

STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

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

A. Instructional Programs

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

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

A.2 *The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.*

A.3 *The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.*

A.4 *All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.*

A.5 *Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.*

A.6 *The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section*

students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.

A.7 *In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.*

A.8 *Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.*

B. *Student Support Services*

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

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

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

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

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

C. *Library and Learning Support Services*

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning

outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

- C.1 The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.*
- C.2 The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.*

A. Instructional Programs

Description

Mesa College is one of the largest community colleges in California and in the United States and ranks consistently in the top 100 community colleges in the nation in terms of numbers of Associate degrees awarded. The College offers 80 different Associate degree programs and a total of 48 certificates of achievement and 50 certificates of completion, in addition to developmental and pre-collegiate courses and study abroad programs. The major emphases are on preparation for transfer to four-year institutions and on professional occupational programs. In surveys, almost 70% of students responding indicate that their educational goal is to transfer to a four-year institution (2.1). New programs are introduced based upon a combination of environmental scans of the San Diego region, input from the business community, requirements received from four-year institutions for transferable courses, and survey data. Using this process, new programs were introduced recently: Certificate and Associate Degree Programs in Geographic Information Systems (GIS), Chemistry Technician Certificate, Dietetic Supervisor Certificate, Microsoft System Administrator Certification, Multimedia Development, and Fitness Specialist. The curriculum approval process and the academic program review process assist programs in maintaining currency and incorporating internal and external inputs; recommendations from academic program review are considered in the resource allocation processes of faculty position priorities and instruction and library equipment monies (IELM). Enrollment declines in certain programs have prompted an in-depth analysis to determine if these programs can be eliminated given that there is no longer a community need, or what changes may be necessary to make these programs more attractive to students.

When students register for classes using ClassTalk (phone registration system) and Reg.E, the interactive, web-based class registration system used by the District, they are asked to complete a short questionnaire. The Institutional Research and Planning Office posts the results on the District website and the results are consulted during scheduling and other instructional planning activities. ClassTalk surveys also show that over 70% of respondents consider the College to have an excellent or good reputation (2.2).

The College identifies student needs and interests when making significant changes. A recent example of this process is the change from an 18- to a 16-week semester. To inform this decision, the District surveyed students at all three colleges to determine their preferences. Approximately two-thirds of the Mesa respondents preferred a 16-week semester and believed that they would receive the same quality of education as compared to an 18-week semester. On the basis of this and other input, the change was implemented in fall 2002.

All curriculum proposals, whether for changes in existing courses or programs or for new ones, are submitted first to the Mesa College Curriculum Review Committee (CRC), a subcommittee of the Academic Senate, which has responsibility for ensuring that all proposals serve the College mission and meet state regulatory guidelines (Title 5) and curriculum standards. In addition, the Curriculum and Instructional Council (CIC), a San Diego Community College District level committee, reviews all curriculum proposals in light of the community college mission, District curriculum policies and standards, and Title 5 standards and guidelines.

The Mesa College mission statement is periodically reviewed and, if necessary, updated and all instructional programs must meet the criteria in that statement. The most recent revision occurred in spring 2003, approximately five years after the last one (1.1). In addition to the mission statement, a position paper on Curriculum Balance is written and maintained by the Academic Affairs Committee, and approved by the President's Cabinet. This paper was revised in spring 2003. The purpose of the Curriculum Balance paper is to define how the mission is implemented in the College's instructional offerings and services. The paper describes the various considerations for programs and their offerings to assure that there is an equitable balance to meet students' needs. This paper is used as a reference in the class scheduling process and annually a report is prepared by the Office of Instruction to illustrate how the schedule meets the curriculum balance principles. Through periodic point of service surveys, the College assesses the adequacy of instructional programs and services in meeting student needs.

The Institutional Research and Planning Office for the District produces a wide variety of research that documents student outcomes District-wide as well as for individual colleges. As well as quantitative and longitudinal data on institutional outcomes measures such as graduation and transfer rates, the department carries out research for specific purposes. For example, recent research includes reports on the success of students dually admitted to San Diego State University and Mesa College and the success of students in remedial English classes. Current research underway aims to provide persistence data for students in English and mathematics, and to correlate data from the San Diego Unified School District with the performance of the same students in the San Diego Community College District. These and other local research efforts provide quantitative information about student-learning needs. These data complement the qualitative and empirical input from students, contract and adjunct faculty, staff, and the school deans in recognizing strengths and weaknesses in the College's course offerings and learning-support services and planning appropriate adjustments and enhancements.

Within the past year, the Academic Program Review process has increased the use and analysis of data to assure that disciplines are able to make better use of student success data (1.14). The administration works closely with the academic program review authors to ensure that the data available is incorporated into the academic program reviews and that relevant, meaningful, and actionable conclusions are derived.

In addition, the Curriculum Review Committee reviews and approves the methods of instruction as well as the delivery systems proposed for each course in the curriculum to ensure that they are appropriate for achieving the objectives of the course and the program as a whole. The modes of instruction may include traditional classroom lecture or laboratory, online or distance learning, and open exit/open entry. The faculty determine the appropriate modes of instruction and validate those choices through interaction with colleagues in their disciplines, instructional standards established for the discipline, and assurance that the approaches are in keeping with best practices in the teaching of the discipline. The effectiveness of these delivery systems is evaluated through student surveys, retention data, and oversight committees composed of internal and external peers. One such oversight group, the District Online Steering Committee, provides a forum for dialogue on the success of online courses. In addition, faculty who have experience teaching courses online become mentors to others and pass on best practices. Some faculty teach via multiple modes of delivery. This approach, in addition to providing a basis for dialogue among faculty, assures that each mode facilitates the same student learning outcomes, that is, the same student learning outcomes are identified and achieved in a classroom setting as well as in a web-based setting.

In particular, the use of technology in the classroom is expanding, with instructors using overhead video projectors and in-class computers or their own laptops to supplement their lectures with computer-based materials. These materials may be Powerpoint presentations, offline and online websites, and web-based distance learning pages, which can be used inside or outside the classroom.

Faculty are encouraged through training activities provided as part of staff development activities to deliver their instruction through interactive, collaborative, pedagogically proven methods and approaches.

In spring 2002, the President's Cabinet gave the Research Committee the charge to develop student learning outcomes (SLOs) for Mesa College. Using the College's mission and philosophy statements, Title 5 regulations, District and accreditation requirements for general education and student learning outcomes from a variety of colleges, the committee proposed six high-level student learning outcomes for the Associate degree. These outcomes constitute the set of skills and behaviors that could be reasonably expected of a person awarded an Associate degree and augment the knowledge, skills and abilities achieved through the other requirements for the degree. There is a desirable element of overlap with general education criteria, but the Associate degree student learning outcomes are distinguished as being more global and non-discipline specific (1.12).

A process and timeline for 2003-2004 describes a plan of action for input from the College community, review and recommendation to the various governance bodies, followed by the development of rubrics and assessment methods, identification of pilot programs, evaluation of results from these pilots with feedback provided. The agreed-upon SLOs and associated processes will be reviewed and adopted by the College community in 2004, with pilot assessment projects conducted by selected programs in spring 2004. At the conclusion of this cycle, recommendations will be made for the next cycle.

As a first pass, the objectives described in the official course outline constitute the student learning outcomes at the course level. In the course integration project initiated in 2001, an intensive effort is underway to assure all outlines are consistent with the standard, integrated, and include expected student learning outcomes of sufficient breadth, depth, and rigor for the specific course. In the Curriculum Committee Handbook and in the Syllabus Handbook, extensive assistance is provided for faculty developing course outlines (2.3). In addition, the curriculum committee chair and technical review chair with reassigned time for curriculum assistance provide support for those developing courses. Using the automated CurricUNET process, courses are developed and launched by individual faculty, then reviewed by department chairs, deans, and Vice President of Instruction, before being submitted to the Curriculum Review Committee for approval. Simultaneously, courses are reviewed and, if appropriate, approved by peers at the other District colleges. Approval occurs at the District Curriculum and Instruction Council, with final approval by the Board of Trustees (1.24, 2.4).

The effectiveness of programs is determined through the Academic Program Review process and the research associated with it. Curricular changes for programs, certificates, and degrees emerge from the academic program review process as well as external inputs such as advice from industry advisory committees. The academic program review process, a five-year cycle, uses a combination of qualitative and quantitative assessment. Because the quantitative assessment aspect was judged to be relatively ineffective, in fall 2003, a new methodology for the quantitative assessment was piloted. A member of the Research Committee and a District researcher will meet with the discipline faculty and dean to discuss the quantitative data, put it into context, and develop some specific research questions that might assist the program.

Mesa College assures the quality of its instructional courses and programs by the College and District curriculum processes. The Mesa College Curriculum Review Committee (CRC) and the District-level Curriculum and Instruction Committee (CIC) review all curriculum proposals and are responsible for ensuring that all proposals serve the College and District mission and meet District standards as well as Title 5 guidelines and standards (2.4).

The College excels in preparing students for transfer as is evidenced by the success of Mesa College students at the University of California (UC) and California State University (CSU) campuses as well as at private colleges and universities. In general,

students who transfer are able to earn a GPA equal to or higher than the GPA earned in their lower division work at the College. The College sets a high priority on the articulation of courses with four-year colleges and universities, having a CAN (California Articulation Number) for lower division courses in transfer disciplines and ensuring that courses meet the standards for general education and transfer in the UC and CSU systems. The need for any particular course is determined by the lower division curriculum at UC and CSU, accreditation standards, and student needs.

For students who are not prepared for college-level work when they enter the College, remedial courses in English and mathematics are offered to provide such preparation. These courses are required to meet the Title 5 standards and criteria for non-associate and Associate degree courses and are offered in sufficient number to meet the needs of students.

San Diego Mesa College follows the legal regulations from Title 5 when establishing and evaluating all of its educational programs. District Policy 5300.2 contains policies and procedures concerning curriculum development and approval (2.4). It contains the official responsibilities of all parties in curriculum development, from the originator to the District Curriculum Instructional Council. Faculty appointed by the Academic Senate participate actively and fully in the curriculum approval process.

The institution's Curriculum Review Committee is responsible for reviewing all curriculum proposals, including new courses, course changes, special studies and honors proposals for academic rigor, program consistency, consistency between programs and the College mission, and budget impact. It reviews all distance education proposals separately, as required by Title 5. The Committee is the final College check to make sure that the prescribed process has been followed before proposals are sent to the District Curriculum Instructional Council for final approval. The Curriculum Handbook lists the requisite procedures, timelines, duties and lines of communication (2.4).

Within the last two years, a District-wide computer program, CurricUNET, has been implemented to facilitate the submission, tracking, and approval of curriculum proposals. Originators now enter their proposals into the program, where they can be read and commented on by faculty and administrators. The review process includes the review and approval of proposed aligned courses by faculty and administrators of sister colleges within the District (City and Miramar Colleges). The appropriate department chair and dean is notified by email when a proposal in a particular department or school is ready for review; after a ten-day response period, the program automatically sends the proposal to the next person, facilitating the timely movement of proposals through the District curriculum process (2.5).

After curriculum has been approved by each college's curriculum committee and by the three Vice Presidents of Instruction, it is submitted electronically to the District's Curriculum and Instruction Committee, which reviews it before sending it on to the Board for final approval. The District's Committee (CIC) is made up of the three Vice Presidents of Instruction, the three academic senate presidents, the three chairs of the colleges' curriculum committees, the articulation officers from all three colleges, and the

Assistant Chancellor, Instructional Services and Economic Development. At this time, any unresolved issues concerning the proposals are dealt with; any problems with articulation or equivalency are explored.

All courses at the College, whether offered at more than one college (aligned) or offered only at Mesa (non-aligned) are represented by a District-approved course outline. Many of these outlines had not been updated since the late 1980s; therefore, in 1997, the District colleges began to update and integrate all course outlines. Integrating the outlines means that each catalog course description is consistent with the objectives of the course, which are clearly reflected in the outline of topics, kinds of assignments including critical thinking, and methods of evaluation. These objectives must include the development of college-level skills such as critical thinking, oral and written communication skills, awareness of issues of diversity, etc. Because the initial progress was slow, in 2000-2001, Mesa assigned one faculty member to act as facilitator for the outline integration project and another to provide technical assistance. The facilitator gave workshop presentations and met with departments, schools, deans, and individuals, orienting them to the process, the computer program, and the content requirements. The school deans provide timelines and set priorities for faculty working on the outlines; as the outlines are completed, they are sent through the established curriculum review process through the Mesa Curriculum Review Committee and thence to the other colleges and finally to the District Curriculum Instructional Council.

The ongoing evaluation of programs and courses, whether in the course outline integration project, in academic program reviews, in recommendations of advisory committees, or in program accreditation recommendations, ensures that recommended changes are made to the appropriate curriculum and reflected in the course outline, the course description, the College catalog, and in student information sheets/syllabi.

Since over 100 of the courses offered at the College are transferable to four-year institutions, the active and effective participation of the Articulation Officer in the curriculum approval process is essential and ongoing. Each proposal is evaluated by the Articulation Officer in order to maximize its transferability.

Faculty members utilize input from a variety of sources to develop curriculum that is reflective of established competencies and student learning outcomes. Those resources include advisory committees that have been established to support the vocational programs as well as resource groups such as the Intersegmental Major Preparation Articulation Curriculum Project (IMPAC), English Council of California Two-Year Colleges (ECCTYC), California Math Council of Community Colleges (CMC³) and American Mathematical Association of Two Year Colleges (AMATYC). All advisory committees or their equivalents provide the faculty with direction and focus for the curriculum definition and content as well as the determinants of the expected measurable learning outcomes.

Additionally, the advisory committees for those programs that maintain external accreditation provide the faculty members with direction as to how to best integrate the mandated baseline of competencies with the needs of the community.

In all cases, the faculty members act as the subject matter experts who implement the feedback received from the external community groups to develop curriculum that is reflective of that input and feedback within the College's and school's mission and philosophy.

The certificate and degree programs are outlined for the students in the College catalog as well as in a variety of college and program-specific materials. The students receive information relating to a specific course sequence that provides them with an awareness of the set of skills and knowledge that define the competencies in specific areas of educational pursuit.

Students are regularly assessed to gauge their success in achieving learning outcomes. The nature of the vocational programs results in an emphasis on assessing defined competencies since the programs tend to result in the students having an identifiable product in hand at the end of their studies, such as the comparison of early stick figure drawings to three-dimensional figures developed at the end of the multimedia course; the delivery of safe medical procedures in the clinic; the final projects developed in such programs as Architecture, Interior Design, and Fashion Design.

While the liberal arts programs are actively involved in regular student assessment activities, they may be presented with additional challenges to develop and identify appropriate end products. The present outcomes in these areas may be more intangible and, as a result, harder to quantify for some disciplines.

Mesa's Research Committee has worked to define student learning outcomes at the college level and is proceeding to facilitate the outcomes at the department and discipline levels. Although the explicit focus on standardized student learning outcomes is a new direction for the institution, the College has a strong track record in institutionalized quantitative and qualitative assessment of student learning (1.12).

All Mesa College faculty possess the appropriate degrees to qualify them for teaching in their specific discipline; many faculty possess doctorates and several are accomplished authors or active in their professional field outside of teaching. The integrated course outlines testify to the breadth, depth and rigor of instruction provided in each course as does the high transfer rate and success rate of Mesa students when they transfer to a four-year institution. Through the academic program review process, disciplines review course sequencing, time to completion, and synthesis of learning within the program. The pilot Student Learning Outcome project in 2003—2004 will focus on developing selected program student learning outcomes in parallel with the six proposed Associate degree student learning outcomes, measuring how well students achieve the program's stated student learning outcomes, and assessing the results of the pilot project for future cycles.

Mesa College's student population demonstrates diversity in numerous ways, including age, educational and career goals, ethnicity, and ability/disability. Delivery modes and teaching methodologies mirror this diversity across the range of course offerings. For

example, as a commuter campus, and with substantial numbers of nontraditional students (46.2% over age 23 in 2002-03), courses are offered in both day and evening hours to accommodate work and family schedules, and within General Education distribution requirements, flexible course choices allow students to follow numerous academic pathways.

Instructional offerings build on and strengthen students' cultural backgrounds. The Puente Project, co-sponsored by the University of California, is a year-long academic retention and transfer program linking college writing courses focusing on Latino/Chicano literature and experience with counseling courses and a mentoring program exposing students to various career options. The Mesa Academy utilizes materials from an African American perspective to assist students in graduating and transferring to four-year colleges and universities; the Academy joins teaching and counseling methods with community involvement to provide students with accelerated study skills, intensive counseling, and professional role models from the African American community. Among degree programs and coursework offered are both Black and Chicano Studies. Courses in ten different foreign languages (plus an additional degree/certificate program in American Sign Language/Interpreting) are among the most extensive language offerings of any college in the greater San Diego area; offerings in Tagalog and Vietnamese are virtually unique to Mesa College, and provide a bridge to the substantial Southeast Asian population in the neighborhood surrounding the College and throughout the city (1.4).

The College embraces formal and practical guidelines for the provisioning of classrooms and training of faculty in supporting the learning needs of the extensive range of students served by the institution. This includes assessment of students' level of academic skill, provision of remedial classes for those not ready for college-level classes, specialized equipment and services for disabled students, and tutoring services providing remedial assistance for a wide variety of subjects.

The Instructional program, in conjunction with Student Services, provides programs and services for students with disabilities in compliance with state and federal legislation, including Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). Eligible students who have a verifiable disability may access instructional accommodations and support services through the Disabled Students Programs and Services (DSPS). Specialized classes for students with disabilities are available to support College academic and vocational programs through DSPS, and the Physical Education and English Departments. The campus is physically accessible.

The College offers courses with service learning and experiential education components in a variety of departments. The College also offers an Honors Program for self-motivated and qualified students in intensive and highly interactive classes emphasizing critical thinking, extensive reading and writing, and student presentations and critiques; the Honors Program also offers Honors Contracts for students who want to pursue Honors-level course work in non-Honors sections.

The Academic Program Review Committee is responsible for the development of the process for the evaluation of programs. This participatory governance committee is composed of eight faculty members, one classified staff member and two administrators, and reports to the Academic Affairs Committee. The committee is responsible for the Academic Program Review Handbook, the schedule of programs to be reviewed, the timelines for the academic program review process, the training of individuals and groups, providing structured guidance to the lead writers, evaluation of academic program reviews and preparation of final written reports.

The academic program reviews themselves are written by faculty within the programs, with guidance from the respective school dean, and are evaluated for completeness by the Academic Program Review Committee. The committee works closely with the lead writers to ensure the academic program reviews are as thorough as possible.

During the 2002-2003 academic year, the Academic Program Review Committee revisited and revised the existing academic program review process to improve its effectiveness. Using feedback from and much dialogue with the lead writers of previous academic program reviews, the Academic Affairs Committee, the Deans' Council, and the President's Cabinet, the Academic Program Review Committee began its work. A key role is being played by the Mesa College Research Committee by providing data and the use of its membership to assist in the development of additional questions during the review process to help identify areas of need and support the development of such items including student learning outcomes at the program level.

The resulting process was extended from a three to a five year cycle and changed to include the assignment of Academic Program Review Committee members to act as liaisons to the lead writers at the beginning of the cycle. A Handbook was developed to provide information for consistency in the writing of the academic program review document (1.14). Staff development presentations were conducted to present the revised process to the faculty, staff and administrators. The data provided to each program for use during the review was changed to include the optional administration of a student survey as well as the inclusion of institutional effectiveness data compiled by the school dean to support responses, new goals, statements of program needs and plans of action. During the academic program review process, the discipline faculty, dean and research staff meet together and analyze the available student success data. The assessment phase of the academic program review includes questions to determine the program's description; value of the program to students, community and Mesa College; new goals for the program; statement of program needs; and a detailed plan of action.

The results of previous academic program reviews have included recommendations to hire faculty, to procure specific equipment, and to allocate additional FTEF for schedule development and acquisition of buildings, classrooms and/or working space. In addition to affecting resource allocation, academic program review has assisted in the need for curriculum revision and development as well as exposing faculty development and training needs.

Ongoing planning continues to be a priority at Mesa College. Planning is evident in existing processes such as academic program review and curriculum revision/development. At the President's Cabinet level, planning processes include budget, facilities, and contract faculty hiring. Deans and department chairs working with faculty plan, develop and implement the scheduling of classes and classrooms.

Departmental examinations are used by the English department for students completing English 51, the preparatory course for the transfer level composition course. The exams are holistically graded by faculty in the English departments from all three colleges in the District. The assigned readings and the writing prompts are agreed upon well in advance of the exam. Students have access to the English department standards for essays and are able to use successful essays as models during the semester.

In addition, the Mathematics department uses a combination of standardized placement exams, verified mathematics background, and petitions to ensure that students are appropriately placed in the various levels of courses.

Approved course outlines specify the objectives (learning outcomes) and content that a student must master in order to be awarded credit in any course. Methods of evaluation defining the ways students will demonstrate that they have met the objectives are also described. In every course, faculty are required to provide students with a syllabus at the beginning of each semester so students are fully aware of the expected learning outcomes, requirements, and evaluation methods. A syllabus handbook, revised in 2001, is available to assist faculty in syllabus preparation and flex workshops are routinely presented on the topic (2.6). The units of credit awarded are consistent with generally accepted norms in higher education.

The College has defined the requirements for the Associate degree and for certificates of achievement and describes these in the catalog. For the Associate degree, the requirements include a minimum GPA, completion of a major, District requirements and general education. The District graduation requirements include competence in reading and writing mathematics, American Institutions and California government, health education, physical education, and multicultural studies. Some of these requirements may also satisfy general education requirements. Certificates of achievement requirements include program admission eligibility, a minimum GPA for all courses in the program, and a residency requirement. Evaluators are responsible for assessing students' degree or certificate petitions to ensure they meet requirements.

Through the course outline integration process, all courses are being reviewed and revised. Since the inception of the project, more than 220 courses have been reviewed. The process necessitates careful scrutiny of course student learning outcomes and thus assists with establishing the role of courses within programs, degrees or certificates. Faculty are asked to consider SCANS skills as they develop course outlines.

Mesa College subscribes to the general education philosophy of the District. This philosophy, adopted by the Board as District Policy and Procedures 1.5.3, is included in the Mesa College Catalog, and is consistent with the Title 5 general education requirements of the California Community Colleges (2.7). The curriculum processes require careful scrutiny by Curriculum Review Committee (CRC) members and Curriculum and Instructional Committee (CIC) members when courses are proposed for general education during the curriculum development or integration process. The articulation officer plays a central role in this process. This ensures that the general education criteria are discussed and examined on a regular basis. To assist faculty, the College has developed an extensive Curriculum Committee Handbook that is updated annually (2.3).

Recent CIC discussions on general education have resulted in the establishment of a District ad hoc General Education Committee; its role is to examine the relationship of general education for the Associate degree and for CSU transfer, and the connection between general education and student learning outcomes. The ad hoc committee has faculty membership from each of the three colleges, administrative and District representation. The Committee concluded its work in late spring 2004 and forwarded recommendations to the District Curriculum and Instruction Council (CIC). The recommendations have been referred by CIC to the colleges for input prior to discussion at CIC in the middle of fall 2004.

The Board-adopted general education policy describes the areas and basic content for general education: natural sciences, social and behavioral sciences, humanities, and language and rationality, with ethnic studies courses included in at least one of the four required areas (2.8).

As the College begins to engage in student learning outcomes and assessment, selected programs are investigating the relationship between student learning in foundation courses and later courses in the discipline. An example is the Speech department, where faculty are investigating the ability of students to apply what they learn in Speech 103 to courses later in the sequence, including the speech and debate team.

The Mesa CRC and the District CIC require that courses proposed for an area of general education meet the definitions for the area that have been articulated by the UC and CSU faculty. In addition, courses that are proposed for the CSU General Education list and the Intersegmental General Education Transfer Curriculum (IGETC) are also expected to meet the standards and criteria for the Associate degree and for transfer to the CSU and UC systems. All courses, for example, are required, in the course outline, to define the reading, writing, critical thinking and outside assignments required for the course and to show how these assignments help students to achieve the objectives of the courses. The curriculum committees (the Mesa CRC and the District CIC) review the content of the course outlines in terms of the expectations for transfer level work. In addition, all courses proposed as meeting general education requirements are scrutinized at the

District level for compliance with expectations for such courses by the articulation officers before they are submitted for review by the CSU and/or UC systems.

An information literacy course, Library Science 101, has been developed by the librarians at the three colleges in the District to meet the need for information competency. In response to a resolution from the Academic Senate, the Mesa College Research Committee incorporated information literacy into the Associate degree student learning outcomes. While “information competency” is not yet a system-wide general education requirement for either UC or CSU, many four-year colleges do require students to take a course in information literacy, or otherwise meet this requirement, through their college libraries (2.9).

The Secretary of Labor’s listing of the Secretary’s Commission of Achieving Necessary Skills (SCANS) has long been used as a resource for faculty as they develop and update their course outlines. In addition, the Mesa CRC includes a listing of the SCANS in the Curriculum Handbook that is used by members of the committee (2.10).

Co-curricular activities have long been an essential part of Mesa’s program. Students can select from an array of clubs and other ongoing activities. Examples are the Honors program, service learning, Humanities Institute, the International Education program, and the yearly Festival of Colors. Also, the College’s forty year history of proactive, constructive involvement with civic, social, and political questions and issues continued with its Faces of San Diego 2000 project that chronicled local immigrant family histories. The College places a high value on these activities which are considered an essential aspect of student development and enriching to campus life. The six newly-adopted student learning outcomes are embodied in the various co-curricular activities. In 2003—2004, selected students, faculty and staff participating in Humanities Institute and Service Learning activities will be asked to evaluate, via questionnaire, the extent to which the activity contributed towards achievement of the student learning outcomes.

All Associate degree programs require a major of at least 18 units. The major may be in a single discipline, a group of related disciplines, or in an established interdisciplinary core (1.4). In 1998, the District adopted a Transfer Studies Degree major which includes a core of courses meeting CSU, specifically San Diego State University, transfer general education requirements. This degree is intended for students who are transferring in a major that does not require a large lower division preparation for the major. Because of reports that students receiving this degree were, in some cases, not fully prepared for CSU transfer, in spring 2003, the District Curriculum Instructional Council reviewed the degree to assure that students are also advised also to complete any necessary preparation for the major.

The College utilizes several items of information to verify whether or not students who complete occupational certificates and degrees meet the technical and professional competencies for which they have trained. Several disciplines use cumulative lab activities to provide an indication as to whether or not the students show abilities

appropriate to the profession's stated entry level job descriptions, while other disciplines utilize juried judging of the student's final projects as well as portfolio development to provide an indication of the student's readiness to enter the job market. Since many of the faculty themselves are licensed practitioners, they are constantly updated on new requirements that are needed and can directly ensure the proper preparation is taking place.

The discipline faculty contact person receives a report reflective of the overall performance of the graduates from the external testing agencies when there is a mandated participation in state or national testing for licensure or certification.

The occupational programs have made an effort to gain post-graduate information from the employers of the recent graduates by direct contact and through the use of survey instruments. At this point in time, the most productive avenue of information relating to the students' performance in the work world has been received through direct contact and is essentially anecdotal in nature. The information gathered via past survey instruments has resulted in a somewhat unreliable information tool due to a small return rate and incomplete student and employer information.

The College continues to use District-sponsored surveys but decided to discontinue the use of an existing college survey of Mesa College graduates with the intent of developing an improved process for use in the future. Through the work of the Mesa College Research Committee, a new software system has been purchased that will allow the faculty to develop and administer more appropriate surveys. A pilot program will be organized under the auspices of this committee in which five college programs will utilize the new system as a component of developing an improved process to gain invaluable graduate and employer information.

The Mesa College catalog provides students and prospective students information about educational courses and programs and transfer policies. Program information in the Catalog includes a description of the program and its purpose as well as a listing of the course requirements. The program page also includes a listing of the preparation for the major at local universities.

District Policy 3100 requires that students be given a copy of the syllabus at the first class meeting (2.11). CurricUNET now provides faculty with easy access to a syllabus template in a word processing format that integrates information directly from the official course outline including the course description, objectives of the course, outline of topics, reading, writing, critical thinking, out-of-class assignments, and methods of evaluation.

The College maintains articulation agreements with a large number of four-year institutions, public and private, and in- and out-of-state. The articulation officer works closely with her peers at the other District colleges as well as with peers at four-year universities to assure that the College's curriculum is articulated as completely as possible. The Catalog describes the policies for the transfer of credits and lists how courses are articulated (1.4).

To assist in informing students about transfer-of-credit policies, the Transfer Center makes available to students catalogs for four-year transfer institutions, both public and private; provides on-line resources such as College Source, ASSIST, CSU Mentor, and UC Pathways; and provides numerous written reference materials and guides (2.12). Workshops and counseling assistance are provided. Counselors from four-year institutions are routinely available for walk-in and counseling appointments.

The Catalog describes the various ways in which credit may be accepted by the College. These include credit for prior academic work; non-traditional education such as Advanced Placement (AP), College-Level Examination Program (CLEP), Defense Activity for Non-Traditional Education Support (DANTES), and International Baccalaureate (IB); credit by examination; and credit for non-college credit vocational courses (2.13). For all of these methods, the evaluations office is responsible for implementing the processes and procedures on granting credit. When credit is requested for prior academic work, the evaluators review official transcripts and course outlines and consult with department chairs and deans to assure that the course is comparable in unit value and learning outcomes to the Mesa course. The specific criteria for granting credit for non-traditional education credit is specified in the catalog. Credit by examination is available through examinations designed by individual departments (2.14). For non-college credit vocational courses, the District maintains Tech-Prep agreements with the San Diego Union School District to grant credit in selected areas of the occupational curriculum. These agreements, which include detailed outlines of student learning outcomes, are reviewed by faculty and updated annually.

The College makes appropriate arrangements for enrolled students in case of program changes or elimination. There have been two recent cases of program discontinuance: a 17-unit certificate of completion in Urban Forestry, and an Associate degree and certificate of achievement in Water/Wastewater Technology.

In both cases, after the decision was made to discontinue the program, students were notified and needed courses were offered for some semesters after to permit students to complete needed coursework. Upon the cessation of the Water/Wastewater Technology program at Mesa, the same program was moved to Cuyamaca College in the Grossmont-Cuyamaca District. The dean of the School of Business worked closely with his counterpart at Cuyamaca to assure the seamless transition of students to their program.

Because of low enrollment for a number of years, the Physical Therapist Assistant Program, a two-year program that admits students each fall, did not admit students in fall 2003, but current student's education was not affected. An intensive study was carried out to determine the cause of the program's low enrollment and to develop recommendations for alternative delivery modes, recruitment, retention efforts, and industry connections. The study, completed in December 2003, concluded that the program was viable and provided a set of concrete steps to alleviate the current problems. The College administration concurred with the recommendations resulting in the program opening to enrollment again for fall 2004.

College catalogs, class schedules, program flyers and other statements are routinely reviewed and modified for accuracy and timeliness. In all cases, the process involves the administrators and faculty directly linked to that particular publication. Occasionally, the President's Cabinet is asked for input. The College President is almost always involved in review and revisions of process and policy.

The Student Handbook is reviewed at least once a year, for updating, by the Student Services Vice President, Dean of Student Affairs, Dean of Student Development and Matriculation, the Student Services Vice President's Administrative Secretary, the Mesa College Communications Services office, and the President (2.15).

The review of the class schedule differs considerably from all other publications. Its process and policies are constantly scrutinized and revised by District Instructional Services, District Student Services, District Marketing Committee (Mesa represented by Public Information Officer and a student services administrator), the College Communications Services office, the College Vice Presidents of Instruction and Student Services and support staff. The President is directly involved in review of the President's message.

Academic freedom is protected by the California Education Code and by Title 5 of the California Administrative Code. In addition, Article XII of the Collective Bargaining Agreement clearly states that academic freedom is essential to the teaching-learning process and commits the District to the protection of faculty in their pursuit of truth in their role as teachers and researchers (2.16).

Academic freedom policies are documented in the Faculty and Staff Handbook (ref. Section on Faculty and Staff Rights and Responsibilities), which is distributed annually to all faculty and staff (2.17). They include rights to informal and formal mediation and arbitration and the faculty role in participatory governance in accordance with legislative reform. College-wide forums and hearings are conducted on issues of interest to all faculty and staff, for example the 9/11 forum, and the hearings for this Accreditation Self-Study.

Academic integrity guidelines are also published in the Faculty and Staff Handbook. In addition, every course syllabus is required to include academic integrity information and requirements (attendance, cheating, plagiarism, student code of conduct).

Further, the College administration regularly communicates any updates to the implementation of the College mission and goals by publishing minutes from the President's Cabinet and Deans' Council. The administration works with the various participatory governance groups to ensure that any such changes meet participatory governance guidelines, faculty approval, and comply with collective bargaining agreements.

While the institution supports academic freedom, the College has a long-established culture of distinguishing between personal convictions and the fair, equitable presentation of known facts. Students are protected from the imposition of personal convictions by faculty and are guaranteed their freedom to pursue their own interpretation of the truth in Section 1.5 of District Policy 3100, Student Rights and Responsibilities (2.11). The regular evaluation of tenured and non-tenured faculty provides a review process to ensure that students are satisfied with the objectivity of instruction provided.

Honest academic conduct and students rights and responsibility (Policy 3100) reflect State, District, and College requirements and goals and are described in the College catalog and on the College website. Mechanisms for enforcement and a process for grievance and due process are also printed in the catalog and are available in the Student Affairs office, from the Vice President of Student Services, and from other College offices.

Student disciplinary procedures are printed in the Faculty and Staff Handbook and the Student Handbook, and green cards are available summarizing options for disruptive or emergency issues. The College has installed emergency phones in all classrooms to help ensure faculty and student safety in disruptive or emergency situations. The disciplinary procedures followed when a student is charged with a violation of the student code of conduct is spelled out in Policy 3100 and summarized in the Student Handbook and include actions from admonition to expulsion (2.11). The Office of Student Affairs administers this process and provides information and guidance additional to the published materials.

Syllabus information reminds students of the honest academic conduct that is expected by the individual instructor. Information on how to convey that message is available in the handbook for syllabus writing that is distributed throughout each school. Copies are available in the deans' offices and discussion occurs at department or school meetings and orientations.

Appraisal

All instructional programs strive to address and meet the mission of the College and uphold its integrity. The Curriculum Balance document, developed by the Academic Affairs Committee and adopted by President's Cabinet, sets criteria for instructional and support offerings and monitors the balance of transfer, occupational and basic skills courses to assure that they are consistent with the College's overall mission (2.18). The College is developing guidelines for Student Learning Outcomes to address the increased emphasis on learning and measurable student success in the College mission statement (1.12).

As a challenge to the College's commitment to educational best practices, recent downsizing due to budget cuts required a number of reductions and compromises. However, class reductions were spread over the institution and were not restricted to low enrollment areas; consideration was given to protecting the integrity of programs and maintaining the high quality of the overall educational experience at the College.

Through the targeted budget reduction process, the number of programs was able to remain constant.

In the Accreditation Survey (2003), most College faculty and staff reported familiarity with the College mission statement (contract: 98.1%; adjunct: 89.2%; staff: 87.4%) and believed that College programs and services are consistent with the College mission (contract: 86.2%; adjunct: 88.3%; staff: 95.2%), defining the College's broad educational purposes, its intended student population, and a commitment to achieving student learning (contract: 99.0%; adjunct: 96.6%; staff: 96.3%). More than 90% of the faculty (contract: 93%; adjunct: 95%) indicated that they are pleased with the quality of instruction (1.9). Additionally, students viewed the quality and availability of instructional programs and courses very positively: 87.7% expressed satisfaction with curriculum and instruction; 86.0% were satisfied with their academic development through the GE courses; and 85.7% were satisfied with course scheduling (1.7).

The District Institutional Research and Planning Office provides extensive research on student success at the institutional level. The information, available on the District website, includes transfer statistics to both public and private institutions, student satisfaction and point of service surveys, retention reports, time to degree analysis, number of degrees and certificates awarded, and successful course completion, among others. Availability of quantitative data at the program level is less consistent. However, during 2002-2003, through the Academic Program Review process, District research has begun to provide more quantitative student success data for analysis and review than before.

Most of the faculty and staff indicated that student learning outcomes are considered in academic program review and institutional planning (contract, 81%; adjunct, 88%; staff, 95%) (1.9). While data are not available to explain the differences among contract, adjunct, and staff responses, such differences may reflect the fact that SLOs are just now being developed.

There is a wide variety of instructional delivery systems and methods in use by faculty, including interactive-learning and technology-based approaches. The AudioVisual Department with its variety of specialized equipment, the Center for Independent Learning, the computer labs, and the increasing number of redesigned "smart" classrooms offer opportunities for creativity in delivering instruction. However, beyond occasional FLEX presentations, there is no coordinated institutional method for sharing best practices with other faculty. Most College faculty and staff believe that the College identifies and seeks to meet the varied educational needs of its students through diverse programs (Contract: 88.6%; Adjunct: 94.9%; Staff, 94.1%). However, 20-30% of faculty and staff believe that the College does not provide adequate alternate class scheduling to meet student needs (adequate scheduling response: Contract: 81.7%; Adjunct: 72.0%; Staff: 68.9%) (1.9). Student feedback has been more varied: while 76.9% were satisfied with course availability in meeting their educational goals, 88.2% agreed there was a need for more flexible course scheduling (1.7). This indicated a need for the College to more vigorously review its instructional delivery systems and ensure that all interested faculty receive training in alternate instructional methodologies.

The new integrated course outlines require careful attention to student learning outcomes. Among other items, outlines must include course objectives (student learning outcomes); course content and scope; and appropriate reading, writing, and critical thinking assignments. The Curriculum Handbook provides detailed guidance and the Curriculum Review Committee assists faculty in preparing outlines. The academic program review process ensures that consideration is given to SCANS skills. Detailed entrance and exit skills for English and Mathematics courses have been created; they must be considered for courses that require English or Mathematics as prerequisites or recommended preparation. These requirements are coordinated with articulation requirements of major four-year universities in the area.

The College is making steady progress on the integration of major planning activities. More and more, decision-making is based on data. Mesa College has committed itself to becoming an institution where decisions are based on evidence.

Transfer rates for Mesa College students are tracked by the Institutional Research and Planning Office and reported on their website (1.28). Included in the transfer data are public and private four-year institutions such as California State Universities, University of California, and local, state, and out-of-state private universities. The data shows that Mesa consistently achieves one of the highest transfer rates of California community colleges. For example, 1,925 students transferred in 2001-2002 with 761 (39%) to UC, 862 (45%) to CSU, and 302 (16%) to private in- or out-of-state institutions. A longitudinal study of the fall 1994 class, which consisted of 21,818 students, demonstrated that by 2002, a total of 8,820 students had transferred. Of these, 24% (2,098 students) transferred to UC schools, 40% (3,572 students) transferred to California state schools, 8% (697 students) transferred to National University, and 5% (440 students) transferred to University of Phoenix. Mesa's high transfer rate is a result of a broad curriculum focused on transfer success, comprehensive support services, and an effective Transfer Center offering a wide range of guaranteed transfer agreements with CSU and UC. Mesa receives regular transfer profile reports from San Diego State University that demonstrate that, on average, Mesa transfer students achieve a GPA equal to or above that of other community college transfers. Mesa's high transfer rates and subsequent student success demonstrate the high quality of Mesa's instructional programs.

Recent actions by local California State University and University of California campuses not to admit mid-year transfers may have a negative effect on the number of students transferring. Additionally, CSU San Marcos and SDSU have implemented admissions criteria based on community college location: Mesa College students will be directed to San Diego State University. This may have a negative impact on the number of CSU transfers, as many Mesa students previously elected to transfer to CSUSM. The increasing numbers of students who are electing to transfer to private institutions may be indicative of the increased competition students are experiencing when attempting to transfer to public institutions.

The present curriculum review process is active and effective at the College, and has been further enhanced by recent changes made to the process. Participation by members of the Curriculum Review Committee (CRC) has greatly increased and interaction with faculty originators of proposals has been improved. Each member of the CRC is now assigned to one or more faculty members working on proposed curriculum; that liaison meets and consults with individual faculty, thus answering questions and resolving problems before the proposal gets to the full committee. The result of this change has been smoother approval of proposals and less time spent in corrections and rewrites. Attention is paid to more than just the technical aspects of writing curriculum; the intent of the course, its integrity and consistency with the College's mission is also examined.

Another innovation has been the implementation of a computer program, CurricUNET, by means of which all new proposals and all changes to courses and programs are managed through every step of the approval process. The complexity inherent in handling all the varieties of curriculum and all the possible choices to be made in the writing of proposals resulted in an initial version of the program which was difficult to use. Many improvements have been made since then; as faculty and deans discovered weaknesses and made suggestions for improvement, they have been implemented. And while many faculty were initially reluctant to use the program, more and more are now embracing it as a faster, more efficient, and more accurate way to send curriculum proposals through a three-college system. Of particular usefulness is the ten-day default; this gives a recipient of a proposal (department chair, discipline faculty, etc.) ten days to review it; if it is not reviewed during that time, it is assumed approved and moves on to the next step. CurricUNET is a highly effective system and provides for thorough review of all proposals. Mesa, in concert with the District, should develop a more streamlined process for making minor modifications to existing courses, such as changing the mode of delivery. The current system is too cumbersome to handle minor revisions.

The increasing use of CurricUNET is clearly reflected in the number of course outlines that have been reviewed and integrated. In 2001-2002, more than 150 outlines were completed and by June 2003, another 70 were finished (2.19). The work will continue through the 2002-2004 academic years until all outlines are updated. The project to integrate the outlines has been effective in providing support for faculty and deans, but the ongoing workloads (academic program reviews, budget issues, restructuring to the 16-week semester, etc.) have negatively impacted the progress of this project. It is clear, however, that faculty and deans are committed to finishing the work. Deans have targeted meetings with their schools and have offered special workshops and encouragement to faculty. Faculty have utilized the facilitator and technical assistant in meetings, both in groups and individually.

An additional and unique feature of curriculum development in the District is the process of alignment. Courses which are taught at more than one College must be aligned; that is, they must use the same District-approved course outline and hence contain the same content and meet the same learning objectives. While this process often adds some difficulty to getting courses approved (each college must agree on the course content and outcomes), in the long run it only enhances students' abilities to meet their educational goals. Students can take a course at Mesa knowing that it will meet the same

requirements and have the same articulation as the equivalent courses taught at City and Miramar Colleges.

The District Curriculum Instructional Council has also changed since the last self study was written. Its role has improved and its membership made more appropriate; at present, one of its major functions is to arbitrate when differences regarding curriculum proposals arise between colleges. Most curricular questions are referred back to the appropriate local curriculum committee. The Curriculum Instructional Council and its decisions are now well accepted.

The District and College continuously monitor their processes for possible inequities towards various demographic and socio-economic groups (including gender, age, race, ethnic, and disability groups). For example, a recent District study titled *Evaluating Disproportionate Impact: An Analysis of Skills Assessment, Placement, Enrollment, and Success of Student Ethnic Populations at the San Diego Community College District*, assessed disproportionate representation of students in race and ethnic groups among first-time college students, as these are distributed among:

- 1) English and math assessment testing in the “Tested to be Placed” category, at basic skills, Associate degree, and transfer levels;
- 2) The subsequent category of “Placed to be Enrolled,” viewing enrollments in basic skills, Associate degree, and transfer courses, and finally;
- 3) The category of “Enrolled to Success”, viewing successful completion of basic skills, Associate degree, and transfer level courses (2.20).

Among racial and ethnic group classifications (“Native American,” “Asian,” “African American,” “White,” “Latino,” “Filipino,” and “Other,” as well as students who declined to state a race/ethnic grouping), possible disproportionate impacts were identified in the “Tested to be Placed” category among Asian, African American, Latino, and Filipino students, particularly at the basic skills and transfer levels. Disproportionate impacts among student groups were not identified in the category of “Placed to be Enrolled.” In the perspective of “Enrolled to Success,” possible disproportionate impacts were identified for African American students at all levels of coursework.

The study included recommendations to explore and to expand student support services, particularly for African American students. Tied to instruction, Mesa College has initiated a pilot project utilizing Freshman Experience Learning Communities, linking basic skills courses in English and math with a companion Personal Growth course taught by counseling instructors. These efforts are aimed at providing students testing at appropriate basic skills levels with support in their early college efforts. Learning communities are open to all students testing at the appropriate level, and most learning communities have a general focus aimed at freshman success. A current learning community, the Mesa Academy, carries an African American theme, and links English and student development courses. The Puente Project offers a similar learning community focusing on the Latino/Chicano experience. The College will continue its efforts to focus on the reduction of disproportionate impact by linking Instructional and Student Support programs that facilitate student learning and success.

The Mesa College Academic Program Review process was revised to improve its effectiveness through the use of much dialogue involving the following:

- Lead writers of previous academic program reviews
- Members of the Academic Affairs Committee
- Members of the Deans' Council and President's Cabinet
- Members of the Mesa College Research Committee
- Collaboration with District Institutional Research and Planning Office

The present cycle is now five years in length. Members of the Academic Program Review Committee are assigned as liaisons at the beginning of the cycle to improve the quality of the review by providing assistance to lead writers. Another effective tool was the development of an Academic Program Review Handbook, a document to guide the process and produce consistency in the writing of the academic program review document. The reduction in the number of data elements provides the programs being reviewed with only those statistics required for the documentation thus eliminating confusion on what to use when academic program review questions have been keyed to this data to encourage its use. In addition, the program has been given an optional student survey to administer. The use of five programs in Year One as pilots for the student survey as well as institutional effectiveness data will provide information for future revisions to the process (1.14).

The results of the academic program review process are well documented. The College uses these outcomes in making budget decisions including IELM and the hiring of faculty.

Contract and adjunct faculty report 100% compliance with providing a class syllabus that specified learning objectives consistent with the approved course outlines. The College schools typically include reminders and examples during their regular meetings with instructors to ensure that the current guidelines in providing appropriate syllabi and class outlines are followed (1.9).

Faculty report integrating specific learning competencies as follows, "to a great extent":

- Written and oral communications – contract: 77.1%; adjunct: 79.1%
- Critical thinking – contract: 91.8%; adjunct: 89.4%
- Quantitative reasoning skills – contract: 53.6%; adjunct: 65.6%
- Appreciation of cultural diversity – contract: 55.8%; adjunct: 60.0%
- Information competency – contract: 69.5%; adjunct: 84.4%

In addition, 79.8% of contract faculty and 81.0% of adjunct faculty believe that the College recognizes the central role of faculty in assuring quality of instruction. The remaining roughly 20% represent a significant percentage of faculty who indicate a lack of perceived involvement.

In comparison with staff and adjunct faculty, a lower percentage of contract faculty believed that the College uses qualitative and quantitative data to identify and assess student learning outcomes (contract: 78.7%; adjunct: 90.6%; staff: 90.9%) (1.9).

General education plays an important role in both Associate degree programs and transfer programs. Recent discussions on general education have resulted in the establishment of a District General Education Task Force that reviewed the relationship between Associate degree and transfer general education and proposed revisions to the District policy on general education. The revisions in this policy will assist in assuring that general education contributes appropriately to learning outcomes for the Associate degree (2.21).

Comprehensive learning outcomes have been established for general education at Mesa College. Careful scrutiny is already given in the curriculum approval process to insure their incorporation in new or revised courses. Guidelines for developing new and revised courses are provided to faculty in the Curriculum Committee Guide (2.3).

However, as the District and its Colleges develop a higher and broader set of student learning outcomes, Mesa College must prepare to integrate these into learning outcomes already established for general education.

Because these new student learning outcomes being established for Mesa College are broad, the incorporation of each into specific courses will necessarily vary in degree and method. It is important that each student completing a core package of courses, e.g. for an Associate degree or to meet transfer requirements, be well accomplished in the entire Mesa student learning outcomes. Therefore it is suggested that the Mesa CRC review and update accordingly the Curriculum Committee Guide to ensure that individual courses have incorporated the new student learning outcomes appropriate to that course in such a way that each core package adequately embodies all of the Mesa student learning outcomes. The general education courses will play an important role in this achievement.

Once established, processes for assessment of success are needed. Right now, as the College begins to engage in student learning outcomes and assessment, selected programs are investigating the relationship between student learning in foundation courses and later courses in the discipline. An example is the Speech department, where faculty members are investigating the ability of students to apply what they learn in Speech 103 to courses later in the sequence, including the speech and debate team. Also, in Computer and Information Sciences 190, a semester portfolio project allows students to apply their Java programming language skills to the development of a software engineering project using the same processes as are used by the software development industry. Specific measurements of the learning value of the portfolio project approach are being investigated by the CIS Department (1.12).

The Academic Program Review system requires departments to assess their programs in a comprehensive manner in such areas as value of program to students, to the community, and to the College. Academic departments work on a formal five-year cycle of academic program review, setting goals and a plan of action in the first year, and then assessing progress in each of the following years. Within this framework, departments are required to review what degrees and certificate programs are offered, and how the program thereby contributes to students' vocational and academic abilities, including obtaining

employment, passing licensing examinations, completing a degree or certificate, improving basic developmental skills, and/or transferring to a four-year institution. The academic program review process typically involves all the program stakeholders, creating an opportunity for critical evaluation of existing work processes and identifying areas for improvement. This newly revised and implemented academic program review process, developed by the Academic Program Review Committee and approved by the President's Cabinet, needs to be monitored for its effectiveness to identify areas of need and to support the development of such items including student learning outcomes at the program level (1.14).

A comprehensive articulation system is managed, updated and disseminated by the College's Articulation Officer. The Officer has responsibility for updating the articulation agreements annually depending upon the resources of the four-year institution. An agreement may consist of course to course articulation, which outlines courses within degree programs currently in effect between Mesa College and the twenty-two California State Universities and nine institutions within the University of California system. The articulation system at the College also includes private colleges and universities. Courses and programs submitted via the District's on-line curriculum system (CurricUNET) are reviewed by the Articulation Officer prior to launching for general education, recency of textbooks, Associate degree and vocational requirements, as well as for articulation and transfer potential. All courses and programs are closely scrutinized by the College's curriculum committee (CRC) as well as the District Curriculum and Instruction Council (CIC). The CRC also separately reviews courses proposed for general education requirements and distance education prior to submission to UC and CSU. The separate curriculum committees review the courses and program to ascertain that the courses meet lower-division major course requirements which prepare students for a vocation or transfer major as applicable. The Articulation Officer serves on the Mesa College Curriculum Review Committee as a voting member and advises on all matters related to general education, Associate degree, vocational and transfer preparation. Articulation Officers also serve on the District Curriculum Instructional Council. This system points to the cohesiveness and focus of degree programs within established and generally accepted areas of inquiry.

The addition of new faculty follows a process established to ensure that new instructors are aware of their rights and responsibilities within their departments, schools, the College, the District, and the State. When new adjunct and full-time faculty are hired, the Department Chair or School Dean provides the new faculty member with a copy of the Faculty Handbook, a copy of the current official integrated course outlines for the classes the instructor will teach, and a copy of "Requirements and Recommendations for Class Syllabi". At the beginning of each semester, faculty members provide copies of their class syllabi to the School Dean and the Department Chair. These processes are in place to validate course adherence to academic and institutional standards (2.6).

In addition, academic departments at Mesa College are very active in attending and participating in the Intersegmental Major Preparation Articulation Curriculum Project (IMPAC). Through these joint meetings of faculty from the University of California, California State University, and Community College systems, issues in course

articulation and student transfer issues are being identified, discussed and resolved. There are currently four clusters in the IMPAC project. These clusters are: Science Cluster I (Math, Chemistry, Physics, and Biology), Applied Science Cluster II (Computer Science, Food Science/Nutrition, Earth Sciences, and Nursing), Business and Government Cluster III, and Social and Behavioral Sciences Cluster IV. Four years ago, Mesa College hosted an organizational meeting for Science Cluster I on campus and the College continues to be intimately involved to this day.

Mesa College has made significant progress to ensure that publications such as the catalog and course outlines of record are reviewed and updated on a regular basis. Three years ago, the Mesa College Curriculum Committee (CRC) embarked on the Course Integration Project (70/30) to ensure that all of our course outlines are in the new integrated format as described by the state Chancellor's Office. The goal of the 70/30 Project is to upgrade the course outlines for Mesa College only courses (non-aligned) and aligned as assigned courses (taught at two or more colleges in the District) until all outlines meet the standards set by the state Chancellor's Office. The College has met its goal for the first two years and plans to finish this project.

Because of the activities of the Mesa College CRC, numerous changes have been implemented in the catalog, especially in the areas of new course descriptions and revised prerequisites and advisories. CurricUNET, the electronic curriculum processing software jointly developed by the District and Governet Inc., is used to propagate and monitor the curriculum changes and improvements. For the past two years, faculty have been using this software to process all curriculum proposals, and, despite the difficulties found in the implementation of the new software, curriculum proposals move much more efficiently through the process, with many fewer mistakes and with many fewer snags and hold-ups. As a result, most of the changes required for keeping the catalog current and accurate are stored in an electronic format minimizing mistakes and omissions. Nevertheless, the chairs of each department, other faculty and administrators extensively review the catalog each year prior to publication to ensure its accuracy.

To ensure that College communications with the public and the local media are factual and timely, Mesa College employs a full time Public Information Officer (PIO) who oversees the Communication Services staff. The Public Information Officer reports directly to the President of the College and maintains active contacts with faculty, staff, and administrators. A significant role was played by the PIO in the recent successful campaign for the passage of a bond measure (Proposition S) which authorized the issuance of public bonds for building of new facilities for the San Diego Community College (1.30).

90.4% of contract and 96.7% of adjunct faculty believe that the College supports academic freedom (1.9). This was an improvement over the data reported in the previous Self Study (88.8% of Mesa faculty responded then that they were satisfied with the extent of academic freedom at the College).

97.0% of contract and 94.2% of adjunct faculty believe that they are fair and objective in their presentation of course material (1.9). Out of 4,981 student respondents, 92.5%

agree that in general instructors attempt to be fair and objective in their presentation of course material while 6.2% disagree and 1.3% strongly disagree (1.7).

100.0% of contract and 96.9% of adjunct faculty report that they are familiar with College policies on plagiarism and academic honesty (1.9). Note that 100% familiarity with these policies may not, in reality, be consistently achieved; colleges and their deans typically provide updates and reminders about these and other policies during their regular meetings with faculty.

Official College publications such as the catalog and class schedule are deemed precise, accurate and current by 83.6% of contract faculty, 93.8% of adjunct faculty, and 81.2% of staff. The development and review of the class schedule at the College have been revised to accommodate the ever-changing environment in terms of learning requirements, socio-economic pressures, and technology advances. The dynamic schedule development process that has been instituted will continue to be revisited to ensure that the needs of the students are met. This includes suggestions to streamline aspects of CurricUNET to simplify minor course changes, such as a change in delivery methods (e.g. to include online delivery). In addition, 92.9% of staff believe that information contained in the student handbook or orientation materials is helpful to students (1.9).

The Student Handbook is no longer being published in hard-copy form and therefore no longer issued to each student. The handbook was last published for the 2002/2003 school year. While the disciplinary procedures were listed only in the Student Handbook, the student code of conduct is documented online on the police page of the College website, in the College catalog, and in the class schedule.

Plans of Action

Mesa College students have indicated in the ClassTalk surveys that over 70% consider the College to have an excellent or good reputation. While this is very encouraging, such a positive image and reputation does not necessarily mean that students are achieving their goals. More detailed studies at program and College levels are needed to determine conclusively that student are indeed achieving their educational and/or career objectives.

Program and curriculum decisions should be based more on statistically significant, verifiable evidence, and less on best estimates and anecdotal reports of student needs. In fall 2003, the quantitative assessment data available were judged to be relatively inconclusive. While some useful research data about student success outcomes exist at the institutional and district levels, more focused, targeted information needs to be available for each program on a yearly basis. For each Academic Program Review, a member of the Research Committee and a District researcher meets with the discipline faculty and dean to discuss the quantitative data, puts it into context, and develops some specific research questions that might assist the academic program review process (1.14).

There are many areas where the College needs to make a stronger connection with the community. Its outward involvement would be enhanced by seeking new community and business relationships. By both academic and applied disciplines increasing their

collaboration with community organizations, urgent community problems could be addressed and greater responsiveness to the region's workforce development needs would occur. A present example of such a partnership is the College's involvement in the building of a new high school on its campus. Another is the many community advisory committees that assist the Allied Health programs and other vocational disciplines.

Six student learning outcomes at the Associate degree level (SLOs) were devised by the Mesa Research Committee in spring 2003 (1.14). These SLOs were subsequently shared with the College-wide community early in fall 2003 and finally adopted in spring, 2004. A gradual implementation should now follow.

The pilot Student Learning Outcomes project in 2003-2004 focuses on developing selected program SLOs in parallel with the six proposed Associate degree SLOs; measuring how well students achieve the program's stated student learning outcomes; and assessing the results of the pilot project for future cycles. A process and timeline for 2003-2004 describes the plan of action for input from the College community, review by and recommendation to the various governance bodies, followed by the development of rubrics and assessment methods for the SLOs, identification of pilot programs, and evaluation of results from these pilots with feedback provided. At the conclusion of this cycle, recommendations will be made for the next cycle. In order to determine student needs and learning outcomes, the College makes use of District-sponsored surveys that provide an overview perspective and has elected to cease the use of the existing College survey system with the intent of developing an improved process for use in the future. Through the work of the College's Research Committee, a new software system has been purchased that will allow the faculty to develop more appropriate surveys. In conjunction with the effort to develop SLOs, a pilot program has been organized through the auspices of this committee in which five College programs will utilize the new system as a component of developing an improved process at the College to gain relevant transfer, graduation, and employer information. Some faculty members have expressed reservation about the initiatives surrounding Student Learning Outcomes, fearing undue usurpation of their academic freedom. The District and College need to ensure that these concerns are addressed and that processes are created that not only preserve faculty academic freedom, but allow faculty to "own" the process for implementing Student Learning Outcome measurement and monitoring in their courses. Instructor training (Flex) sessions and classes will be expanded to enhance faculty awareness and understanding of general education, student learning outcomes and skills required to incorporate them into individual courses (1.12).

The General Education Task Force considered broad general education issues, and evaluated how well District general education criteria satisfy UC and CSU general education criteria, especially for our major transfer institutions such as SDSU and UCSD. Collaboration will be increased between individual programs with large transfer student populations and equivalent CSU, UC, and private institution departments to maximize student opportunities to take lower division courses at the College before transferring to the four-year institution. The College's outreach efforts with its surrounding community including business partnerships, workforce development, K-12 and university partnerships, and community organizations will be increased (2.21).

A large proportion of Mesa students are transfer students, targeting primarily the CSU, UC and private institutions in San Diego County. The College Articulation Officer works closely with these and other four-year institutions to ensure that articulation agreements are established and maintained for the College's various programs.

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

3. implementing Student Learning Outcomes based upon continued faculty consultation and participation.
4. piloting a new methodology for the quantitative assessment of student learning outcomes and making available an improved data base.

B. Student Support Services

Description

San Diego Mesa College actively recruits and admits a diverse and multicultural student population who are able to benefit from its programs consistent with its mission:

- Programs which lead to an Associate degree or certificate
- Lower division curricula in arts and sciences with an emphasis on courses which transfer to baccalaureate institutions
- Programs in career and technical education
- Programs which promote regional economic development (1.1)

Ongoing recruitment efforts are conducted by various constituencies of the College community. Instructional faculty, student services staff, and student ambassadors are among those who conduct outreach activities in high schools, alternative schools, and educational centers in San Diego County.

The Student Support Services division has developed a comprehensive plan which includes strategic plan and annual goals, matriculation plan and a student services program review process to enhance and support a learning environment consistent with its mission.

Student Support Services include Accounting; Admissions; Career Center; Counseling; Disabled Student Programs and Services (DSPS); Evaluation; Extended Opportunity Program and Services (EOPS); Student Tutorial Academic Resources (STAR); Financial Aid; Matriculation; Records; Student Affairs Office; Student Health Services; Testing; Transfer Center; Tutoring Labs and Veterans Office.

Student Support Services participate in the following College-wide participatory governance processes:

- Mesa Student Services Council

- Matriculation Advisory Council
- School Meetings
- Flex Training
- President's Cabinet
- District Student Services Council
- Region 10 Matriculation Advisory Council

The District and College are in the process of improving the quality of student support services. Instruments currently being used are point of service surveys developed and administered by the District, student satisfaction surveys, student services program review, and staff meetings.

The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of Mesa College. This is accomplished by surveys, training of staff, matriculation compliance, state chancellor's matriculation review, student services program review, Policy 3100, student evaluation of academic counselors, assessment of numerous programs and student service areas, and student evaluations of Extended Opportunity Services (EOPS) and Disabled Student Programs and Services (DSPS) counselors. The conducting of research, as well as systematic and ongoing evaluation of programs and services, is key in ensuring that students are provided with relevant, adequate, and effective services. In cooperation with the District Institutional Research and Planning Office, Mesa College has completed a number of research studies. The survey instruments include Point of Service [2001], Student Satisfaction Survey [2001], Accreditation Survey [2003], and an Employee Opinion Survey [2002] (2.22, 1.7, 1.9, 1.35). Mesa College has also established a Research Committee which has been charged with identifying and developing measures of assessing student learning outcomes.

The College is actively engaged in soliciting input and feedback regarding its programs and services from students utilizing both formal and informal means. At the President's Cabinet, for example, student government representatives are encouraged and requested to provide input. As a result of student government recommendations, the College is implementing activities to provide a more welcoming climate for new and/or returning students during the first few weeks of classes.

The Admissions Office collects pertinent information regarding the educational background and goals of students during the application process in order to identify student needs and to facilitate referrals to other programs and services on campus.

Assistance is available to students who may have questions or concerns related to their rights and responsibilities or who may have concerns or complaints. Copies of District Policy 3100, which outlines student rights, responsibilities, and the code of conduct, are available in the Student Affairs Office (2.11). The policy is also published in the College Catalog, Class Schedule, and previously in the Student Planning Guide, and the Student

Handbook. The College's student complaint resolution process was developed to provide a standard approach for resolving various student complaints.

Mesa College provides an accurate catalog that is assured by an established process of dialogue initiated by the various departments within the College. Throughout the year each department assesses the need to change or update catalog information or policies based on changes or additions in programs. Each department has two on-campus opportunities for formal review for accuracy of the document. Student feedback regarding clarity of the information provided is also considered in this process. Campus-based committees involved in this process include the Curriculum Review Committee, Academic Review Committee and the Student Services Council. The revised information is relayed to the appropriate District level personnel, the Assistant Chancellor of Student Services or Assistant Chancellor of Instructional Services, and is examined in the District Instructional Council for approval. Changes are incorporated into the draft of subsequent year's catalog.

Portions of the catalog have been accessible on-line at the Mesa College website since 1997, and as a complete PDF file through the District's website for the past 4 years. The catalog is currently available to students via personal or campus computers, at the library front desk, and for purchase in the College bookstore (1.4).

The items listed under general information and requirements include the following:

General Information/Requirements

- College address, phone number(s) and website address
- Names and photos of members of Board of Trustees
- Administrative and supervisory personnel contact information
- College Mission , Goals, and Philosophy
- Academic calendar
- Admissions and Registration policies and procedures
- Student Fees
- Student Services contact information
- Learning Resources
- Financial Aid information
- Academic information
- Program Accreditation information
- Academic requirements including degree and transfer information
- Degree curricula and certificate program offerings
- Course descriptions
- Names and degrees of Administrators and Faculty
- Campus map

Major policies affecting students are also included in the catalog. They are:

- Academic Regulations
 - Grading systems
 - Standards of academic progress
 - Academic conduct
 - Acceptance of transfer credits
 - Nondiscrimination policy
 - Title IX prohibiting sexual discrimination in education
 - Policy prohibiting sexual harassment
 - Copyright responsibility
 - Student rights and responsibilities and privacy of student records

The catalog is free to students who attend the Personal Growth 65 class orientation sessions or EMO, English and Math Testing Orientation. Copies are available for viewing in the Library, local public libraries, local high schools, on the website and for purchase in the College bookstore.

Information concerning academic freedom is included in the Faculty and Staff Handbook (2.17). Sections of District Policy 3100 regarding complaints/problems, code of conduct, and honest academic conduct are included in both the class schedule and catalog.

Admissions policies and procedures, consistent with state regulations (Title 5), are clearly and consistently articulated in various publications, including the College Catalog, Student Handbook, Student Planning Guide, the Class Schedule, and the admissions handout, which is available in English, Spanish, Vietnamese, and in accessible formats for students with disabilities. Due to recent cost saving measures, the Student Handbook and Student Planning Guide were not printed in fall 2003. The information is available on-line and through various Personal Growth 65 classes, orientation workshops, and the College Catalog (2.15).

In addition, information about Mesa College is widely disseminated in the community through various publications. Mesa College brochures, flyers, catalogs, and class schedules are sent to high school counselors, librarians, and career centers via city school mail. Public libraries and all residents of the Mesa College service area receive College publications, such as the class schedule, via direct mail. Most recently, a Mesa College website was established allowing prospective students electronic access to information about the College (2.25). The website allows prospective and continuing students access to pertinent information regarding class schedules, policies and procedures, deadline information, campus services and financial service information.

Mesa students are actively involved in encouraging prospective students to attend Mesa College via visits to local high schools, community outreach and campus visitations, as well as other student outreach efforts. The College also participates in prominent countywide events, such as the Martin Luther King Parade and the AIDS Walk, thereby increasing the community's overall awareness about Mesa College.

Mesa College faculty and staff who are involved in various community-based programs and organizations also provide mutually beneficial linkages that support an informal system for disseminating and accessing information about Mesa College.

Student Services conducts research to identify the learning support needs of its student population. In spring 2002, members of the Matriculation Committee revised the Matriculation Plan and took the opportunity to begin to determine rubrics for the matriculation steps, i.e., admissions, assessment, orientation, counseling and follow-up. The members met with the appropriate faculty, counselors and staff to agree on student learning outcomes related to the matriculation process. In late fall 2002, the Student Services Student Learning Outcomes (SLO) Task Force was organized to determine student learning outcomes for student services as required by WASC Accreditation Standard II. The task force is chaired by the Vice President of Student Services and includes counseling faculty, the Deans of Student Development and Student Services, Directors of EOPS, Admissions and Financial Aid, and the classified supervisor of DSPS. In spring 2003, members of the SLO Task Force reviewed learning outcomes from a variety of sources and proceeded to conduct an orientation to each department and program area in student services to inform and to assist staff with the development of initial outcomes. As a result of these orientation meetings, the SLO Task Force developed some overarching learning outcomes, i.e., cognition, communication, social interaction, personal development, responsibility/initiative and diversity. In spring 2003, the College Research Committee developed six proposed student learning outcomes for the Associate degree. In summer 2003, the Vice President of Instruction was invited to meet with the SLO Task Force to clarify the definitions of the instructional outcomes and to ascertain whether or not the outcomes for student services could be aligned with those of instruction. After further discussion and consideration, it was determined that the categories could be aligned; however, the definitions were revised to more accurately capture the rubrics of student services (2.29).

In August 2003, the proposed student service outcomes were presented and discussed at the School of Student Development and Matriculation school meeting. Faculty, counselors and staff were encouraged to continue their discussion and to provide feedback to the members of the SLO Task Force for revision. Once complete, the final version of student service learning outcomes was presented to the College's Research Committee to ensure that a cohesive institutional approach to student learning is developed. The student services learning outcomes were presented to the Student Services Council and will be brought to the President's Cabinet for approval in spring 2004.

In tandem with this timeline, three pilot programs to systematically track student learning outcomes were implemented in September 2003. The pilot programs are a cohort of the Personal Growth 65 Orientation summer 2003 classes and the Puente and Mesa Academy programs. The SLO Task Force will work collaboratively with the Research Committee and the office of Institutional Research and Planning at the District office to review the results of pilot assessments. Feedback of these results will be provided to Counseling

and to the coordinators of the Puente and Mesa Academy programs in spring 2004, to improve the SLO project for 2004-2005.

International Student Program

In accordance with the College mission of promoting international education for students and the community, Student Services coordinates the exchange of students coming from abroad to study at Mesa College and in colleges throughout the United States. The program contributes by:

- Enriching the classroom environment through the admission of qualified international students from more than 52 countries per semester;
- Enhancing the College climate by active participation of international students in student government and campus organizations;
- Informing and assisting students through the matriculation process by promoting access and retention and by collaborating with the instructional division to support their needs;
- Providing a three-day comprehensive orientation to first semester students admitted to the program.

The maintenance of the International Student Program has been problematic due to the changing federal laws, professional development needs and a limited operational budget.

The institution identifies the learning support needs of its student population and provides appropriate services and programs to address those needs as previously discussed. Upon submitting an application in the Admissions Office, the student is provided a check list of “next steps,” which include directions to testing/assessment, orientation, and counseling (2.27, 2.32). In an effort to more fully provide comprehensive access to all first-time students to Mesa, beginning summer 2003, matriculating students are expected to enroll in Personal Growth 65 (Orientation to College) before registering for classes at the College. These Personal Growth 65 classes and/or orientation workshops provide the student with information on the support services and programs that are available. During this face-to-face meeting, counseling faculty provide the student with an initial assessment, and the student is referred to the general counseling office, EOPS, DSPS or a Veteran’s counselor and/or appropriate services and programs. Students are also referred to the Testing/Assessment office for English/Math placement.

The Personal Growth 65 class provides exempt and non-exempt students with essential information needed to ensure that they are better prepared for college. Counseling faculty are in the process of developing on-line PG 65 classes to accommodate the increasing number of students who register on-line and who miss taking the orientation. In addition, students who meet eligibility requirements for EOPS and DSPS receive an orientation specific to their program objectives. Students applying on-line are able to access a list of support services through the website. Results of student satisfaction survey and point of service student surveys conducted by the District were used to develop the curriculum for the Personal Growth 65 classes. Personal Growth 65 classes are required of all new non-exempt students. The student is informed of this requirement by means of a checklist received when they apply in the admissions office, and verbally by the admissions,

counseling and testing staff. The course has been redesigned to improve student's learning outcomes and to enhance the linkage between Admissions, Assessment, Articulation and Registration. Learning support services such as Student Tutorial Academic Resources (STAR), the Tutoring Center, Academic Skills Lab (previously the Bridging Lab), and the Writing Center emphasize support to students experiencing academic difficulties (2.30).

Financial access to Mesa College is made possible to thousands of students through a growing Mesa College Financial Aid Program. Students with financial need who may be eligible for federal and/or state grants or loans are assisted through the application process by the multicultural and multilingual financial aid staff. Supplemental financial assistance is also available through various programs, such as Extended Opportunity Services (EOPS), Cooperative Agencies Resources for Education (CARE), Student Tutorial Academic Resources (STAR), and the Associated Students. Many students work to pay for their education. Employment advice and referrals are available through the Student Employment/Career Center.

To promote the continued enrollment of students, either at Mesa College or on to a four-year school, the College has established an expanded scholarship program. Through the Mesa College Foundation, College faculty and staff have increased their contribution to the program to provide scholarships ranging from \$250 - \$2,000 to eligible and deserving students. The Mesa scholarship program began in 1993. By 2001 there were 59 categories of scholarships, awarding 182 recipients with over \$86,000 in scholarship money. In 2002 there was an increase to 69 categories of scholarships, awarding 185 students with over \$90,000 in scholarship money. Last year, 2003, there were 65 categories of scholarships, awarding 105 students with over \$111,000 in scholarship money (2.34).

Although technically not part of Student Services, the Accounting Office provides essential support to students. Their services include monitoring and distributing scholarship checks, campus fiduciary and club accounts, associated student accounts and foundation accounts which support student scholarships, distributing alternative loan checks, accepting tuition payments, processing refunds, transcript requests and grade reports. This office also processes payment for parking permits, child development fees and various holds placed on students' accounts by respective offices, maintains student representation fee account and processes emergency loans. Day and evening services are available year round.

Outside the classroom, students are encouraged to participate in various co-curricular and leadership development programs designed to augment the student's academic experience by providing supplemental opportunities to develop socially, intellectually, personally, culturally, and ethnically. Mesa College sponsors a wide array of co-curricular programs and activities through academic and student service areas to serve the diverse needs of students. The College has a very active student government. The Associated Students President and Vice President sit on the President's Cabinet and have been strong advocates for major College/District initiatives such as the District bond initiative (Proposition S) and legislative advocacy protesting community college cuts (1.30).

Students with outstanding academic records have the opportunity to be involved in the three honor societies on campus that are distinguished at both the state and national levels. Mesa College's athletic program is the largest in San Diego County, offering competitive opportunities for students in 20 intercollegiate sports, representing ten male and ten female sports.

In cooperation with industry, the Student Employment/Career Center (formerly Job Placement Center) sponsors an annual Career Week for both current and prospective students. In addition, students may also engage in journalistic endeavor through the Mesa Press, enhance artistic and appreciation skills in the theatre and arts through the Art Gallery and Music/Drama performances, and showcase forensic skills through speech tournaments (1.27).

The counseling programs at Mesa College provide individual and group counseling during the day and evening to assist students. Services are advertised in the Class Schedule, by a distribution of flyers, posters and on an electronic board, and include transfer workshops, orientation classes and sessions, and personal growth classes. The general orientation sessions for both prospective and continuing students provide information regarding various instructional programs and available support services that allow the student and counselor to work together in developing a student educational plan.

In order to promote the successful attainment of students' personal and educational goals, Mesa College implements a monitored matriculation program. Students are informed of the matriculation process as it is described in the Class Schedule, College Catalog, Personal Growth 65 and 127 courses, new student orientation workshops, and previously in the Student Handbook and Student Planning Guide (in four languages English, Chinese, Spanish and Vietnamese) (2.15, 2.26).

In addition to the components described below, the matriculation process is accomplished by Mesa College's counseling programs through the provision of:

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

Admissions

The Admissions and Records program contributes to student access and student success by providing quality services and information to prospective students, enrolled students, instructors and many other areas of the College community. Also, Admissions collaborates with the instructional division in order to provide support. Day and evening services are available to accommodate the diverse needs of the population. The Admissions and Records Office is primarily responsible for admissions, including international student and high school student admissions, residency determination, enrollment services, registration, class roster distribution, attendance and grades data

collection, student records management and services, as well as Veteran's Affairs program admissions (2.27).

Students now have various options for the class registration process and may complete the selection of their classes either by phone (ClassTalk), available since fall of 1994, or on-line (Reg-e), available for the past two years. Phones and computers for this purpose are readily available in the Admissions office. Students experiencing difficulty with the process may also request assistance from the Admissions staff. Mesa has also recently implemented a class Wait List option for students to employ when their desired class is full.

Office of Articulation

The Articulation Officer works closely with instructional faculty, counseling department and the Mesa College Curriculum Review Committee in reviewing courses, resolving issues related to course approval and submitting proposals for articulation. The Articulation Officer distributes approved articulation, general education agreements and course updates to counseling faculty, department chairs, deans, administrators and evaluation staff. The Officer is also a voting member of the College Curriculum Review Committee and meets monthly with the officers of City, Miramar College, the District Office of Instruction and the Assistant Chancellor of Instruction to discuss issues related to general education, course/program transferability, and procedures.

Assessment

By means of multiple measures, the intent of the assessment process is to assist with appropriate course placement for students. The assessment services offered at Mesa College are coordinated by the Testing Office and include scheduling offsite campus testing at local feeder high schools. Beginning spring 2003, students may take the Accuplacer, a computerized English placement test available on-line at the Testing Office. As appropriate, students may take the Celsa test for ESOL assessment. Two levels of the Math assessment test (MDTP) are offered. Accuplacer Math Assessment is currently going through a validation process by the District Institutional Research and Planning Office. The Testing Office is open year-round during the day. Students enrolled in Personal Growth 65 are referred to the testing center. Accessible testing for student with disabilities is provided.

In addition to the English, Math, and ESOL assessment test results, a student's ability to profit from instruction in a specific course is based upon a counselor's use of multiple measures to assess school transcripts, other standardized tests (e.g. SAT, ACT), previous grades, and the student's self-assessment. The counselor will also assess the student's career goals.

Orientation

Orientations may be provided using an individual or large group format. The Counseling Department recently revised the College new student orientation into a Personal Growth 65 required course for all non-exempt students. This half unit course is designed to assist the new student in a successful transition to Mesa College. The course will also assist students in defining and knowing how to achieve their educational goals. Topics covered

in the course outline include steps in getting started, defining educational goals, assessment, academic requirements, understanding the catalog and schedule of classes, educational planning for the first semester and a campus tour. The new format was implemented during summer 2003. The new delivery system was very successful in streamlining 700 new students through the orientation process and establishing one semester student educational plans.

Counseling and advising

Individual counseling appointments allow the student and the counselor to work together to determine academic and personal goals and then to develop a student education plan (SEP). The SEP outlines the student's complete course requirements for the specific certificate/degree/transfer. Periodic updating of the SEP is encouraged. The student can receive detailed explanation of topics covered in and during an orientation meeting or a transfer workshop.

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

Follow Up

Support services and retention programs such as DSPPS, EOPS, Student Tutorial Academic Resources (STAR), the Tutoring Center, Academic Skills Lab (previously The Bridging Lab), and the Writing Center, as well as programs of special emphasis offered through the Counseling Department, provide support to students experiencing academic difficulties. The early alert and intervention process that allows instructional faculty to identify high risk students who are experiencing academic difficulties is preparing to transition from paper drop sheets to on-line drops. Personal Growth classes are designed to assist academically at-risk students. Intervention strategies may include individual counseling, referrals to appropriate student development courses, basic skills courses, and referral to support services on campus.

Services are advertised in the Class Schedule, provided year round day and evening to new and prospective students. Students with diverse, unique, and specific needs may be served from a variety of perspectives and programs. Within the Counseling Department the following programs are designed and implemented:

- **International Students Program** (with Admissions Office) coordinates the application and registration process for students with F-1 visas and provides services to ensure a successful American educational experience at Mesa College.
- **Mesa Academy** features the African-American experience.
- **Mesa Athletics Academic Program (MAAP)** is for students involved in intercollegiate athletics.
- **Outreach** activities occur in high schools, middle schools, alternative schools, educational centers, community based agencies, and civic groups. Numerous

campus constituencies perform outreach activities including DSPS, EOPS, and a variety of academic departments. Recruiters include instructional and counseling faculty, student services staff, and students. As part of the College outreach efforts a publication packet was developed in 2004 which includes brochures, general information on the College and a new self-guided walking tour of the campus. The colorful new outreach and recruitment materials provide College contacts, majors and programs, as well as transfer information.

- **Puente Project** focuses on the Latino/Chicano experience and utilizes materials from this perspective to enhance students' writing, critical thinking and reasoning skills. A mentoring component plays a critical role in the persistence of students.
- **Transfer Center** assists students to research and prepare for a successful college transfer.
- **Veterans Counseling** provides eligible veterans with educational plans that meet Veterans Administration guidelines.

The Counseling Department also offers a comprehensive array of personal growth curricula.

Additional specialized programs include:

The Disabled Students Programs & Services (DSPS) Department provides disability management, counseling and academic accommodations as required by federal and state law for students with disabilities. The High Tech Center and Learning Accommodations Lab provides adapted computer hardware and software, computer-assisted instruction, and educational strategies instruction to meet the specific needs of the student.

The Extended Opportunities Programs & Services (EOPS) and the Student Tutorial Academic Resources (STAR) serve a diverse student population that is low income with academic challenges to become aware of academic and personal needs and achieve academic success. Student success workshops, counseling, transfer services and Guidebook to Student Success are available to eligible students.

Student Employment & Career Center provides career related programs, services, and activities for students and graduates of Mesa College. These include the Annual Spring Career Week, Fall Employment Information Fair, job seeking and keeping skills workshops, interest inventories, and labor market information (2.35).

Health services and psychological counseling are made available to students to ensure positive emotional and physical health for successful pursuit of goals. A nurse practitioner is available daily and physician by appointment only. Medical and psychological referrals are available.

Assistance is available to students who may have questions or concerns related to their rights and responsibilities or who may have concerns or complaints. Copies of District Policy 3100, which outlines student rights, responsibilities, and the code of conduct, are available in the Student Affairs Office. The policy is also published in the College Catalog, Class Schedule, and previously in the Student Planning Guide, and the Student

Handbook. The College's student complaint resolution process was developed to provide a standard approach for resolving various student complaints.

The Matriculation Advisory Committee completed the revision of the Matriculation Plan in summer 2003. The matriculation process (described earlier) includes the following steps: (1) admissions, (2) testing/assessment, (3) orientation, (4) counseling & advising, and (5) follow-up. Steps 2 through 5 are provided by counseling programs and through the provision of individual/group advising; personal and career counseling; new student orientation workshops and PG65 orientation classes; computerized and written testing; transfer and academic skill workshops; and Personal Growth classes.

These matriculation steps are fully described in the revised College Matriculation Plan. One of the 2003-2004 goals for Student Services is to revisit the Matriculation Plan and to identify any component gap and to ensure that students are successful in accessing these critical support services. The Matriculation Advisory Committee will conduct this review and will also study the PERG-65 cohort of summer 2003 to monitor academic performance, retention, persistence and student learning outcomes. In addition, the Committee will study how new students access counseling/advising services to more successfully develop long-term educational plans (2.24).

Mesa College prepares faculty and other personnel responsible for the advising function. Counseling faculty, classified staff, supervisors, and managers participate actively in College and District wide committees and meetings both to share information and to bring information back. The institution evaluates counseling and/or academic advising programs including how they enhance student development and success. In fall 2002, all Student Services programs and offices submitted a report using a new Student Services Program Review instrument. The Student Services Council has recently redesigned this program review and self study model with its initial progress to be reviewed in the 2003/04 year (1.15).

The Program Review process for Student Services that had been utilized by Mesa College served as a method of looking at what worked and what needed improvement for each of the service areas. While this was important, there were shortcomings with the model that had been utilized to evaluate services. The process was completed in isolation and was not tied to the mission for Student Services. In addition, the process did not have a vehicle for reporting to the College the findings of the review for each of the departments within Student Services. Nor was there a means of requesting funding through the governance structure, necessary to enhance programs and services to students.

Therefore, under the leadership of the new Vice President of Student Services, a 3-year model was created that would help departments to evaluate their effectiveness and the resources needed to meet departmental and student needs. This new model also integrates strategic planning and annual goal setting with the mission of Student Services. In addition, it relies on statistical evidence as a means of critically addressing how departments are attaining student learning outcomes, which is now required through the accreditation process. Lastly, this new model seeks feedback from persons outside of

Student Services, which has the added benefit of shedding light on the accomplishments and challenges faced by Student Services and provides an objective outside perspective, which may enhance current service components and delivery of services to students. Key to the success of this new process is the involvement of instructional faculty and classified staff using the participatory governance committee process.

The process for carving out a model for student services began with a meeting with the Vice President of Student Services and the Student Service Administrators. Research was conducted to identify effective models within the state. The process of creating the Self Study/Student Services Program Review instrument involved adapting components of various instruments that would meet the specific needs of Mesa College's Student Services division. Upon completion of the instrument, the Self Study/Student Services Program Review process and outline of committee composition was submitted to the Student Services Administrators Council. A handbook was created, which provided a comprehensive review of the Self Study/Student Services Program Review model and was submitted to Student Services Council various times for feedback and approval. Presentations of the initial instrument and of the handbook were made to the Academic Senate who referred it to the Academic Affairs Committee. The Academic Affairs Committee reviewed and approved the document that was referred back to the Senate. After Senate review, the instrument will be presented to the President's Cabinet.

The District Office of Institutional Research and Planning conducts surveys including the Student Satisfaction Survey and the Point of Service Survey to evaluate student service components. Orientation meetings and workshop leaders request student participants to utilize evaluation forms to assess the program. In response to survey results, significant problem areas are addressed to support student development. For example, students indicated the frustration of waiting in long lines to meet with a counselor and the PG65 Orientation classes were formed to reduce the wait. During summer 2003, about 700 students attended the first offering of these sections and the wait to see a counselor was reduced. However, due to the increase in enrollment, a significant number of students filed through the Counseling Office during the summer peak months. Students evaluate their Personal Growth and DSPS instructors as well as counseling faculty and services as part of the faculty member's evaluation. Also, DSPS and EOPS are evaluated by peers in statewide evaluation programs which address the indirect assessment of transfer rates, persistence, graduation rates, and job placement statistics (1.7, 2.22).

As a result of student government recommendations, the College has implemented activities to provide a more welcoming climate for students during the first few weeks of classes. Also based on student input, hours of operation of various student services programs have been restructured to ensure coverage and support during day, evening, and peak hours. All staff members (classified, supervisors, managers, and faculty) are evaluated on an annual basis to ensure efficient and effective delivery of services to students. All forms of evaluation are used as a basis for improvement.

At Mesa College, Student Services and the Office of Instruction cooperate to design and maintain appropriate programs, practices, and services to support and enhance student understanding and appreciation of diversity. Instruction plays its part through the

Humanities Institute and Service Learning Program, while Student Services sponsors numerous activities and student organizations that are described below.

The Humanities Institute was established in 1990 and for more than 13 years has played a key role in the cultural life of Mesa College. In 2003, a formal advisory committee was established and the mission statement was updated:

The San Diego Mesa College Humanities Institute has aims of fostering global and multicultural understanding on the Mesa College campus; improving student recruitment and retention through cultural enrichment and curriculum enhancement activities; supporting faculty professional development in the arts and humanities; and promoting curriculum transformation activities throughout the College, including the development of service learning across disciplines.

Moreover, the Humanities Institute defines global awareness as “the ability to understand and state similarities and contrasts among cultures and/or historical times, demonstrate knowledge of and sensitivity to other cultures and their values, and awareness of global issues.”

The Humanities Institute sponsors many events each year to provide a forum for the appreciation of cultural diversity and global awareness. When appropriate, the Institute also provides financial and administrative support for events sponsored by other campus organizations. During the 2002-2003 academic year the Institute:

- Sponsored an Introduction to Buddhism lecture (student-initiated event)
- Sponsored Dr. Rachida El Diwani, a Fulbright Scholar from the University of Alexandria in Egypt, speaking on Islam and the West, including campus lecture and 6 classroom visits
- Sponsored Awele Makeba performance of ‘Rage is Not a 1-Day Thing’ (story of the Montgomery Bus Boycott)
- Sponsored California Innocence Project talk, with representatives from California Western School of Law
- Supported Instruments of Peace II CD
- Supported the Opening Night Celebration for the African Art Exhibit in the LRC
- Supported Gospel Night Celebration
- Supported Black History month event, Heart Love Heritage performance
- Supported and served as catalyst for Dolores Huerta visit, Cesar Chavez Day
- Supported Korean Komungo virtuoso performance
- Supported Festival of Colors
- Supported Women’s History Month events
- Supported Mesa College Languages Conference
- Supported Asian-Pacific American Heritage events
- Co-sponsored Iraq and Middle East Teach-In (including presentations of six Mesa College faculty & one outside speaker)
- Fully funded Wilson Middle School Scholarship Banquet tickets

As an initial step toward determining the effectiveness of Humanities Institute events, the Institute has developed evaluation forms for faculty and for students (2.37).

The Mesa College Service Learning Program was established in 2001 (2.38). The Service Learning Program supports community-based education, sending students to community agencies, and:

- Referred twelve students to community agencies, with additional students placed directly via courses in various academic disciplines (e.g., Psychology, Speech, Statistics, Teachers Education, etc.).
- Created a Community Partners Directory, both in hardcopy format and via the Humanities Institute website, a listing of over thirty community agencies that have student placement agreements with Mesa College. This directory is organized to highlight agencies working in areas of community need, such as education, youth and families; seniors; poverty and homelessness, civics and culture, and health and social welfare (2.39).
- Networked with other groups and individuals on the Mesa College campus (e.g., Teacher Education, International Studies, and made a preliminary attempt to document faculty employing service-learning in courses).
- Pursued Community Outreach Partnerships Centers (COPC) funds from a District grant to support stipends for Mesa students as K-12 mentors in three of the city's Housing Commission Learning Opportunity Centers.
- Updated Service Learning Resource Library (including information on international volunteer opportunities).
- Networked with other colleges and community organizations in San Diego (such as visits to USD and UCSD service-learning programs, and regular attendance at Bayside Community Center meetings, an organization representing the ethnically diverse Linda Vista neighborhood adjacent to the Mesa College campus).

The Student Services division has a variety of regular meetings for the purposes of sharing information and improving services to students. Student Services also makes important contributions to the programs, practices, and services that support and enhance student understanding and appreciation of diversity. Each year, Student Services has coordinated the following activities (2.28, 2.40):

- AIDS Walk
- Asian Pacific Islanders Week
- Black History Month Speaker Series
- Brown versus the Board of Education (lecture)
- Career Week
- Cesar Chavez Day
- Chicano/Latino Heritage Festival
- College Transfer and Historically Black Colleges and Universities Day
- Commencement
- Festival of Colors
- Gospel Night

- Martin Luther King Jr. Parade
- Scholarship Banquet

The Office of Student Affairs assists students to establish clubs and organizations that provide a rich and multi-cultural dimension to college life. Each club has an advisor and is provided limited financial support by student government (2.41). The following clubs and organizations are active as of the 2003-2004 school year:

Alpha Gamma Sigma
 Asian Pacific Student Alliance (ASAP)
 American Society of Interior Designers (ASID)
 Bahai Club
 Bayanihan Club
 Black Student Union
 Campus Crusade for Christ
 Challengers Club
 Club Francais
 EOPS/Care Club
 Fashion Club
 Future Teachers Association
 Investment Strategies
 Jewish Student Union
 Korean Club (K.C.)
 Queer Student Coalition
 Mesa Adventure Club
 Mesa College Animal Health Technology Student Association (MCAHTSA)
 Mesa Badminton Club
 Mesa College Spirit Program
 Mesa Culture Club
 Mesa Japan Club
 Mesa Union of Hands
 Muslim Student Association
 Native American Club
 Parent Participation Advisory Committee (PPAC)
 Phi Theta Kappa
 PSI Beta
 Puente
 San Diego College Chapter of Student Affiliates to the American Chemical Society (SAACS)
 San Diego Mesa College Business Club
 Women's Union

All placement instruments utilized by Mesa College are on the Chancellor's list of approved assessment instruments (2.42). In coordination with the District Office of Institutional Research and Planning, these assessment instruments are routinely evaluated in terms of (1) fairness and validity, (2) reliability and errors of measurement, and (3)

disproportionate impact. In particular, the following activities are conducted by the District Office of Institutional Research and Planning:

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

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

Mesa College maintains student records permanently, securely, and confidentially on-site. Provision for secure backup of all files is maintained at the District Office. The policies and procedures for release of student records are published in the College Catalog and Class Schedule (1.4).

In compliance with the Family Educational Rights and Privacy Act (FERPA), the dissemination of student information is tightly guarded. Information regarding student records is released only to students or authorized representatives upon presentation of appropriate and satisfactory credentials/identification. Electronic access to student records requires a secure identification process, e.g. PIN numbers. All staff that have access to student information sign a confidentiality statement before obtaining electronic access to student records.

Appraisal

In an effort to assure a consistently high quality of student support services the College completes numerous surveys; training of staff; matriculation compliance; state chancellor's matriculation review; individual student services program reviews; Policy 3100; student evaluation of academic counselors, and assessment of program and services areas (1.9, 2.22, 1.7, 2.36). In addition the College is actively engaged in soliciting input and feedback regarding its programs and services from students utilizing both formal and informal means. As an example, students participate in various College-wide participatory governance committees, including the President's Cabinet. As a result the

College is implementing various activities to provide a more welcoming climate for new and/or returning students during the first few weeks of classes (2.43).

The College strives to inform students of the services provided and results of the Accreditation Survey Report of spring 2003 indicate that 99% of contract faculty, 89.4% of adjunct faculty and 92% of staff refer students to the various student services available on campus (1.9). Each Student Service office also has available a pocket-sized Student Resource Card which lists emergency numbers, ClassTalk and GradesLine numbers, and building location and phone numbers for all student service offices and instructional departments throughout the College (2.44).

The most recent Student Satisfaction Survey conducted in fall 2003 indicated an increased negative gap in the students' satisfaction with the registration process. The negative gap reported in the 2001 survey was -8.2%, while the 2003 study reflected an increase to -12.8%. This decrease in student satisfaction could possibly be attributed to a new system of dropping students for non-payment, or to the implementation of the new class Wait List system within the past two years. In the initial phases of this system, instructors were not required to utilize the registration wait list in adding students to their classes at the beginning of each semester. As of fall 2003, instructors are required to use the list generated by the registration process. Also, as of fall 2003, Mesa now has the technology available to notify students by phone or e-mail regarding their priority order and wait list status. Although the negative gap for the registration process increased in the 2003 survey, there is still an overall 85.2% student satisfaction rate. One problem in analyzing the data is the lack of specificity in the questions used to gather student feedback. This makes it difficult to determine the exact problem. In addition, there has not been enough time since the release of the 2003 Student Satisfaction Survey results to fully investigate the possible reasons for an increase in the negative gap in any areas of the survey (1.7).

Mesa College has established a College Research Committee that has been charged with identifying Associate degree level student learning outcomes and developing measures of College-wide outcome assessment. The Student Services division has created a Student Learning Outcomes Task Force to facilitate discussion within the various programs and services. As a result, a set of student services student learning outcomes have been identified which are also compatible with the identified Associate degree level student learning outcomes. Several programs have been selected this year (Personal Growth 65, Puente and Mesa Academy) to identify program activities to measure the learning outcomes. In 2003, the Mesa College Research Committee facilitated the purchase of a new software system, Survey Select, for pilot purposes which might allow the various Student Service departments to more easily design and develop appropriate surveys to enhance feedback on programs, services and learning outcomes.

The Mesa College Catalog is readily available to students via personal or campus computers, at the library front desk, and for purchase in the College bookstore (1.4). Although there were no direct questions regarding the College Catalog included in the Student Satisfaction Survey of 2001, the Course Registration and Admission processes found in the catalog received an overall high importance and high satisfaction rating of

87.4% and 88.9%, respectively. 2003 figures for student satisfaction are slightly lower for the registration and admissions process at 83.9% and 88.2% respectively. The Accreditation Survey Report of 2003 shows that the catalog is deemed precise, accurate and current by 83.6% of contract faculty, 93.8% of adjunct faculty, and 81.2% of staff. Current Mesa College website tracking statistics, which are available on the Mesa Website, show that the on-line catalog is a frequently used student resource (2.25). However, because of the nature of a PDF file, ease of finding specific information can be time consuming for students and the College may want to create websites with links to specific pertinent information such as student rights and responsibilities.

Financial Aid

Point of Service Surveys have been administered to assess students' learning support needs. High priority needs were identified in specific programs such as Financial Aid, Transfer Center and Counseling. An identified theme of student concern in the Student Satisfaction Survey of 2001 was the length of waiting time for service in the Financial Aid office. This office also had one of the largest negative gap levels between importance and satisfaction suggesting that students had lower satisfaction with these services when compared with their perceived level of importance. The Financial Aid office has addressed these concerns, and improvements in the operation of the office have centered on streamlining the application process for students, as well as decreasing lines. These improvements include providing forms on-line; communication by e-mail; remodeling the office by moving student waiting areas indoors, and providing increased student privacy; redistribution of staff workload; providing computer access in the office so students can receive help completing a Free Application for Federal Student Aid (FAFSA) on-line; rolling non time-sensitive documents from previous year's applications so students have fewer forms to return; electronically submitting GPA verifications for student's completion of CALGRANT application requirements for priority filing. Improvements and changes in the application process have resulted in overall shorter lines and a decrease in the length of student waiting time in line. Mesa's Financial Aid Office awarded a total of \$13,159,495 in Federal and State grants, loans, scholarships (in addition to Mesa's institutional scholarships) and work-study in 2002 (2.45). Student Satisfaction Survey results regarding Financial Aid have risen slightly from 73% in 2001 to 73.8% in 2003.

It is understood that there is difficulty in designing a survey that is short enough to be readily used by students, but which also asks enough specific questions to gather meaningful and useful information. Although successful in many areas, in some instances, the current Student Satisfaction Survey in use does not ask enough specific questions regarding the services offered by a department to draw any completely relevant conclusions regarding specific student concerns or problems. This is especially true in the Financial Aid, EOPS, and student registration areas. Another problem is the juxtaposition of the single financial aid question next to questions regarding the affordability of student fees and tuition. Student fees are regulated by state government and the pairing of these questions could negatively affect a student's perception of the role of the Financial Aid office.

The Office of Student Services has revised the former student services program review procedure into a more comprehensive process to better evaluate and enhance advising programs and support services. Beginning fall 2003, the departments/programs have been divided into a 3-year cycle of review. Three chairs to correspond with years 2003, 2004, and 2005 have been assigned to each oversee the review of 4 to 5 departments/programs each year. A program review instrument has been designed for student services programs to document program review data and a committee has been created to assess the documentation and to write a final report by the end of each school term.

All non-exempt matriculating students are required to follow admissions, testing, and assessment processes that are provided. Mesa provides equitable access through its admissions, testing, assessment and orientation processes. In fall 2002, 4923 new students completed the testing, assessment, and orientation process. In fall 2003, under the newly revised PERG 65 curriculum and instruction format, 4871 new students completed the testing, assessment, and orientation process. As a result students were much more prepared for registration and every student received a one-semester student educational plan.

In particular, Personal Growth 65 has been revised to help assure that new student needs are identified and addressed by the appropriate department. An on-line version of PERG 65 is in development to assure that students have the same access to information and services provided by the College. Students who apply using a paper application are directed to any special services they have indicated they may require. Currently students who apply on-line do not have access to special service referrals by the Admissions staff; however, all new students are encouraged to attend PERG 65 as a means of identifying and addressing possible special needs. As of fall 2003, DSPS will receive a list from both on-line and paper applications of those students who require assistance.

To promote continued enrollment, access to all student services is available to enhance and ensure student success. Access to student funding is addressed by student participation in Financial Aid and Scholarship programs as well as EOPS, CARE, STAR and the Associated Students. For ease of student use, Financial Aid applications and subsequent forms are accessible both on-site and on-line (sdccd.net) (2.31, 2.33). In particular the Mesa Scholarship program has seen an increase in campus participation and total annual awards have risen to \$111,000.

Counseling faculty and personnel are evaluated according to faculty and classified staff contracts. Counseling faculty and staff convene weekly department meetings, attend regularly scheduled student development and matriculation school meetings, and attend various professional development training sessions related to transfer requirements of 4 year institutions to stay current in their fields. Several counseling faculty participate on various College-wide committees, including the Academic Senate.

Student input surveys, developed by the Standard IIB committee based on Accreditation focus questions, were distributed at various Student Service locations and Personal Growth 65 classrooms in the 2003-04 academic year addressing the question of whether or not the institution provides an environment that encourages personal and civic

responsibilities, as well as intellectual, aesthetic, and personal development for all of its students. This question parallels several of the identified Student Service Student Learning Outcomes. Although the return from Student Service areas was not numerous, a total of 78 surveys revealed that 77% of students surveyed felt that the institution provides an environment that encourages personal and civic responsibility; 73% feel that the institution provides an environment that encourages intellectual development; 64% are satisfied with aesthetic development; and 73% feel that the College encourages personal development for all of its students.

The Office of Student Services has revised the former Student Services Program Review procedure into a more comprehensive process to better evaluate and enhance advising programs and support services. Beginning fall, 2003 the departments/programs have been divided into a 3-year cycle of review. Three chairs to correspond with years 2003, 2004, and 2005 have been assigned to each oversee the review of 3 to 4 departments/programs each year. A program review instrument has been designed for student service programs and a committee has been created to assess the documentation and to write a final report by the end of each school term (1.15, 2.36).

Counseling faculty and personnel are evaluated on a systematic timeframe. Counseling faculty and staff convene weekly department meetings, attend regularly scheduled Student Development and Matriculation School meetings, and attend various professional development training sessions related to transfer requirements of 4 year institutions to stay current in their fields. Several counseling faculty participate on various College-wide committees including the Academic Senate. Due to the recent completion of the Student Services Program Review instrument, no evaluation is available at this time.

Counseling

Based on Student Satisfaction Survey results of 2001, areas of student concern were the length of waiting time to receive counseling services, and issues regarding the making and availability of appointments. Academic counseling had a high negative gap rating between levels of importance and student satisfaction. In response, several steps have been taken to alleviate the long wait to see a counselor, particularly during the high impact summer months. The PERG 65 "Orientation to College" course was implemented to provide better preparation and access to a counselor for first time college students. The PERG 65 classes has reduced the number of students who access counseling services (2.30). The department has also developed a better scheduling system by which more counselors will be available during the busiest times of the year. Student Services Council has identified the wait times and counselor scheduling as a "major gap" in the matriculation process. The resolution of this problem is a goal of the Strategic Plan (2.23). Mesa College continues to track the numbers of non-exempt students participating in admissions, assessment and orientation. In addition, as of fall 2003, students enrolled in the revised PERG 65 orientation are currently being assessed through one of the current SLO projects.

Transfer Center

Based on the 2001 Student Satisfaction survey, student satisfaction with the Transfer Center was relatively high at 81.2%; however, the concern was expressed that students

need to be made more aware of the services offered. In response, the Transfer Center Coordinator is using a more creative approach to address this situation, such as acquiring interns through local graduate counseling programs to work at the Transfer Center; holding more group-oriented transfer workshops that will address student concerns; providing ongoing training workshops to ensure that counselors are updated when changes to the transfer requirement are made by educational institutions (2.12). As of Spring 2004 a Transfer Advisory committee has been convened to develop an institutional transfer plan that will enhance the College's commitment to transfer. 2003 Student Satisfaction Survey results show student satisfaction rising slightly to 82%.

In the Faculty and Staff Accreditation Survey conducted in spring 2003, more than 90% of the faculty and staff reported that the College designs and implements programs, practices, and services that support and enhance student understanding and appreciation of diversity.

To keep students and faculty informed, an annual calendar of events is published College-wide demonstrating program and practices relating to diversity (2.43, 2.46). Anecdotal evidence on these events is published in the Mesa Press and in local San Diego publications (1.27). In addition, the Humanities Institute schedules cultural and ethnic activities that are evaluated at the close of each event by survey. The use of this survey form will be evaluated based on the survey results.

All placement instruments utilized by Mesa College are on the Chancellor's list of approved assessment instruments. In coordination with the District Office of Institutional Research and Planning, these assessment instruments are routinely evaluated in terms of (1) fairness and validity, (2) reliability and Errors of measurement, and (3) disproportionate impact (2.42). Student response in the Student Satisfaction Survey of 2001 indicates that the admissions process has a high satisfaction rate of 92.7%. Student response to the Assessment/Testing Center has a high satisfaction rate of 83.7% (1.7). 2003 figures show student satisfaction with the Assessment/Testing Center rose to 85.8%.

The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

The evaluation of student support services is an on-going process that includes student services program review and self study, updating the matriculation plan, Operational Program Review (EOPS, DSPS) and the six year Matriculation Site Review.

The new accreditation standards focus on student learning outcomes for both instruction and student services. On-going dialogue within Student Services has resulted in the identification of student service learning outcomes for each major program area. The Student Learning Outcome Task Force convened to research and create student learning outcomes for Student Services in consultation with the Vice President of Instruction. This will also help facilitate the assessment of the institutional learning outcomes.

In fall 2003, three counseling pilot programs were designed to assess the contribution to the achievement of student learning. Personal Growth orientation classes attended by new first time students, the Puente Program and Mesa Academy were the three groups selected to participate in the pilot.

The Personal Growth pilot was the largest group studied. There are three cohorts under review. The primary cohort is 325 new first time students. Counseling faculty, using a case management approach, conducted individual follow up activities with each student. In the second cohort, 150 students were contacted by email regarding support services available to them on campus. The third cohort (comparison group) consisted of all first time Mesa students who did not receive information from the College other than catalogs, schedule and on campus information.

The study results will be reviewed and used to improve counseling/advising services and student follow activities as defined in the Matriculation Plan. In addition, the EOPS, DSPS, Financial Aid, and Student Affairs programs have had extensive dialogue to identify specific program measures to be tracked internally.

Support services staff believe that through these efforts the dialogue and discussions are well underway to assess where student support services contribute to student achievement and where these activities directly support the student learning outcomes defined by instructional faculty.

Plans of Action

The various Student Service departments have initiated an excellent pattern of dialogue and cooperation among themselves, student groups and areas of instruction. The College recommends the continuation of that dialogue and the development of assessment tools for student learning outcomes within all Student Service areas. The College has made impressive progress in the first year and will continue to have dialogue and develop the activities and outcomes for each program area. The next year we will expand our programs to include Student Affairs, Disabled Students Programs and Services, and Admissions & Records and Financial Aid. Student learning outcomes have been incorporated into the Student Services Program Review and self study process. The College will continue to monitor and track the three pilot SLO programs (PG 65, Puente, and Mesa Academy).

The self study/ program review process is underway currently for Student Services. Evaluation of the process will be conducted by each Student Services Program Review Validation committee. Assessment of the process will take place on an annual basis and implementation of complete recommendations will take place after the last year of the 3-year cycle. At this point, the committee will meet to discuss recommendations and will fine-tune the document and process in order to most effectively meet the needs of the program and students served by this division within the College. Once again, the document will be presented to all key areas within the governance structure at the College.

In an effort to continually upgrade assessment options the College recommends the District Institutional Research and Planning Office develop further research or conduct more frequent point of service surveys to demonstrate whether or not the improved procedures have resulted in more effective services. The College also recommends that each Student Service office included in the survey participate in the development of the survey instrument implemented. Additional assessment data is needed in order to determine student needs and reactions to services offered. The surveys previously conducted by the District were highly informative, but because of infrequency, there is a lack of a comparison component. Also, as new programs and practices are developed and adopted, new studies are needed to assess effectiveness, and to develop future programs in response to student needs. Previous surveys have not necessarily suited the needs or addressed fully the considerations specific to each office, making staff input a desirable addition to the survey development process.

The College also recommends that the District develop a Student Satisfaction Survey that includes questions sensitive to each Student Service department. Due to its brevity, the current survey does not give enough in-depth feedback required for all offices to develop changes and improvements based on specific student feedback. For example the single question regarding student registration reads as follows: “The ClassTalk registration process is easy to use”. To be fully effective, it is suggested separate questions addressing both phone (ClassTalk) and on-line (Reg-e) registration, hours of operation, ease of use, and accuracy of financial aid information available be included. The survey question addressing Financial Aid is “Overall, I am satisfied with financial aid services.” It is not clear from this question whether the amount of federal aid money received, or services offered by the staff is being addressed. This lack of specificity produces ambiguous survey results while more specific questions would help the various student service offices target real problems.

The Mesa College website has made tremendous strides in providing information to students on-line. In an effort to be more comprehensive and to provide consistent information to all on-line students, the College recommends that the Financial Aid Bulletin be posted on-line for increased student access to policies and application procedures. Although all of the information included in the Financial Aid Bulletin is available in various locations on-line, it will be more accessible to students in a single location. It will also allow on-line students to access information in a format consistent with students on campus. The usage of the on-line Financial Aid Bulletin will be tracked by the web tracking system currently in use.

Another area that should be addressed on-line concerns Student Rights and Responsibilities, Conduct and Due Process and Policy 3100. This information is now housed in various locations and campus publications. These locations can be consolidated and the information made more easily accessible to students via direct links. The College might also look into the possibility of reintroducing the Student Handbook.

The College has identified two areas that need to be addressed and recommends:

5. establishing a periodic administration of point-of-service surveys that include questions pertaining to specific student service programs and activities using input from these constituents.
6. on-line posting so that critical information for students is more readily available. Examples include the Financial Aid Bulletin, Student Rights and Responsibilities including Conduct and Due Process, Policy 3100 and other important information contained within the current printed Student Handbook.

C. Library and Learning Support Services

Description

In support of the College's mission, the Learning Resource Center has declared its purpose "to provide instructional resources and support for the College's academic programs. The [school] mission is accomplished by providing library materials, library instructional classrooms, library reference and instructional services, various instructional media and services, a student learning lab, study areas, information technology training facilities and seminars, faculty and staff computer labs and a faculty resource center." Over the years, financial support for the LRC and its mission has increased, reflecting institutional commitment to the LRC and its programs and services (1.1, 2.47).

San Diego Mesa College's four-story Learning Resource Center (LRC) -- a 107,000 square foot facility opened in April 1998 -- consists of the library, the College's audiovisual services unit, and the Center for Independent Learning (CIL).

The LRC's faculty and staff facilitate access to educational equipment and materials and offer a variety of learning support services to the entire College community. Personnel who work in the LRC are supervised by the Dean of Learning Resources and Instructional Support who manages the entire School. Working under him are:

- six full-time librarians, each with assigned responsibilities for collection development and as department liaisons,
- two full-time faculty members assigned to the CIL,
- seven adjunct faculty (1.5 FTEF),
- two Instructional Support Supervisors for the classified staff, who oversee 33 FTE classified staff and 9 FTE student assistants, and
- the campus' Microcomputer Specialist Supervisor who oversees 10 FTE computer lab classified staff

As of January 2004, the library's book collection totaled 105,832 print volumes and 9,859 electronic books. In consultation with classroom faculty, librarians select and weed the library's book collection in subjects related to supporting the College's curricula in line with the College's and LRC's mission statements. The library's two

primary book collections are the circulating collection, located on the third floor of the LRC, and the reference collection on the first floor. The library also has small special collections to meet the special curricular needs of the College community: course reserves, English as a Second Language (ESL) materials, juvenile books, and career materials. Mesa College's archives are also available (2.48).

The library subscribes to 268 hard copy periodicals (paper and microform) and provides access to 20 databases containing indexing and full-text articles published in over 3800 magazines, journals, newspapers, regional publications and the alternative press in electronic and non-electronic formats. Mesa students, faculty and staff can access most of the databases remotely by using authenticating passwords.

At the end of 2003, the library's audiovisual materials totaled 1824, representing a variety of AV formats (audio and video cassettes and tapes, films, slides, and DVD's). In addition, the College is a member of a consortium of nine community college libraries in San Diego and Imperial Counties that have access to a shared video collection of 3119 titles. Selection for both the consortium's and the College's own AV collections is made by the librarian responsible for audiovisual services in close consultation with classroom faculty. Any copyright concerns are handled by the AV librarian. In response to the needs of some of our students, and in compliance with District policy and Federal Law 508, AV Services is in the process of closed captioning its videos. The College has funding through 2005 to closed-caption videos already in its collection. While supervising this project, the AV librarian has been working on the purchase and installation of all the high-tech equipment in the College's new Humanities building, which just opened. (See also Standard III.C.)

The CIL has two computer labs: a student lab with 144 computers (141 PCs, 4 MACs) keyed to a network of courseware, application software and access to the Internet; and a faculty lab consisting of 15 computers (13 PCs, 2 MACs) which provide access to instructional software as well as the network available to students. Six full-time Instructional Assistants are available to help students who need it; a full-time Instructional Lab Tech provides the same service for faculty. Most of the CIL's software supplements course curricula and, like the AV materials, are chosen through the review and recommendation of classroom faculty. This collaboration facilitates planning and ensures the relevance of the materials purchased.

The LRC has two library instruction classrooms, each equipped with computers linked to a master computer controlled by the librarian instructor of the class; one classroom has 38 computer workstations, and the other has 42. There are also 55 other public computers distributed throughout the building which offer unfettered access to the library's electronic resources, book collection and the Internet. Since there is no public staffing on floors two and three of the LRC, direct telephone lines to the Reference Desk and Checkout Counter are available for students to use. Through an agreement with Xerox, with whom the District has a contract, nine photocopiers and two system printers are available for public use and two photocopiers are available for staff use; there is a nominal charge to use the public equipment. An additional system printer available in the CIL student lab operates independently from the Xerox equipment. Staff in Audiovisual

Services and the CIL have access to color copiers they use to make copies for students. In addition, audiovisual service personnel make color and black and white transparencies and posters for students and offer advice on the use of state-of-the-art video recording and editing equipment.

The LRC is home to the campus's High-Tech Lab, a computer lab consisting of 24 computer workstations, each of which is equipped with up-to-date adaptive hardware and software. This lab is for the exclusive use of disabled students enrolled in the College's DSPS academic programs. In compliance with the Americans with Disabilities Act (ADA), two student stations in the library's classroom and two public computer workstations in the Reference area are equipped with flexible seating and adaptive hardware and software, including equipment for visually impaired students to read print. In consultation with the DSPS department, the entire LRC structure has been made fully compliant with the ADA and related legislation.

The LRC has become a location for the display of faculty and student art and a site for College-wide events and presentations, all of which are perceived as additional educational materials and services. The College's African Art collection is on rotating exhibit in a case on the first floor and a permanent collection of African-American commemorative stamps are on the second. Entries in the campus multimedia contest and Dia de los Muertes are annual displays. Individual events, such the creation of a sand mandala by Tibetan monks in the LRC's atrium, generate student interest in world cultures and motivate more students to visit the LRC.

In addition to the learning support services offered in the LRC, Mesa College provides students with 9 computer labs that support specific programs (e.g. CBTE open entry/open exit, CIS, Architecture, Accounting, Math, Foreign Languages, and English) and 11 smaller labs located in departments (e.g., Music and Fashion). While the instructors often assist their students in utilizing the labs, a supervisor and 10 technicians are also available to answer student questions. Additionally, these support personnel are responsible for maintaining the hardware and software in the larger computer labs. (See also Standards IIB, IIIB, and IIIC)

The College also staffs a Writing Center for students and offers them several other one-on-one tutorial opportunities (STAR; Tutoring Center; EOPS; and Academic Skills Lab originally the "Bridging Lab"). The Tutoring Center and the Writing Center are now under the supervision of the Dean of Student Affairs, while the remaining tutoring facilities are supervised by the Dean of Student Development; however, the campus is in the process of restructuring and consolidating the tutoring programs. All of these tutoring facilities are staffed by a combination of faculty coordinators, part-time student workers, work-study students, and faculty volunteers. Additionally, students who are doing poorly in their classes are identified and assigned to counselors who work individually with them to resolve academic difficulties and personal problems. (See also Standard IIB)

Technology needs are being addressed in a plan currently being developed by the Mesa Information Technology (MIT) committee (2.49).

The LRC provides students, faculty, and staff with a variety of opportunities to learn how to access and use the equipment, materials, and services available to them, with the objective of making them information literate (2.50). According to the statewide California Academic Senate, an information-literate student is someone who has “the ability to find, evaluate, use, and communicate information in all its various formats.” In a recently published report, the California Academic Senate indicated that “information literacy combines aspects of library literacy, research methods and technological literacy. Information competency includes consideration of the ethical and legal implications of information and requires the application of both critical thinking and communication skills.” (Source: Academic Senate for California Community Colleges. Information Competency: Challenges and Strategies for Development. Fall 2002.

URL:www.academicssenate.cc.ca.us/Publications/Papers/InfoCompetency2002.htm#de)

Each semester, classroom faculty can request library instruction for their classes designed to meet their curricular needs. Classroom instructors meet with the Instruction Librarian to plan the session and discuss materials and exercises. One of the librarians then conducts a class designed to address a variety of learning styles. Methods such as demonstration, lecture, discussion, visual presentations, and hands-on experience are employed. All six contract and four adjunct librarians teach these classes, which are available year round (including evenings and Saturdays).

Students and faculty can attend the Library’s walk-in workshops, which are offered on a published schedule throughout the fall and spring semesters. In two one-hour sessions conducted by the Instruction Librarian, they learn the basics of searching; using the catalog, databases, and the Internet; and evaluation of sources.

The Library offers Library Science 101, “Information Literacy & Research Skills,” -- an eight-week, one-unit course -- to provide students with in-depth knowledge of creating search strategies; using proper computer syntax for searching; using the Library’s basic and advanced search tools; and identifying materials available in both electronic and non-electronic formats for general or subject-specific research and other elements of information literacy (2.9).

Students and faculty are able to arrange for one-on-one instruction by making an appointment with the Instruction Librarian. In addition, during the Library’s open hours, individual students and faculty can get their questions answered and receive very basic library instruction by consulting the librarian on duty at the Reference Desk.

Library Science 101 and the walk-in workshops are available only during the fall and spring semesters. The other services are available during Summer as well. Among the resources covered during Library instruction are the online catalog, electronic databases, and the Internet. Creating search strategies, evaluating resources, and addressing issues relating to plagiarism are also included. All classes are conducted in the Library’s electronic classroom with its full audiovisual capability (including a ceiling-mounted projector and teleconferencing), 41 student stations equipped with full Internet access (including two that are ADA-compliant), and teacher’s station outfitted with a classroom control system.

In addition to these instructional services offered to students, library faculty members conduct staff development workshops for interested Mesa College faculty and staff. These sessions highlight new LRC resources and services; provide hands-on experience using basic library search tools and materials; teach how to utilize the Internet for research; and provide guidance on using audiovisual equipment. To facilitate use of the AV collection, the AV Services Librarian has instituted a series of seminars to prepare faculty to use the high-tech audio equipment in the new Humanities Building. Audiovisual Services personnel offer instruction to students and faculty on using its services, equipment, and materials. One-on-one, small-group, and full class instruction are available. Orientation sessions for classes are scheduled at the request of instructors who require their students to use audiovisual resources. Students receive one-on-one instruction on how to use the wide variety of equipment available and make the best use of the AV media preview rooms. In addition, students and faculty can learn how to prepare quality masters for duplication in various formats.

The Center for Independent Learning (CIL) Instructional Assistants provide orientation sessions for classes on how to use their facilities and services. Like the library and audiovisual services instructional sessions, these are arranged by the classroom faculty. In addition, lab assistants provide limited help to students using the CIL student lab. Positive attendance is calculated, thus generating FTES revenues for the LRC and the College. A separate lab is equipped for faculty use, with classes available for them to learn how to use available software, create curricula, search the Internet, etc.

All of the LRC's instruction programs do outreach to the College community via email, flyers, articles in the College newspaper, presentations at department and school meetings, and information on the LRC's website. This provides opportunities for the exchange of ideas and information among library and classroom faculty.

The library is open 74 hours per week (7 a.m. to 9 p.m., Monday – Thursday, 7 a.m. to 5 p.m. Friday, and 8 a.m. to 3 p.m. on Saturday). Aside from the High-Tech Center on the second floor (which is open fewer hours), all areas of the LRC are open when the building is open.

The LRC has developed a user-friendly and substantive website that informs the community-at-large about the services and materials offered in the LRC. The website is also a gateway into accessing

- the library's online catalog.
- handouts, exercises and classes offered by the Library Instruction program.
- many hyperlinks to accurate and informative websites on the Internet.
- services available from AV.
- CIL services and training sessions.

In addition, all members of the Mesa College community can use the website (www.sdmesa.net/lrc) and special passwords to remotely access the library's numerous online databases containing published periodical articles (in full-text or summary formats), book excerpts, encyclopedia entries, and bibliographical information.

The LRC building contains 19 group study rooms, eight audiovisual media preview rooms, three mediated study rooms, and a variety of quiet-study seating arrangements for about 600 students. Clear signage and maps on all four floors help direct all LRC users to the materials and services they need.

The computer labs have varying hours of operation, but they are generally open when classes are taught and students enrolled in the classes needing the labs can most conveniently use them.

The tutoring centers' hours also vary, and they have recently been cut back because of the budget cuts imposed on the District by the state. Each of the tutoring centers tries to be open during times that are most convenient for students asking for assistance. (The current hours are: Tutoring Center, 46 hours per week; Writing Center, 12 hours per week; STAR/EOPS, 45 hours.)

Since it opened five years ago, the LRC has developed and fine-tuned an emergency plan that would be implemented should a disaster or crisis arise which affects the building (2.51). The plan fits into the overall campus disaster plan. To help ensure that all staff conform to the plan if an emergency occurs, staff members have attended campus and regional workshops dealing with this important issue. The LRC has also conducted periodic practice drills and plans to continue to conduct them during times it is closed to the public.

To deal with any short-term impacts of emergencies which the LRC might be forced to confront (e.g., flooding, fire, and earthquakes), the library has become a member of San Diego/Imperial Counties Libraries Disaster Response Network (SILDRN), a cooperative group of public and academic libraries in San Diego and Imperial Counties have pooled their resources to offer emergency materials and services to libraries that have experienced crises.

To meet the maintenance and security needs of the LRC, five full-time custodial workers have been assigned to the building. College police periodically monitor the building and are summoned by library staff when needed. A book alarm system helps to discourage theft and an emergency alarm system is in place if an event occurs requiring evacuation of the building. In addition to first aid kits located on the first and fourth floors, the LRC has two emergency wheelchairs available if the building needs to be evacuated quickly and several LRC personnel who have been trained in CPR.

Using the District daily delivery system, the library participates in an Interlibrary Loan service with libraries of its sister colleges, City and Miramar. Other libraries at San Diego-area colleges and universities (UCSD, SDSU and USD) are also occasionally asked to loan books to our students and faculty if the Mesa College Library does not own the requested title(s). The library is a member of Online Computer Library Center (OCLC) – a bibliographic utility that offers the 23,000 member libraries mutual interlibrary loan service all over the country using U.S. mail. In addition to being a member of the local consortium of community college libraries in San Diego and Imperial Counties (described above), the library is also a charter member of the Tierra del

Sol region of the Library of California, a recently-started, state-funded program created to develop cooperative, non-duplicative library services throughout the state (such as delivery services for Interlibrary Loan within a region). However, due to the state's budget problems, the program has been temporarily suspended.

Mesa College has signed a long-term agreement with Woodbury College's Architectural program that allows their students to borrow books from Mesa College Library's collection. In return, Woodbury has provided Mesa College Library with over 3000 architecture books that have been cataloged, added to the library's book collection on long-term loan, and may be borrowed by enrolled students at Mesa.

In addition, all the District librarians are members of a District committee called the Library Advisory Group (LAG), which provides opportunities for dialogue among the library faculty of all three institutions and a mechanism for participating in cooperative buying projects.

The Learning Resource Center uses a number of different methods to determine the effectiveness of its learning and information resources and services. By contract, LRC faculty are evaluated every three years. LRC faculty and supervisors meet frequently to evaluate ongoing programs, services, and activities and share information and ideas. In addition, the entire School of Learning Resources and Instructional Support meets once a month so that all staff can be brought up to date on relevant issues and events and provide their input. The LRC Dean conducts this meeting.

Consultation with faculty is ongoing. Besides informal comments, dialogue is encouraged through the LRC-Faculty Liaison Committee, a committee of Mesa's Academic Senate. The LRC also has an Academic Senator who provides another conduit for dialogue while providing LRC input on College-wide issues. The LRC Dean's and Department Chair's attendance at regular meetings of their respective groups provides additional effective means for communication and evaluation. In addition, in 2001 the LRC conducted a full academic program review as required by Mesa College of all its departments. This resulted in awareness of areas that needed improvement as well as areas of excellence. The academic program review is being updated in 2004 (2.52).

No self-evaluation of an LRC would be complete without student feedback. To that end, the LRC maintains suggestion boxes in the library and CIL to encourage recommendations and opinions on its programs, collections, facilities, and services. Many of the suggestions received over the years have been incorporated into the LRC's normal policies, practices, and procedures. There is also a page on the Library's website where students and faculty may make recommendations for additions to the book, periodical, and audiovisual collections.

Statistical information about the LRC's effectiveness is difficult to obtain, but there is some. The security system at the LRC's entrance provides a gate count as to how many people are using the facility. The Library's automated circulation system has the ability

to produce a variety of statistical reports on everything from overall total usage to use of materials in a particular section or subject area to how many people have borrowed a particular title. Shelving records for the paper and microform periodicals provide usage statistics for these materials, as do several of the databases. These help guide the librarians in selecting additional materials for the various collections (2.53, 2.54).

The instructional program maintains statistics on how many classes are taught each semester and the number of instructors and students using the service. The instructor-arranged classes do not currently have organized systems of evaluation. Creation of a faculty feedback form is in process. Sign-in sheets allow a count to be maintained of how many patrons make use of the walk-in workshops but no evaluation mechanism currently exists. Homework, quizzes, worksheets, class participation, instructor observations, and “one minute papers” the Instruction Librarian asks the students to write are the evaluative tools used for Library Science 101. A pre-test and post-test were intended for use with the LS101 class for fall 2002. However, after administering the pre-test, the librarian determined that it was not measuring what was intended, so the post-test was scrapped. New tests are being devised. A campus-devised evaluation form is used by faculty to evaluate the workshops conducted by the librarians during instructional improvement days (2.53).

Evaluation of services in the AV department, for both the library and the classrooms, is also mostly informal. Student satisfaction is determined by informal comments and more formal surveys. In addition, the Audiovisual Services Librarian surveys the faculty in the smart classrooms located in the new Humanities, Languages and Multicultural Studies Building to ensure that services are satisfactory there. She has an email list, by room, where she can communicate with the faculty who teach there. In this way, faculty can be notified if there is a problem with the equipment, and they can contact the librarian if they have a problem and receive a prompt response. Evaluation of equipment or media for purchase is also done. Several online resources for recommendations are used and the AV Librarian belongs to a members-only listserv through the Consortium of College and University Media Centers, which provides a sharing of professional opinions on services and purchases. Nothing is purchased without research. This service is also provided across campus for departments that are purchasing AV equipment. Equipment is also constantly being evaluated, and follow-up with vendors to ensure proper warranty on purchases is ongoing. Usage statistics for both AV software and hardware is available via the library’s online catalog, where they are listed.

The CIL does not have any formal method of evaluating its facilities and services. Like the library, it has a suggestion box for student feedback. Like the library, a campus-devised evaluation form is used by CIL faculty to evaluate the workshops provided for them and as a guide in planning for the future. Any additional faculty, student, staff, and administration input comes from the periodic surveys done by the College and the District. Evaluation of equipment is done by determining whether the CIL staff is capable of supporting the software needed by students and faculty and how often the machines are “down” and whether they are still under warranty. Computer usage is monitored using an Active Directory automated login system. Another program tracks

the use of specific programs. Together, they allow the determination of major times and areas of use and the best allocation of lab tech time.

Like the CIL, evaluation of the various instructional labs on campus is determined by whether the computers in that lab can support the software required to fulfill the requirements posed by the classes being supported. Evaluations of suitable equipment come directly from what instructors require for particular curricula. The Mesa Instructional Technology (IT) support staff (lab techs) comes into direct contact with all departments on the campus that require or request computing services; they are the people responsible for maintaining the labs. Faculty members usually initiate the request for computing and/or network resources to their respective dean(s). Then the Mesa IT support staff determines its viability to be implemented. If the resources are available, then the IT staff proceeds with installation. If necessary, appropriate inquiries are made as to the availability of funds. Three factors usually determine the adoption of any technology: budget constraints, the capabilities of the present infrastructure, and the preparedness of the technical staff responsible with installation. The lab techs -- like those in the library, AV, and CIL -- are evaluated by their Instructional Support Supervisors on a regular schedule; training of these support personnel to upgrade their skills is ongoing.

The Tutoring Center promotes important student learning outcomes such as critical thinking, communication skills, self-awareness, and interpersonal skills. Tutors and tutees work together to foster the concept of independent learners. It is currently housed in a facility much too crowded for the work it does. However it, along with the Writing Center and other areas yet to be determined, will be part of the new Academic Skills Center to be constructed with Proposition S monies. This will centralize services that are now in separate facilities on campus. Though this will answer the Center's facilities needs, it will not meet its needs for more staff and restoration of the cuts made to its budget in the 2003-2004 state budget.

The Center has an evaluation system in place. Every semester the Tutoring Center distributes evaluation survey forms to randomly selected students who are using the facility. The questions pertain to the quality and value of the service they received at the Tutoring Center. This data along with statistical data provided by the District are evaluated, and recommendations are made in an annual report to the Dean of Student Affairs. This report is used to ascertain strengths and weaknesses in the services provided and make necessary changes to improve the Center's effectiveness. These annual reports are included in the academic program review process that further evaluates the effectiveness of services provided by the Tutoring Center and identifies short-term and long-term goals for the Center. This system of feedback provides a mechanism for the continued improvement of the Center and is very thorough in its scope. Efforts to streamline the process are now being developed by the Vice President of Student Services and his committee.

The various Mesa learning and support services are first starting the process of developing student learning outcomes (SLOs) for their areas. Committees are being formed within each group (e.g. library, AV, tutoring center) to look into and formulate

them. These will be congruent with the overall Associate degree level SLOs currently being developed by the College Research Committee (1.12).

Both the LRC and the District Office periodically survey student satisfaction with the services, materials and equipment offered in the LRC. A survey prepared by LRC faculty in consultation with District Office personnel is currently being distributed to LRC users. Staff development workshops presented by the LRC are evaluated as required by the faculty contract. Helpful suggestions have been incorporated into subsequent workshops (2.55, 2.56).

Appraisal

Since the last Accreditation Self-Study, the four-story Learning Resource Center, opened in April 1998, has shown a consistently high level of use by Mesa students and a somewhat lower use level by faculty and staff. Gate count statistics over the past six years have fluctuated between 670,000-776,000 per academic year. (2.54).

The LRC (consisting of the library, audiovisual services and the Center for Independent Learning) provides all constituents of the College community with print and electronic information related to their curricular and co-curricular needs; computers and audiovisual equipment (analog and digital); a wide variety of individual and group study areas; and faculty and staff available to facilitate access to these learning resources. Two surveys conducted by the District in the 2003 spring semester indicated that students, faculty and staff are very satisfied with the overall services, facilities and equipment in the LRC; on a scale of 1-5, the average satisfaction rate was 4 (1.9, 2.55).

The library collections support the College's curricula, and therefore reflect the full range of subjects taught at the College. Librarians select materials using the review media, publisher announcements and faculty input. In the three years after the building opened (1998-2001), there was a 15% increase in the number of books circulated (2.53). Over the last three years, book circulation has dropped gradually because of increased use of and reliance on electronic information (databases of published articles, e-books, and Internet websites) which is easily accessible on or off-campus through the library's state-of-the-art website. Electronic books, first added to the library's collection in 2000, now total over 9000 in number; circulation of e-books tripled between the 2001/02 and 2002/03 school years. In addition, use of the library's databases during the last three years has greatly increased. (STATS – e-books, links, databases)

During this same period, the library has been able to significantly increase the size and improve the quality and currency of its book collection through an increase in its book budget allocation and the addition of two new faculty positions, allowing the collection development librarian to focus his attention on book selection and weeding. One of the new faculty positions was for a coordinator of periodicals and databases, which permitted the library to enhance its menu of electronic databases and more efficiently use the limited funding dedicated to buy hard copy periodicals. The two surveys conducted in the spring 2003 semester by the SDCCD indicate high satisfaction levels regarding usefulness of the library's book, periodical, and database collections by students and all segments of the Mesa faculty and staff (1.9, 2.55). However, the LRC needs

to increase the breadth of its databases to include those that are discipline-specific. This requires locating and securing ongoing funding for such purchases, as a large portion of the library's books, periodicals, and databases are purchased with "soft money" rather than from categorical funds. It is extremely important that a more reliable funding stream be established for these basic resources for students.

The Dean of the LRC serves on a number of District committees dealing with issues related to technology. Through his leadership, the LRC has been able to creatively meet the technological needs of the College. Because of the stringent legalities of software licensing and hardware warranties, the LRC has designated an Instructional Assistant staff person to monitor and ensure compliance with the terms of the warranties and software licensing requirements. Computers placed in different locations throughout the LRC provide convenient access to library databases, catalog and the Internet; they are located both in the library and in the Center for Independent Learning's student computer lab (144 computers) and faculty computer lab (15 computers, largely for use by adjunct faculty; contract faculty have computers in their offices). As recorded in the LRC Survey, both CIL computer labs were given high satisfaction ratings (2.55). Likewise, the 55 public computers found in the library area of the LRC on floors 1-3 were given high satisfaction scores; among these computers are two which are equipped with adaptive software meeting ADA requirements. Librarians interviewed in preparing this self-study indicated that some students would like wireless connections in the LRC – technology that has become more prominent since the LRC high-tech infrastructure was first designed.

There are two public printers in the reference area, one printer attached to the microform machines, and nine dispersed throughout the library. They are managed and maintained by the Xerox Company, which was awarded a multi-campus, five-year contract in 2000 as a result of a competitive bidding process. The equipment is heavily used, but students are not entirely satisfied; satisfaction rates regarding this service were the lowest of all the LRC services measured in the LRC survey (2.55). Student comments and complaints about the high cost of copying (\$.15 per page), the varying quality of photocopies, the difficulties of obtaining change for \$10 and \$20 bills, and the cumbersome process of buying a Xerox card from a sometimes unreliable card generator have been reflected both in the LRC survey and from suggestion box submissions. The CIL has a set of system printers that are not covered in the Xerox contract; the cost per copy (\$.10) is less than using the library's printers. Before the contract with Xerox terminates in 2005, Mesa College should collaborate with District personnel to undertake a thorough analysis of printer and photocopy needs for all three campus communities (including library and learning support services), with the object of establishing more reliable and efficient printer and copy services than those which are currently in place.

It's clear from the LRC survey results that the audiovisual department's enhanced services and high-tech equipment and facilities meet the curricular needs of both the faculty and students; on a scale of 1-5, all segments of the College community gave the audiovisual services area a satisfaction score of 4.1 (2.55). Faculty rely on the College's audiovisual collection and the larger shared Consortium collection of videotapes to support their instructional goals, and students who have faculty permission increasingly

have made use of the College's audiovisual collection. In addition, because of the hiring of a librarian to coordinate the audiovisual services area, the LRC has made a significant impact on outfitting classrooms outside of the LRC with appropriate audiovisual equipment; this service also had a satisfaction rating of 4.1.

Because Federal Law 508 requires all videos shown in class to be closed-captioned, videos purchased by the College in the future must already have closed-captioning, which, since they are more expensive, will tax already stressed budgets even more. This will need addressing. In addition, the College should establish a policy to address the issue of the use of faculty members' personal videos (which are not likely to be captioned) with their classes.

Student comments submitted in the LRC's suggestion boxes, comments made on the LRC survey and interviews with LRC faculty and staff indicate that students often need help on the LRC third floor to find a book they've looked up in the catalog or do research in databases. There are currently no library faculty and staff working in public areas of the either the second or third floors other than student shelvers. Students may contact the reference desk on phones installed next to some of the public computers on the third floor to get help on the phone, but this is often not sufficient. There is a need to have a librarian (or experienced library tech) on this floor to help students locate material and answer basic questions.

There are many other student computer labs dispersed throughout the Mesa campus. Unfortunately, there is no recent survey regarding the student satisfaction rate with these computer labs. 90% of the faculty and staff who completed the District's Spring 2003 Accreditation survey indicated they were satisfied with the services available in these computer labs (1.9).

Tutoring services on the campus are also de-centralized. 75% of the faculty and staff who completed the Accreditation survey rated the tutoring services satisfactory (1.9). The Writing Center was too new to be included in this survey. Both the Tutoring and Writing Centers are currently housed in facilities much too crowded for the work they do. To remedy this, the College's administration is planning to consolidate all the tutoring services in the near future, and administrators hope this will improve the access to these very important academic support services.

According to the instruction librarian, the majority of the faculty who bring their classes for library instruction sessions are from the English department. Most are instructors of English 101 (Reading and Composition) and 105 (Composition and Literature) classes, although it appears that there were fewer of them last year than in the preceding year. On the other hand, there has been an increase in the number of faculty teaching English 205 (Critical Thinking and Intermediate Composition) who have brought their classes to the LRC for a library instruction session. Many instructors of Speech and Personal Growth classes also consistently participate in the library instruction program. In addition, a small number of faculty teaching in Business, Fashion, Allied Health, Biology, Chemistry, Psychology and Anthropology program sign up their classes for library instruction.

Additional work needs to be done to attract a greater variety of discipline instructors to library instruction (2.57).

The library is currently creating a faculty feedback form to be used with the “one-shot” instruction classes. A similar form is being considered for students that teachers could collect and send back to the librarians. The library instruction sessions are intended as an introduction to Information Literacy; they are a beginning of what is hoped will be a continuing process that will result in an information-literate student – someone who is able to successfully define their area of research, develop an effective search strategy, become proficient in using database syntax, adequately evaluate the authority and usefulness of the information located, and communicate the information effectively.

The library recognizes the need for systematic feedback from faculty and students participating in the instruction program and has been working on developing an effective evaluation instrument. District surveys conducted in the 2003 spring semester indicate high levels of satisfaction with the current library instruction program; 68% of those answering the question rated the program as a 4 or 5 on a scale of 1 to 5 (1.9, 2.55).

The library conducts two different sessions of walk-in workshops two days a week (one session per day) and then reverses the order the following week. One concentrates on effectively searching and search strategies, while the other focuses on the Internet and evaluating the accuracy and utility of the information located. The program begins the first week of the second month of each semester (except summer when the library doesn't offer the sessions) and ends a week before the end of each semester. Since the program began in fall 2001, the number of students each semester has ranged between 60 and 108. It was hoped that more students would attend the workshops but since the LRC Survey conducted in spring 2003 shows that 62% of the students taking these workshops are very satisfied with the in-depth individualized sessions (2.55) and verbal feedback indicates that the sessions have been very helpful, the library will continue to provide them.

Library Science 101, a one-unit class in Information Literacy and research skills was developed by librarians at Miramar and Mesa College and offered for the first time at Mesa in 2002. 60% of the respondents who filled out the LRC survey were very satisfied with the class (2.55).

A few students have asked to have one-on-one orientations to the library's catalog and how to search on the databases outside of the walk-in workshop framework. 79% of those responding to this question on the LRC survey were very satisfied with these orientations (2.55).

To supplement already existing program offerings, the library could investigate the feasibility of implementing online tutorials and bringing the instruction program to classrooms by creating a “portable classroom” (a class set of notebook computers on a moveable storage cart which could be wheeled into a room and plugged in).

To increase student participation in the library's existing instructional programs and services, including Library Science 101 (“Information Literacy & Research Skills”) and

the Walk-In Workshops, the library will promote the programs and services to faculty and staff by sending periodic letters to the faculty; offering staff development credit activities; and making presentations at school, department, chairs, and Academic Senate meetings. To stimulate instructors to think in terms of incorporating the LRC and its services into their curricula, a school will be assigned to a librarian or CIL faculty member, who will make a presentation at a school meeting during the instructional improvement (Flex) days. Encouraging instructors to give students extra credit for attending the workshops or to require students to attend as homework (from the library's view, the more desirable option), and publicizing that the workshops can be used by faculty for staff development credit will be part of these presentations.

LRC Faculty in the library and CIL periodically conduct workshops for faculty and staff on library instruction and computer literacy. New workshops need to be created in areas where the librarians feel faculty would benefit (e.g. creation of library assignments) and in response to any faculty requests.

The librarians should continue to develop their teaching abilities as well as new methodologies for instruction. In addition, the technology available to them in the library's classroom should be upgraded/replaced to enable them to make full use of these methodologies (e.g. streaming video and other multimedia, updating the Link System).

As stated in the 2000-2001 Academic Program Review, the library has served as the District leader in expanding the provision of access (both remote and onsite) to online periodical databases, reference databases and e-journals. It was also the first to allow access to full-text e-books through the public access catalog (2.52). The 2003 Student survey indicated that they were very pleased with the accessibility, assistance and support they receive in the LRC (2.55).

Physical Accessibility

The number of hours the LRC is open provides adequate time during the regular semester for students, faculty and staff to utilize the physical collections, computer labs, and other services. One of the short-term goals of the 2000-2001 Academic Program Review is to extend the open hours of the LRC. This has occurred with the introduction of extended hours during the last two weeks of the semester (2 hours per day, Monday through Friday). Most LRC users are happy with the LRC hours. Results of the Mesa College LRC Survey of Spring 2003 showed that on a scale of 1 to 5, satisfaction with the schedule of open hours was rated at 3.8. About 35% of the respondents rated LRC open hours as "most satisfied". Comments made in the open-ended portion of the survey where students were allowed to write comments indicated that some students would like extended hours in the evening and on Saturday (2.55). It also comes up frequently in the LRC's suggestion box.

In addition to being open to members of the College community, the LRC building is open to the general San Diego community. Various College partners (e.g. Kearny High School) have also utilized the library's services.

Remote Accessibility

Various services of the LRC may be accessed remotely. Through the College's website, users may browse the collections via the online catalog to determine availability of items. In addition, they may download articles that are helpful for research and utilize links authenticated by library faculty. Online research may be conducted via the numerous databases to which the LRC subscribes. Upon showing a College ID, students, faculty and staff may obtain a list of user IDs and passwords that allow them access to these databases from outside the building. It is estimated that the LRC gives out about 3000 database password handouts each full semester and approximately 700 in the summer.

Mesa College's LRC was the first in the District to erect a web page and provide remote access to its online catalog and database. The LRC maintains not only its own web page but also the College's pages as well, with the attendant need to keep them current and relevant to the changing events and activities of the LRC and College. This provides all students, faculty and staff with great access to information. Since 1998, the number of 'hits' to the LRC web page has more than doubled, from 15,634 in fiscal year 1998/1999 to 34,540 in fiscal year 2002/2003. Since a full-time Webmaster is not available, the LRC should work with the Webmaster to educate the faculty on how they can utilize the College's website to augment their individual classes.

Use of Online Services

The Mesa College LRC Survey (Spring 2003) indicated the following data regarding faculty and student access to the library's support services:

- The majority of the students use the Library's online catalog in the LRC itself (55.7%). 16.7% of the respondents have never used the online catalog.
- The online databases are accessed primarily from the LRC (45.1%). 25.3% of the respondents use the databases from off-campus, and 22.4% of the students have never used the databases.
- Electronic books are the least used service. Over one half of the students who responded have never used these.
- The LRC website is accessed by a third of the respondents from off-campus locations. (32%) When asked for what the website was used, nearly half of the students responded that they use it for access to the library's databases and catalog. Other main uses of the website are for library links (38.3%) and to obtain information about the LRC (29.2%) (2.55).

Improvements have been made to online access to library accounts, allowing users to check their account status and renew books electronically. Adding the ability to place books on hold would round out the functionality and allow students and faculty to observe and fully control their library loan accounts from remote locations. LRC staff is currently analyzing the intricate logistics of this process.

Reference and Checkout Areas

Several librarians are available to help students during all open hours of the LRC. They assist students in locating materials and utilizing the computers and other services.

According to the 2003 Mesa LRC Survey, both students and staff rated satisfaction with Reference Services as 4.1 and with reference services as 4.1 and with checkout services as 4.2 on a scale of 1-5 (2.55).

In tracking Reference Desk questions, LRC statistics show that, in the past 5 years, the number of total questions asked at the desk has decreased from 29,109 in 1998/1999 to 18,878 in 2002/2003. With rising enrollment, it must be surmised that students are becoming more capable at performing research on their own through online databases, web searches, etc. The steady drop of questions asked pertaining to equipment in the reference areas supports this theory (2591 questions in 1999/2000 to 1820 in 2002/2003). In general, more reference questions are asked in the fall semester than in the spring semester or summer session. The great majority of questions asked pertain to locating reference materials.

Center for Independent Learning (CIL)

The CIL on the fourth floor offers students access to computers for study or personal use. In order to use the lab, students are required to log in and indicate the type of use (class or personal) they are intending to make of the systems. A tracking system is now in place to monitor in what manner and how often computers are used. This will facilitate future budgeting and planning for the lab, so that it best suits student needs. High-tech software installed in the lab monitors the use of software so that license agreements are not violated.

There are 144 workstations (primarily Windows, but some Macintosh) and a qualified staff of 15. An on-site instructor is available 12 hours per day to assist with computer questions, technical problems, etc. The lab does an excellent job in keeping hardware and software upgraded (in software versions and to industry standards). The instructional software installed covers a broad range of disciplines.

The CIL accommodates overflow from the High Tech lab through the use of seven workstations that are equipped to handle special needs. Three workstations are specially equipped to aid the visually impaired (e.g., Kurzweil and Jaws software).

At the front half of the CIL is a public service desk. At this desk, learning and instructional computerized materials are duplicated and distributed to students doing a class-assigned project. Mediated study rooms allow students to use instructional artifacts, equipment and tools geared for specific class projects (e.g. anatomy).

Student satisfaction rates regarding the services provided in the CIL are high.

Accessibility of Faculty Labs and Faculty Support

A lab containing 15 computers is available for faculty and staff in the CIL. These machines are equipped with word processing and other basic software. Additional equipment such as flat page scanners, slide scanners, color and black/white printers, etc. is provided for faculty and staff to utilize in classroom preparation or in other aspects of their job. Instructional software is also available.

The CIL staff offers important computer training and services to College faculty and staff. In the past 5 years, they have established a role of providing staff with training on mainstream, grading, and other specialty software. To best serve faculty needs, they have experimented with different formats and schedules and have found that one-hour classes best suit the faculty/staff schedule. As of late, they have also discovered that Friday evening and Saturday morning sessions are well attended.

The number of scheduled workshops offered in the past five years has been reduced, but overall attendance has increased per workshop. This increased attendance is most likely because of the new one-hour format and time of day offered. Classroom faculty and College support staff rank their satisfaction with computer training sessions offered by CIL faculty and staff as 4.2 on a scale of 5 (2.55). In addition, 97.7% of the faculty and staff who completed the 2003 Accreditation Survey affirmed that there were adequate ongoing training opportunities for all users of the library and other learning support services on campus (1.9).

The High Tech Lab

The High Tech Lab, which serves students with specialized needs, is open 35 hours per week. Students are typically sent by the DSPPS office and must use an add code to sign up for access to the center. With the change to a 16 week schedule, activity has decreased in the lab (students buy their own equipment for home use). The lab currently sees approximately 100 students per semester.

Audiovisual Services

The mission of Audiovisual Services (AV) is directed primarily to faculty, although it also provides certain services to students and staff. AV staff, including a librarian who coordinates the College's audiovisual services program, help students prepare classroom presentations which sometimes involve media duplication, custom printing, multi-media production and other graphic services. They also provide audiovisual support services and materials for instructors. The audiovisual collection, which is geared to the needs of College instructors, includes approximately 1824 titles in a variety of analog and digital formats (VHS, DVD, etc.) Instructors also have access through a website link to the San Diego and Imperial Counties Community College Consortium Video Collection, from which they can order online; delivery is provided through Audiovisual Services.

LRC Room 435, which seats up to 65 people, is administered by Audiovisual Services staff and may be reserved by faculty and staff for classes, meetings, and workshops. The room is wired to connect to the Internet and utilizes state of the art computer technology.

Students rated Audiovisual Services highly on the LRC Survey (4.1 on a scale of 1-5), and faculty and staff rated it even more highly (4.5) (2.55).

Security

The LRC building has alarm system gates installed at the entrance of the building to help deter theft. Only books, magazines, and videos are equipped with theft prevention tattle tape that will set the alarm off if the item is not desensitized at the checkout counter. On average the alarm is set off approximately 34 times per weekday (2.54). According to the

staff that monitor the alarm gates a large percentage of the alarms are false alarms. The gate system can be falsely set off by used textbooks, movie or video game rentals from Blockbuster or Hollywood Video, library books from local public libraries, or if patrons walk through the gates too quickly and/or two or more walk through too close together. One staff member estimated that the actual number of thefts or attempted thefts may only be about 2-3 per week and the rest of the alarms are falsely set off. The LRC circulation staff is currently attempting to get a more accurate estimate of the number of false alarms. Modifications to the alarm system is one possibility being considered but it is unknown if this would correct the problem.

Since the tattle tape is only in books, magazines and videos (partially due to the cost of the tapes), the system cannot detect theft of other materials or equipment from the building. The LRC has had computer hardware and peripherals stolen. This includes computer mice, power supplies, RAM, headphones, mouse pads, and other internal PC components. The administration thus far has been unable to find a system that will effectively deal with this problem.

The LRC survey of spring 2003 indicated that satisfaction regarding the restrooms in the LRC was rated 3.9 from students and 3.4 from faculty based on a 1-5 scale (2.55). A complaint often heard from patrons and LRC staff is that the restrooms are too noisy. Currently, there are no doors at the entrance to any of the restrooms and the noise from the flushing toilets can be heard throughout the building since much of the building is made of concrete. The large open atrium also contributes to the noise problem. The LRC has considered several options to correct the noise problem; however, so far, none of the options have been feasible.

The College police do not have enough personnel to employ a full time officer in the building. Whenever the LRC has had any security related issues, an officer has always been dispatched to the building and arrived within minutes. Officers occasionally walk through the building to ensure the safety and security of the building. There are many areas of the building that are not monitored by staff and are left unlocked to the public. Although this seems to be a concern for some staff, there have been no incidences of theft or vandalism in any of these unlocked areas.

Partnerships

The librarians at all three colleges belong to a District-wide group called the Library Advisory Group (LAG). They meet periodically to discuss mutual concerns and to cooperate on projects helpful to all three libraries. During the last three years, LAG has implemented the following cooperative library projects that have greatly enhanced the ability of all members of the three college's community to use the libraries' online catalogs and shared licensed databases:

1. The library's online catalog (IPAC) has been upgraded to be interactive with the Internet and accessible through the libraries' websites.
2. The three college libraries in the District agreed to purchase some common databases and collections of e-books.

However, to best facilitate communication between classroom and LRC faculty, the Committee should meet on a regular basis instead of ad hoc.

The presentations at school meetings described earlier will provide an additional method of communication and collaboration for all areas of the LRC, as will the requested assignment of a librarian to the Academic Affairs Committee.

The librarians of all three colleges worked together to write a curriculum for a one-credit Library Science 101 course called Information Literacy and Research Skills. The class has gotten off to a good start (2.9).

Interlibrary loan (ILL) services run by the Mesa College Library allow students, faculty and staff to borrow books from other libraries all over the country (as well as loan books to members of other campus communities). The large bulk of the ILLs borrowed by Mesa are from libraries located in San Diego County. 517 books were borrowed from other libraries for Mesa students, faculty and staff in 2003.

The Mesa College library is a charter member of the Tierra del Sol Region of the Library of California. Though funding for this project has been suspended temporarily because of the current state budget crisis, it is hoped that this program can continue to be developed once the budget is normalized.

The library is also a member of the San Diego/Imperial Counties Community College Learning Resources Cooperative (SDICCLRC), representing the 9 libraries in community colleges located in Imperial and San Diego Counties. One of the major services it underwrites is a shared AV depository collection. According to the AV librarian, faculty use of this service may be too low to justify continuing Mesa's membership. A determination needs to be made as to whether this is the case and Mesa should maintain its membership.

Evaluation

The Learning Resource Center tries to use a number of different methods to evaluate its programs and services. Though it has tried to collect feedback from faculty, students, staff, and administration, there are a number of areas in which evaluation mechanisms need improvement.

The LRC-Faculty Liaison Committee, designed to facilitate communication between these entities, has performed its function well, particularly where there have been misunderstandings. Meetings are arranged as required to deal with any issues that may arise. LRC participation in the Academic Senate, Deans' Council, and Chairs Committee enables personnel to have immediate knowledge of things in which the LRC should be involved, as does membership in the District Library Advisory Group (LAG).

Academic Program Review is an excellent method of self-evaluation and helps find problems that need addressing as well as determining what areas deserve praise. However, implementing recommendations contained in the report (e.g. staffing levels) are often not within the control of the LRC; they require College and/or District funds and/or approval (2.52).

The LRC's suggestion box provides a tried and true method of providing student and faculty feedback; many of the improvements in service have originated here. However, there is no other organized method of obtaining real general feedback on the area of the LRC the patron wishes to comment on. The book/periodical/AV recommendation page available on the Library's website provides a partial method, but it is not used very much, though the librarians regularly request faculty advice and input for new materials. As for the students, most of them are unaware that they can make recommendations. Perhaps flyers and/or a poster need to be created as a reminder to both groups.

The gate count is currently the only method available of ascertaining the number of individuals using the LRC but it is skewed by the ability of people to enter and exit an indeterminate number of times in a day. Similarly, the statistics kept at the reference desk regarding the number of reference questions dealt with on any given day are subject to the subjective interpretations of the various reference librarians as to what constitutes a reference question. Again, this is the best method currently available. One thing the LRC can do is explore ways to more specifically define what constitutes a reference question and thus make the statistics kept at the reference desk more accurate (2.54).

There is no question that the reports generated by the Library's circulation system help with collection development. However, serials reports are more problematic. Though the library's automated system's serials module can provide some reports, this facility is limited, thus restricting the information available. To mitigate this problem, in-house reshelving statistics are kept for the library's print and microform periodicals. The periodicals librarian, in consultation with the library and teaching faculty, evaluates usage patterns and costs on an annual basis and adds or cancels subscriptions as necessary in accordance with the library's collection development policy. Vendor-provided usage statistics are available for most of the library's online databases and are helpful in assessing ongoing need. However, inconsistencies in data reported by the different vendors make it difficult to compare similar products. Several projects are underway at the national and international level to standardize these statistics.

Though the instruction program maintains statistics on how many classes are taught each semester and how many instructors and students participate in this program, the instructor-arranged class portion of the program does not currently have any organized system of evaluation. Creation of a faculty feedback form is in process and a similar one is being considered for students that teachers could collect and send back to the librarians.

The flexibility of the library's scheduling process permits maximum responsiveness to instructor requests. Though several disciplines are represented by the classes using the library's instruction program (e.g. English, Speech, Personal Growth), there are a number of areas where there has been little or no "penetration" (e.g. history, the social and behavioral sciences, areas of the natural sciences). Instructors requiring students to attend the Walk-In Workshops might be a way of reaching more students. Incorporation of Information Literacy into the Associate degree level Student Learning Outcomes (SLOs) has been accomplished. All of these possible solutions would involve staffing and work load issues that would have to be addressed. Online tutorials are under consideration as one method of alleviating workload problems. However, tutorial creation is not a "quick fix", as it will require time to implement (1.12).

Sign-in sheets allow a count to be maintained of how many patrons make use of the walk-in workshops but no evaluation mechanism currently exists. An evaluation form for this area is under consideration.

For both Library Science 101 and the walk-in Workshops, one way to address the issue of low usage would be to offer more sections/sessions per week. However, as previously mentioned, there are not enough faculty to implement this without impacting other library services.

Though participants in the LRC's instructional improvement (Flex) workshops are requested by District-wide guidelines to evaluate them, many only provide a cursory evaluation (e.g. circling a number) but do not take the time to provide true feedback via well thought out comments. However, the librarians have been gratified by the mostly positive comments and have learned from the suggestions some of the participants have made.

Like the library, evaluation of services in the AV department by mostly informal methods needs to be addressed. AV will be providing more classroom support as new buildings are added to the campus using Proposition S funds. For classroom equipment, AV plans to migrate to a formal survey as new buildings are brought online. For the video collection, the Media Services Librarian is not sure what will be done. If AV leaves the consortium (which will be determined by usage statistics currently being compiled), there would then be money for videos; a survey would then definitely be desirable. If consortium membership continues, written and verbal feedback which convey whether service goals are being reached will be maintained. As the department grows, more formalization will be necessary.

Likewise, the CIL's lack of any formal method of evaluating its facilities and services is a problem that needs addressing. The use of a faculty evaluation form for workshops provides valuable input for future planning. The periodic surveys done by the College and the District are helpful but the timing may be such that current ones may not be available when they are needed. Evaluation of equipment based on whether they are capable of supporting the software needed by students and faculty would seem to be the only logical method.

Like the CIL, evaluation of the various instructional labs on campus by whether the computers in a particular lab can support the software required to fulfill the requirements posed by the classes being supported would seem to be the most responsive technique. Regular evaluation of the lab techs, like those in the library, AV, and CIL, keeps management aware of their capabilities and when they may need to supply additional training for these support personnel. However, both the LRC and the campus labs could use more staff as the existing work force is spread thin.

In the campus labs, requests from instructors who have extensively used the software or equipment makes it much easier to troubleshoot any problems that may arise or to find 'workarounds' if incompatibilities are discovered. The fact that the lab techs come in direct contact with all departments on the campus that require or request computing services allows for immediate feedback. Three factors are part of the evaluation of the labs: budget constraints, the capabilities of the present infrastructure, and the preparedness of the technical staff responsible with installation. Though not all the lab computers are capable, yet, of running Microsoft's latest software offerings, great strides have been made to bring the remaining labs up to specification.

The current budget situation has impeded progress, but there are only a few remaining labs to be upgraded. The Instructional Support Supervisor is very encouraged. The present networking infrastructure is also being upgraded with the very latest in 'switched' networking. The main telecom room has already been upgraded, and preparations are being made to order more equipment to continue the transformation. Microsoft's Active Directory network technology will be implemented throughout the College in the coming months. The technical staff has been and continues to be trained in order to meet the challenges of supporting new equipment and software.

The Tutoring Center is currently housed in a facility much too crowded for the work it does. However it, along with the Writing Center and other areas yet to be determined, will be part of the new Academic Skills Center to be constructed with Proposition S monies. This will centralize services that are now in separate facilities on campus. Though this will answer the Center's facilities needs, it will not meet its needs for more staff and restoration of the cuts made to its budget in the 2003-2004 state budget.

The Center evaluates its services by conducting periodic surveys with its clientele. Every semester, the completed survey forms, along with statistical data provided by the District, are evaluated and recommendations are made in an annual report to the Dean of Student Affairs. This report is used to ascertain strengths and weaknesses in the services provided and make necessary changes to improve the Center's effectiveness. These reports are also included in the academic program review process that identifies short-term and long-term goals for the Center. Since every system can be improved, efforts to stream-line the process are now being developed by the Vice President of Student Services and his committee.

Though the College and the District Office have done surveys, most of them have been to assess satisfaction. They do not invite real evaluation or feedback as to things students and faculty approve of in the LRC and areas they feel need improvement. In addition, some surveys, such as the Spring 2003 Mesa College Accreditation Survey Report, are created without adequate input from LRC faculty and staff and thus may not reflect the information needed (e.g. in the latest LRC survey, created by the LRC faculty and edited by the District, the options "not applicable" and "don't use" had been eliminated despite the desire of the LRC faculty to have them) (2.55).

Though the various Mesa learning and support services have not yet created student learning outcomes (SLOs) for their areas, committees are currently being formed within each group (e.g. library, AV, tutoring center) to formulate them. The Mesa College Research Committee has had input from the Instruction Librarian regarding the incorporation of Information Literacy into the Associate degree level student learning outcomes (SLOs) and has indicated that this will be a part of the final SLOs in some fashion. The LRC will base its assessment on the Associate degree level SLOs as developed by the committee.

Plans of Action

Tutoring programs are currently dispersed throughout the College and lack central coordination. This has created student confusion, and resulted in unnecessary duplication and inefficient use of resources.

Use of videocassettes in the San Diego/Imperial Counties Community College Learning Resources Cooperative's shared video collection has decreased over the last three years. Since each community college library contributes money to the San Diego County Office of Education to maintain and administer this collaborative service, the College will determine whether faculty use of this service justifies the cost of membership – and if not, investigate other options to more efficiently use this funding for faculty access to videocassettes and DVDs.

Once College-wide Associate degree SLOs are adopted, assessment methods for the LRC and its programs and services will be created. As these have to be measurable, assessment tools (e.g. faculty and student feedback forms) will also be created, tested, and implemented. The LRC is looking at a formal method of evaluating its materials and services and regularly surveying its users. This would incorporate the library, AV, and CIL and be in addition to any evaluation tools used by the College and District. The use of evaluation instruments and formal surveys in the campus labs and tutoring services will also be explored.

The College has identified one area to address within the scope of this standard and recommends:

7. consolidating all tutoring programs under one administrator in the new Academic Skills Center to be constructed with Proposition S funds.

List of Evidence

- 1.1 Mesa College Mission Statement
- 1.4 Mesa College Catalog
- 1.7 Student Satisfaction Survey, Fall 2001
- 1.9 Accreditation Survey 2003
- 1.12 Associate Degree Student Learning Outcomes
- 1.14 Academic Program Review Handbook
- 1.15 Student Services Program Review
- 1.24 CurricUNET Website <http://www.sdccdcurricu.net/sdccd/>
- 1.27 Mesa Press
- 1.28 Website Address for Institutional Research and Planning
- 1.30 Proposition S
- 1.35 Employee Opinion Survey, 2002

- 2.1 16-weeks Scheduling Survey, Fall 2001
<http://www.sdccd.net/research> (District Accreditation)
- 2.2 ClassTalk Survey Results
- 2.3 Curriculum Committee Handbook
- 2.4 Policy 5300
- 2.5 CurricUNET Handbook
- 2.6 Syllabus Handbook
- 2.7 District Policy and Procedures 1.5.3
- 2.8 Board General Education Policy
- 2.9 Information Literacy Course, Library Science 101
- 2.10 SCANS
- 2.11 Policy 3100
- 2.12 Transfer Center Materials
- 2.13 AP, CLEP, Dantes, IB
- 2.14 Credit By Exam
- 2.15 Student Handbook
- 2.16 SDCCD Faculty Collective Bargaining Agreement
- 2.17 Faculty and Staff Handbook
- 2.18 Position Paper #2, Curriculum Balance
- 2.19 70/30 Project Reports
- 2.20 Disproportionate Impact Study
- 2.21 General Education Task Force
- 2.22 Point of Service Survey, 2001
- 2.23 Student Services Strategic Plan and Annual Goals
- 2.24 College Matriculation Plan
- 2.25 Mesa College Website sdmesa.net
- 2.26 Student Planning Guide
- 2.27 Admissions Handouts
- 2.28 Mesa Event Flyers
- 2.29 Student Services Student Learning Outcomes
- 2.30 Personal Growth 65 Syllabus
- 2.31 Admissions Application

- 2.32 Admissions Check List
- 2.33 Free Application for Federal Student Aid (FAFSA)
- 2.34 Mesa College Scholarship Applications and Banquet programs
- 2.35 Career Week Flyers
- 2.36 Student Services Program Review Instrument
- 2.37 Humanities Institute Activity flyers
- 2.38 Service Learning Documents
- 2.39 Community Partnerships Directory
- 2.40 Student Service Activity Flyers
- 2.41 Student Affairs Club Documentation
- 2.42 Assessment Instruments
- 2.43 College Celebrations Event Calendar
- 2.44 Student Resource Card
- 2.45 MIS Report
- 2.46 Mesa Calendar of Events
- 2.47 Mesa College LRC Mission Statement
- 2.48 Standards For Libraries in Higher Education: A Draft
Website Address: <http://www.ala.org/ala/acrl/acrlstandards/standardslibraries.htm>
- 2.49 Mesa College Technology Plan
Website Address: <http://www.sdmesa.net/instruction/Pages/MesaStrategicITPlan.htm>
- 2.50 Academic Senate Resolution on Information Competency
- 2.51 LRC Emergency Plan
- 2.52 LRC Academic Program Review
- 2.53 Library Circulation Totals, April 2004
- 2.54 LRC Monthly Gate Count Totals
- 2.55 Mesa College LRC Survey, Spring 2003
- 2.56 Student Satisfaction Survey, Mesa College, Fall 2003
- 2.57 Library Instruction Statistics Reports

Supplemental Documents

Academic Program Review Reports, 1999-2000, 2000-2001, 2001-2002
 Accreditation Questions Related to Campus Technology and LRC, Classified Staff, Fall 2003
 Accreditation Questions Related to Campus Technology and LRC, Faculty, Fall 2003
 Accreditation Questions Related to Campus Technology and LRC, Students, Fall 2003
 Annual Report Student Health Services
 Annual Report Tutorial Center
 Class Schedule
 DSPS Flyers
 Draft Guide to Evaluating Institutions Using the ACCJC 2003 Standards
 EOPS/ STAR Flyers
 Employee Opinion Survey, 2002, Mesa College
 Final Projects: Architecture, Interior Design, Fashion Design
 Financial Aid Bulletin
 Library Advisory Group Materials
 Library Instruction Action Plan
 Library Online Databases, Website Address: www.sdmesa.net/lrc

Meeting Minutes:

- District Student Services Council
- Matriculation Advisory Council
- Mesa Student Services Council
- President's Cabinet
- Region 10 Matriculation Advisory Council
- Student Services Student Learning Outcomes Task Force

Mesa Academy Documents

Mesa Art Gallery Show Postcards

Mesa College Profile, Fall 2002

Outreach Packet

Partnerships Documents

Previous 1998 Accreditation Self-Study

Puente Documents

San Diego/Imperial Counties Libraries Disaster Response Network

Student Input Survey, Standard IIB

Theater/Music Presentation Flyers

Tutoring Center Materials

Websites:

ClassTalk

Gradesline

Reg-e

sdccd.net

studentweb.sdccd.net