leave Mesa College: critical thinking,

communication, self-awareness and interpersonal skills, personal awareness and civic responsibility, global awareness, and technological awareness. In 2014, the LATF proposed that the ILOs and GELOs (General Education Learning Outcomes) were actually the same. Each program or service area has developed its own Program level outcomes. The ILOs and PLOs are printed in the catalog and are easily available on the Mesa website. Within each instructional program, learning outcomes were developed for each course. These are listed on the syllabus for each course, both online and in class.

The College uses the Taskstream data management software system to map and assess the SLOs and PLOs. Each program has an assigned SLO coordinator, and these individuals are trained on Taskstream data entry. The Outcomes Coordinator and the Office of Institutional Effectiveness are able to print reports documenting the work of individual programs and the College as a whole towards meeting requirements. The software program is less flexible than we would like, and we are exploring alternatives.

Each program and learning support service area assesses as they see fit, using instruments appropriate to their discipline (EG, surveys, focused assignments, capstone projects) and scheduling so that by the end of the assessment cycle, each course has been assessed for each of the program's SLOs. The Taskstream module asks for the assessment plan (how will you assess), the results of the assessment (was the benchmark reached), and action plan (what will be done/not done as a result of this outcome). Assessment documents can be uploaded. Then within the context of program review, the program can discuss in detail the conclusions that were drawn and the activities or actions the program has taken or plans to undertake to improve teaching and learning. They can highlight an assessment or teaching style that is working well for them. This section of the module was developed by the OIE with input from COA. If a program requests new faculty or staff, supplies or equipment, to meet their goals, they must use outcomes assessment data to support the request.

ILOs are assessed more globally, with a survey sent out in the spring by the OIE research office to students who file for graduation. In the survey, they are asked a series of questions, some open-ended, to understand how they think they have acquired the ILOs during their time at Mesa. Spring 2016 will be the 4th (?) such survey. Results of the survey indicate that students recognize they have grown in these areas of competency during their time at Mesa College.

The College research office intermittently administers a SLO survey to evaluate the College's progress on assessment and utilization of assessment results for planning and improvement.

Previous surveys were administered in 2008, 2009, and 2012, with a new one in Fall 2015. As of 2012, notable improvements had been made on instructional and student services program assessment, but open-ended questions revealed some unmet needs for training and support. In the past three years, the LATF/COA and professional development opportunities have responded to those needs, and we are interested to see how else the College can improve the assessment experience for the campus community.

Members of the College attend trainings (online or on-the-ground) given by AAC&U, NILOA, and IEBC so that we can learn from other colleges and regional consortiums.

For the first time in program review 2014-2015, Deans' and Executive offices set AUOs and began to assess them.

????USE (leftover from first draft)

The Academic Senate has been actively involved in the dialogue surrounding the creation of Student Learning Outcomes and the assessment cycle. The SLOAC Coordinator regularly briefed the senate regarding what was happening with Student Learning Outcomes and the continuous improvement cycle. Two major issues of concern regarding Student Learning Outcomes have dealt with how assessment data could potentially be used in faculty evaluation and with workload in developing and implementing the cycle. Faculty evaluations are a contractual issue and are a matter between the District and the bargaining unit. There has also been much philosophical discussion regarding curriculum, instruction, outcomes, and objectives within the confines of this group. (I.B-5) With the recent purchase of TaskStream, an SLO management software system, the College now has a centralized repository for the documentation connected with the assessment cycle as well as a tool to assist the faculty and staff with the workload associated with implementation of the SLOAC cycle. Training on the use of this new software began fall 2009 with a college-wide, general introduction. Then specific sessions were developed for program and service areas to provide information on how to use their assessment workspaces. **(1B-6)**

Mesa has implemented the use of student learning outcomes (SLOs) within each program, service, and administrative area. By the use of clearly defined SLOs, Mesa can measure student success within each area and tailor their support in the areas where challenges are noted. In addition, In the 2004 Self Study evaluation, it was recommended that the College strengthen its dialogue about student learning. As detailed in the Focused Midterm Report, 2007, Mesa began its dialogue on student learning with the creation of the six Student Learning Outcomes for the Associate Degree Level in 2003. In 2004, President's Cabinet approved the San Diego Mesa College Policy on the Genesis, Development and Application of Student Learning Outcomes, which clearly placed the responsibility and authority for department level SLOs with the faculty and student service units. In essence, it stated that those on the front lines of delivering instruction and services would determine their students' learning outcomes. Like many of the policies, practices, and processes affecting Student Learning outcomes, institutional effectiveness, and the use of data to inform decision-making, this policy was created and approved by the College's participatory governance Research Committee. The college determines its student learning active by collecting student data from evaluations in order to improve decision making, policies, practices, and more importantly to improve student learning. **(1B-3)**

Analysis and Evaluation

*****Do we want to say: struggle to consistently follow through on assessing and incorporating results???

At end of cycle: COA and College as a whole are actively reviewing all assessment efforts to determine best course of action for next cycle.

Institutional support, software for entering outcomes data, faculty time issues

IEPI PRT visit Nov 12 to help us

B.3 The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and published this information.

Evidence of Meeting the Standard

(assigned to Bri Hays on 11/2/15)

President's Cabinet retreats, short-term and long-term goals, institution-set standards

Reflect on current and potential activities to enhance success (Bre's notes from 10/13/15 PIE)

Published on Campus research web page, IEPI

Dashboard

Analysis and Evaluation

Standard I.B.3.

The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.

The College originally established its own standards of performance via the Mesa College Strategic Planning Scorecard in the 2010/11 academic year (1B-1). The purpose of this Scorecard was to assess the College's effectiveness related to its mission and strategic goals and to provide benchmarks or standards for student achievement. The Strategic Planning Scorecard was comprised of several key performance indicators related to student achievement, including course completion rate, persistence or retention rate, associate degrees awarded, certificates awarded, transfers, and career technical program licensure exam pass rates (1B-1). The original Scorecard was developed using data collected by the campus research office from a number of internal and external sources. Benchmarks or standards for student achievement were proposed and discussed based on historical and contextual data (IB-2).

The College initially determined criteria for performance evaluation based on a three-tiered system, by which indicator data could be categorized as meeting the standard, approximating the standard, or not meeting the standard (IB-2). From 2010/11 to 2013/14, the College reviewed its performance in relation to its institution-set standards using the Strategic Planning Scorecard. The Institution-Set Standard measures set forth in the ACCJC Annual Report in spring 2013 were among the performance indicators that were already under review by the College in its Strategic Planning Scorecard. Thus, the process originally developed for establishing benchmarks for the Strategic Planning Scorecard was carried forward for identifying the Institution-Set Standards.

From 2010/11 to 2013/14, the College analyzed this data annually and reviewed college performance against its established standards. Each year, the Planning and Institutional Effectiveness The data were examined and discussed in depth by diverse groups of campus stakeholders in venues such as Planning and Institutional Effectiveness Committee meetings (IB-3), President's Cabinet meetings (IB-4), and at the spring expanded President's Cabinet Retreat (IB-4, IB-5, IB-6, IB-7). These convenings included faculty, classified staff, students, and administrators (IB-8). When the College fell below a standard, faculty leaders, administrators, staff, and students discussed the context and internal and external factors contributing to the results observed, as well as possible methods for improving College performance in target areas. Priorities were set based on the three-tiered system, with indicators falling well below the standard prioritized most highly for reflection and discussion (IB-9).

In 2013/2014, the College completed its renewed educational master plan, which included an extensive environmental scan, an internal scan, and an analysis of its strengths, challenges, and opportunities for future improvement (IB-10). The educational master plan also included new strategic goals and directions for the College, based on the analysis of internal and external data. In 2014/15, the College identified several key indicators of institutional effectiveness, based on the new strategic goals and directions. This new compilation of metrics included the student achievement metrics defined in the ACCJC Annual Report, as well as other measures of student achievement, service quality, employee and student satisfaction, sustainability, and innovation (IB-11).

In May 2015, the College identified a core set of indicators to serve as the basis for the Institutional Effectiveness Dashboard. These indicators include successful course completion, student

persistence/retention, graduation with a degree and/or certificate, and transfer. During the May 2015 expanded President's Cabinet Retreat, the College set short-term and long-term aspirational goals for each of these indicators (IB-12). These aspirational goals were vetted in participatory governance groups across the campus and were finalized in June 2015 (IB-13).

In October 2015, the College revisited its process for establishing its Institution-Set Standards. The Planning and Institutional Effectiveness Committee engaged in deep discussions of the data and the process for establishing standards (IB-14, IB-15). The Committee agreed to redefine its Institution-Set Standards moving forward (IB-14). In doing so, reviewed 10 years of data on each indicator, discussed year-to-year fluctuation in the context of changing internal and external factors, and proposed standards that would represent the diverse goals and backgrounds of the College's students, honor the College's commitment to educational excellence, and reflect the needs of its service area (IB-16). The new Institution-Set Standards serve as a constant benchmark by which the College assesses its overall performance. Beginning in spring 2016 and continuing in each subsequent spring, the College examines its performance in relation to both its Institution-Set Standards and its aspirational goals. During its spring planning retreat, the College reviews the most recent data on each indicator and assesses its performance in relation to the Institution-Set Standards (IB-17). Activities and initiatives are prioritized based on the data, such that activities focused on indicators with below-standard performance are prioritized most highly (IB-18).

Evidence

- IB-1. San Diego Mesa College 2010/11 Strategic Planning Scorecard
- IB-2. San Diego Mesa College 2010/11 Strategic Planning Scorecard Benchmarks
- IB-3. Planning and Institutional Effectiveness Committee Meeting Minutes ()
- IB-4. President's Cabinet Retreat Minutes, March , 2011
- IB-5. President's Cabinet Retreat Minutes, March , 2012
- IB-6. President's Cabinet Retreat Minutes, March , 2013
- IB-7. President's Cabinet Retreat Minutes, March , 2014
- IB-8. President's Cabinet Membership, 2014/15
- IB-9. San Diego Mesa College 2010/11 Strategic Planning Scorecard Priorities, 2013/14
- IB-10. San Diego Mesa College Educational Master Plan, 2013/14-2019/20
- IB-11. San Diego Mesa College Key Performance Indicators, 2014/15
- IB-12. San Diego Mesa College President's Cabinet Retreat Minutes, March 2015
- IB-13. San Diego Mesa College IEPI Goals, June 2015
- IB-14. Planning and Institutional Effectiveness Committee Meeting Minutes, October 13, 2015
- IB-15. Planning and Institutional Effectiveness Committee Meeting Minutes, October 27, 2015
- IB-16. San Diego Mesa College Institution-Set Standards, Draft November 10, 2015
- IB-17. [FUTURE] President's Cabinet Retreat Minutes, March 2016
- IB-18. [FUTURE] Planning and Institutional Effectiveness Committee Minutes, May 2016

B.4 The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard

Mesa College consistently assesses its programs, services, and institutional processes in support of student learning and student achievement. We evaluate data at the course, program, and college level primarily through program review and through president's cabinet retreats, but discussions occur at school meetings, within Student Services groups, and at PIE Committee meetings.

As part of the program review process, outcomes data are placed in each program's Taskstream workspace by the research office for examination and analysis by the lead writer and members of the program or service area. Data provided include: enrollment, retention counts/rate, success counts/rate, program GPA, and course GPA. Data are provided for the previous five academic years and are disaggregated by gender, ethnicity, and class online status. The same data are also provided at the course level (but are not disaggregated at this level). The intention is for members of the program to examine the data and discuss it, looking for patterns, for disproportionate impact, for strengths and challenges. Some instructional deans compile this data at the School level. Outcomes at the program or service unit level can then be compared with College-wide outcomes, which data are also provided in the program review document.

Student learning outcomes assessment data are also included in program review, at the course and program levels. The assessments are recorded in a separate module of the Taskstream AMS, but reports can be pulled by faculty and uploaded into program review.

Lead writers are provided with professional development opportunities to learn how to better interpret these sources of data. Any trends or deficiencies noted will help to inform the program's goals and action plans and resource requests. Program review training, provided by the campus-based researcher and the Dean of Institutional Effectiveness, encourages lead writers to really focus on students and what contributes to or gets in the way of their success.

Examination of the data also occurs in the PIE Committee, where it is taken to the institutional level. Patterns emerge and can be discussed by this participatory governance group, with invited guests who present pertinent data and information.

With identified issues of disproportionate impact for many groups on campus (men of color, veterans, former foster youth, among others), the College is better positioned to develop solutions.....

Student services has greatly benefitted from SSSP and Equity funding, along with out HSI grant.....

Analysis and Evaluation

Institutional Effectiveness

B.5 The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard

Program level

The program review process at Mesa College is a systematic annual process for evaluating programs and services with our students in mind, towards the goals of improving teaching and learning and the environment in which this takes place and of promoting educational excellence. Every program and service area on campus plays a role. The process allows us to take stock of our successes and challenges and to request resources to meet these challenges. It is an important component of our College-wide integrated planning, which is based on informed decision-making and is consistent with California Education Code and accreditation standards.

The process was designed by faculty, staff, and administrators to examine all academic, student services, and administrative services programs at the College. The integrated model allows each division to maintain its identity and uniqueness, while creating a standardized approach to program review. The module is housed in the Taskstream AMS.

We are on a four-year cycle. The first year (2014-2015) is a comprehensive review (details below), followed by three years of annual updates, in which the program comments on any changes, reviews achievement and assessment data, follows up on its goals, and closes the loop on any resources received.

The Program Review Steering Committee (PRSC) comprises faculty, classified staff, and administrators, each appointed by their respective participatory governance body. The purpose of the Committee is to oversee the program review process and to provide the framework, context, and support necessary for its successful completion. With recent changes to integrated planning, a key responsibility of the PRSC is to collaborate with the lead writers to strengthen the program review document for subsequent college-wide planning and resource allocation decisions. To this end, the Committee works closely with the Planning and Institutional Effectiveness Committee to assure alignment with their needs and practices. The Dean of IE co-chairs both of these committees.

The PRSC strives for continuous quality improvement through annual assessment of its process as well as its training sessions and support materials. Each summer a subgroup of the Committee meets to address recommendations set forward in the annual report. The outcomes of the summer work group are presented at the first committee meeting of the Fall semester and voted upon for implementation during the current academic year.

The comprehensive program review (every 4th year) addresses the following topics, with slight adjustments for Instruction, Administrative Services, Student Services, and Counseling & DSPS:

- Program description (from catalog), List of faculty and staff
- Program mission statement, aligned with the College mission statement
- Degrees and certificates offered, number awarded, when they were last reviewed and updated, how they are meeting the needs of students
- Curriculum review status, any recent or proposed changes to curriculum
- Overview of program-level and course-level assessment plans: process, timeline, significant findings, actions taken
- For CTE programs, a list of Advisory Committee members and discussion of labor market indicators
- Demographics of students (drawn from data supplied by CBA) and implications for planning
- KPIs for program outcomes and productivity, and implications for planning
- Program strengths and challenges
- External influences that affect the program (positively or negatively)
- Short and long-term vision for the future
- Goals to achieve that vision, with action plans to accomplish goals
- Closing the loop on resources received in previous year (faculty, staff, supplies & equipment)

Demographic and KPI data for each program or service area are inserted into that program's workspace before program review opens in the Fall. The demographic data are disaggregated by gender, ethnicity, age, disability support programs and services, first generation, and prior education level. The KPI data are disaggregated by gender, ethnicity, and class online status. Data for the College as a whole are also provided to each program. If a program needs additional data, they can contact the CBR.

Also within the program review workspace are the forms to request faculty, staff, supplies and equipment, and facilities improvement. All requests must be linked to program goals and outcomes. Each of the four types of forms is reviewed by a separate PG committee according to a rubric which is available to the lead writer in the program review workspace. After the program review module closes, the Office of IE pulls all the requests and forwards them to the appropriate resource allocation committee. Requests are ranked, and the lists are presented to PIE and President's Cabinet. The President has the final say on which requests get funded. It is

expected that programs receiving resources will report back the following year on how those resources have made a difference.

The program review process, though time-consuming, is well received on campus, because programs can see how they fit into the institutional picture. They see that if they make a good case for a resource request in terms of how it will help students, they usually get funded. They recognize how much can be learned by deeply examining their program and practices.

Institutional level

The Office of Institutional Effectiveness prepares a variety of reports to inform the College about program review outcomes. The Executive Summaries report collates the executive summaries of all programs into one document. The Annual Report summarizes the process and describes the current cycle, including the response to any recommendations made at the end of the previous cycle, and includes a brief evaluation of each program review, drawn from reviewer comments, including resource requests. These reports, along with the whole peer review process, serve as a validation of the program review process.

Other reports that can be compiled from the program review data in Taskstream include a Goals Summary report, which shows how all the programs have mapped their goals to the College goals. The OEI is in the process of compiling a collective strengths and challenges report, based on what each program wrote.

Finally, the Integrated Planning Systems Evaluation report presents the results of the evaluative survey administered to all program review participants after submission of their document, with recommendations for the next cycle.

The PIE Committee oversees the resource allocation process and receives reports and ranked lists from CHP, FHP, and BARC. PIE also reviews all of the OIE reports and then sends them all to President's Cabinet for approval.

Analysis and Evaluation

????USE (from first draft; maybe use elsewhere?)

The Mesa College strategic plan provides the overview for all planning on campus as all planning at the micro level informs the macro level, and vice versa. It is through this relationship that goals and objectives are established and integrated plans, such as the Educational Master Plan, Information Technology Strategic Plan, and Program Review, are created. These plans are implemented and assessed in order to inform the established performance indicators in the greater plan, which informs institutional effectiveness.

Student Learning Outcomes, Program Review data, Basic Skills initiatives are some examples of data and evidence used to communicate and analyze institution-set standards. **(1B-27)**

The role of research is central to all of the College's planning efforts. In 2011, the College President re-organized the college administrative units, creating the Office of Institutional Effectiveness. This was in response to the faculty and staff feedback in Program Review centered around the need for better support and training to meet accreditation standards. Previously all of the planning efforts reported to the Vice President of Instruction, which created an imbalance in supporting student and administrative services in learning outcomes and planning. The new office reports directly to the President.

The campus-based researcher (CBR) has a dual role, one is with the district office as part of their institutional research department, and as the CBR for Mesa College. This year the CBR has primarily supported campus-wide research and particularly program review, PIEC, and college-wide endeavors. The College previously published a research and planning annual agenda; this has now been updated to align with the President's priorities and the integration of research into all facets of planning at Mesa College. Additionally, while the position formally resides in the district office of Institutional Research and Planning, at Mesa College the CBR now reports to the Dean of Institutional Effectiveness. **(1B-28)**

B.6 The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard

Student demographic data are disaggregated by gender, ethnicity, age, disability support programs and services, first generation, and prior education level. The KPI data are routinely disaggregated by gender, ethnicity, and class online status. The data can be further broken down, or specific groups/cohorts can be focused on, as individual research projects require.

Mesa College is in the midst of developing an Equity Framework, which will become the guide for evaluating the campus, departments, programs, service areas, and classroom instruction for equity mindedness. To that end, starting with program review 2015-2016, we encouraged and educated programs to make meaning of their equity data. The CBR held workshops and visited school meetings to discuss student access and success date with a focus on equity, showing how to identify equity gaps, and starting the dialogue on developing strategies for reducing those gaps or barriers and improving student success. For example, if a program finds that 40% of its students are Latino but their success rate is 15% lower than for White students, this presents implications for program planning. Steps to reduce this gap could include professional development activities centered on inclusive teaching and learning or effective strategies for supporting Latino students in the classroom. These could be written up as program goals, and resource requests could be made.

The analysis of SLO assessment data occurs within the program or service area. Disaggregation is less proscribed, and the goal is to improve the learning experience for all students. Faculty can create subgroups of students and compare their performance. Such subgroups could be based on delivery method (online, in classroom) or day vs evening. With CTE programs who have a defined student cohort, it is easier to follow the progress of the same students.

To demonstrate its commitment to becoming the leading college of equity and excellence, Mesa College opened its Office of Student Success and Equity in 2015. The Dean is proactive in coming to department meetings to lead discussions on equity, helping to structure a campus discussion with faculty in regard to the equity data that is collected and distributed. There haven't yet been enough opportunities for faculty to talk about the variables inside of a classroom that might influence the equity data. The OSSE is leading the campus in identifying significant trends among subpopulations of students and working to interpret their meaning.

The OSSE wants to capture those discussions, and build a website that will include resources and data along with best practices that can be used by departments to support their efforts. He can provide funding to support departmental efforts to address student equity and success.

KPIs for subpopulations? Analysis of outcomes?

Work with CUE

HSI grant?

Basic skills---prepared vs unprepared students

(Needs input from student services groups)

Analysis and Evaluation

Mesa College has an equity agenda that is integrated with efforts to improve learning and achievement for all students.

--multiple mechanisms for monitoring student achievement and learning at program and institutional levels

B.7 The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard

Mesa College is committed to sustained continuous quality improvement. As part of that commitment, we regularly evaluate our policies and practices to assure their effectiveness in supporting our mission.

The institution recently completed its Education Master Plan 2013-2019. As part of the process, the College conducted internal and external environmental scans and convened focus groups with all constituent groups including community members and businesses. Six strategic directions and 23 goals were refined out of the information gathered **(1B-10)**. These directions provide a framework for planning and goal setting, for assessing overall institutional health and progress, and for establishing resource priorities. We then assembled a series of over 80 indicators or metrics which can be assessed to track our progress. These indicators/metrics are drawn from sources such as the SDCCD Fact Book, internal program records, SARS database, surveys, and reports drawn from Taskstream program review and assessment modules. A portion of the indicators are reviewed each year, during PIE Committee meetings and at President's Cabinet retreats. Constituent group input yields new sources of data and proposes new indicators, most recently, different ways of tracking our sustainability.

(1B-16) . (1B-19) . (1B-42)

Program review has proven to be an excellent venue for evaluating policies and practices across the campus, since nearly 100 programs/service areas participate. The process lets each program or service area evaluate itself with respect to what is provided to students. Instructional programs examine their curriculum and degrees, student success and achievement metrics, local job markets, and the challenges they face in providing the best experience for our students. Goals are set, changes to practices are proposed, and resources to meet their needs are requested.

Each spring, the OIE conducts a comprehensive evaluation via survey of the program review and resource allocation process. The evaluation results include a summary of feedback from College administrators, faculty, and staff regarding the integrated planning process, as well as overarching recommendations for improvement in the program review and resource allocation processes. These results are shared with the Program Review Steering Committee, the resource allocation committees (FHP, CHP, BARC), the PIE Committee, and President's Cabinet.

A particularly insightful evaluation we are conducting is through the use of “change agents”, faculty, staff, and administrators who are, in effect, walking in the shoes of our students to see where difficulties might be encountered. For example, some faculty participated in the online student assessment process, actually taking the placement test and experiencing first-hand how certain groups of students might find the process confusing. Others visited the offices of Admissions, Counseling, Transfer Center, and Financial Aid and watched the encounters between students and staff. A third group reviewed documents, such as syllabi, to see how welcoming they were to students. These “inquiry groups” produced a considerable amount of qualitative data about the student’s experience, and changes have been initiated to make all of our processes more equitable.

Analysis and Evaluation

The College assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, those parts of the cycle using institutional and research findings

From first draft

According to the Educational Master Plan indicators that are tied to the college goals include course success rates, first time student persistence, number of degrees and certificates conferred, and other measures of student progress and achievement. The Goals are matched to performance indicators, Objectives, and prioritized. The Educational master Plan also makes the following observation: “The college-wide course success rates have increased by 3% over 2008-2009 figures, and fall-to-fall and fall-to-spring first-time student persistence rates have increased by roughly 10%. Each percentage increase in these core indicators translates into progress and success for a number of the college’s students. Moving the needle in each of these areas is a significant achievement for the College, one that the College aims to build upon as it moves forward.” **(1B-11)**

The Strategic Directions are clearly displayed in the Education Master Plan 2013-2019. As a campus, we understand what is needed to implement them successfully into our existing campus community. Planning assumptions are made to assure alliance of the College’s Mission, Vision, Strategic Directions and Goals with the district, California Community College System and ACCJC. Additionally, there is institutional commitment to achieve identified goals. The Strategic directions, which emerged from the Internal and External Scans and Focus Groups, and consisted of several campus community stakeholders including students, faculty, staff, and members of the community, reflects the true voice of the campus community and level of commitment our stakeholders are open to achieving these goals. **(1B-14)**

Once college goals are established and approved through the proper governance entities, they are passed on to the leads within each school and discipline and ultimately incorporated into course syllabi and into the classroom to students. **(1B-15)**

The mission, vision, strategic directions, and goals of the college are clearly articulated within several formats. Most obviously they are noted all throughout the Education Master Plan 2013-2019. They are also reiterated on the Mesa campus website and notably mentioned at several campus wide meetings, as well as the President's Cabinet Retreat. The Education Master Plan is a 6-year plan that lays out the framework for future assessments of the college's goals and in determining whether goals are met. **(1B-16)**

assessed, analyzed, and acted upon". Based on this evidence, **it can be inferred** [**=not too crazy about this language**] that the college shows much progress in achieving its goals as a

The College assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, those parts of the cycle using institutional and research findings. to test the implementation of its new planning model, the College developed and conducted a pilot project during the fall 2009. Two sources of information will be used to improve the process. **(1B-41)**

The college planning process for fostering improvement is effective. Each year, systems are modified and tailored to meet campus community demands. When changes are made, trainings are established to assist in communicating those changes to the campus community (i.e. Program Review). **(Placeholder 1B-43) [= NEEDS LINKS])**

As it has been stated in previous summaries, the institution has demonstrated a commitment to providing an effective college planning process. This has been made evident by the college's active participation in meeting the needs of students and employees by regularly revising its data, mission statement, and goals. In other words, the school understands the importance of the college planning process in order to foster the improvement of its students, staff, and community. Evaluation processes and results contribute to the improvement of the college's programs and services. Without evaluating the current processes of the college campus, ineffective processes and systems will remain the same and produce the same results. Change is necessary to keep current with community needs. [**= REVISE PARAGRAPH??]**

B.8 The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard

It is important to the College that its community has a shared understanding of its processes and their evaluation so that each member will feel a sense of investment in the College and our students. Therefore, there are ample opportunities for the community to participate in the discussions and numerous ways of communicating the information out to the campus. The campus community is large--over 25,000 students, faculty, staff, and administrators—so communication must take many forms.

The principal means of communicating the results of assessment and evaluation activities is through participatory governance groups, including President's Cabinet, Academic and Classified Senates, and other committees and councils. **(1B-31)** It is expected that representatives on these committees will carry the information back to their respective groups. In addition, the President and Vice Presidents meet with faculty leadership to engage their assistance in getting the information out. Presentations are made to the Academic and Classified Senates and to the Associated Students Government.

The largest audience to receive this information occurs at Convocation events in Fall and Spring, where participants are given updates on planning activities and evaluations that have occurred and introduced to new priorities or initiatives that have arisen as a result.

After the data and information for the Education Master Plan 2013-2019 had been assembled and interpreted, the Dean of IE held forums across campus to explain the findings. We have found that to be a good way to disseminate information and collect ideas for improvement. The published EMP runs to 222 pages, but the College also published a four-page brochure summarizing the key findings, so everyone would have easy access to the information drawn from environmental, external, and internal scans and the implications for action.

Program Review 2014-2015 was the start of a new cycle, and its comprehensive format was new to the campus. The Office of IE held a kickoff event with refreshments to introduce the module to the campus.

President's Cabinet retreats are a very effective means of developing this shared understanding, because participants from across the campus are engaged in viewing the data, interpreting it, commenting on it, and drawing conclusions for action. The activities are guided by individuals (the campus-based researcher, for example) who have been immersed in the assessment and evaluation process all along.

Student Services input?

The College Public Information Office works to assure that campus publications and the Mesa College website convey to the College and the community information about institutional quality. In addition, the President is active on a number of community committees, including San Diego Imperial Counties Community Colleges Association, San Diego Drop-Out Task Force, and San Diego Workforce Investment Board. Many of the programs at the College have advisory boards, particularly in the vocational programs, and information about effectiveness is communicated to the public in this way. **(1B-40)** Thus, through annual reports, governance bodies, board meetings, the Office of Communications, as well as other sources, the institution communicates its priorities.

Equity and SSSP reports?

Basic Skills Report?

Mesa College Fact Book

Analysis and Evaluation

From 1st draft

The institution has demonstrated its active involvement in creating mechanisms for college planning. As stated in the description, “strategic planning and decision making” occurs with the “representation from all governance bodies” That is to say that all members of the committee from the Academic, Classified, and the Associated Student Government senate are encouraged to

assist in college planning. For example, the evaluation sections states that government bodies “provide broad participation within their governance groups and committee memberships.” **(1B-29)**

Participatory governance is the main mechanism that exists for participation in college planning. Governance bodies include the Academic and Classified Senates and the Associate Student Government. Having these various governance bodies allows for participation and input in the college’s planning process from all college stakeholders. **(1B-30)** The breadth of involvement in planning is clearly evidenced in the participatory governance model of decision making at Mesa College.

Broad involvement is guaranteed by the representation reflected in the different governance bodies. Everybody (i.e. students, staff, faculty, managers) is welcomed to get involved in the planning process. Program Review is also a venue to guarantee involvement. It allows for planning at the administrative, service, and departmental level for all schools on the campus. **(1B-32)** In addition to the governance bodies, participation in college planning also exists “within each of the three divisions and eight schools on the campus there is internal planning as well. In the Student Services Division, as with all divisions, planning begins with Program Review. The Student Services Leadership Team’s two deans, the director of EOPS/STAR/CARE, and the Program Activity Manager of Disability Support Programs and Services work with their faculty and staff to review their plans and identify funding needs, which become the basis for their annual budget requests”. This suggests that college planning occurs within the majority of department division at the college. As a result, the opportunity to participate in college planning and allocation is readily available and open to the majority of departments. Because the Dean works directly with the appropriate departments, the institution is able to allocate the resources it needs. As stated in the description section of Standard B, “these resulting requests are supported by College and department/program data provided by the campus’ Research Office and Program Review findings. The Instructional Deans’ Council meets on a regular basis to review and discuss these funding priorities.” **(1B-33)**

Through the Program Review process, the college allocates its resources annually based on the resource requests submitted by each of the individual service, administrative and department areas. These resources requests are then forwarded to the corresponding prioritization committee who will determine what resources will be approved based on the funding available and the goals of the college. **(1B-34)**

Within each of the three divisions and eight schools on the campus there is internal planning as well. In the Student Services Division, as with all divisions, planning begins with Program Review. The Student Services Leadership Team’s two deans, the director of EOPS/STAR/CARE, and the Program Activity Manager of Disability Support Programs and Services work with their faculty and staff to review their plans and identify funding needs, which become the basis for their annual budget requests.

When necessary, the college will identify and follow alternate strategies to increase its capacity by finding other sources of funding (i.e. grants) or by redirecting its existing resources (i.e. restructuring of departments and/or personnel responsibilities). **(Placeholder 1B-35)**

As a result of implemented plans new staff & faculty hired and resources were provided

<http://sdmesa.edu/01/assets/File/accreditation/10Self-Study.pdf>

New staff, faculty, and resources (i.e. computers, program specific equipment and supplies, etc.) are all changes that have occurred as a result of implemented plans. (1B-36) **<= NEEDS**

MORE DEVELOPMENT

The College uses documented assessment results to communicate matters of quality assurance to appropriate constituencies. These include a wide array of measures, such as (1) Accountability Reporting for the Community Colleges (ARCC),[**<= UPDATE FOR CURRENCY**] which is required by the state and reports longitudinal performance in Basic Skills, success, and completion measures; (2) Student Equity Report, which is made available to all stakeholders and provides the breakdown of student performance according to age, gender, and ethnicity by department; (3) Mesa College Fact Book, which provides annual data, broken down by age, gender, and ethnicity, and for persistence, success, retention, GPA, awards conferred, and transfer; and (4) Mesa College High School Pipeline Report, which provides longitudinal data on student performance for those students coming through the area feeder schools. **(1B-37)**

The college collects a variety of assessment data to communication matters of quality assurance. Surveys, sent to the campus community by our Campus-Based Researcher, is a large part of how data is collected for assessment. The Student Equity Report, which is made available to all stakeholders and provides the breakdown of student performance according to age, gender, and ethnicity by department, is another source of data that is assessed. Focus groups, used in the creation of the Education Master Plan 2013-2019, were also a source used in the collection of college data. **(1B-38)**

The College is committed to transparency and makes public its assessments through the District Institutional Research website and the College website, various committee, task force and forum meetings, and in print for general distribution. (I.B-28, I.B-29) In the case of the Employee Perception Survey and Student Satisfaction Survey, the College held public briefings for constituents to attend. (I.B-30, I.B-31) The same was true for the Basic Skills Report. The College publishes an annual report that is made available in print and via the College website. The college's commitment to transparency in its assessments is also seen through the District Institutional Research website and the College website, various committees, advisory boards, task force and forum meetings, and in print for general distribution. The College also publishes an annual report that is made available in print and via the College website. **(1B-39)**

B.9 The institution engages in continuous, broad-based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

Evidence of Meeting the Standard

As can be seen in our Annual Integrated Planning Cycle infographic, Mesa College does engage in continuous, broad-based, systematic evaluation and planning to accomplish our mission. We have worked hard to integrate all aspects of our planning and resource allocation into one coherent process. This infographic was redesigned in Spring 2015 to be student-centered and to show the links between our plans, processes, actions, and assessments. As posted on the website, each box is hyperlinked (coming soon!) to the committees and offices involved at each stage, with an explanation of the acronyms.

To keep all the planning committees on track, the organizational big picture is represented in the SDMC Multi-Year Assessment and Evaluation Cycle and the SDMC (Annual) Integrated Planning Calendar. (needs more)

The cycle begins at Fall Convocation, when general themes and priorities are laid out (based on work done the previous year). In Fall 2015, for example, having identified inequities and disproportionate impact in student success metrics, we laid the foundation to build a collective imperative for equity, with a vision of becoming the leading college of equity and excellence. To that end, members of the Student Success and Equity team discussed the findings and outlined partnerships and actions that had been and were being taken to spread equity-mindedness across the campus and invited everyone to join in.

The 2015-2016 program review cycle takes up that challenge by focusing the equity lens on programs and service areas across campus. Programs are encouraged to examine their student success and achievement data for evidence of inequity and then plan to remedy it. Training on evaluating the data is provided by the CBR, and there are many opportunities for professional development (example: “Transforming ourselves to become culturally inclusive educators”). Programs review their goals and action plans and request resources to help fill those equity gaps. All program goals and resource requests are linked to College strategic goals and student learning outcomes. Reports can be pulled that show how the College’s 23 strategic goals are being met by individual programs and service areas. If programs received resources during the previous cycle, they close the loop by discussing how those resources have made a difference in their programs. This is a critical component to the process.

While this is going on, the SSSP and Equity reports are being written and vetted across campus. The Hispanic-Serving Institution Title V grant is supporting the redesign of curriculum and a

campus employee development strategic plan. New buildings are being completed. (Needs more)

When program reviews have been submitted, all of the resource requests are extracted and sent to the prioritization committees (BARC, FHP, CHP, FPC). These are participatory governance committees who follow evaluative rubrics to rank the requests. The ranked lists are presented to PIE and PCab before being submitted to the President for her approval. Resources will be funded through Perkins, IELM, end of year funds, and District funds for faculty hires. The prioritization committees, along with the program review steering committee, then evaluate their processes and outcomes and make recommendations for the next cycle. The results of this integrated planning systems evaluation are presented at PIE and PCab.

The Fall President's Cabinet retreat looks at our processes and how well they are working for us. Breakout groups discuss particular components and offer suggestions for revision or improvement.

Spring PCab retreat looks at outcomes, what we have accomplished throughout the year. How have we fared on meeting the goals we set for ourselves?

The outcomes of all these evaluations and assessments are shared widely across the campus and into the local community. The program review module and resource request forms are revised as needed.

The decisions, actions, and outcomes from the year are detailed in the annual Institutional Planning Guide, which serves as a road map through our processes, based on our strategic goals and priorities. The major committees for integrated planning (PCab, PIE, PR, BARC, FHP, CHP, MIT, FPC, COA) report on their accomplishment from the past year, and there are also reports from the major college processes/initiatives that impact integrated planning (Education Master Plan, SSSP, Equity, Title V grant, District budget, research, participatory governance). This series of reports dating back to 2011 are posted on the IE webpage.

Within the Office of Institutional Effectiveness, the campus-based researcher (CBR) and College research office provide research services, support, training, and facilitation to the College community to support data-informed decision-making and improvement. Specific services and training topics include overall research design, program evaluation, survey design, and data collection, analysis, and interpretation. **(1B-2)** The CBR assists staff in understanding the data in the evaluation of student learning.

The Planning and Institutional Effectiveness Committee is responsible for assuring that the College's planning framework is consistent with accreditation standards; for guiding the annual assessment of progress on stated goals, objectives and priorities and recommending changes as indicated; and for assuring the integration of planning across the campus. Mesa engages in integrated planning on an ongoing basis, with the process including all constituent groups through individual discipline and Administrative program reviews, the Budget Allocation and

Recommendation Committee (BARC), the Faculty hiring Priorities (FHP) committee, the Classified Hiring Priorities (CHP) Committee, SLO/AUO implementation and evaluation, and the Educational Master Plan and Strategic Planning processes.

The involvement across campus and the well-designed process ensures understanding and participation of the College community **(Placeholder 1B-20) (1B- 8)**

Analysis and Evaluation

From 1st draft

The college has a comprehensive planning process in place. There is a six-year cycle (insert URL) for the annual process with evaluation of the planning systems taking place from February through May each year. Programs are evaluated through the Program Review component in the Institutional Planning process. Within the program review program effectiveness is reviewed using various data provided by the Office of Institutional Effectiveness, program needs, such as faculty and classified positions, as well as equipment and facilities resources are identified and requested. The resource allocation committees (FHP, CHP, and BARC), have a process to prioritize these requests and the BARC identifies and allocates available funds.

The institution understands the importance of participating in ongoing and integrated planning. In fact, the college has shown evidence of creating a system of participatory actions to increase its integrated planning in order to achieve its gals. The evaluation section of Standard I.B.3 states that “A thorough Research Planning Agenda had been created, vetted through participatory governance, and adopted by President’s Cabinet, but it was not integrated directly with the goals and objectives. As part of the College’s continuous quality improvement work with the strategic plan, a decision to rewrite the College, school, and department goals and objectives in measurable terms needs to be the next step. More importantly, “integration of planning with resource allocation, and the creation of a systematic assessment cycle, has been in forefront of the College’s institutional effectiveness efforts and was tested during the fall 2009 in the form of a pilot project”. This suggests that the intuition shows efforts of implementing a thorough system of analysis and action when planning goals and objectives. **(1B-22)** The institution fully understands and participates in ongoing and integrated planning each academic year.

The College has an extensive planning cycle in place. This planning cycle was a result of “one of the recommendations from the 2004 Self Study evaluation report was to *develop and implement a plan to meet current and future needs for institutional research that is accurate, timely, and actionable*. This system involved a series of assessments that would potentially measure the effectiveness of the college’s core goals. Before these assessments were implemented the college lacked a means of measurement at all planning levels. However from 2007-2009, the Research

Planning Agenda developed and applied the following: strategic initiatives, supporting evidence, performance indicators, and measures to gauge the efficacy of the first three items in this list.

The following statement underscores the success of this development and application: “these measures have now been integrated within the strategic plan to form the college-level core indicators of effectiveness. They include numerous measures within the following indicators: Equity/Access; Engagement/Retention; Persistence; Success; and Institutional Effectiveness”. In other words, the assessments and accumulation of data proves that the institution has gone great lengths to achieve and incorporate systematic evaluation of programs and services, improvement planning, implementation, and re-evaluation. This is reinforced by the following “to ensure college-wide, fair, unbiased access to research, the Dean of Instructional Services, Resource Development, and Research reports directly to the President for matters of research.” **(1B-23)**

In spring 2012 a full cycle was followed through every step. In fall 2012 PIE and President’s Cabinet held day long assessment and dialogue sessions. The Budget Committee was replaced with the Budget Allocation Recommendation Committee (BARC). BARC completed its first allocation recommendation cycle in 2012-2013

“In spring, 2013 BARC prioritized all supplies, equipment, and facilities requests. The committee considered all information provided by faculty and staff lead writers as they identified their plans, provided extensive supporting documentation for goals, and requested needed resources to achieve their goals. Each supply and equipment request was scored using a rubric to guide the analysis. A prioritized list was generated based upon the scores and forwarded to President’s Cabinet for recommendation to the President. The President approved the list and directed the Business Services Office to work with the appropriate managers, faculty, and staff to begin the requisition process using year-end funds. Over \$100,000 was allocated to various programs and service areas; an additional \$250,000 was allocated for IT updates and replacements, consistent with the Mesa IT Strategic Plan replacement protocol.” **(1B-25)**

Standard IC: Institutional Integrity

The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

- *How does the institution conduct regular review of its policies and practices regarding publications to ensure their integrity? Are electronic representations of the institution regularly reviewed?*

The college uses a variety of ways, such as the college catalog, the college web site, e-mail, bulletin boards placed around campus, electronic sign near the bookstore/cafeteria (a high traffic area), print materials developed for internal campus communication, and interaction by faculty and staff in a position to advise students, to inform current and prospective students, personnel, and the public and outside organizations about its mission, educational programs, outcomes, and services. The Office of Instruction and Office of Institutional Effectiveness are responsible for creating and maintaining procedures to assure clarity, accuracy, and integrity of information. The cycle for revising and updating the catalog is on a one-year cycle. The college website was updated to a new design and platform in fall 2015. At the present time, faculty and staff members in each program are responsible for maintaining division, department, and program websites. Electronic representations of the institution are reviewed regularly by the Office of Instructional Effectiveness and Office of Communications.

Visix (SP?) screens; IEPI postings

- *Does the institution provide information on student achievement to the public? Is that information accurate and current?*

The institution does provide information on student achievement to the public. The information is accurate and current. On the Facts and History page, degrees awarded and top majors are listed. This Facts and History page is located on the Office of Communications page, which is one click away from the college's main page. The Facts and History page is updated each July by the Office of Communications. In addition, the Consumer Information page, which is one click away from the main college page, includes a Students Right to Know page with the following links: Graduation, Transfer and Retention Rates; Graduation and Retention Rates for Student Athletes; Equity in Athletic Disclosure; and California Licensure Exam Pass Rates. The link provided for the Graduation, Transfer and retention Rates included information from 2010, so this page needs to be updated.

IEPI postings, research page

- *Through what means does the institution represent itself about its DE/CE programs? How are these means evaluated? Are they effective in reaching the potential students for DE/CE programs? How does the institution know that they are effective?*

The institution represents itself about its DE/CE programs through print and electronic means, including but not limited to the college catalog and Web site. With regards to

Distance Education, a link to Student Online Services is one click away from the main college Web site, where information related to Distance Education is available to students through the following links: Online Classes, Student Web services, New Students, Financial Aid, International Student Program, Campus Police, and Online Bookstore.

- *Does the institution provide information to the public on student achievement in DE/CE programs?*

The institution provides no link to Distance Education student achievement on the Web site or catalog.

Data provided in program review

2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements” (see endnote). (ER 20)

- *Is the catalog provided in both printed and electronic format?*

The institution provides a comprehensive college catalog that is published by the Office of Instruction. It is available both in printed form and in electronic form, which can be downloaded from the college Web site in PDF format (Portable Document Format).

- *How does the institution assure that the catalog presents accurate, current, and detailed information to the public about its programs, locations, and policies? (Federal Regulation)*

The college provides free catalogs to students during orientation, and the catalog is also sold in the bookstore. The current catalog covers academic year 2015- 2016. The College catalog is published every year to ensure that it provides accurate and current general information, requirements, and policies and procedures, as well as other information allowing students to be well informed about college academic and student support programs requirements and services. The online version of the catalog is one click away from the main college Web site.

There is a Catalog Committee which formally reviews the catalog each year

- *How does the institution address issues of academic freedom, student financial aid, and available learning resources as they apply to DE/CE? Are the means applied differently from traditional education? What is the rationale?*

Issues related to academic freedom are addressed in the Online Learning Pathways site, which is one-click away from the main college Web site through Student Online Services. Two links that are most meaningful to addressing academic freedom include Training and Resources. Within the Training page, links include Online Faculty Certification Program, Blackboard Training for OnCampus Faculty, Blackboard Drop-In Help, Blackboard Tutorials on Our Video Blog, and Fall 2015 Instructional Technology Workshops. On the Resources page, links include but are not limited to the following: Copyright Guidelines, Distance Education Guidelines from the CCC State Chancellor’s Office, Instruction Materials Guidelines, Intellectual Property Agreement, and Social Presence for Online Instruction. Student financial aid forms are available online through the Student Online Services link, which is one click away from the college’s main page. As for learning resources for Distance Education students, by clicking on Online Classes

from the Student Online Services link, which is one click away from the college's main Web site, there is a link available called Resources. This Resources page lists the following learning resources for Distance Education students: Online Learning Readiness Assessment, Technical Requirements, Registration Directions, Course Information Pages, Tips for Success in an Online Class, Netiquette Guidelines, Student Code of Conduct, SDCCD Honest Academic Conduct Administrative Procedure, SDCCD Copyright Guidelines, Technical Support Services, State Authorization Complaint Process, Bookstore, Libraries, Student Services, Sample Online Course, and Online Student Tutorials.

- *How does the catalog describe the instructional delivery applied in the DE/CE courses, programs, and degree offerings? How does the catalog present the interaction between faculty and students and the accessibility of faculty and staff to students? Is there an answer to this question???*
- The catalog describes the instructional delivery applied in the distance education course under Academic Information on page 58. SDCCD Online Learning Pathways are introduced with the subtitle Quality Online Learning and states: "Learn anytime, anywhere with our convenient, flexible online courses that fit your busy schedule. Enjoy interactive communication with your classmates and instructor as you complete your coursework in an engaging, supportive learning environment. Our quality online courses are developed and taught by experienced instructors from our three colleges—City College, Mesa College, and Miramar College. Want to get started? Find out if online learning is for you at: www.sdccdonline.net/newstudents.htm. Get ready for online learning success! Visit: www.sdccdonline.net/students/training/. Online students receive 24/7 Technical Support at <https://www.sdccdonline.net/help> or by calling toll free 866-271-8794. For login instructions visit: www.sdccdonline.net/login."

3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

- *What assessment data does the college collect?*
Assessment data collected by the college is compiled and made available to the public through the Office of Institutional Effectiveness. Outcomes are developed at the institutional, program, course, and administrative unit level. Assessments are implemented by the respective departments and programs. Assessment data is evaluated on a continuous basis, with adjustments being made as the program or department sees fit. Departments and programs are encouraged to maintain a dynamic assessment plan and to actively engage in assessment practices throughout the educational process. Ongoing campus dialogue enhances institutional effectiveness and fosters continuous improvement of educational quality. And improving the quality of education is central to our planning, budgeting, and personnel decisions.
[Campus-based researcher, IEPI postings, other Statewide postings, EMP](#)

- *By what means does the college make public its data and analyses internally and externally?*

The college makes available to the public its data and analyses on the college Web site via the Office of Institutional Effectiveness web page, which is one click from the main site. On the Office of Institutional Effectiveness web page, Student Learning and Achievement and Outcomes Reports shares program outcomes such as enrollment, retention counts, retention rates, success counts, success rate and program GPA. Internally, the college makes this information available for the Planning and Institutional Effectiveness Committee (PIE), which is responsible for assuring that the College's planning framework is consistent with accreditation standards; for guiding the annual assessment of progress on stated goals, objectives and priorities and recommending changes as indicated; and for assuring the integration of planning across the campus. Also, the data is made available to the Program Review lead writers. Lead writers include faculty, classified staff, students, and administrators each appointed by their respective governance bodies. The Program Review Steering Committee has many responsibilities, and one of them is to review and modify as needed on a regular basis, and disseminate information in the program review handbook and website containing questions, criteria, guidelines and forms.

Research office

4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

- *How does the institution assure that information about its programs is clear and accurate? Are degrees and certificates clearly described? Are student learning outcomes included in descriptions of course and programs?*

The college describes its certificates and degrees, and their associated student learning outcomes, in the Catalog, which is available in hard copy at the bookstore and online in a downloadable PDF version. Individual programs and departments create printed flyers and brochures and communicate information for students on their Web sites.

- *How does the institution verify that students receive a course syllabus that includes student learning outcomes?*

The college is using the self- and program-evaluation process (not sure what this means) to verify that students receive a course syllabus that includes student learning outcomes. Course instructors, department chairs, and school deans are responsible parties in the evaluation process.

- *How does the college verify that individual sections of courses adhere to the course learning outcomes?*

The college is using the self- and program- evaluation process to verify that individual sections of courses adhere to the course learning outcomes. VPI, course instructors, department chairs, and school deans are responsible parties in the evaluation process.

- *How do students enrolled in DE/CE programs receive information about the institution's degrees and certificates and in what format is the information available for reference?*

How does the institution verify that DE/CE students receive a course syllabus that includes student learning outcomes, and that individual sections of courses adhere to the course objectives/learning outcomes? (Federal Regulation)

Students enrolled in Distance Education programs receive information about the college's degrees and certificates through the online content on the college's Web site. The information is available for reference through the Academic Program Web link, available one click away from the main college Web site and through the college catalog, which is available (also one click away from the main Web page) via PDF format. The college is using the self- and program-evaluation process to verify that Distance Education students receive a course syllabus that includes student learning outcomes, and that individual sections of courses adhere to the course outcomes. Course instructors, department chairs, and school deans are responsible parties in the evaluation process.

5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

- *What process does the institution use to evaluate its policies, procedures, and publications to assure integrity? Are the results communicated within the campus community? (Federal Regulation)*

The college evaluates institutional policies and procedures through an ongoing cycle of review organized by the Office of the President, which is also responsible for updating the San Diego Community College District (SDCCD) Governance Handbook, available online via the Governance Web link, which is one click away from the main college Web site. Policy and process review is conducted through the College's established governance process, involving all constituent groups (BP 2510). The results are communicated within the campus community through Academic Senate, Associated Student Government, Classified Senate, and over 20 College Committees.

Communications Office?

6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

- *How does the institution publish information on the total cost of education? (Federal Regulation)*

The college publishes information on the total cost of education through the Consumer Information link, which is one click away from the college's main Web site. Once on the Consumer Information Web page, the link to Cost of Attendance & Net Price Calculator is listed under General Information. The link to San Diego Mesa College Cost of Attendance lists in-state and out-of-state tuition rates, as well as fees for books and supplies and living arrangements. In addition, financial aid information is accessible through the link San Diego Mesa College Net Price Calculator, which is also on the Consumer Information Web page.

Online schedule: students can click on textbook link to see the cost

7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

- *How is the policy on academic freedom implemented and monitored in DE/CE courses and programs?*

The institution is committed to academic freedom and freedom of expression through San Diego Community College Board Policy (BP 4030), where it states: "This commitment is based upon the value that free expression is essential to excellence in teaching, learning, critical inquiry and service to the community." There is no specific monitoring of Distance Education courses and programs in regards to implementation of the policy on academic freedom.

One of our core values. Is this part of the Blackboard training?

C. Institutional Integrity

8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

- *What mechanism does the institution have for informing and enforcing its policies on academic honesty for student and faculty?* Each semester, the Dean of Student Affairs Offices emails Student Conduct Newsletters highlighting the Academic Honesty Policy to the Mesa College campus community. Faculty members are encouraged to present this policy to students in their classes and to enforce any actions necessary to address the violation. Procedure 3100.3- Honest Academic Conduct is also made available to students and faculty on the San Diego Mesa College website under College Services/Site Safety. (Source: www.sdccd.edu, www.sdmesa.edu)
Instructors are asked to put this in their syllabi
- *Do board-approved policies on student academic honesty exist and are they made public?* Academic Conduct (Procedure 3100.3) is stated within the Student Rights and Responsibilities that are governed by District Policy 3100, and Procedures, 3100.1, 3100.2 and 3100.3. This document is available for review in the Vice President, Student Services and the Dean of Student Affairs Offices. Procedure 3100.3- Honest Academic Conduct is also made available to the public on the San Diego Mesa College website under College Services/Site Safety. (Source: www.sdccd.edu, www.sdmesa.edu)
- *Does the institution have any prevention strategies in place to promote student verification?* SDCCD meets the current legal minimum in terms of student verification. We require students to log in to our Learning Management System using an institution-provided username and password in order to access their online course materials. Adjacent to the login box on the Blackboard screen, we also post the following Student Authentication Statement, "Though the entry of my username and password, I affirm that I am the student who enrolled in this course. Furthermore, I affirm that I understand and agree to follow the regulations regarding academic conduct in the SDCCD Honest Academic Conduct Administrative Procedures AP3100.3" *Are faculty members encouraged to promote student verification in the design of DE/CE courses?* Faculty members are encouraged to promote student verification, which is covered in Module 2 of the Online Faculty Certification Course. Module 2 focuses on the Higher Education Opportunity Act (HEOA) of 2008 Federal regulation, which highlights student authentication and academic integrity as important issues for distance education and outlines in detail the faculty member's responsibility to design their courses around these principles. Course design strategies are also addressed to facilitate student authentication by emphasizing "authentic assessment" in the form of writing assignments and project-based learning while deprecating overreliance on high-states objective assessment (not sure what this means). This is apparent in the Assignment for Module 7 in the Online Faculty Certification Course. *Is academic integrity including student verification covered in staff training and development?* Although training in Academic Integrity, including student verification is directed towards faculty in the Online Faculty Certification Program, any staff who provide support need to be aware of the high

standards around maintaining integrity in an academic setting. (Source: www.sdccd.edu, Online Learning Pathways Instructional Design Coordinator)

9. Faculty distinguish between personal conviction and professionally accepted views in discipline. They present data and information fairly and objectively.

- *How does the college communicate its expectation that faculty distinguish between personal conviction and professionally accepted views in a discipline?* The college communicates the expectation that faculty distinguish between personal conviction and professionally accepted views in a discipline through the Honest Academic Conduct policy (3100.3) located on the Mesa Website and the Academic Freedom & Freedom of Expression policy (BP 4030) found in the Mesa College 2015-2016 catalog. Are faculty reminded of this?
- *What mechanisms does the college have for determining how effectively it is meeting this expectation?* Faculty evaluations are a mechanism used to support how effectively the college is in setting this expectation. (Source: www.sdccd.edu, www.sdmesa.edu, Mesa College 2015-2016 Catalog)

10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

- *How are requirements of conformity to codes of conduct communicated?* Codes of conduct are communicated to staff, faculty, administrators, and students in handbooks and through the Mesa College 2015-2016 catalog. (Source: www.sdmesa.edu, Mesa College 2015-2016 Catalog, 2010 Evaluation Report)
- *If a college seeks to instill specific beliefs or worldviews, what policies does it have in place to detail these goals?* The Academic Freedom & Freedom of Expression policy (BP 4030) found in the Mesa College 2015-2016 catalog. How are the policies communicated to appropriate constituencies and carried out? These policies are communicated to staff, faculty, administrators, and students in handbooks and through the Mesa College 2015-2016 catalog. (Source: www.sdmesa.edu, Mesa College 2015-2016 Catalog, 2010 Evaluation Report)

11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

- *How well do curricula offered in foreign locations to non-U.S. students conform to the specifications of the Commission's "Policy on Principles of Good Practice in Overseas International Education Programs for Non-U.S. Nationals?"*

- *Does the institution promote its distance education in foreign locations? How does the promotion of these activities overseas align with the institution's mission and the objectives for its DE?*

- *How does the institution enroll students who do not reside in the U.S. into programs? How does it ensure that the foreign students appropriately comply with the admission requirements for the programs? Are all students admitted to the programs recognized as U.S. students?* maybe VPI? Emailed Tim McGrath on 10/26/15; pending response.

Does District have this info? Military training??

12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities.

- *Does the institution communicate matters of educational quality and institutional effectiveness to the public? The institution communicates matters of educational quality and institutional effectiveness through Board meetings on campus and by holding Board meetings with open forums for community members to interact with the Board members. Is the communication accurate? Communication comes directly from members of the Board so information presented is the most current and accurate. (Source: 2010 Evaluation Report)*

Use of website; community meetings with President? Annual reports; work of the Foundation?

13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, student, and the public.

- *What does documentation of the institution's past history with external agencies demonstrate about integrity in its relationship with those agencies? Documentation about the institution's past history with external agencies demonstrates that the institution maintains an open relationship in terms of communicating its practices in support of state and federal regulations. The College has shown its commitment by complying with the Accrediting Commission standards, policies, and guidelines and meeting the requirements for public disclosure, self-study, and other reports, team visits, and prior approval of substantive changes. Has it responded expeditiously and honestly to recommendations or cited issues, are there citations indicating difficulty, etc. The College has worked proactively to respond to recommendations made by the Commission in the 2010 Self-Study report. Each recommendation has been addressed and, although the College has made significant progress towards incorporating these recommendations, the College continues to respond by adjusting current practices and implementing new strategies to support these recommendations. (Source: 2010 Self-Study)*

Our reports (Midterm, annual, substantive change) are filed in a timely manner

- *What is the institution's evidence of compliance with the U.S. Department of Education (USDE) regulations?* The institution's evidence of compliance with the U.S. Department of Education regulations is seen in each area of the standards, with the participatory governance structure providing checks and balances that assure integrity in all that the College does. The values of the College include access, accountability, diversity, equity, excellence, freedom of expression, integrity, respect, scholarship, and sustainability. These set the tenor for *how* the College does what it does. (Source: 2010 Self-Study, www.sdmesa.edu)

14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

- *Do the institution's policies and practices demonstrate that delivering high quality education is paramount to other objectives?* The institution's Mission, Vision and Values, along with its current policies and practices, demonstrate the delivery of high quality education, student achievement and student learning. These policies and practices are presented in several of the college's initiatives and plans and are paramount to generating financial returns for investors, contributing to related organizations, and/or supporting external interests.
- *How are the institution's priorities documented?* The Educational Master Plan 2013-2019 is one of our College's documents that outline the institution's priorities and sets the course for the College. The plan, which is heavily research-based, informs the College's annual strategic and operational planning. Results of the educational master plan indicate that the mission of transfer and career technical education continues to be the primary focus for the college, followed by support for a strong basic skills curriculum and opportunities for lifelong learning and growth. With the Educational Master Plan in place, the delivery of high quality education is supported by the Mesa College Foundation through funded activities and projects that offer scholarships and provide emergency assistance, food cards, and equipment to students. The Humanities Institute supports faculty and staff by providing high quality education by bringing diverse programs and events to the College including organizing and sponsoring conference, guest speaker series, and community partnerships. More recent programs like the Stem Engagement for the Enrichment of Diverse Students (SEEDS) funded by the Student Success and Support Program (SSSP) and the Hispanic Serving Institute (HSI) Title V Plan grant also work towards the delivery of high quality education. (Source: 2013-2019 Educational Master Plan, www.sdmesa.edu)

Scope and depth of courses and programs; support services; commitment to comprehensive community college

Accreditation Standards

Adopted June 2014

Standard I:² Mission, Academic Quality³ and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

A. Mission

1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning⁴ and student achievement.⁵ (ER 6)⁶
 - *What does the institution's mission statement say about its educational purposes? Are the purposes appropriate to an institution of higher learning?*
 - *How does the mission statement inform institutional planning?*
 - *Who are the intended students for the courses offered in DE/CE format? Are they similar to or different from students studying in traditional learning mode?*
 - *QFE: Is the institution reaching all segments of its intended student population; are any groups of students underrepresented; and how can the institution increase their participation and success?*

² Each enumerated statement is an ACCJC accreditation standard (e.g., I.A.1, II.B.4, and so on). The standards are organized by subject matter into four chapters which are entitled Standard I, Standard II, Standard III, and Standard IV. The chapters are further divided by headings to help identify related groups of standards.

³ Glossary- Academic Quality: A way of describing how well the learning opportunities, instruction, support, services, environment, resource utilization and operations of a college result in student learning and student achievement of their educational goals. The Accreditation Standards, collectively, are factors in determining academic quality in the context of institutional mission.

⁴ Glossary- Student Learning: Competencies in skill and knowledge gained by students who are at the institution. The knowledge and competencies are expressed for segments of study or activity through measurable learning outcomes at the institutional, program, degree, and course levels.

⁵ Glossary- Student Achievement: Student attainment that can be measured at defined points of completion, including successful course, certificate and degree completion, licensure examination passage, post-program employment, and other similar elements.

⁶ Institutions that have achieved accreditation are expected to include in their Institutional Self Evaluation Report information demonstrating that they continue to meet the eligibility requirements. Accredited institutions must separately address Eligibility Requirements 1, 2, 3, 4, and 5 in the Institutional Self Evaluation Report. The remaining Eligibility Requirements will be addressed in the institution's response to the relevant sections of the Accreditation Standards. The relevant sections of the Accreditation Standards are so noted by an (ER____) designation.

Effective Practices

Institutional leaders, including board members and faculty, are continuously engaged in fulfilling the institutional mission, which focuses on the success of students pursuing their educational goals.

Grounded by the mission, a sustained focus on student learning and achievement is practiced by all stakeholders and demonstrably informs the development of policies, procedures, and practices.

2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.
- *What data does the institution use to determine whether or not it is accomplishing its mission? What institutional processes does the institution use to evaluate the effectiveness and success of its mission? (Federal Regulation)*

- *QFE: Has the institution identified groups of students whose educational needs are not currently being served or not being served adequately; how can the institution better serve these students?*

Effective Practices

A culture of evidence and inquiry is pervasive in the institution, including cohort tracking, using disaggregated data and strong support from the institutional research unit.

3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.
- *How does the mission statement guide planning and decision making? To what extent is the mission statement central to the choices the college makes?*
 - *Has the institution considered in consultation with its key constituents if and how DE/CE is congruent with the mission? Does the mission include any statements related to its commitment to DE/CE?*
4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)
- *When was the current mission statement approved by the governing board?*
 - *Has the mission been reviewed to reflect the commitment to DE/CE and what was the rationale for the changes to the statement?*

B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

- *How has the college structured its dialog?*
- *When, how, and about what subjects has the college engaged in dialog? What impact has the dialog had on student learning?*
- *Does the dialog lead to a collective understanding of the meaning of evidence, data, and research used in evaluation of student learning?*
- *What parties are involved in the institution's dialog about the continuous improvement of student learning through DE/CE mode and how it compares with student learning in traditional programs?*

- QFE: In what ways can the institution increase broad and continuous faculty, staff, student, and community engagement and collaboration in support of student success?

Effective Practices

The institution demonstrates broad and continuous faculty, staff, student, and community engagement and collaboration in support of student success.

A sense of urgency drives a shared vision and communication around a focus on student learning and achievement with internal and external stakeholders.

2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)
 - *What established policies and institutional processes guide the development and evaluation of courses, programs, certificates, and degrees? What is the role of faculty?*
 - *Does the institution use disaggregated data for analysis of student learning?*
 - *Are student learning outcomes and assessments established for each course, program, certificate, and degree (including non-credit)?*
 - *How are courses, programs, certificates, and degrees evaluated? How often? What are the results of the evaluations?*
 - *What improvements to courses, programs, certificates, and degrees have occurred as a result of evaluation?*
 - *How does the institution provide for systematic and regular review of its student and learning support services? How are the results used?*
 - *What established policies and institutional processes guide the development and evaluation of courses and programs offered in DE/CE mode? Are they different from the policies and institutional processes that guide the development and evaluation of courses offered in traditional mode?*

- *What is the role of faculty and how is discipline expertise or teaching knowledge and expertise in the field of DE/CE used for establishing quality for these courses?*
- *What improvements to DE/CE courses and programs have occurred as a result of evaluation?*

3. The institution establishes institution-set standards⁷ for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

- *What criteria and processes does the college use to determine its priorities and set minimum expectations (institution-set standards) for student achievement, including required expectations of performance for course completion, job placement rates, and licensure examination passage rates? (Federal Regulation)*
- *Is there broad-based understanding of the priorities and the processes to implement strategies to achieve the desired outcomes?*
- *To what extent does the college achieve its standards? (Federal Regulation)*
- *How does the college use accreditation annual report data to assess performance against the institution-set standards?*
- *If an institution does not meet its own standards, what plans are developed and implemented to enable it to reach these standards? (Federal Regulation)*
- *Has the college defined specific goals (institution-set standards) and objectives for the effectiveness of its DE/CE activities? How are these goals and objectives defined and communicated?*
- *What data and/or evidence are used to communicate and analyze institution-set standards relevant to DE/CE?*

4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

- *How is assessment data incorporated into college planning to improve student learning and achievement? (Federal Regulation)*
- *Are the data used for assessment and analysis disaggregated to reflect factors of difference among students?*

⁷ Glossary- Institution-Set Standards: Performance metrics and measures set by institutions for student achievement, both in individual programs and for institution-wide student achievement. (A useful example of Institution-Set Standards could be the three-year averages of student performance metrics and performance targets set above the averages.) Both the definition and the level of expected performance are appropriate for assessing achievement of institutional mission, for determining actions of improvement, and for analyzing institutional results in the context of higher education. Institutions assess student performance against locally set standards in order to determine institutional effectiveness and academic quality and to inform planning and action for continuous improvement.

Institutional Effectiveness

5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.
- *Does the college have a program review process in place? Is it cyclical, i.e., does it incorporate systematic, ongoing evaluation of programs and services using data on student learning and achievement, improvement planning, implementation, and re-evaluation? How does college budgeting of resources follow planning? How is planning integrated?*
 - *To what extent are institutional data and evidence available and used for program review?*
 - *Does the college have separate processes for the planning, approval, evaluation, and review of courses offered in DE/CE mode, or are the processes similar to those for courses offered in traditional face-to-face mode? How are these processes integrated into the college's overall planning process?*
6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.
- *Does the institution identify significant trends among subpopulations of students and interpret their meaning?*
 - *Has the institution set performance expectations (key performance indicators) for the subpopulations?*
 - *How does it judge its achievement of the target outcomes?*
 - *Is the institution performance satisfactory?*
 - *What changes have been made or are planned as a result of the analysis of the data?*
- *QFE: What groups or subpopulations at the college need to be identified; how is information on their success/challenges determined?*
 - *QFE: What strategies are needed to mitigate performance gaps among these groups of students?*

Effective Practices

An equity agenda is integrated with efforts to improve student learning and achievement.

7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.
 - *What processes does the institution use to assess the effectiveness of its cycle of evaluation, integrated planning, resource allocation, and re-evaluation?*
 - *How effective are the college planning processes for fostering improvement?*
 - *What mechanisms does the institution use to gather evidence about the effectiveness of DE/CE learning programs and related student and learning support services?*

8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.
 - *What mechanisms exist for participation in and communication about college planning and evaluation?*

9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)
 - *What mechanisms does the institution use to gather evidence about the effectiveness of programs and services?*
 - *How effectively do evaluation processes and results contribute to improvement in programs and services?*
 - *Are the assessment data collected for DE/CE different from data collected for traditional face-to-face education? What is the rationale? What types of assessment data does the college collect on learning programs and support services offered in DE/CE format?*

- *QFE: What barriers exist at the institution that need to be overcome to enable integrated evaluation, planning, resource allocation, and re-evaluation to improve academic quality and student learning and achievement?*

Effective Practices

Planning and budgeting, including reallocation of resources, are aligned with the vision, priorities, and strategies defined for student success at the institution.

The institution has an agenda for student success that integrates all significant initiatives, including legislated programs, grants, strategic, planning, and accreditation.

C. Institutional Integrity⁸

1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)
 - *How does the institution conduct regular review of its policies and practices regarding publications to ensure their integrity? Are electronic representations of the institution regularly reviewed?*
 - *Does the institution provide information on student achievement to the public? Is that information accurate and current?*
 - *Through what means does the institution represent itself about its DE/CE programs? How are these means evaluated? Are they effective in reaching the potential students for DE/CE programs? How does the institution know that they are effective?*
 - *Does the institution provide information to the public on student achievement in DE/CE programs?*
2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements” (see endnote). (ER 20)
 - *Is the catalog provided in both printed and electronic format?*
 - *How does the institution assure that the catalog presents accurate, current, and detailed information to the public about its programs, locations, and policies? (Federal Regulation)*
 - *How does the institution address issues of academic freedom, student financial aid, and available learning resources as they apply to DE/CE? Are the means applied differently from traditional education? What is the rationale?*
 - *How does the catalog describe the instructional delivery applied in the DE/CE courses, programs, and degree offerings? How does the catalog present the interaction between faculty and students and the accessibility of faculty and staff to students?*
3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)
 - *What assessment data does the college collect?*
 - *By what means does the college make public its data and analyses internally and externally?*

⁸ Glossary- Institutional Integrity: Concept of consistent and ethical actions, values, methods, measures, principles, expectations, and outcomes, as defined by institutions; and of clear, accurate, and current information available to the college community and public.

4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.
 - *How does the institution assure that information about its programs is clear and accurate? Are degrees and certificates clearly described? Are student learning outcomes included in descriptions of courses and programs?*
 - *How does the institution verify that students receive a course syllabus that includes student learning outcomes?*
 - *How does the college verify that individual sections of courses adhere to the course learning outcomes*
 - *How do students enrolled in DE/CE programs receive information about the institution's degrees and certificates and in what format is the information available for reference? How does the institution verify that DE/CE students receive a course syllabus that includes student learning outcomes, and that individual sections of courses adhere to the course objectives/learning outcomes? (Federal Regulation)*
5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.
 - *What process does the institution use to evaluate its policies, procedures, and publications to ensure their integrity? Are the results communicated within the campus community? (Federal Regulation)*
6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.
 - *How does the institution publish information on the total cost of education? (Federal Regulation)*
7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)
 - *How is the policy on academic freedom implemented and monitored in DE/CE courses and programs?*
8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.
 - *What mechanism does the institution have for informing and enforcing its policies on academic honesty for students and faculty?*
 - *Do board-approved policies on student academic honesty exist and are they made public?*

- *Does the institution have any prevention strategies in place to promote student verification? Are faculty members encouraged to promote student verification in the design of DE/CE courses? Is academic integrity including student verification covered in staff training and development? (For practices on student verification refer to WICHE Cooperative for Educational Technologies at: <http://wcet.wiche.edu/wcet/docs/cigs/studentauthentication/BestPractices.pdf> (Federal Regulation)*

9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.
 - *How does the college communicate its expectation that faculty distinguish between personal conviction and professionally accepted views in a discipline? What mechanisms does the college have for determining how effectively it is meeting this expectation?*
10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.
 - *How are requirements of conformity to codes of conduct communicated?*
 - *If a college seeks to instill specific beliefs or world views, what policies does it have in place to detail these goals? How are the policies communicated to appropriate constituencies and carried out?*
11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.
 - *How well do curricula offered in foreign locations to non-U.S. students conform to the specifications of the Commission's "Policy on Principles of Good Practice in Overseas International Education Programs for Non-U.S. Nationals?"*
 - *Does the institution promote its distance education in foreign locations? How does the promotion of these activities overseas align with the institution's mission and the objectives for its DE?*
 - *Does the institution enroll students who do not reside in the U.S. into programs? How does it ensure that the foreign students appropriately comply with the admission requirements for the programs? Are all students admitted to the programs recognized as U.S. students?*
12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

- *Does the institution communicate matters of educational quality and institutional effectiveness to the public? Is the communication accurate? (Federal Regulation)*
13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)
- *What does documentation of the institution's past history with external agencies demonstrate about integrity in its relationship with those agencies? Has it responded expeditiously and honestly to recommendations or cited issues, are there citations indicating difficulty, etc.? (Federal Regulation)*
 - *What is the institution's evidence of compliance with the U.S. Department of Education (USDE) regulations? (Federal Regulation)*
14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
- *Do the institution's policies and practices demonstrate that delivering high quality education is paramount to other objectives?*
 - *How are the institution's priorities documented?*

Sources of Evidence: Examples for Standard I

Listed below are examples of potential sources of evidence for Standard I. There may be many other sources relevant to each college's unique mission that institutions should provide and teams should consider.

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

A. Mission

- ☐ Evidence that analysis of how the institutional mission and goals are linked to the needs of the student population has taken place
- ☐ Evidence of analysis of how the mission statement is developed, approved and communicated to all stakeholders
- ☐ Evidence of analysis of the process used for the periodic review of the institution's mission; evidence that the process is inclusive
- ☐ Evidence that the mission statement provides the preconditions for setting institutional goals
- ☐ Evidence of analysis of how the cycle of evaluation, integrated planning, implementation, and re-evaluation relates to the mission and is used for institutional improvement
- ☐ Evidence of analysis of how the institution's mission statement is developed, approved, and communicated to all stakeholders taking the institution's commitment to DE/CE into consideration
- ☐ Evidence of the process used for identifying the students interested in enrolling in DE/CE
- ☐ Evidence of analysis of the relevance of DE/CE programs and services for the community
- ☐ List of the institution's DE/CE courses and programs

B. Assuring Academic Quality and Institutional Effectiveness

- ☐ Evidence that the institution has developed processes by which continuous dialogue about both student learning and institutional processes can take place
- ☐ Evidence of institution-set standards and analysis of results for improvement
- ☐ Evidence of broad-based participation in the dialogue
- ☐ Evidence that clearly stated, measurable goals and objectives guide the college community in making decisions regarding planning and allocation of resources as well as curriculum and program development
- ☐ Written, current institutional plans that describe how the institution will achieve its goals
- ☐ Evidence that the processes used in planning and institutional improvement are communicated and they provide the means by which the college community can participate in decision-making
- ☐ Evidence that goals are developed with the knowledge and understanding of the college community
- ☐ Evidence there exists a current cycle in which evaluation results are utilized in integrating planning, resource allocation, implementation, and re-evaluation
- ☐ Evidence that data is both quantitative and qualitative

- ☐ Evidence that well-defined, decision-making processes and authority facilitate planning and institutional effectiveness
- ☐ Evidence of regular and systematic assessment of the effectiveness of all institutional services and processes
- ☐ Evidence that the results of evaluations are disseminated to and understood by the college community
- ☐ Evidence that results of regular and systematic assessments are used for institutional improvement
- ☐ Evidence of current, systematic program reviews and use of results
- ☐ Evidence that program review processes are systematically evaluated
- ☐ Evidence of institutional dialog about the continuous improvement of student learning in DE/CE mode
- ☐ Evidence that clearly stated and measurable goals and objectives guide the college community in making decisions regarding its priorities related to DE/CE
- ☐ Evidence of evaluation of progress on the achievement of goals and objectives related to DE/CE
- ☐ List of all DE/CE courses/programs
- ☐ Evidence of quantitative and qualitative data that support the analysis of achievement of goals and objectives for DE/CE
- ☐ Evidence of mechanisms for allocation of resources to plans for DE/CE
- ☐ Evidence of periodic and systematic assessment of the effectiveness of DE/CE
- ☐ Evidence that the assessment data is effectively communicated to the appropriate constituencies
- ☐ Evidence of current reviews of programs and support services including library services related to DE/CE and examples of improvements

C. Institutional Integrity

- ☐ Evidence that institutional policies are regularly reviewed to ensure integrity
- ☐ Evidence of a student authentication process to ensure the student enrolled in an online course is the same student that participates, completes the course, and receives the credit
- ☐ Evidence the institution maintains a file of student complaints/grievances
- ☐ Evidence of policies and practices related to identification of students enrolled in DE/CE courses