

SAN DIEGO MESA COLLEGE
ANNUAL ACCREDITATION REPORT

Approved by President's Cabinet on April 18, 2006

Responses to the 2004 Evaluation Team Recommendations

STANDARD I: MISSION AND INSTITUTIONAL EFFECTIVENESS

Recommendation:

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

Response:

During the spring of 2005, Mesa College established an Educational Master Planning Committee. The committee's membership, approved by the President's Cabinet, includes faculty, staff, students and administrators. To inform the tasks assigned to this group, various key standing committees have submitted planning recommendations for consideration. The Academic Program Review Committee's Year One Report contains several pivotal recommendations concerning student learning outcome, research development, six-year curriculum review and strategic planning. The college's Research Committee is working to develop Mesa's research agenda.

A district-level Strategic Planning Committee, composed of membership from all participatory governance segments of SDCCD, proposed and carried out an environmental scan to determine implications to the planning process. This strategic planning group has been reformulated with two representatives from each of the district's institutions to maintain linked planning processes that are reflective and responsive to the evolving and diverse needs of the community and regions served by SDCCD. This committee, which reports to the District Shared Governance Committee (DSG), is also charged with integrating college and district planning directions for annual and mid-year decision-making.

These efforts intersect to bring together the major aspects of planning. The many facets of Mesa's planning are expected to be brought together under a single master planning process by the middle of the 2006-2007 academic year.

Status: In progress.

Recommendation:

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

Response:

The college's Research Committee continues to develop and offer a series of student learning outcome (SLO) workshops during the fall and spring Instructional Improvement Days. A website has been developed to display rubrics and other forms of assessment materials developed by the faculty. In the spring of each year, the Academic Program Review and Research Committees hold a joint meeting to collaborate on issues relative to SLOs and research needs. The Research Committee developed a student learning outcomes and assessment implementation plan which has been introduced through flex workshops and by the newly created Student Learning Outcomes and Assessment Cycle (SLOAC) coordinator [see attached job description]. The SLOAC coordinator is a member of both the Research and Academic Program Review committees. She recently participated in the Academic Program Review Year One Lead Writer training and meets with specific program or departments to assist faculty with the implementation of SLOs.

In recognition of the constructive dialogue and support necessary as programs develop their SLOs and assessments, the college sponsored two major workshops in October 2005 and March 2006 presented by Norena Norton Badway, Ph.D., of the University of the Pacific. Dr. Badway's presentations resulted in several departments moving ahead promptly with their work. Notable are the efforts underway by the Foreign Languages and Chemistry Departments, as well as the work undertaken by the International Education Committee to define the Global Competencies SLO. The college has invited Dr. Badway to return in 2006-07 to continue these most successful training workshops.

In addition the SLOAC coordinator participated in the spring 2006 SLO workshops and attends various shared governance meetings (Deans' Council, Chairs Committee, Research Committee; Program Review Committee) to strengthen the dialogue relative to student success. The International Education (IE) Committee has developed a Global Competencies matrix/rubric to address this outcome at the Associate degree level. Through Flex workshops, they will make their work available to faculty across the curriculum to assist disciplines in determining how to integrate this outcome. The IE

Committee is planning workshops for Fall 2006 Flex for faculty interested in introducing global awareness into their curriculum. A similar effort is being undertaken involving the Technology and Information Competency SLO by the library and learning resources faculty.

Status: In progress.

Recommendation:

- 1.3 The college should develop and implement a plan to meet current and future needs for institutional research that is accurate, timely and actionable. Toward this end, the college should carefully consider how instructional research is positioned in the college so that it may support the entire institution from a fair, unbiased and informed stance, thereby strengthening various planning and institutional improvement efforts. (I.B).**

Response:

Mesa College was pleased that, working with the Board of Trustees, the Chancellor approved a research analyst position to be located at the campus. The college has just successfully completed a search process for a campus-base research analyst. The individual selected starts at the end of April. The research analyst will be housed in the newly remodeled Instructional Services and Economic Development offices and report to the dean responsible for that office. In preparation for the hiring of this individual, Mesa's Research Committee is currently involved in a process to develop the college's research agenda. The current membership includes the district research staff making it the most logical body to create this important document. The development of this agenda will be based, in part, on the findings of a recent district environmental scan as well as other pertinent documents.

Status: In progress.

Recommendation:

- 1.4 In order to build upon their efforts to strengthen institutional effectiveness and to foster a "culture of evidence" throughout the district, the district office and the colleges should cooperate in the development of an enhanced research function with both strong district and strong college components. (I.B.3, I.B.6, IV.B.2.b.)**

Response:

During a March 2005 meeting with the Assistant Chancellor of Student Services, the need for a campus-based researcher was made evident. This need was also evidenced

in the 2004 accreditation report. Working with the Board of Trustees, the Chancellor approved a research analyst position for each college. Mesa's search process has just concluded and the individual selected will start work at the end of April, 2006. After an in-service at the District's Research and Planning Office, this research analyst will be relocated to Mesa College. At the present time, Mesa's Research Committee is developing the college's research agenda to guide the work of the analyst.

Status: In progress.

Recommendation:

1.5 In order to coordinate and assist the master planning efforts already established at the colleges, the district should continue its work to formulate an overall strategic plan that will provide a vision for the future development of the district, based upon extensive dialogue among faculty and staff, students, college and district leaders, board members, and the community. (I.B.3., I.B.4., I.B.5, I.B.6, I.B.7, II.A.2.f, IV.B.1, IV.B.3).

Response:

In spring 2004, the then-chancellor established a district-wide strategic planning committee. During spring 2004, the committee's work focused on planning-to-plan, evaluating various approaches to strategic planning, and establishing the groundwork for an effective process. In fall, 2004, the new chancellor expanded the membership of the committee. Mesa College was represented by five committee members: Academic Senate president, a second faculty member, Vice President of Instruction, a dean representing management, and a classified staff member. During 2004-05, the committee reviewed the planning processes used by the three colleges, continuing education, and the Employment Training Institute to determine common characteristics and priorities. Second, using Board-approved funding for strategic planning pilot projects, the committee developed criteria for the pilots and awarded \$10,000 funding to each college or unit for pilot projects. And third, the committee developed the RFP for an external scan including population trends, regional workforce trends, regional educational partners, and community needs to develop an overall picture that can be melded with internal district and college priorities.

The external strategic scan was completed during fall 2005 and provides a comprehensive "snapshot" of external demographics and factors that influence the San Diego Community College District. The environmental scan (ES) has been presented and discussed at board meetings and at the college. At Mesa, the ES is being studied by the college Research Committee to determine which demographic factors and employment trends are most relevant to Mesa. These findings and recommendations will be submitted by the research committee to the college's educational master planning committee.

During 2005-06, under the leadership of a new vice chancellor for Instructional Services, Planning and Technology (ISPT), the strategic planning committee examined its role and purpose vis-à-vis other participatory governance groups. A decision was made to disband the committee in favor of a much smaller committee (2 persons per campus). Recommendations from the smaller committee will be made to the District Shared Governance Committee (DSG) which addresses governance matters of overall importance to the district. This committee has just completed a report entitled "Planning for Today and Tomorrow: A Strategic Planning Framework for Addressing Selected Major Needs and Priorities across the San Diego Community College District." Included in the report are eleven areas targeted as priorities for the district and the colleges. As the report is reviewed through the participatory governance structure, some or all of these priorities may emerge as a focus for budget allocations. With respect for Mesa, all of the eleven priorities are consonant with the college's own priorities, goals and directions.

Status: In progress.

STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

No separate recommendations.

STANDARD III: RESOURCES

Recommendation:

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

During the spring 2005 semester, the college's Research Committee developed an implementation plan for student learning outcomes (SLOs) at the Associate degree level. This plan was approved by the President's Cabinet and introduced during the fall 2005 Instructional Improvement Days as part of the SLO workshops. A forty percent (40%) reassigned time position to coordinate student learning outcomes and assessment was approved and filled by a faculty member for fall 2005. This individual, called the SLOAC Coordinator, has become an ex officio member of both the Research and Academic Program Review committees. Working with these committees, the SLO implementation plan has been operationalized through the development of written guidelines and rubrics. These have been reviewed with various shared governance bodies as well as established committees and several Flex workshops.

The guidelines and rubrics will serve as the reporting mechanism for SLOs and assessment within the Academic Program Review process, starting this year with the

twelve (12) programs in Year One. Each year another set of programs will commence the process until, over a five year time period, all academic programs are in the cycle.

Similarly, the six-year curriculum review process has been integrated into the Academic Program Review process.

These two major changes to the Academic Program Review process acknowledge the centrality of student learning outcomes, assessment, and curriculum review and modification to the program review process. In using program review as the reporting mechanism for SLOs, assessment and curriculum review, the college has integrated key aspects of planning at the program level.

The recommendations made by the Academic Program Review Committee concerning the role of Academic Program Review in strategic planning, student learning outcomes, six-year curriculum review and research were discussed and approved by the President's Cabinet in early March, 2006. Through these recommendations, the information and data collected during the academic review process will be used for both internal and external reporting purposes and to inform the college's overall strategic planning processes.

Status: In progress.

Recommendation:

3.2 The district, in cooperation with the colleges, should explore new efforts and initiatives to identify and address the barriers that limit the diversity of their workforce and to ensure that faculty and staff reflect the rich diversity of their student body. (III.A.4.b)

At the conclusion of the 2004-05 hiring season, a research report entitled "Report on Diversity Issues" was presented to the Board of Trustees (Board docket item 901.1). This report provided information, including diversity, about the new faculty hiring during the past two years. The report included demographic statistics for new fulltime faculty hires at Mesa College in the two year time period of 2004-05 and 2005-06:

(2004-05)	19 new faculty	
(2005-06)	19 new faculty	
TOTAL	38	
Males	14	(36.8%)
Females	24	(63.2%)
Total # with PhDs/EdDs	8	

African American	4	(10.5%)
Asian	2	(5.3%)
Hispanic	6	(15.8%)
White	25	(65.8%)
Unknown	1	(2.6%)

Additionally, these 38 new faculty included 27 who were current or previous adjuncts at Mesa College.

In fall 2004, Mesa College adopted and implemented a new process for establishing priorities for faculty hiring. This process was first used for prioritizing faculty requests for the 2005-06 academic year. As a result of the chancellor's initiative to provide 30 new faculty positions to the colleges, Mesa is making considerable headway in filling faculty positions, although still far from the desired 75:25 ratio. Over the past three years, the following positions, inclusive of counselors and classroom faculty, have been filled or approved to be filled:

Fall 2004:	14 positions
Spring 2005:	3 positions
Fall 2005:	25 positions
Spring 2006:	4 positions + 2 in progress
Fall 2006:	9 growth positions approved
Total Positions:	57

This total of 57 faculty hired in a 3-year period includes growth positions and positions filled as a result of retirement or resignation.

The faculty hiring process was modified slightly based on the experiences with its first use. The revised process was approved by President's Cabinet and a new prioritized list of faculty positions were prioritized in December 2005; this list is effective for a 12-month time period. As shown above, Mesa has been approved to fill 9 more new positions in addition to any positions vacated by retirement or resignation.

The faculty hiring process requires that departments applying for a position must respond to a set of ten principles. The first principle states:

PRINCIPLE 1: The Mesa College Strategic Plan for Faculty Hiring Priorities supports the California Community College Commitment to Diversity, adopted by the Board of Governors in March 1999. This commitment to diversity serves as a foundation upon which the system's action plan for the future is built and provides an affirmation of historic commitment to diversity at all levels of the community college experience. Mesa College is committed to preserving and enhancing the diversity of students, faculty, and staff as a necessary component in serving San Diego's diverse population and maintaining the excellence of the college. Departments requesting new faculty positions should describe what steps they will take in recruitment in order to assure a diverse pool of qualified applicants from which to select.

In the ranking of applications, the committee grants more points to applications that go above and beyond the standard methods of outreach and recruitment.

At the start of the 2005-06 academic year, the position of president of Mesa College was filled. Likewise, two instructional dean positions were filled. However, both student services deans and one associate dean accepted promotions at other colleges, and these positions are currently filled on an interim basis with the intent to fill them permanently for 2006-07. Many classified positions are vacant. The freeze on classified positions was lifted in July 2005. Now as positions become vacant, the college has the option to refill them or to refill another, more critical classified positions. Every 3-4 months, the chancellor's cabinet reviews the district list of frozen vacant classified positions and releases the most critical ones for filling. In this way, the frozen list has been reduced from twenty to 12 positions at Mesa.

The district EEO Office and the Mesa College EEO site compliance officer have recently directed that all job announcements will carry the following statement: "The successful candidate will demonstrate experience and/or knowledge in working with students of great diversity in socioeconomic, cultural, and ethnic background, including those with different levels of academic preparation and varying physical and learning abilities." Additionally, the site compliance officer reviews all hiring paperwork to assure that this statement is used as a screening criterion through a paper-screening or interview question.

The Mesa College site compliance officer (SCO) now presents a workshop each year for adjunct faculty on how to apply for fulltime positions. Similarly, she provides formal training sessions on screening committee processes, sexual harassment complaints, and other compliance matters to all groups who request including screening committees; departments, schools, deans' council, etc.

Responding to faculty concerns about the implementation of district policy on faculty hiring processes, the Mesa Academic Senate convened an ad hoc committee to review this. This committee collected anecdotal information from faculty on practices, reviewed district policies, and wrote a position paper to guide these processes. This position paper is currently under review and is expected to be finalized by the end of the 2005-06 academic year.

Status: In progress. The college and district have made considerable progress on this recommendation. Further work remains to be done and it is necessary to monitor carefully the effectiveness of efforts.

STANDARD IV: LEADERSHIP AND GOVERNANCE

Recommendation:

- 4.1 The college should identify and implement measures to increase the level of student involvement in participatory governance so that they are able to work together with the other constituents within the college. (IV.A.3).**

Response:

This year has seen a remarkable increase in the level and quality of student involvement in Associated Students governance, student clubs, and college participatory governance. Under the guidance of the interim dean of student affairs, elections have been held, students have attended numerous student leadership functions including a trip to Washington, D.C., a successful day-long A.S. retreat was held, and many of the college participatory governance committees have student members who attend regularly. In particular, the AS President and Vice President routinely attend and participate in the weekly President's Cabinet meeting. A student has been named as a member of the new Mesa Educational Master Planning Committee. The AS President currently serves on the Board of Trustees, each college's AS president taking one-third of the year to serve.

Notable has been the increased focus of students on service to the college and the community. For example, a Mesa College student spoke before the Board of Trustees to present a case for a ban on smoking at the campus. This resulted in the formation of a Smoking Investigation Committee (SIC) which has held numerous educational activities and a survey of interest in banning smoking on campus. The committee is close to finalizing its work and recommending a six-month trial of smoking permitted in parking lots only on campus. Pending review of the outcomes, they may recommend a complete ban on smoking on the campus.

The Speech Communications and Political Science faculty are collaborating with the Office of Student Affairs to create a Learning Community focused on student leadership to be offered in fall 2006. This curriculum will fill a much-needed gap in training students for leadership positions.

Status: In progress.

Recommendation:

- 4.2 The district should build upon its efforts to clearly delineate the functions of the district and the colleges and to communicate more effectively with faculty and staff throughout the district, paying additional attention to coordinating and integrating services and activities within the district office and regularly evaluating the effectiveness of the delineation and the quality of services provided to the college. (IV.B.3.a, IV.B.3.g)**

Response:

In her new role, Chancellor Carroll has instituted several measures that address this recommendation.

To address the need for more effective communication, after each Board of Trustees meeting, a written communication entitled the Board Update is mailed throughout the district summarizing actions taken at the board meeting. Similarly, a communication entitled the Chancellor's Cabinet Update is mailed regularly. The District Governing Council has taken on an expanded role serving as the district's shared governance body. Changes in board policy were made to facilitate this change in role.

A number of district personnel changes have been instituted to address the need to more clearly delineate the functions of the district and the colleges, and to coordinate and integrated services and activities. The position of Director of Information Technology was created and filled. The position of Assistant Chancellor of Instructional Services was redesigned to include responsibility for overall district strategic planning and instructional technology with a new title of Vice Chancellor for Instructional Services, Planning and Technology (ISPT). This position was filled in July 2005. Reflecting the district wide nature of the function, the reporting responsibility for the dean and staff of SDCCD Online has been changed so they now report to the Assistant Chancellor for Instructional Services and a new dean for SDCCD Online was hired. The position of president for Continuing Education has been restored. Two president positions (Mesa College and Miramar College) were filled; the position of president of Continuing Education is yet to be filled. Reporting to the Vice Chancellor of ISPT, the position of dean of occupational education and workforce development was filled.

The Vice Chancellor of ISPT has realigned his staff to create six areas of focus in order to create clear lines of responsibility and communication with the colleges. These areas are:

- Workforce and Economic Development
- Online Instruction and Distributed Learning
- Transnational and International Education Initiatives
- Instructional Resources, Curricular Improvement and Best Practices
- Institutional Advancement and Resource Development
- Educational Strategic Planning, Program Analysis and Evaluation.

Through a series of participatory governance ad hoc meetings, the vice chancellor and his staff are developing position papers or business plans for each area. In some cases, the implementation of the plans will depend on the ability to acquire external fiscal resources.

It is too soon to evaluate the effectiveness of these efforts.

The SDCCD Management Association successfully piloted a new management evaluation survey to be used as a supplement to the manager evaluation process. This year is the first year where this tool is used routinely. All managers being evaluated are required to submit to their supervisor a list of names of individuals who report to them and others with whom they work regularly. An evaluation instrument is distributed by an outside company contracted to perform this work. Summaries of responses are sent under confidential cover to the evaluatee and the manager for use in the evaluation process. Summaries included a statistical analysis of responses to the questions and verbatim transcripts of written comments.

Status: In progress.