

Midterm Report Draft

Header Title: 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.

Header Title: Review & Update of SD Mesa College's Quality Focus Essay (QFE)

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

I.1 Growing Toward 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 inclusive student services. Our conversations 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 crafted an approach that asks stakeholders to refocus the lens of accountability from the individual to the institutional level. The new focus invites us to view barriers as shared obstacles rather than individual hurdles, to understand poverty as a social concern, and not as a problem of chance or a matter of individual work ethics. Since redirecting the lens and viewing the issues from a wider angle, 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 mission, we remain rooted in our core values of equity and excellence.

I.3 Strategies for Equity

As a direct manifestation of our conversations and committee work, SD Mesa College determined that we needed to develop a long-term strategy for the college while considering the instructional, students services, and facilities that would be needed to meet our needs now and into the future; thus, the campus has been working towards creating a 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, resources needed by students and faculty in the Learning Resource Center, and how to create time and space to discuss 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), and the hiring process for faculty and classified professional staff (FHP, CHP) now includes 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 athlete, 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 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 the entire campus is used for a variety of professional development activities, 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 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	<p>Mesa College Orientation Presentation for the Strong Workforce Faculty Institute: https://www.sdmesa.edu/academics/career-technical-education/cte-office/MesaOrientation.pdf</p> <p>Regional Site for the Strong Workforce Faculty Institute: https://myworkforceconnection.org/educator-resources/faculty-institute/</p> <p>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)</p>
Classified Professionals Calls to Action	<p>https://www.youtube.com/watch?v=hkht6TAGgUE</p> <p>https://docs.google.com/document/u/0/d/1H-Vxs6jEUByXyIMS2BjGH1kQ7mEuZnHpPSs1Bpaqmw0/mobilebasic</p>

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)	Mesa Journeys
Pathways Navigation	Mesa Academics & Athletics Program
Partnership between School of Student Development and Student Success and Equity	Olympia – interactive chat tool (24/7)
PERG course offerings at high schools	Puente
Student Success and Support Program (SSSP)	Umoja
Student Success and Equity	Resiliency Fund
Strong Workforce Program	Serenity Space
Work-based Learning	Veterans' Services
Writing Center	

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.

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. 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 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:

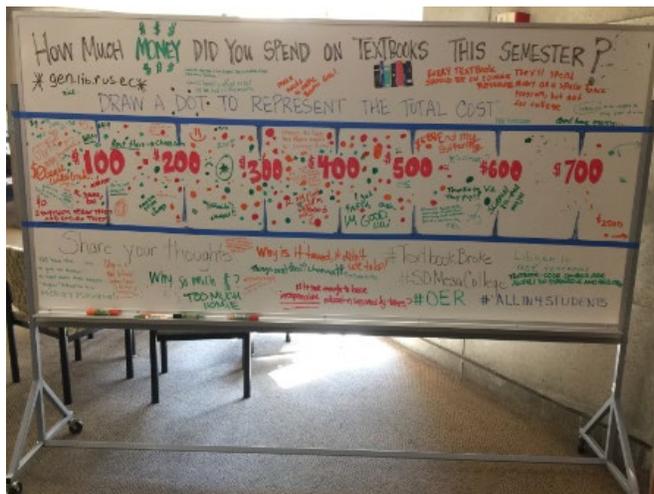
2018 goal to increase the number of sections using OER to 15% achieved by 2020

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.

Geography faculty received \$50,000 grant to create OER lab manual. Art History faculty received Carnegie grant to create OER of African Art Collection.

The class schedule now identifies OER courses with a symbol as required 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>
<p>Open Educational Resources (OER)</p>	<p>https://sdmesa.libguides.com/OER/Comparisons</p> <p>SDMC OER Plan https://docs.google.com/document/d/1p8ZtjnTEXsvFVLMliYIOfJiNwZnbs7Gezb9GIV48uNE/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>

	http://www.sdmesa.edu/student-services/career-center/documents/Black_African%20American%20Student%20Career%20Resources%20Handout.pdf http://www.sdmesa.edu/student-services/career-center/documents/Career%20Chats%20on%20Zoom%20PDF.pdf

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

Header Title: SD Mesa College’s Response to Covid-19

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 material "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

Header Title: Response to Recommendation 1

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

In 2017-18, SD Mesa College benefitted from an IEPI grant (Institutional Effectiveness Partnership Initiative) which funds travel, training, and a clerical NANCE. Particular attention was given to training Department Outcomes Coordinators. A coordinator was appointed for each program, and these individuals were 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 Institutional Effectiveness Office.

At our Committee on Outcomes & Assessment (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.

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. Year one focused on program level assessments. Year two explored ILOs, rubrics, habits of mind, data analysis, and Canvas as an outcomes assessment tool.

Action Plan for Improvement:

- Training and professional development on institutional effectiveness and outcomes
- Outcomes assessment discussions are held during Flex week
- COA has created an ILO Taskforce to assess students' achievement of ILOs

- ILO surveys are administered to students who have made a petition to graduate

SD Mesa College is committed to student learning in an environment that is equitable and that promotes student success and achievement. The college is supportive of student goals on campus, in the completion of certificates and degrees, and in continuing academic and career goals, such as transfer and job placement. The college is committed to utilizing assessments that include quantitative and qualitative data analysis in the ongoing implementation, evaluation, and improvement of programs and services.

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

Strategy 1:

Appointment of Department Outcomes Coordinators (DOCs) for each program.

The Committee on Outcomes and Assessment (COA) is an operational committee that meets regularly to maintain the policies and processes that will guide SD Mesa College through the ongoing process of developing implementing, assessing, and evaluating outcomes.

Under the guidance of the Committee on Outcomes and Assessment (COA), each department and program has selected a Department Outcomes Coordinator (DOC), who is responsible for coordinating updates and mapping of Program and Course Learning Outcomes.

Early in the process, the campus engaged in a dialogue about outcomes assessment and student success, which culminated in suggestions for improvement to outcomes assessment, mapping, and review of assessments.

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 assessment 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.

Currently, DOCs 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.

Previously, 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. This has been remedied by incorporating the outcomes assessment more completely into program goals. Currently, goals planning includes a consideration of outcomes, in which goals are tied to specific outcomes.

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.

Strategy 2:

Investment in institutional effectiveness and outcomes assessment training for faculty, classified professionals, and administrators.

The Committee on Outcomes and Assessments (COA) works 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, the college is about halfway through a 6-year assessment cycle. Each program has updated program and course-level learning outcomes, and faculty include these outcomes in syllabi each semester.

The college has assigned dedicated faculty to work 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.

The following actions were initiated:

- COA developed trainings for Department Outcomes Coordinators

- IE Office developed a Canvas Course for DOCs to share best practices

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. Additional funding has been made available through statewide Strong Workforce initiatives, making it possible for career and technical education faculty to receive even more training.

Strategy 3:

Assessment of institutional learning outcomes with a focus on student feedback.

On a yearly basis, the Office of Institutional Effectiveness 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.

Across the campus, 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.

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 the 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.

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>

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>

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>

Link to IE webpage(s)

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

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

Header Title: Response to Recommendation 2

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 to Academic and Classified Senates, as well as to the President's Council. 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.

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>

Header Title: Response to Recommendation 3

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

Header Title: Response to Recommendation 4

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.

Evidence:

Master Plan Meeting Minutes

Committee Minutes

Header Title: Response to Recommendation 5

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	
BARC	
COA	
Mesa Pathways	https://www.sdmesa.edu/mesa-pathways/
Strong Workforce	https://www.sdmesa.edu/about-mesa/governance/committees/strong-workforce-committee.shtml
Campus Forums through YouTube and Zoom	
President’s Website, with improvement for information on:	
Accreditation	
Convocation	
Outcomes	
College Reports	

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 the Academic Senate Executive Team (*pending*)
- 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
- Development of 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

Header Title: Response to Recommendation 6

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>