

**San Diego Mesa College
Midterm Report**

Submitted by
San Diego Mesa College
7250 Mesa College Drive
San Diego, CA 92111

Presented to
Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Table of Contents

Report Preparation

Plans Arising out of the Self-Evaluation Process

Review & Update of SD Mesa College's Quality Focus Essay

Growing Toward Equity & Excellence

Dialogue About Cultural Change

Strategies for Equity

Metrics for Equity

Actionable Goals Identified in QFE

Response for Professional Development

Proactive Approaches to Student Support

Realignment of Services

Actions to Mitigate Barriers

SD Mesa College's Response to Covid-19

Table I

Table II

Table III

Table IV

Table V

Response to Team Recommendation for Improvement

Recommendation 1 – Standards: I.B.2, I.B.3, I.B.6, II.A.2, II.A.3

Recommendation 2 – Standards: I.B.7, I.B.8, I.C.5, IV.A.7

Recommendation 3 – Standards: I.B.8, I.C.3

Recommendation 4 – Standards: III.B.2, III.B.3, III.B.4

Recommendation 5 – Standards: IV.A.6

Recommendation 6 – Standards: IV.A.6

Certification of Midterm Report

Midterm Report Preparation

Report Preparation

The San Diego Community College District (SDCCD) Board of Trustees reviewed the SD Mesa College Institutional Self Evaluation Report for Accreditation Reaffirmation on December 8, 2016. The External Evaluation Team visited March 13-16, 2017, creating a report for the College and Commission. It should be noted that an External Evaluation Team also visited the District during this time. SD Mesa College President, Pamela Luster, received the Reaffirmation Letter from the Accrediting Commission for Community and Junior Colleges (ACCJC) on June 23, 2017, reaffirming accreditation for seven years.

The College received six Commendations and six Recommendations for Improvement from the External Evaluation Team. The College took immediate steps to address the six Recommendations for Improvement. This included continuing Accreditation as a standing agenda item and on-going goal for the Planning and Institutional Effectiveness Committee (PIEC). Reports on the status of the Recommendations and the Quality Focus Essay were presented twice a year to the PIEC and the President's Cabinet. Annual Progress reports on the Recommendations status were made to the SDCCD Board of Trustees.

This Midterm Report will address, in detail, how the College is addressing the Recommendations for Improvement, as well as provide the status on the College's Quality Focus Essay, which addresses the College's self-identified areas of improvement.

I. Review & Update of SD Mesa College’s Quality Focus Essay

I.1 Becoming the Leading College of Equity and Excellence

Over the past six years, San Diego (SD) Mesa College has worked with focus and intention to realize our vision of becoming the Leading College of Equity and Excellence. Our actions are rooted in strong classroom instruction, comprehensive data analysis, and proactive student services. Our actions are informed by meetings and retreats with faculty, administrators, classified professionals, and students. During budget downturns we have pruned carefully without compromising our commitments to equity and excellence, and during seasons of growth, we have seen our programs, classes, and students flourish. SD Mesa College tracks and seeks to improve student retention and success across all demographic groups, while providing a safe, equitable, and enriching college experience in which students can succeed.

I.2 Engaged in Dialogue About Cultural Change

In conversations about equity, SD Mesa College has asked stakeholders to refocus the lens of accountability from the individual to the institutional level. This allows us to view barriers as shared obstacles rather than individual hurdles, and to understand matters such as race and socioeconomic status as historical and social concerns, rather than as problems of chance or a matter of individual work ethics. Since redirecting from a student-deficit model to viewing the issues from an institutional change perspective, we have been engaged with this conversation at every level of the college, including operational and governance committees, and out into the community. Our communications reiterate the need for professional development, proactive services, and a commitment to participatory governance. The process hasn’t always been easy, but as we grow toward fulfilling our vision, we remain rooted in our core values of equity and excellence.

I.3 Strategies for Equity

SD Mesa College determined that we needed to develop a long-term strategy for the college, taking into account instruction and student services, as well as the facilities that would be needed to meet our needs, now and into the future. Toward this end, we are working on the 2030 Educational and Facilities Master Plan. The plan seeks to address technology and facility needs, as well as focusing on identified friction points for students, with plans to mitigate or eliminate them. We have explored classroom designs to enhance learning, as well as resources needed by students and faculty in the Learning Resource Center, and have created space to infuse equity-minded teaching and learning in the classroom.

In addition, the plan calls for incorporating equity in all areas and at all levels, so that our work is undertaken with an equity-minded focus, and practices become part of our equity culture. For example, SD Mesa College offers cultural competency training, and the dialogue for equity culture begins with an intention of diversity through hiring, and during orientations for new faculty at our New Faculty Institute. SD Mesa College’s culture of equity and excellence is

rooted in inquiry, data informed decision making, and intentionality, including surveys of demographic groups, analysis of student success rates, and continuous reviews of outcomes.

Equity practices are increasingly a key part of instructional programs, including curricula, syllabi, and open educational resources. SD Mesa College continues to build equity into instruction, programs, and student services through our Hispanic Serving Institutions grants, and our SD Mesa College Pathways Initiative. Programs and practices are evaluated through outcomes assessments.

In addition to identifying needs for training and redesign, SD Mesa College's Program Review process, including the process for budget allocation (BARC), the hiring process for faculty and classified professional staff (FHP, CHP), and the Strong Workforce allocation process all now include equity-focused questions. Program Review questions were redesigned for equity-mindedness in language and content, and to make stronger connections between program review, resource allocation, and equity outcomes, including specific scrutiny on closing equity gaps.

I.4 Metrics for Equity

SD Mesa College's Office of Institutional Effectiveness has created more than twenty data dashboards covering a broad range of domains that allow faculty, classified professionals, and administrators to explore student outcomes and equity gaps in classes, programs, and the college as a whole. This data includes course outcomes and retention rates, as well as outcomes by modality, and enrollment management tools for deans and chairs. Each of these dashboards can be disaggregated by a number of variables including student athletes, gender, ethnicity, age, and first-generation status.

Faculty, classified professionals and administrators are encouraged to engage with their data throughout program meetings, program review, student learning outcome assessments, and through campus-wide Strong Workforce initiatives. For example, during the 2019-20 program review cycle, all tenure/tenure-track faculty received a report of their individual course success rates, with equity gaps identified across demographic categories. Through these assessments, faculty are asked to consider the data from a number of different angles, controlling for different variables. Further discussions are encouraged at convocation, committee meetings (planning, operational and governance) as well as at school and department meetings.

Researchers from the Office of Institutional Effectiveness are available to present and assist in interpreting data to faculty, committees, and other campus groups. They are also available to conduct research requests for specific studies that may be of interest to a particular program or unit. For example, the English department may request data showing the success rates of their students who self-placed into English 101 in subsequent English classes.

In order to be transparent to the students and to the public, dashboards with achievement data are available to the public via the SD Mesa College IE website. Program review documents, which include an assessment of student learning outcomes, are also archived and posted.

SD Mesa College has created a Crosswalk for Institutional Equity. The goal of the crosswalk is to provide an organizing tool to better understand how an initiative is contributing to student success measures broadly and more specifically in terms of equity. Once complete, the crosswalk aids educational leaders in identifying which student success measures are being supported through programming, which may be under-supported, and finally, which signature programs are directly supporting equitable outcomes along specific measures. One example of an

equity analysis revealed equity gaps in applicants to Mesa’s Scholarship program, award recipients, and the average size of the amount awarded. As a result, the program has undertaken systemic reform to equitize program outcomes.

The research office also published Equity Minded Reflection to guide the process of reviewing data through an equity lens, and provided training to assist individuals and teams in conducting equitable reviews.

I.5 Actionable Goals Identified in the Quality Focus Essay:

- Professional Learning & Development
- Intrusive Student Support Programs
- Realigned Services
- Mitigation of System Barriers
 - Improved Dialogue
 - Equitable Language
 - Increased Cultural Competence

I.5a Response for Professional Development

SD Mesa College is continually working to meet the professional development needs of faculty, classified professionals, and administrators. The development process is a collaborative effort, addressing the campus mission and goals, with input from the faculty, and our advisory committees, industry, and community.

Professional Development and Equity

Workshops have included dialogues and learning opportunities with the researchers Drs. Luke Wood and Frank Harris, who specialize in equity-minded and culturally affirming teaching practices, including their workshops on equity for men of color in community colleges. Workshops included:

- Racial microaggressions
- Becoming a champion for equity

Tim Wise, the 2019 Convocation Key Note Speaker, presented *Steps for Uprooting Racism, Privilege, and Institutional Inequality*. Following convocation, Mr. Wise held a forum open to the public, and also presented workshops on college leadership, taking a closer look at racism, privilege, and institutional inequality.

SD Mesa College’s Office of Institutional Effectiveness, and the Office of Student Success & Equity, offered a workshop, Leaders Engaging in Equity Practice (LEEP), which was then expanded and continued as a series facilitated by the LOFT (Learning Opportunities for Transformation). Although equity-based professional development activities take place throughout the college, the LOFT provides a space specifically designated for employee training and development on a daily basis. It includes small and large group training spaces, soft-seating, collaborative work stations, computer stations and quiet rooms.

Through the LOFT, SD Mesa College offers a wide variety of professional learning opportunities that focus on equity and course redesign. The Campus Employee Learning Committee (CEL) oversees the use of professional development fiscal resources for event programming and the use of The LOFT. CEL also supports the work of other campus groups with their professional development activities and guides the work of its sub-committees. CEL evaluates the professional development activities conducted during the year and reports outcomes to the campus.

The LOFT hosts a regional Dean’s Institute every semester, helps to coordinate the New Faculty Institute, and facilitates the summer Course Redesign Institute. SD Mesa College continues to seek ways to integrate more faculty, administrators, and classified professionals into these trainings and activities.

In instruction, many deans report the need to focus professional development around Equity 2.0, going beyond the basics, and tailoring learning around specific subject areas, such as what it means to teach with an equity focus in a STEM class. Another example of embedding equity into the instructional work at SD Mesa College is the new professional development opportunity, Build With Mesa Buddies, created as a result of increased online offerings. Build With Mesa Buddies connects faculty with experience in best practices for online instruction and distance education with instructors who may be setting up online classes for the first time. This program was developed in conjunction with Distance Education certification in response to faculty suggestions, including the need for DE certification standards to better address the specific needs of SD Mesa College faculty and their interest in equity.

Sixty-nine faculty participants representing seven schools and twenty-four academic departments across the college are currently enrolled in the Build With Mesa Buddies nine week training course. Mentors (“Mesa Buddies”) all have online teaching experience and technical expertise to support their colleagues in humanized online course design and development in Canvas. Program Goals include:

- Student Support
- Realigned Practices
- Equitable Language
- Mitigation of System Barriers
- Improved Cultural Competence
- Improved Dialogue

Build With Mesa Buddies participants have the opportunity to design a welcoming, humanized home page for their courses, build an orientation module that sets students up for success, optimize their course navigation for students, and participate in General Q&A discussions to request and receive support from members of the cohort. Participants explore new tools to share content with students while intentionally reflecting on what success will look like for their students in the online environment. Participants identify equitable language, and apply their learning in welcome videos, and community-building ice-breaker activities. Activities are peer reviewed, and instruction and communication in

Build With Mesa Buddies models equitable language and policies that can help guide our faculty participants as they create and revise their courses and policies.

The Regional Strong Workforce Faculty Institute is an innovative faculty professional learning project based on faculty data inquiry and learning. The goals of the project include:

- Collaboration and engagement among faculty, researchers, and deans
- Self-reflection, inquiry, and research-based decision-making
- Teaching and learning from a culturally inclusive perspective

Twenty-one faculty are completing this seven-month-long institute, which includes analyzing individualized course data with respect to student demographics and outcomes, and developing action plans to address areas identified for improvement. The institute includes monthly campus meetings (conducted through Zoom), with discussion and emphasis on student engagement, syllabi, classroom policies, and assessments. Faculty individual action plans are scheduled to be implemented in Fall 2020 and Spring 2021, with continued assessment and adjustments.

The structure and outcomes of the Strong Workforce Faculty Institute have proven effective, and the campus will utilize the funding for two more years to institutionalize a Faculty Data Coaching program. The research office has begun to develop the campus program through the establishment of a data coaching course in Canvas. Faculty completers of the Institute will be invited to be Faculty Data Coaches to expand faculty involvement in self data inquiry. Peer-to-peer professional learning has been a successful part of the college culture, and the faculty are enthusiastic to continue this type of learning.

SD Mesa College's New Faculty Institute (NFI) continues to provide a robust year-long professional development program for new tenure-track faculty members. With its comprehensive curriculum and the pairing of new faculty with faculty mentors from outside of their school, the program is designed to welcome faculty to Mesa, share the values, priorities, and directions of the campus, and create strong cross-disciplinary communities amongst the participants. The NFI planning team, which consists of faculty, administrators, and classified professionals, continually works to refine and refresh the curriculum for the program. Evaluative feedback from participants and discussions about campus priorities ensure a relevant focus on topics and activities related to equity and excellence.

A New Faculty Institute Canvas shell was developed to provide a central place where faculty can collaborate and access resources. Below are examples of information available through this shell:

- Syllabus
- Amazing Race Tutorial
- Flex
- Resources

- College Technology Services
- Employee Discount Programs
- Events and Reservations Portal
- Faculty and Staff Handbook
- Printing and Mail Services
- Presentations
 - Community College 101
 - All About Student Services
 - Mentor/Mentee Presentations

The NFI Syllabus (accessible through Canvas) includes a broad scope of instruction, with presenters such as the Dean of Student Success and Equity, the Academic Senate President, and the Learning Resources and Academic Support team. Equity is embedded as a guiding principle by continually infusing/sharing/discussing strategies to realign practices, mitigate system barriers, and increase cultural competence within individuals and across campus. Not only does this successful professional learning program provide support and knowledge to help new faculty navigate their first year on campus, but it also focuses on helping participants identify their path on campus as faculty, leaders, and colleagues during the next several years of tenure. This activity is available through the NFI Canvas shell as a discussion. Faculty conduct committee research by viewing the various options available through the SD Mesa College Governance website. They are also encouraged to select three committees and respond to several questions.

The NFI has had more than 83 graduates since our last accreditation site visit in Spring 2017. As the District faces a hiring freeze, the planning team is exploring a redirection of efforts to provide continued support to NFI graduates as they navigate the tenure process and the journey toward full professorship.

Table I shows SD Mesa College’s Equity and Professional Development Infrastructure

Table I	Equity and Professional Development Infrastructure
LOFT (Learning Opportunities for Transformation)	Badge Program https://sdccd.instructure.com/courses/2106437/pages/badge-program Build with Mesa Buddies
Data Dashboards	https://www.sdmesa.edu/student-services/student-success-equity/documents/Equity%20Minded%20Reflections%20-%20new.pdf

	https://www.sdmesa.edu/about-mesa/institutional-effectiveness/institutional-research/data-warehouse/presentations/ScholarshipReviewerWorkshop2020.pdf
New Faculty Institute	http://www.sdmesa.edu/about-mesa/professional-learning/new-faculty-institute.shtml NFI Information and Resources for 2019 NCORE presentation - http://acrakes.populr.me/ncore2019mesanfi
Equity Crosswalk (Success Equity and Transformation Committee)	https://www.sdmesa.edu/student-services/student-success-equity/documents https://www.sdmesa.edu/student-services/student-success-equity/documents/Crosswalk%20for%20Institutional%20Equity%20Reflection%20Form.pdf
Strong Workforce Faculty Institute	Mesa College Orientation Presentation for the Strong Workforce Faculty Institute: https://www.sdmesa.edu/academics/career-technical-education/cte-office/MesaOrientation.pdf Regional Site for the Strong Workforce Faculty Institute: https://myworkforceconnection.org/educator-resources/faculty-institute/ Canvas Course for the Strong Workforce Faculty Institute: https://sdccd.instructure.com/courses/2374643 (please contact the Mesa College Institutional Research Office for access to the course)
Classified Professionals Calls to Action	https://www.youtube.com/watch?v=hkht6TAGgUE https://docs.google.com/document/u/0/d/1H-Vxs6jEUByXylMS2BjGH1kQ7mEuZnHpPSs1Bpaqmw0/mobilebasic

I.5b Proactive Approaches to Student Support

SD Mesa College has undertaken a paradigm shift, from a passive “let the students come” approach, to an active “seek the students out” practice. This has involved changes in our design and approach to student support so that all classified professionals, faculty, and administrators take responsibility for mitigating and/or removing barriers to make it easier for students to seek help.

SD Mesa College has created a definition of equity that is prominently displayed throughout the website, applied to the work of committees, and broadly used across the college in general:

At Mesa, equity is a student-centered approach to fostering a culture of success for historically marginalized students. In our roles as faculty members, student services practitioners, staff, and administrators, we pursue equity through principles of inquiry and data-informed decision making. We will achieve equity when we see parity in outcomes across racial/ethnic groups and all disproportionately impacted groups within higher education. We work within integrated and equity-minded systems to ensure that everyone has what they need to succeed during their time at Mesa College.

Since 2014, SD Mesa College has been in partnership with the Center for Urban Education (CUE), with an emphasis on helping practitioners realize our innovative equity-centered focus and to embed equity-minded policies, structures and practices across the college. Our work with the Center for Urban Education (CUE), student services, and in some instructional areas includes developing guiding principles to assist administration, faculty, and classified professionals as they conduct the work of the college through an equity lens.

From fall 2017-winter 2018, SD Mesa College math faculty participated in a two-part equity project in partnership with the Center for Urban Education. The project had three goals: 1) develop the agency of individuals to view their practices from an equity lens as a means to serve the college's students, 2) help faculty understand their own sense of empowerment in creating equitable outcomes, and 3) integrate the multiple efforts being undertaken in the math department to develop common practices that are known to work. Over the span of 14 months, math faculty attended 7 sessions focused on achieving these goals.

Through these sessions, faculty learned how their practices affect different racial/ethnic student groups and to consider new practices that may help them close equity gaps in their own classroom. The focus was on pre-transfer courses and the persistent equity gaps within them. Participants were expected to change classroom practices and share their knowledge with others in the department. Many conversations in department meetings were dedicated to best practices and the lessons learned from this project.

Each year, SD Mesa College sends ten or more administrators, faculty, and classified professionals to NCORE, the National Conference on Race and Ethnicity in American Higher Education. Upon completed of this conference, participants give presentations on key areas of learning to the SD Mesa College community.

Strategies to increase student success have been implemented inside the classroom, and across the campus. For example, at SD Mesa College, Equity by Design includes five overarching principles (listed below) that guide our work. The principles are designed to

put equity at the front and center of our thinking and practices, including our language, policies, analysis, and actions. They are:

1. Clarity in language, goals, and measures vital to effective equitable practices
2. “Equity-mindedness” as a guiding principle for language and action
3. Equitable practices and policies designed to accommodate differences in the contexts of students’ learning, i.e., not treating all students the same
4. Enacting equity through a continual process of learning, disaggregating data, and questioning assumptions about relevance and effectiveness of current practices
5. Equity enacted as a pervasive institution-wide principle

Table II shows SD Mesa College Infrastructure and Resources for Student Support

Table II Systems & Services for Student Support	Socio-Economic Resources and Community Services
Black Faculty Counselors’ Collaborative	Farmers Markets
Basic Needs Summit	The Stand – for food and clothing
Basic Skills Transformation Grant	Peer Mentoring
CalWorks	Peer Navigators
College Career Access Pathway	Promise Program
Disability Support Programs and Services	CRUISE Program
Extended Opportunity Programs and Services (EOPS)	Services and support for undocumented students
Liaison with Minority Male Community College Collaborative through SDSU	Direct support for students (books, food, transportation)
English and Math Developmental Course Redesign	OER and MOSAIC
Mesa Tutoring and Computing Centers (MT2C)	Bookeye Book Scanning to offset textbook costs and save printing fees
Pathways Navigation	Mesa Journeys
Partnership between School of Student Development and Student Success and Equity	Mesa Academics & Athletics Program
PERG course offerings at high schools	Olympia – interactive chat tool (24/7)
Student Success and Support Program (SSSP)	Puente
Student Success and Equity	Umoja
Strong Workforce Program	Resiliency Fund
Work-based Learning	Serenity Space
Writing Center	Veterans’ Services

I.5c. Realignment of Services

Guided Pathways

SD Mesa College is in the process of using the guided pathways framework to help streamline access to services by identifying and eliminating friction points for students, and by creating frequent points of intervention that help students identify resources and gain the necessary support as they work toward the completion of certificates, degrees, and transfer. One of the goals of guided pathways is to identify key momentum points, using degree and certificate maps, to assist, remind, and reinforce a myriad of support structures for students in the classroom and across campus. The work of pathways includes creating a standard lexicon with guidelines for positive, student-centered language.

The SD Mesa College Pathways Committee and work groups have engaged the campus in discussions focused on the vision, mission, and goals for Mesa Pathways. The campus has come together and worked to accomplish several projects, including program mapping guidelines, communication plans, Mesa Pathways glossary, Mesa Journeys, onboarding processes, student engagement through the newly developed “Mesa Fellows” program, embedded tutoring, and outreach practices. These projects have been central to the Mesa Pathways’ conversation. One goal for the coming year is to conduct a campus scan of the various programs and projects currently on campus to determine where each fits in the student journey, and align these with the Mesa Pathways framework. Mesa Pathways is also a critical component the SD Mesa College master planning process.

SD Mesa College is aware of the importance of student involvement. In addition to student participation in shared governance bodies, such as President's Cabinet, there are efforts throughout a variety of programs to include students in decision making. For example, the Mesa Pathways Committee has developed a plan to include student ambassadors as participants in all Pathways work.

In Fall 2020, the School of Student Development worked alongside the School of Exercise Science, Health Education, Dance, and Athletics to develop the OPP - Olympians Pathways Prototype. This is a program geared toward serving the student-athlete population at SD Mesa College by introducing intentional, intrusive interventions that aim to increase retention, academic success, a sense of belonging, and accountability. This work is done through an equity-minded, team approach that includes the head coach, the student athlete, a counselor, assistant athletic directors, the dean/athletic director, athletic retention technicians, and student services. These newly introduced catalysts provide timely responses, a wealth of knowledge, and holistic support by creating and nurturing professional relationships with our student athletes and demonstrating consistent, authentic care for each individual student athlete.

Mesa Journeys

The Mesa Journeys initiative is a quick and easy online tool for prospective and current students to connect with support programs and services at Mesa College. It connects disproportionately impacted students to programs and services, and the online tool assists

students in locating and utilizing the programs and services that are a good fit for their needs. Once a need has been identified by the student, the program can then make contact in order to further assist the student. The tool is customizable and adaptable to changing student needs over time, and can continue to support students throughout their journey at SD Mesa College.

Tutoring

Mesa's tutoring program – MT2C – is integrated throughout the campus, and provides opportunities for students to seek services. This has been done traditionally in a face-to-face format, and with embedded classroom tutors, and is now increasingly online.

Tutoring information is available through Canvas shells, making tutoring even more accessible as more course offerings are now fully online.

SD Mesa College recognizes that support must encompass all aspects of a student's life, from community and socio-economic services, to cultural awareness and beyond. We strive to provide for our students' needs by offering resources that can help fill the gaps for a number of financial, emotional, legal, and other support needs.

HSI Initiatives

The goals of HSI grants (Title III STEM Conexiones and Title V Proyecto Éxito at SD Mesa College) are to strengthen an institution's capacity to serve low-income and minority students. Our grants have an impact on enrollment, retention, and completion rates of students who have been historically marginalized and disproportionately impacted. They enable the College to expand educational opportunities and improve equitable outcomes for our Latinx and low-income students. With a 2019-2020 total enrollment of 35,000 students (Summer/Fall/Intersession/Spring) of which nearly 40% identify as Hispanic/Latinx, our HSI grants help carry out the College's mission in being "The Leading College of Equity and Excellence."

- STEM Conexiones continues to effectively assist Hispanic/Latinx and low-income students in excelling in STEM courses so they can earn degrees and employment opportunities. Grant-funded activities continue to make a significant impact on enrollment, retention, and graduation through three grant components: (1) Student Connections; (2) Faculty Connections; (3) Pathway Connections.
- Proyecto Exito
Completion of grant objectives were accomplished in key focus areas (1) Redesigning Basic Skills and Gateway Courses; (2) Initiating Academic and Student Support Systems, achieved through Structured Learning Assistance (called "Classroom Tutoring"/CT Program at Mesa); (3) Providing Faculty and Staff Development, achieved through Professional Learning; (4) Creating Supportive Spaces for Students, Staff, and Faculty through the development of a Faculty & Staff Engagement Center ("The LOFT") and Student Engagement Center ("AVANZA") that support and engage our community with a cultural lens.

SD Mesa College's current HSI Title V cycle has included: Developing workshops to strengthen student engagement; adopting contextualized learning practices in the classroom; expanding capacity for using technology in the classroom; incorporating Student Learning Assistance (SLA), which we refer to as Classroom Tutors/Peer Mentors in key gateway courses; encouraging collaborative learning; facilitating participation in the Peer Mentoring ("Peer Navigator") program; and developing activities that promote an understanding of Latinx culture, including the Avanza Student Engagement Center, and the Latinx Alliance.

Work-Based Learning

The SD Mesa College Work-Based Learning (WBL) program reaches students through unique programming both inside and outside the classroom.

Inside the classroom, WBL partners with faculty and local employers to integrate WBL into the curriculum through faculty professional development and direct student connections. Highlights include 21st century skills training in Health Information Technology and Management, and Emotional Intelligence in Business Communications.

Special events that bring industry to our students include:

- Majors at Mesa day with college and high school students
- Internships and Service-Learning Fairs
- Computer Information Sciences Speaker Series
- Careers in the Humanities
- Hidden Career Pathways in Museums
- Entrepreneurship Speaker Series

Work-Based Learning focuses on equity through partnerships, activities, and events, supporting our students with education and assistance, including resources for undocumented students, the Veterans Internship Program, resources and information on gender bias in the workplace, and career topics and forums to address discrimination and micro-aggressions in the workplace. SD Mesa College works with community partners to provide internships, such as with the San Diego Regional Economic Development Corporation's JP Morgan Chase's Advancing San Diego grant for Computer Software and Engineering.

The Work-Based Learning Champion program awards one faculty and one student for their outstanding and impactful outcomes through Work-Based Learning. It additionally recognizes employees from industry who partner with the college in Work-Based Learning. The #HireAnOlympian campaign, through social media, engages student job seekers and alumni to encourage employment in relevant fields of study.

Work-Based Learning has achieved:

- 406 Campus partners
- 546 Employer Connections
- 225 Events

- 2,252 Students Served

Career Center

The Career Center at SD Mesa College continues to make improvements regarding helping students with Career Pathways. Thanks to the support from regional and local Strong Workforce funds, the Career Center has been able to enhance student support by establishing a Career Peer Ambassador program. Career Peer Ambassadors are campus student leaders who have been trained to facilitate the resources available through the SD Mesa College Career Center department. Students selected to serve as Career Peer Ambassadors participate in intensive summer training sessions with our Career Counselors, Internship Coordinator, and Career Center staff to develop transferable work-related skills, and participate in professional development training as needed. They promote and deliver informational presentations about career services within SD Mesa College classrooms, around the college campus, and at career services events. They also provide walk-in individual and group peer-to-peer career coaching sessions.

With respect to Career Pathways, a considerable component is career readiness. To become career ready, SD Mesa students need assistance in their career development journey (self-awareness, career awareness, career exploration, career preparation, and career training) so they can make informed postsecondary and career decisions. However, for some students achieving this could be seen as a systemic barrier, especially for disproportionately impacted students because career counseling availability is so limited. As such, the Career Center has realigned its practices by expanding their services into the classroom. The Career Center, in partnership with the Work-Based Learning (WBL) team and with the support of Regional Strong Workforce, has begun to offer a Career Ready Guide. The Career Ready Guide is a free online interactive course designed to help students understand, assess, and develop the "power skills," also known as career readiness competencies, that companies seek when hiring today's employees.

Along with the Career Ready Guide tool, the Career Center and WBL offer SD Mesa College faculty five sample class assignments that they embed into their course to assist students in identifying their knowledge, skills, and abilities. In addition to looking at ways to realign practices to meet equitable outcomes, the Career Center continues to work in close partnership with the Student Success & Equity office to provide SD Mesa students with free professional clothing at "The Stand," SD Mesa's food pantry and professional clothing closet. Furthermore, the Career Center offers culturally competent resources such as a "Diverse Career Resources Handbook" and "Black/African American Career Resources Guide."

In response to equitable access, with regard to distance education students, the Career Center offers a 24-hours a day and seven days a week online student support "Chat-Bot" available to answer career-related questions. For one-on-one student support, the Career Center offers career counseling appointments and career chats. Career chats are a set of live events that help students connect with Career Counselors without the need for a scheduled appointment.

Open Educational Resources

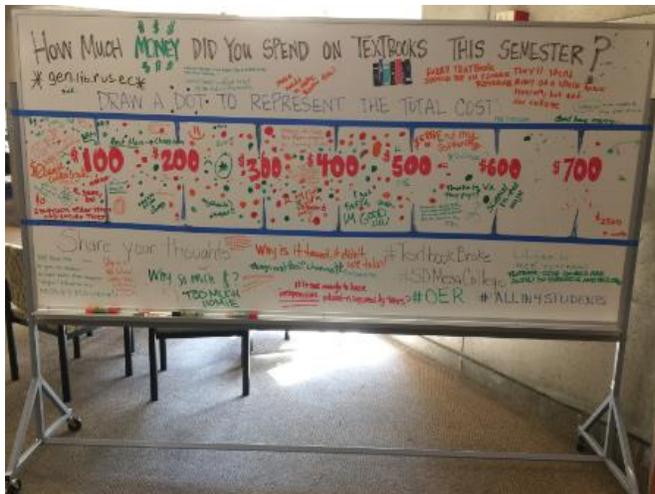
SD Mesa College has expanded Open Educational Resource (OER) offerings, and now regularly promotes OER opportunities to faculty, including the support to implement OER in course design. In 2017, the first Open Educational Resource/Collection Development librarian was hired at SD Mesa College. An OER phased plan was created to provide the opportunity for faculty to explore, implement, or adopt OER in a supported professional learning environment. Four cohorts completed OER Textbook Review and Adoption (OER TRAC). The second phase, MOSAIC (Mesa's Open Shared Accessible Inclusive Courses), launched in Spring 2020 with teams of faculty building two high enrollment general education courses: Math 119 and Health 101. When complete, the courses will be available in the Canvas Commons shared space for use by SD Mesa College and California Community College faculty.

OER professional learning includes faculty panels on using OER, open licensing and copyright, self-paced online training modules and webinars. Presentations on the equity issue of textbooks and how OER reduces equity gaps are part of the New Faculty Institute, Adjunct Orientations, Catalyst (one-day faculty conference), Course Redesign Institute, Build with Mesa Buddies, and SD Mesa College's Summer Institute. OER presentations are given at department meetings, school meetings, and Academic Senate. Faculty attend state and national summits and conferences featuring Open Educational Resources, and SD Mesa College's OER Librarian has completed the Creative Commons Librarian Certificate.

OER highlights include:

2018 goal to increase the number of sections using OER to 15% achieved by 2020. Fall 2019 students were able to register for OER courses with a designated no textbook cost icon, visible in the course catalog. Campaigns to inform students of these sections of courses include presentations at Associated Student Government meetings and interactive displays in the LRC. Students have an array of OER courses to choose from including: Art History, Child Development, English including 101 and 101x, Mathematics including 96x, Geography, Physics, Astronomy, and Personal Growth.

2020 SD Mesa College will implement the Racial Justice and Equity Goal to study the impact of OER textbooks on African-American students and students from other historically marginalized communities. Art History faculty applied for and received a Carnegie Mellon grant, which included utilizing OER to fill in the gaps of Non-Western Art. Geography faculty received \$50,000 grant to create an OER lab manual. SD Mesa College's class schedule now identifies OER courses with a symbol, as required, and bookstore requests now include OER options.



Student input on the cost of textbooks in the LRC. One part of two campaigns to increase awareness of OER sections. Images were used in OER presentations on how OER reduces equity gaps. The 2nd campaign was Spring 2020 and students documented how they would have spent money they used for textbooks. Over 50% stated food or groceries. One student calculated the amount of money spent on Spring 2020 textbooks was more than her entire grocery budget for the semester.

I.5d Actions to Mitigate Barriers

SD Mesa College is undertaking several cross-campus initiatives designed to create stronger infrastructure in support of student success. Students are encouraged to identify and align with an academic path embedded with support systems that will guide them toward retention and completion of certificates, degrees, and transfer. Across the campus, faculty are taking a deeper dive into the metrics of student success and retention, and the campus is mobilizing resources to provide ongoing socio-economic support.

Under the guidelines set by AB-705, SD Mesa College has been redesigning developmental education, including actively reforming English and math sequences, and training faculty and classified professionals. SD Mesa College's English department was an early adopter of this redesign, and their work has been used as a model. SD Mesa College's math program has been proactive in working with the tutoring center, and has been active in course redesign and in adopting curriculum changes. The accelerated and concurrent sections offered are designed to foster student success, and to move students into and beyond transfer level courses. This curriculum redesign rests on a foundation of equity-minded academic practices. Key faculty and administrators on our campus, in conjunction with our district, developed a multiple measures placement tool for ESL that is currently being tested, with plans to develop it as a model across the state.

In May of 2019, the American Federation of Teachers (AFT) Guild sponsored The Summer Learning Institute, hosted at SD Mesa College and open to all staff members. AB705 featured prominently in the program.

In response to the demands of the legislation, faculty members from English Language Acquisition (ELAC) and English began collaborating on a guided self-placement instrument intended for non-native speakers of English. Called ELAC Go!, this instrument functions in roughly the same way as the broader district placement apparatus, the Placement Assistant. Similar to the Placement Assistant, once a prototype was developed at the SD Mesa College campus, a larger, district-wide workgroup convened to ensure that the instrument would meet the needs of all students across the district.

In anticipation of AB705 Implementation, key faculty from the Math Department joined an Assessment Team focused on updating placement practices for incoming students. The new system is aligned with the CCC Multiple Measures guidelines honoring high school GPAs and the last math course completed. In Fall 2020, the new placement process gave over 75% of new students the opportunity to enroll in a transfer-level math course in their first semester. For the few falling outside this group, the Math Department offered the same transfer-level courses with corequisite support.

The Math Department began developing and piloting the support courses (the “X-classes”) in Fall 2018. Faculty met bi-weekly for two years to discuss practices that would close equity gaps for the most vulnerable students. Professional learning that included participation in a Culturally Responsive Teaching Course, the ESCALA Certificate Program, and attendance at the California Acceleration Project (CAP) Conference, laid the groundwork for the learning environment that has been woven into these courses. Examples of the best practices include peer-to-peer interaction, application-based activities, project-based learning, embedded tutors, and alternative assessments. These efforts have resulted in over a 10% increase in the success rate of students taking the supported transfer-level math courses. In addition, the success rates of these support courses are closing in on the success rates in the traditional (non-supported) transfer-level courses. Seeing the great gains among the students who were initially placed below the transfer level, has prompted other faculty to implement the best practices developed for the X-classes in their non X-classes.

SD Mesa College recognizes that the barriers our students face may come from a variety of factors, including socioeconomic, cultural, and systemic dynamics, and these require myriad strategies, programs, and services in order to reduce and remove the roadblocks. SD Mesa College has had conversations about how these students perform in their coursework, and has considered pre-census attrition and other issues that may impact the success of all of our students. Faculty have worked toward moving beyond compliance with mandates and initiatives into holistic planning in which the entire journey and needs of our students are considered. In this work, faculty have also tried to make sure that they are bringing together not only all constituency groups but also financial aid, instruction, and student services to make sure we consider how our efforts intersect and how everyone can be supported.

Table III shows Evidence of Services Realignment and Mitigation of Barriers

Table III	Evidence of Services Realignment/Barrier Mitigation
Title V HSI Grant and programs	<p>www.sdmesa.edu/hsi www.sdmesa.edu/stem</p> <p>Student Success Scorecard Dashboard 2019: https://www.sdmesa.edu/about-mesa/institutional-effectiveness/institutional-research/data-warehouse/Scorecard.shtml</p> <p>Course Outcomes Dashboard: https://www.sdmesa.edu/about-mesa/institutional-effectiveness/institutional-research/data-warehouse/CourseOutcomesDash.shtml</p> <p>HSI and Equity Dashboard: https://www.sdmesa.edu/about-mesa/institutional-effectiveness/institutional-research/data-warehouse/HSIEquityDash.shtml</p> <p>HSI STEM Center Newsletters: https://www.sdmesa.edu/academics/stem/stem-center.shtml</p> <p>Innovation Research Lab Workshops: http://www.sdmesa.edu/academics/stem/innovation-research-lab.shtml</p> <p>STEM Peer Mentoring Program & Schedules: https://www.sdmesa.edu/academics/stem/stem-mentors.shtml</p> <p>STEM Core Program: https://www.sdmesa.edu/academics/stemcore/index.shtml</p> <p>HSI Title V "Proyecto Éxito," Grant Year 6 http://www.sdmesa.edu/about-mesa/hsi/hsi-grant/titleV-grant.shtml</p> <p>Impact of HSI Funding/Support at the Department Level -- Program Reviews (2019-2020) http://www.sdmesa.edu/about-mesa/hsi/hsi-grant/titleV-grant.shtml</p> <p>Mathletics: http://www.sdmesa.edu/about-mesa/institutional-effectiveness/institutional-research/data-warehouse/MathleticsDash.shtml</p> <p>CRUISE: http://www.sdmesa.edu/about-mesa/institutional-effectiveness/institutional-research/data-warehouse/CRUISEDash.shtml</p>

Open Educational Resources (OER)	<p>https://sdmesa.libguides.com/OER/Comparisons</p> <p>SDMC OER Plan https://docs.google.com/document/d/1p8ZtjnTEXsvFVLMLiYIOfJiN/Wznbs7Gezb9GIV48uNE/edit?usp=sharing</p> <p>Open Educational Resource Guide https://sdmesa.libguides.com/OER</p> <p>Faculty comparisons of OER to publisher texts https://sdmesa.libguides.com/OER/Comparisons</p> <p>OER and Equity self-paced professional learning https://sdccd.instructure.com/courses/2106437/pages/open-educational-resources-oer-crusader-badge</p> <p>OER Commons SDMC group https://www.oercommons.org/groups/san-diego-mesa-college/3980/</p> <p>SDCCD Board Report on Open Educational Resources and Reducing Textbook Cost for Students: Progress, Improvements, and Survey Results January 30, 2020 https://go.boarddocs.com/ca/sdccd/Board.nsf/Public</p> <p>SDCCD Copyright Guidelines https://www.sdccd.edu/docs/ISPT/copyright/SDCCD_Copyright_Guidelines.pdf</p> <p>San Diego Mesa College OER Initiatives (starting 43:50) presentation at the Region X OER/ZTC Showcase, November 9, 2018.</p>
Course Redesign Accelerated English and Math Placements	<p>Math Placement Information https://www.sdccd.edu/future-students/placement/math-mesa.aspx</p> <p>English Language Acquisition http://www.sdccd.edu/future-students/placement/elac/</p>
Mesa Pathways	https://www.sdmesa.edu/mesa-pathways/

Work-Based Learning	www.sdmesa.edu/WBL
Career Center	<p>http://www.sdmesa.edu/student-services/career-center/</p> <p>http://www.sdmesa.edu/student-services/career-center/career-peer-ambassadors.shtml</p> <p>"At a Glance" Infographic Poster 18-19: Career Peer Ambassador Program</p> <p>Program Report 18-19: Career Peer Ambassador Program</p> <p>Yearbook 18-19: Career Peer Ambassador Program, Cycle I</p> <p>http://www.sdmesa.edu/student-services/career-center/career-ready-guide.shtml</p> <p>http://www.sdmesa.edu/student-services/career-center/documents/Faculty%20Information%20Career%20Ready%20Guide%20Assignments%20for%20Students%202.0.pdf</p> <p>https://www.sdmesa.edu/student-services/student-success-equity/the-stand.shtml</p> <p>http://www.sdmesa.edu/student-services/career-center/career-counseling/Diverse%20Career%20Resources%20Booklet.pdf</p> <p>http://www.sdmesa.edu/student-services/career-center/documents/Black_African%20American%20Student%20Career%20Resources%20Handout.pdf</p> <p>http://www.sdmesa.edu/student-services/career-center/documents/Career%20Chats%20on%20Zoom%20PDF.pdf</p>

Table IV lists SD Mesa College Committees Supporting Professional Development and Equity

Table IV
Committees for Professional Development and Equity
Classified Professional Learning Committee
Classified Equity Task Force, Black Minds Matter
Committee on Diversity, Access, Inclusion and Equity
Conference & Travel Committee
Faculty Professional Learning Committee
Mesa Cares Training – equity minded training
Professional Advancement Committee
Staff Development Committee and Flex subcommittee
Success, Equity & Transformation Committee

QFE Additional Resources and Evidence

- Mesa College Equity Definition – <https://www.sdmesa.edu/student-services/student-success-equity/index.sht>
- Prompts for Reviewing Institution Documents and Policy for Equity - When reviewing data, we provide prompts that can be used to generate equity-minded discussion and planning (<https://www.sdmesa.edu/student-services/student-success-equity/documents/Equity%20Minded%20Reflections%20-%20new.pdf>)
- SD Mesa College – Center for Urban Education Partnership has established a foundation for equity and excellence. Through our partnership, we have institutionalized an innovative equity-centered focus and embedded equity-minded policies, structures, and practices across the college. CUE has helped us frame our work and assess and respond to existing equity gaps. This work has sparked discussions, leading to difficult conversations across the campus. CUE continues to assist us with defining equity, program assessment, cross walking our plans and equity, offering professional learning and support with conducting inquiry. (<https://www.sdmesa.edu/student-services/student-success-equity/documents/MESA%20-%20COP%20Campus%20Report%20FINAL.pages.pdf>)

- SD Mesa College’s Honors program has shown a significant increase in the number of under-represented students who participate in honors, excel, and transfer.
- Office of Research guide on equity minded reflection (<https://www.sdmesa.edu/student-services/student-success-equity/documents/Equity%20Minded%20Reflections%20-%20new.pdf>)
- Office of Research promotes the theme of Humanizing Data with the hashtag #HumanizeData to remind everyone that we cannot do equity work without looking at the data, and behind every number is an actual student. <https://www.sdmesa.edu/about-mesa/institutional-effectiveness/index.shtml>

Documents to Attach

Center for Urban Education Program Review Analysis Impact Report
 San Diego Mesa Math Jan 2019 View Book
 Analysis of Equity Planning Initiatives at SD Mesa College
 Equity Analysis of the Instructional Program Review Template
 National Conflict Resolution Center Workshop: Art of Inclusive Communication

I.6 SD Mesa College’s Response to the COVID-19 Pandemic

SD Mesa College and the San Diego Community College District, with guidance from our Chancellor, Constance Carroll, and SD Mesa College President Pamela Luster, along with our campus administration, classified professionals, and faculty, have been working rapidly and rigorously to put in place the necessary plans, and supportive infrastructure to support students impacted by the novel coronavirus known as COVID-19.

Our administration has been working closely with state and local governments, and monitoring recommendations and protocols from health officials. SD Mesa College’s priority is the safety of all our students and personnel, the continued delivery of education, and student support services, while continuing to fulfill our mission as the leading college of equity and excellence.

SD Mesa College responded to the crisis quickly, surveying faculty, classified professionals, and students, and identifying the courses that could transition immediately into the online format. Training and professional development for Canvas and online teaching tools, including Zoom, were scaled up, and this training is ongoing.

The SD Mesa College community remains strong, and cognizant of the fact that we are part of San Diego’s response and recovery to COVID-19. During the coming months, and even years, as our economy gradually reopens and reshapes itself from an unprecedented economic downturn, SD Mesa College represents a way forward with cost-effective education, re-training, and career development.

Crisis Planning and Response

SD Mesa College initiated the following:

- Transitional week during which students, faculty, classified professionals, and administrators worked to scale up online teaching. No student work was due during the transitional period
- Initial period of online teaching, with needs assessment and additional resources, training, and outreach
- Creation of a one-stop Online Student Support Services website
- Laptop/Technology Loaner Program
- Drive-through Mobile Food Pantry
- Established SD Mesa College COVID-19 Emergency Relief Fund
- Conducted COVID-19 Student Needs Survey
<http://www.sdmesa.edu/about-mesa/institutional-effectiveness/covid-19-survey%20results.pdf>

Extended plan for online teaching in the summer and through fall 2020

- Continued planning for labs and career/technical courses that require face-to-face instructor-student interaction
- Classroom materials and distance education take-home “kits”
- Designated Free Wi-Fi Parking Lot
- Virtual Commencement Ceremony

Link to drive through commencement album/photos:

<https://www.flickr.com/photos/sdmesa/albums/72157715115281628>

Link to Virtual Commencement:

<http://www.sdmesa.edu/student-services/commencement/>

<https://www.flickr.com/photos/sdmesa/albums/72157714580725063>

Crisis Communications:

- Bi-Monthly President’s Forums live-streamed through YouTube with live chats for faculty and students
- Creation of a COVID-19 Updates and Announcements page on college website

II. Progress & Plans Arising Out of The Self-Evaluation Process

Recommendation 1

Standards: I.B.2, I.B.3, I.B.6, II.A.2, II.A.3

In order to ensure continuous improvement, the team recommends that the college revisit course and program assessment processes to improve the quality, effectiveness, and consistency of student learning outcomes assessment.

Progress History

Mesa has engaged in rigorous dialogue and actions concerning outcome assessment. In order to meet the recommendations, we focused on the following: first, developing tools for assessment conversations through our outcome committees and the Office of Institutional Effectiveness (OIE); second, focus on Course (CLOs) and Program Learning Outcomes (PLOs) with the greatest focus in this area around faculty development; and finally, on Institutional Learning Outcomes (ILOs) and Administrative Unit Outcomes (AUOs) which required development of staff, administrators as well as engagement institution-wide dialogue.

SD Mesa College promotes student success and achievement with a critical eye focused on equity gaps. The college is committed to its comprehensive mission and is supportive of all student goals on campus, such as the completion of certificates and degrees, continuing academic and career goals, and transfer and job placement. Mesa is deeply committed to measuring how successful we are in helping students achieve these goals by utilizing assessments and tools that include quantitative and qualitative data analysis in the ongoing implementation, evaluation, and improvement of programs and services.

Action Plan for Improvement

In order to specifically address the recommendation, SD Mesa College has identified a four-part strategy to ensure the continuous evaluation and improvement of program and course assessment processes, which includes:

1. Use of campus committees and the OIE to create plans for professional development on institutional effectiveness and outcomes;
2. Implementation of training and systems with a focus on faculty, course and program outcomes;
3. Implementation of training and systems with a focus on staff, administration and college dialogue about institutional and administrative unit outcomes; and
4. Development of on-going evaluation of these systems with an emphasis on continued improvement.

Strategy 1: Developing a Plan for Change

We began our work in this area in 2017-18, with an Institutional Effectiveness Partnership Initiative (IEPI) grant that funded travel, training, and a clerical NANCE. The decision was made to primarily utilize three committees on campus: the Planning and Institutional Effectiveness Committee (PIE-C), the Committee on Outcomes and Assessment (COA), and the Program Review Steering Committee. In addition to the committees, the work was/is supported by the Office of Institutional Effectiveness (OIE). The goal was to develop strategies to address the recommendations. The specific work of each group is as follows:

- **Planning and Institutional Effectiveness Committee (PIE-C)**: is a participatory governance committee that reports directly to President's Cabinet. PIE is designed to advance the overall planning work for the College. Following the sustainable continuous quality improvement model, the PIE is responsible for assuring that the College's planning framework is consistent with accreditation standards; for guiding the annual assessment of progress on stated goals, objectives and priorities and recommending changes as indicated; and for assuring the integration of planning across the campus. PIE may establish sub-committees to carry out the specific purpose and objectives of the committee. These sub-committees will report directly back to the PIE Committee.
- **Committee on Outcomes and Assessments (COA)**: is a subcommittee of the PIE-C that oversees and coordinates Outcomes and Assessment practices for Instruction, Student Services, and Administrative Units at the College level. The Committee is responsible for maintaining the policies and processes that will guide the College through the ongoing process of developing, implementing, assessing, and evaluating outcomes and assessments. The Committee promotes campus-wide understanding and integration of outcomes (instructional, student services, and administrative), facilitates campus dialogue to enhance institutional effectiveness, and fosters continuous improvement of the student experience.
- **Program Review Steering Committee**: reports to President's Cabinet. Its membership includes faculty, classified staff, students, and administrators each appointed by their respective governance bodies. The Program Review Committee engages in dialogue with other groups to help guide campus conversations on various goals of the college, and how each program or administrative unit helps achieve these goals. Information collected from program review informs planning, goal setting and resource allocation.
- **Office of Institutional Effectiveness**: integrates and advances institutional effectiveness practices that supports the overall mission, vision, and goals of the College that contribute to student success. The office strives to cultivate a strong culture of inquiry that extends across campus constituencies. The mission of the Office of Institutional Effectiveness is to provide college-wide leadership and support for the infrastructure and integration of the College's institutional effectiveness efforts by promoting a commitment to excellence and continuous quality improvement through college-wide planning, research, program review, outcomes assessment, resource allocation, and accreditation.

Early in the process, these groups engaged in a dialogue about outcomes assessment and student success, which culminated in suggestions for improvement to outcomes assessment, mapping, and review of assessments. The committees looked for ways to embed assessment as a regular part of the work of program review and goal setting for programs, departments and the college that would have specific assessment cycles and committee placeholders for communicating successes and areas that still require attention. The committees also identified professional development/training that would be necessary to have successful dialogue.

The conversations uncovered issues such as, in previous programs review cycles, outcomes were mapped and assessed, and reports supplied to lead writers for program review, with the result that outcomes were considered separately from program goals. The work has led to changes such as incorporating the outcomes assessment more completely into program goals, and goal planning that includes a consideration of outcomes, in which goals are tied to specific outcomes.

Two Outcomes Assessment Institutes were held, also funded by the IEPI grant. We invited guest speakers from other colleges and from among our own faculty and staff. Through these interactions the decision was made to have a two-year plan in which year one focused on program level assessments and year two explored ILOs, rubrics, habits of mind, data analysis, and Canvas as an outcomes assessment tool. After these decisions were vetted, the college expanded the data tools and reporting obligations for outcome assessment across the institution and began the first phase of professional development, largely with faculty.

Following the Outcomes Assessment Institute in the summer of 2018, faculty had an opportunity to select a topic covered during the institute and provide a follow-up workshop open to all SD Mesa College faculty, classified professionals, and administrators.

Strategy 2:

Focus on Course and Program Learning Outcome Assessments

The work on CLOs and PLOs largely happened under the guidance of the Committee on Outcomes and Assessment (COA). The following actions were initiated:

- Creation of the Department Outcomes Coordinators (DOCs)
- Developed trainings for DOCs
- Facilitated discussion and sharing among outcome coordinators
- Institutionalizing CLOs and PLOs

Creation of the Department Outcomes Coordinators (DOCS)

COA decided that the best way to make sure that each department had training, and each department had a plan to manage the outcome assessment cycle was for each program to select a Department Outcomes Coordinator (DOC). These outcomes specialists would be used to facilitate conversations and capture outcome work for each department/program. They would become the outcome "expert" with the expertise to competently bring assessments to each

program, and the ability to integrate these assessments into the program goals and planning cycles.

Developed Training for DOCs

COA, in consultation with OIE, created training sessions for DOCs. DOCs were trained in areas such as coordinating updates and mapping of both CLOs and PLOs. DOCs would be trained to work with department colleagues to plan, implement and evaluate CLOs and PLOs. They were also trained in the process, forms, and data entry into Taskstream. They worked closely with our faculty College Outcomes Coordinator and the administrative technician and NANCE in the OIE. DOCs took their training back to departments for planning. Part of bridging the training from theoretical to practical happened through activities at the 2015 and 2016 fall and spring college convocations. These activities were called “Assessments Across the Campus, and culminated with directed discussion points in department meetings immediately after convocation during the college's flex week. The activities and question were designed to get all faculty engaged in discussion about course and program outcomes.

Facilitated Discussion and Sharing Among Outcome Coordinators:

At our COA meetings, DOCs presented the findings from their department (DOCs are always welcome to attend even when they are not presenting). These presentations led to informative, interesting discussions, and the sharing of best practices between programs. As programs become more proficient in outcomes assessment, many revised their CLOs and PLOs (course and program level outcomes) to better reflect their discipline's needs. DOCs were challenged to link outcome with program goals and to consider how resource allocation is connected to their ability to improve outcomes in their courses and programs. OIE Office developed a Canvas Course for DOCs to share best practices.

Institutionalizing CLOs and PLOs

Currently, the college is about halfway through a 6-year assessment cycle. Each program has updated course and program-level learning outcomes, and faculty include these outcomes in syllabi each semester. Across the campus, course and program outcomes reporting is now practiced routinely, with continuing process improvements made to increase the consistency of reporting. Faculty continue to dialogue about assessments and reporting practices. The culture of outcomes reporting continues to change for the better as outcomes coordinators gain more visibility, and as reporting data becomes more accessible.

COA has been working to review these processes and improve the quality, effectiveness, and consistency of student learning outcomes assessments. Each DOC visited COA to discuss how they were assessing student learning and outcomes. Through this process of sharing, COA has also provided professional development opportunities for faculty to highlight best practices and improve outcome assessment across the campus.

Strategy 3:

Focus on Institutional and Administrative Unit Outcome Assessment

This area reflects COA's current investment in outcome assessments. In 2015, COA embarked on a reassessment of the Institutional Learning Outcomes (ILOs) at Mesa College. The new ILOs were discussed and vetted at the spring convocation in 2016. Additionally, COA worked with members of the Academic Senate to refine the outcomes. Programs and units then worked to map their CLOs, PLOs and AUOs to the new ILOs.

In 2016, the OIE and COA developed a survey for graduating students. On a yearly basis, the OIE surveys graduating students on their college experience, with particular emphasis on the college's institutional learning outcomes. The results of the survey are reported back to faculty, classified professionals, and administrators during Convocation, and at professional development flex activities.

Current work on COA is centering in this area in a few distinct ways. First, while working on AUOs, the committee realized that AUO reporting and assessment worked well in instructional areas, but not as well in the area of student services. The committee discussed how assessment reporting tools and professional development might be tailored in distinct ways for instructional areas, administrative services, and student services. The committee is currently discussing and considering how to make these adaptations across administrative units. Additionally, the committee is having conversations about how AUO assessments and reporting will map to the ILOs.

Strategy 4:

Institutionalizing a Culture of Assessment

SD Mesa college continues to have assigned, dedicated faculty working on outcomes assessments, evaluation, and data management, and has earmarked funding for classified professionals, faculty, and administrators to attend conferences and training activities. Each semester, additional training and discussions take place for faculty and classified professionals at Convocation, and in flex activities during professional development week.

Along with this culture of outcomes assessment, the college has created more transparency in accessing and utilizing the data collected. One of the most pro-active changes in assessing outcomes and data management has been in the creation and maintenance of data dashboards that track metrics such as student success and retention. These dashboards are now easily accessible through Taskstream, and available to program review lead writers and outcomes coordinators.

The annual program review process allows faculty to take a deeper dive into course success and learning outcomes metrics. Outcomes reports are now a dedicated part of program review. The practice helps close the loop on assessments, resource requests and allocations, and the completion of goals. Additionally, faculty consider how each course and their programs support the ILOs of Mesa College.

The Committee on Outcomes and Assessments (COA) worked closely with the Office of Institutional Effectiveness (OIE) to gather and report on data at the institutional, program, and course levels. Programs and courses are evaluated on a 6-year cycle, and reporting is coordinated by each Department Outcomes Coordinator. College-wide reporting is coordinated by the Office of Institutional Effectiveness, with surveys going to students every spring.

Currently, DOCs continue to do the work of assessment and continue to receive training, and release time to assist in their coordination of school and program assessments. To improve consistency, outcomes meetings are part of flex week activities, and outcomes reporting is integrated into program review. Additionally, by providing data that is readily accessible to lead writers and outcomes coordinators, the program review and outcomes assessment process are more transparent. Better training for faculty, and DOCs, flex week activities that facilitate conversations about outcomes, and better access to more complete data are factors that enhance and improve SD Mesa College's process for outcomes assessments.

The Governance Evaluation Cycle includes self-assessments of all governance groups, with a review of results, identification of systems to be improved, and development and implementation of new systems, with subsequent evaluation. Currently, COA is also considering their charge and role, in order to determine if the committee should continue as it is currently constructed, or if it should make changes in their charge, goals, or constituency makeup. As the campus considers friction points that students experience along the path to their goals, assessment of outcomes will be a vital part of the conversation. These conversations include how the tracking of students in a major or program can be useful in considerations for program changes that may lead to better goal achievement. Future work will explore these connections and how to acquire tools that will help in inquiry of this type.

Evidence:

DOCs

<http://www.sdmesa.edu/about-mesa/institutional-effectiveness/learning-assessment/docs.shtml>

<http://www.sdmesa.edu/about-mesa/institutional-effectiveness/learning-assessment/documents.shtml>

<http://www.sdmesa.edu/about-mesa/institutional-effectiveness/institutional-research/data-warehouse/report-warehouse-2020/PIE%20Governance%20Survey%20Evaluations%20Cycle%20.pdf>

<http://www.sdmesa.edu/about-mesa/institutional-effectiveness/learning-assessment/training%20schedule%202018-2019.pdf>

<http://www.sdmesa.edu/about-mesa/governance/committees/committee-on-outcomes-and-assessment.shtml>

PIE Committee. <http://www.sdmesa.edu/about-mesa/governance/committees/planning-and-institutional-effectiveness-committee.shtml>

<https://create.piktochart.com/output/46498351-my-visual>

Link to IE webpage(s)

<http://www.sdmesa.edu/about-mesa/institutional-effectiveness/learning-assessment/teaching-and-learning-academy.shtml>

Outcomes Reports

<http://www.sdmesa.edu/about-mesa/governance/committees/committee-on-outcomes-and-assessment.shtml>

<http://www.sdmesa.edu/about-mesa/institutional-effectiveness/learning-assessment/docs.shtml>

Attach: 21019-2020 Flex Calendar Spreadsheet showing Outcomes Professional Development

Attach: LOFT Charette Outcomes Assessment tool

ILOs and Mapping

<http://www.sdmesa.edu/about-mesa/institutional-effectiveness/learning-assessment/documents.shtml>

<http://www.sdmesa.edu/about-mesa/institutional-effectiveness/institutional-research/data-warehouse/ILODash.shtml>

<https://www.sdmesa.edu/about-mesa/institutional-effectiveness/institutional-research/data-warehouse/index.shtml>

Surveys and Interviews

Program Review Examples

<http://www.sdmesa.edu/about-mesa/institutional-effectiveness/program-review/archives-2019-2020.shtml>

Recommendation 2

Standards: I.B.7, I.B.8, I.C.5, IV.A.7

In order to ensure continuous improvement, the team recommends that a consistent formal self-evaluation process be developed and implemented across all committees, and that outcomes of the assessments be posted on the governance website.

Progress History

Members of the Planning and Institutional Effectiveness Committee (PIEC) brainstormed the types of information to be included in a self-evaluation form and process, as well as a discussion of how this information could be used. Next, other colleges were surveyed for ideas and examples. Proposals under consideration included developing a training document at the start of the year, creating a template to test among committees, and even giving a group assessment survey during the last committee meeting of the year.

After consideration, a survey currently used by Fullerton College was selected and modified to fit Mesa's needs. Drafts were submitted to PIEC for discussion, and the survey tool is now being tested. Results are posted on the Governance page of the campus website.

Action Plan for Improvement

The Planning and Institutional Effectiveness Committee (PIEC) and the PIE Accreditation Subgroup developed a governance survey which asks questions on three major topics: the degree to which committee activities were integrated into the college at large, the culture of the committee, and operational aspects of the committee. Responses were made on a Likert scale. Respondents were asked to list the main achievements of the committee during the past year, as well as any barriers to successful functioning, and to make recommendations regarding additional support that might be needed for the committee to continue running effectively.

The survey was distributed to fifteen governance groups, and responses were tallied by institutional researchers. The results were presented to the committee, and documented in the meeting minutes, which are posted on the Committee and Governance websites for easy access.

This activity prompted the Academic and Classified Senates to begin discussions as to whether they might want to adopt a similar review process.

SD Mesa College enjoys broad participatory governance, and encourages all of its stakeholders to take part in and contribute to representative governance, which is informed by college committees. Committee presentations are made at the Academic and Classified Senates, to the Associated Students, and to the President's Cabinet. The work of the college is shared widely among constituent groups, with feedback presented back to committees. Additionally, the President's Cabinet Retreat, which is broadly attended by many on campus involved in various committees, grants, initiatives, and governance groups, is an opportunity for the cross-pollination of ideas and activities between committee members. This forum also allows for question and

answer sessions with the President, and the vice presidents of different administrative and service areas, bringing even more people into the conversation and expanding feedback.

The Administrative Services Division has created an Administrative Services Leadership Group, which includes supervisors, managers, and classified professionals reporting directly to the Vice President. This group is responsible for discussion and problem resolution within administrative services, and also reports out to administrative services staff with campus-wide updates.

Administrators, faculty, and classified professionals bring information from state and regional committees to the campus, and committee information is published in meeting minutes, and also aggregated into reports published by the Office of Institutional Effectiveness (OIE).

To provide for a consistent self-evaluation process, committees at SD Mesa College, with oversight from committee chairs, continually evaluate membership and operations to ensure:

- Membership representation is drawn from all constituent groups, including administration, faculty, classified professionals, and students
- The culture of committees at the college is collaborative and inclusive
- Committee operations are ethical, and responsive to the needs of faculty, classified professionals, students, and administration
- Committees across campus are responsive and accountable to stakeholders on campus and in the community
- Accurate recording of committee memberships, recording and publishing of minutes, reporting to oversight committees
- Committee activities are in alignment and in accordance with the committee mission statement.

Evidence:

Sample Meeting Minutes

Survey Results

<http://www.sdmesa.edu/about-mesa/institutional-effectiveness/institutional-research/data-warehouse/data-reports/PIEC%20governance%20Eval%20results%20.pdf>

Past Reports

<https://www.sdmesa.edu/about-mesa/institutional-effectiveness/institutional-research/reports-table.shtml>

Recommendation 3

Standards: I.B.8, I.C.3

In order to ensure continuous improvement, the team recommends that the College has student learning outcome assessment data and analysis accessible to the public.

Progress History

After reviewing other colleges, our Planning and Institutional Effectiveness Committee (PIEC) determined that there is not a uniform or systematic approach to supplying access to outcomes assessment data. After reviewing Institutional Learning Outcomes (ILOs), it was decided to post all levels of outcomes on our Governance page, with links to program review.

Action Plan for Improvement

Results of assessments and evaluations are shared through participatory governance groups, including the President's Cabinet, Planning and Institutional Effectiveness Committee (PIEC), Committee on Outcomes Assessment (COA), Program Review, and Academic and Classified Senates. The members of these committees and groups include representatives from administration, faculty, and classified professionals, and share a responsibility for reporting information back to their constituent groups.

Learning outcomes data is also reported through the annual program review process, and these reports are made accessible on the SD Mesa College website under Campus Governance, Program Review. This section of the website, including program review archives, is accessible to the public, and assessment data can be reviewed by students and the community.

Outcomes and assessment data are also shared during administrative retreats, at leadership events, and during Convocation. Outcomes summaries are also provided in presentations made to the Academic and Classified Senates, and to the Associated Student Government.

While structures are in place to make information accessible to SD Mesa College constituents and the broader community, the Office of Institutional Effectiveness (OIE) has been working with programs and departments to make assessments reporting more streamlined and consistent by developing an assessment plan that can be utilized campus-wide. This information is shared through the OIE website.

Recently, the OIE website has been updated, and now includes clear links for resources, reporting examples, templates, newsletters, and archives. The reporting examples and templates provide a more uniform system for preparing outcomes reports.

SD Mesa College Dashboard pages include as many as 23 dashboards, all publicly available, covering topics including SD Mesa College's vision for success, enrollment trends and tools for

deans, ILOs, the HSI grant, career and strong workforce data, student success and retention metrics, awards conferred, etc. Faculty, classified professionals, administrators, students, and community stakeholders can all find relevant and helpful information on the campus dashboard sites.

Evidence:

Program review website

OIE website

<https://www.sdmesa.edu/about-mesa/institutional-effectiveness/institutional-research/data-warehouse/index.shtml>

Sample Meeting minutes

Sample reports

Recommendation 4

Standards: III.B.2, III.B.3, III.B.4

In order to improve facilities and educational planning, the team recommends that the District develop an updated comprehensive Facilities Master Plan to integrate with each campus's Educational Master Plan. The plan should be integrated with the College program review process and with the on-going and routine facilities assessments done by the College and District Facilities to include scheduled equipment replacement. The Facilities Master Plan should align with and directly support the District Strategic Plan and the College's strategic plans.

Progress History

Progress on the Facilities Master Plan is being directed from the District Vice Chancellor's Office of Facilities Management, with input from SD Mesa College's Executive Leadership Team. SD Mesa College's Facilities Committee coordinates with the District, and this committee reports back to the President's Cabinet.

The District retained a consultant to assist with the development of the Facilities Master Plan, and meetings took place between the consultant and Mesa's Facilities Committee during the spring semester 2018, with the goal of developing a timeline for implementing changes.

Mesa's Facilities Committee continues to work with the District to integrate the campus program review process, which includes recommendations for maintenance and equipment upgrades, into the Facilities Master Plan.

During 2019, the following steps were completed:

- January 2019 – Campus-wide input for developing a new plan
- February 2019 – Task Force development
- March 2019 – Task Force review of current plan, and recommendation to move forward with selection of consultant

- May-July 2019 – Request for qualifications, and interview/selection of consultant
- September 2019 – Begin Master Plan development

In Fall 2019, and Spring 2020, campus-wide engagement and dialogue was initiated for the planning process. This has continued digitally.

Action Plan for Improvement

SD Mesa College is in the final year of its current Master Plan, and has established a Master Planning Task Force, which includes as its co-chairs the VP of Administrative Services, and the Dean of Institutional Effectiveness. This ensures that the areas under the purview of these positions are integrated into the planning process (e.g. facilities, technology, program review, resources allocation/budget, etc.).

The Task Force is a cross functional team including faculty from CTE, and non-CTE areas, administrators, classified professionals, students, and district office representation. This level of district inclusiveness ensures that the college is in alignment with the district’s strategic plan. Additionally, one of the co-chairs sits on the district’s strategic planning group, and will serve as a liaison between the college and district planning efforts.

During Summer 2019, the Task Force selected a consulting firm, Gensler, to assist with integrating facilities planning and educational planning. In Fall 2019 and Spring 2020, campus-wide engagement and dialogue was initiated for the planning process. This has continued virtually.

In the Spring of 2020, during departmental interviews conducted by our consultants with the campus community, the following question was asked: *“How do your department facilities meet your current departmental needs, and how do you see them meeting your needs in 2030?”*

During 2019-2020, the following steps were completed:

- January 2019 – Campus-wide input for developing a new plan
- February 2019 – Task Force development
- March 2019 – Task Force review of current plan, and recommendation to move forward with selection of consultant
- May-July 2019 – Request for qualifications, and interview/selection of consultant
- September 2019 – Begin Master Plan development
- November 2019 – Master Plan Kickoff meeting with broader constituent groups; name change to Mesa 2030
- February 2020 – Gensler presented an External Scan of the Existing Mesa College Campus with a report on facilities condition
- April 2020 – Timeline extended due to COVID; Institutional Effectiveness Partnership Initiative Peer Resource Team visit took place
- April/May 2020 – Departmental Interviews conducted virtually.
- Fall 2020 – Proposal for the merger of the Facilities and Safety committees was presented to the President’s Cabinet, with a plan for review of the proposal by October, 2020.
- Fall 2020 – Feedback collected from constituent groups and presented to President’s Cabinet

- Revised Goals presented to President’s Cabinet and Board

Evidence:

Master Plan Meeting Minutes

Committee Minutes

Facilities and Safety Committees Merge Proposal document: http://www.sdmesa.edu/about-mesa/office-of-the-president/presentation-documents/Safety_FacilitiesCommitteeMergeProposal_9-1-20.pdf

Attach PowerPoint slides of Mesa’s 2030 goals

Recommendation 5

Standards: IV.A.6

In order to ensure continuous improvement, the team recommends continued effective communication through the consistent development and dissemination of robust committee meeting minutes that include constituent dialogue and feedback and that these enhanced minutes will be posted on the governance website.

Progress History

To ensure effective and consistent communication, we have developed a uniform template that is now available for committees to use. This template is located on the Governance webpage under Resources. Currently, the following governance committees are utilizing this template for agendas and meeting notes/minutes:

- Planning and Institutional Effectiveness (PIE)
- Committee on Outcomes and Assessment (COA)
- Program Review
- Student Services Council

Each of these committees posts its meeting notes/minutes upon approval. Additional templates that meet the needs of other committees were developed and added to the Resources section in spring 2018 semester.

Additionally, a governance sub-committee was formed to assess how we can make the overall accreditation evaluation, improvement, and documentation process more streamlined across campus, with special focus on consistency and communication between governance and operational committees. The sub-committee made recommendations in fall 2018.

Action Plan for Improvement

SD Mesa College continues to improve its process for gathering and reporting data, and making the reports accessible to all stakeholders on campus and in our community. Our process utilizes our participatory governance structure at the levels of administration, faculty, classified professionals, and students, with representatives of each constituent group reporting back to their members. We have taken steps to ensure uniformity of reporting, as well as the posting of information in a way that is accessible and transparent.

Every committee has a website that displays the mission of the committee, membership, agendas, and minutes. The college president makes use of monthly newsletters and social media, as well as convocation and campus meetings. Currently, updates are being made to the campus website so that material can be readily accessed by all stakeholders on and off campus. Institutional Effectiveness, in collaboration with the LOFT, is facilitating training for chairs and committee members. PIEC and COA are developing Canvas sites to allow for increased collaboration, communication, and warehousing of relevant documents.

Committees follow the college-wide protocol for posting agendas and minutes on their websites. Examples of this can be seen for the following committees:

- Budget Allocation Recommendation Committee
- Facilities Committee
- Safety Committee
- Mesa Technology Committee

Three template format choices are located on the Governance webpage under Resources. The final agendas and minutes are posted on the Governance Committee website, and are publicly accessible.

Table V shows SD Mesa College Infrastructure Supporting Joint Decision-Making

Table V Committee and/or Activity	Joint Decision-Making to Improve the Campus and Student Experience
President's Cabinet	https://www.sdmesa.edu/about-mesa/office-of-the-president/cabinet-agenda-outcomes.shtml
PIE	http://www.sdmesa.edu/about-mesa/governance/committees/planning-and-institutional-effectiveness-committee.shtml
BARC	http://www.sdmesa.edu/about-mesa/governance/committees/budget-allocation-and-recommendation-committee.shtml

COA	http://www.sdmesa.edu/about-mesa/governance/committees/committee-on-outcomes-and-assessment.shtml
Mesa Pathways	https://www.sdmesa.edu/mesa-pathways/
Strong Workforce	https://www.sdmesa.edu/about-mesa/governance/committees/strong-workforce-committee.shtml
Governance at SD Mesa College	http://www.sdmesa.edu/about-mesa/governance/at-mesa.shtml
Institutional Planning & Governance Guide (IPGG)	http://www.sdmesa.edu/about-mesa/institutional-effectiveness/college-planning-documents/documents-college-planning/IPGG_2019_2020_Final_Print.pdf

One communication challenge currently being addressed is the effective communication of each committee’s work to the entire college. The following steps are underway:

- Development of a committee chair orientation process by a subcommittee of PIEC
- Development of committee trainings, with earned badges, on how to effectively participate in and lead committee work
- Information provided, through PIEC and President’s Cabinet, to committee members on the purpose of their committee, while emphasizing the responsibility of each member to share committee information with their representative group
- Governance committees are currently piloting a standardized “report out” form, on which the most important points of the meeting and any action items are recorded
- Committee members are being encouraged to use the standardized report when reporting back to constituent groups

To further communicate about the Guided Pathways work underway on campus, a representative team of five members has been identified and tasked with Leading From the Middle (LFM). Communications from this team will take the form of problem statements backed up by data, and offer solutions connected to current campus strategies. The Brave Communications working group is also dedicated to sharing committee work and meeting minutes campus-wide.

- Evidence:
- Governance Webpage
 - Standardized Committee Report Templates
 - LFM Minutes
 - Examples of Report-Outs

Recommendation 6
Standards: IV.A.6

In order to ensure continuous improvement, the team recommends continued effective communication through the inclusion and posting of the President’s Cabinet minutes, purpose, goals and agendas on the governance website.

This recommendation has been completed.

The following information is now posted on the college website under Office of the President:

- President’s Cabinet Agenda Outcomes and Meeting Documents (Minutes)
<https://www.sdmesa.edu/about-mesa/office-of-the-president/cabinet-agenda-outcomes.shtml>
- Planning Documents
<https://www.sdmesa.edu/about-mesa/institutional-effectiveness/college-planning-documents/>
- College Reports
- Educational Master Plan
<https://www.sdmesa.edu/about-mesa/institutional-effectiveness/educational-master-plan/>
- Institutional Reporting on Quality Improvements
- The President’s “First Monday on the Mesa” newsletter
<https://www.sdmesa.edu/about-mesa/office-of-the-president/first-monday-mesa.shtml>

III. DISTRICT OFFICE RECOMMENDATIONS FOR IMPROVEMENT

Recommendation 1 (Improvement):

Evaluate the District Office’s Support for the Colleges’ Capacity to Assess Student Learning in Order to Improve Educational Programs and Services (I.B.6, II.A.1, II.C.2, III.A.9, III.B.2, III.C.2, III.D.1, IV.C.13, IV.D.2)

Data for assessment of student learning outcomes are generated by the colleges. The colleges use indirect measures for course-level assessment of student learning. Data are entered through TaskStream by faculty and staff and are evaluated by the campus assessment coordinator. Each course offered is assessed once per academic year. Once data collection is completed

conversations with faculty and staff take place and plans for assessment are developed. Finally the three-year program review cycle is conducted and adjustments are made to student learning outcomes as necessary.

Course level data for the campuses are preserved through TaskStream and are viewable with account access, which is requested and granted through each college. Summary-level data, measures, and progress is available publicly through each institution's website ([City College](#), [Mesa College](#), [Miramar College](#), [Continuing Education](#)).

The SDCCD District Office's role in supporting the institutions is through the Office of Institutional Research and Planning publishes information and research reports on instructional and non-instructional programs ([SDCCD OIRP](#)). The reports in the linked section are used for college-level program review, program or institutional-level student learning outcomes and assessment, learning community evaluations, as well as special or grant funded program evaluations.

In spring 2017, the Chancellor and the Board of Trustees approved a new administrative procedure to formalize review procedures for review of instructional programs ([AP 5019](#)). The program review process on each campus includes the assessment of student learning outcomes as part of the process for program review.

Recommendation 2 (Improvement):

Complete the Review and Update of Policies and Procedures and Establish a Formal Schedule for Their Regular Review and Publication (I.B.9, II.A.1, III.A.14, III.B.2, III.B.4, III.C.2, III.D.2, III.D.4, IV.C.7)

To ensure regular review of Board Policies and Administrative Procedures, the District subscribes to a Policy and Procedure Service, which provides bi-annual updates. In addition, Board Policies and Administrative Procedures shall undergo a comprehensive review every six years to ensure currency and compliance with state and federal laws and regulations.

In order to ensure currency and broad participatory input in the policy and procedure review process, three categories of review have been identified and detailed in the Board Policies and Administrative Procedures ([AP 2410](#)). Items in Category 2 and Category 3 will have a streamlined review process. However, any member of the participatory governance structure may recommend that it undergo a full review at the completion of its current approval process.

A policy and procedures update calendar is developed and used by the District Governance Council (DGC) annually. The most recent calendar was shared during the February, 5 2020, DGC meeting. The calendar outlines outcomes, dates, and responsible individuals and divisions. Policies and procedures updates are conducted using the process defined in the [District Policies and Procedures Flowchart](#). As the San Diego Community College District's Board Policies and Administrative Procedures are currently being updated, they are in the process of being renumbered to align with the Community College League of California's (CCLC) Policy and Procedure Service. When current policies are revised and new policies are written, they are

approved by the governing board and posted to the web site. Administrative Procedures are signed by the Chancellor after DGC approval. During the revision process, there is occasional duplication of numbers. Once the process is completed, any duplication in numbering will be eliminated.

Recommendation 3 (Improvement):

Enhance Efforts and Extend Support to Colleges to Strengthen Linkages and Alignment of Institutional Plans (I.B.7, I.C.5, III.A.11, III.A.12, III.A.13, III.C.5, IV.C.7)

Since the 2017 visit by the Accrediting Commission for Community and Junior Colleges, the District Strategic Planning Committee has been meeting each year to prioritize strengthening linkages and alignment of plans within the colleges and District Office. The District Strategic Planning Committee serves as the districtwide vehicle for initiation and coordination of districtwide strategic planning in order to ensure good communication and effective oversight of planning processes, as well as an effective, complementary balance in planning activities between the District as a whole and the Colleges and Continuing Education. The committee is one of nine districtwide participatory governance groups and has representation from all four institutions and the District Office. In 2018 and 2019, the Committee developed a draft crosswalk, which highlights linkages between the California Community Colleges Chancellor's Office (CCCCO) Vision for Success and institutional strategic priorities within the goals and priorities of the District Strategic Plan ([2017-2021 District Strategic Plan](#)). In addition, the District Office has been engaged with the planning efforts of the College educational master plans and facilities plans. A human resources staffing plan has been developed to assist the District and its operational units to plan and effectively utilize its human resources. An Annual Update, developed by the District Office in collaboration with the District Strategic Planning Committee, continues to be published on the District's website and shows the progress made toward the goals and priorities of the District Strategic Plan over a four-year period. The District Strategic Planning Committee has begun the development of the 2022-2026 District Strategic Plan.