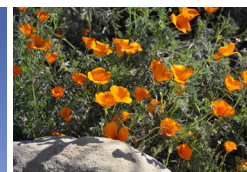


WE ARE *Mesa*

San Diego Mesa College Accreditation Follow-Up Report

March 10, 2011



VISION

San Diego Mesa College shall be a key force in our community to educate our students to shape the future.

MISSION

To inspire and enable student success in an environment that is strengthened by diversity, is responsive to our communities, and fosters scholarship, leadership and responsibility.

VALUES

• Access • Accountability • Diversity • Equity • Excellence • Integrity
• Respect • Scholarship • Sustainability • Freedom of Expression.

GOALS

To deliver and support exemplary teaching and learning in the areas of transfer education, associate degrees, career and technical education, certificates, basic skills.
• To provide a learning environment that maximizes student access and success, and employee well-being.
• To respond to and meet community needs for economic and workforce development.
• To cultivate an environment that embraces and is enhanced by diversity.



San Diego Mesa College
7250 Mesa College Drive
San Diego, California 92111-4998
www.sdmesa.edu

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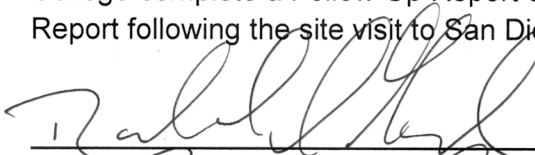
CERTIFICATION OF THE FOLLOW-UP REPORT


Date: March 10, 2011


TO: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

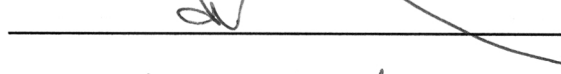
FROM: San Diego Mesa College
7250 Mesa College Drive
San Diego, CA 92111-4998


This Follow-Up Report is submitted in response to the Commission's requirement that the College complete a Follow-Up Report on Recommendations 1, 3 and 4 in the Team Evaluation Report following the site visit to San Diego Mesa College, October 11-14, 2010.

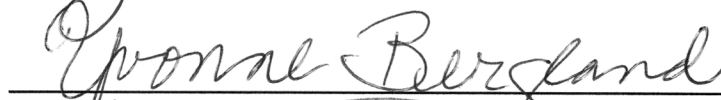

Mr. Rich Grosch
President, Board of Trustees



Dr. Constance M. Carroll
Chancellor, San Diego
Community College District



Ms. Elizabeth J. Armstrong
Interim President,
San Diego Mesa College

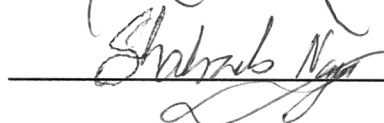

Mr. Tim McGrath
Accreditation Liaison Officer



Dr. Jill Baker
Self Study Co-Chair


Dr. Yvonne Bergland
Self Study Co-Chair


Ms. Juliette Parker
Self Study Co-Chair


Ms. Cynthia Rico Bravo
Academic Senate President


Mr. Shahzeb Naqi
President, Associated Students


Ms. Robin Watkins
President, Classified Senate

STATEMENT ON REPORT PREPARATION

In a letter dated January 31, 2011 San Diego Mesa College was notified by ACCJC of its action to reaffirm accreditation, with a requirement that the College complete a Follow-Up Report addressing Recommendations 1, 3 and 4, due March 15, 2011.

The development of the Follow-Up Report was led by the Self Study Co-Chairs, the Accreditation Liaison Officer (ALO), and the College President, in collaboration with committees and the constituent members of the participatory governance President's Cabinet. For each recommendation, the appropriate governance committee or its chairs were involved in developing and reviewing first drafts: the Strategic Planning Committee for Recommendation 1; the Mesa Information Technology Committee for Recommendation 3, and the Program Review Committee co-chairs for Recommendation 4. Second drafts were reviewed at the President's Cabinet meetings of February 15 and 22. The final draft was communicated electronically on February 22nd to the members of the President's Cabinet for them to review with their constituents. Participatory governance members of Cabinet were charged with communicating the drafts to their constituencies. The final Follow-Up Report was reviewed and accepted at the March 1st Cabinet meeting. In addition, the Interim President made a presentation to the Chairs Committee on February 23rd and to the Academic Senate on February 28th.

The Follow-Up Report was submitted to the SDCCD Board of Trustees office and reviewed by the board at their March 10, 2011 meeting.

In addition to review by members of the constituent groups named above, the following individuals participated directly in meetings convened to prepare, review and approve the Report.

Mesa College Administrators

Elizabeth J. Armstrong, Interim President

Tim McGrath, Vice President Instruction

Brian Stockert, Acting Vice President, Student Services

Ron Perez, Vice President, Administrative Services

Dr. Yvonne Bergland, Dean, Instructional Resources & Research, Self Study Administrative Co-Chair

Dr. Jill Baker, Dean, Business & Computer Technologies, Self Study Faculty Co-Chair

William Craft, Dean, LRC & Technology, Co-Chair, MIT Committee

Jonathan Fohrman, Dean, Arts & Languages

Dr. Chris Sullivan, Dean, Humanities

Dr. Saeid Eidgahy, Dean, Mathematics & Natural Sciences

Dave Evans, Dean, Health, Physical Education & Athletics

Joi Blake, Dean, Matriculation & Counseling

Ashanti Hands, Dean, Student Affairs

Margie Fritch, Dean, Health Sciences and Public Services

Continued...

Faculty

Juliette Parker, Articulation Officer, Self Study Faculty Co-Chair
Cynthia Rico Bravo, Academic Senate President
Dr. Madeleine Hinkes, Academic Senate Vice President
Rob Fremland, Chair, Chairs Committee
Dr. Donald Abbott, Strategic Planning Committee
Peter Jacoby, Chair, Academic Affairs
Dr. Momilani Ramstrom, Professor, Music, Co-Chair, MIT Committee
Russ English, Professor, CISC, MIT Committee
Karen Owen, Professor, CBTE, MIT Committee
Juan Carlos Toth, Professor, Multimedia, MIT Committee
Alison Steinberg, Associate Professor, Library, MIT Committee

Classified Staff

Robin Watkins, Classified Senate President
Michael McLaren, Classified Senate Vice President
Monica Romero, Co-Chair, Program Review, Strategic Planning Committee
Sara Beth Cain, Executive Assistant to the President
Erica Garcia, Accounting Supervisor, Business Services
Michael Davis, Computing/Telecommunication, MIT Committee
Steve Manczuk, Web Support, MIT Committee
Charlotta Robertson, Library and Audio Visual, MIT Committee
Dion Aquino, SDCCD IT Staff, MIT Committee
Chris Horvath, SDCCD IT Staff, MIT Committee
Joyce Skaryak, Senior Secretary, LRC, MIT Committee
Carlos Wales, AV Technician, MIT Committee
Paul Vasquez Computer Technician, MIT Committee
Lynn Dang, Accounting Supervisor, Student Accounting
Kathleen Wells, Senior Office Manager, Administrative Services
Lina Heil, Public Information Officer
Carol Rohe, Bookstore Supervisor
Nancy Wichmann, Bookstore Manager
Suzanne Khambata, Student Health Services

Students

Shahzeb Naqi, President, Associated Student Government
Daniel Tjandra, Vice President, Associated Student Government
Edward Higuera, Strategic Planning Committee

Recommendation 1

In order to achieve a sustainable program review, planning and student learning outcomes process, the college should develop and implement an integrated process that links all components within program review and ensures that an integrated planning process directs resource allocation.

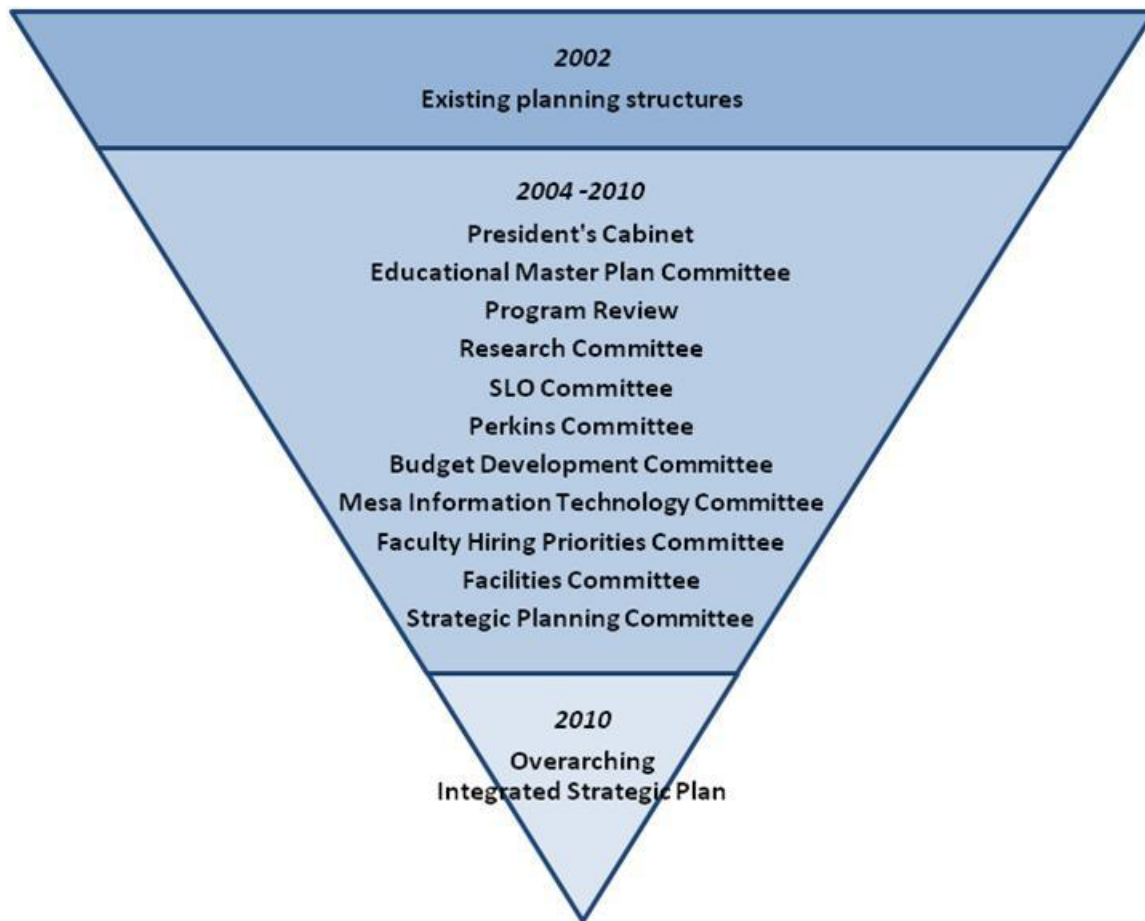
The team further recommends that the college:

- **Develop measurable goals and objectives in order to integrate data on student achievement into the planning and resource allocation process;**
- **Develop an ongoing and systematic cycle that links program review, planning, resource allocation and re-evaluation based upon the analysis of quantitative and qualitative data;**
- **Demonstrate that the allocation of resources considers the needs and priorities of the college based upon its mission and goals;**
- **Demonstrate that resource allocation leads to the improvement of institutional effectiveness, and**
- **Communicate the results to appropriate constituencies once those results have been measured and analyzed.**

(Standard I.B., I.B.1, I.B.2, I.B.3, I.B.4, I.B.5, III.B.2.a, III.B.2.b)

Description

San Diego Mesa College has a long history of planning, regularly re-assessed and modified through the participatory governance structure, and based on internal and external information. The charge and membership of specific planning committees is defined, with each committee providing input into the decision-making and planning processes. The four constituent bodies of participatory governance faculty, classified staff, students, and administration are represented on President's Cabinet, the role of which is to make the final recommendations to the president on all planning and resource allocation decisions. This structure has supported the evolution of planning at the College, informed by major external changes such as AB1725, the 2002 ACCJC Standards, the 2004 accreditation site visit, and the evolving advice and interpretation from the Commission on how to implement the Standards. Modifications resulting from these external drivers have been made in ways respectful of the strong campus participatory governance structure. Following the model of continuous quality improvement, existing processes have been modified to meet new requirements and criteria, thus honoring the campus culture of inclusiveness in planning. Thus, when the 2002 standards were introduced, the College had two choices: to start from the beginning with a new Strategic Planning process followed by development of specific processes to fit, or to work from existing planning processes culminating in the overall Strategic Plan. The College elected to follow the second path and our model can be viewed as an "inverted triangle."



During the 2002-2010 timeframe, each of the planning processes went through extensive scrutiny and annual modification with improvements each time. Using the continuous improvement process, committees were formed or revised, documents created or revised, and progress was made towards an overall integrated planning process that links planning, program review, institutional effectiveness data, and resource allocation. Annually, at the President's Cabinet retreat, self-assessment resulted in recognition of areas for improvement and changes were then made to address these issues. This process allowed the campus to develop each planning process to meet accreditation standards with the culminating integration occurring only late in the process (during 2008-2010). For instance, the program review process has existed at Mesa College since the 1980s, becoming the "heart of planning," and has undergone review, revision and improvement annually. A similar evolution has occurred as Student Learning Outcomes (SLOs) and Administrative Unit Outcomes (AUOs) have been instituted. Following the "inverted triangle" approach for strategic planning, planning models have been developed in silos culminating in integration through the over-arching strategic plan and Integrated Planning Model. San Diego Mesa College has been fully committed to planning over the years and, through the work of the Strategic Planning Committee, has now integrated the planning work into a cohesive whole.

Following is a brief chronology of planning at Mesa College, demonstrating the evolution of planning and the iterative process.

1980s	The first Program Review process was created as the basis for college planning and resource allocation. Initially, it was limited to instructional programs.
1990s	Development of Mesa College Master Plan and Participatory Governance Structure. Committee structure, function, and reporting relationships were defined. The President's Cabinet was created as the participatory governance body that made recommendations on College-wide planning and resource allocation to the president.
1990s	The College developed committee processes to prioritize resource requests: faculty prioritization via a subcommittee of President's Cabinet, equipment allocation via the Dean's Council (instructional equipment and library materials, IELM) and VTEA Committee (VTEA funds).
2000s	Two bond initiatives, Propositions S & N, were approved by the voters of San Diego in 2002 and 2006; the bonds were developed and approved based on campus planning for new facilities and renovation of existing facilities.
2002	ACCJC adopted the new accreditation standards.
2002-2003	Mesa College started working on the development of SLO's with the Genesis Paper defining the role of faculty, and by writing institutional SLO's.
2003-2004	Mesa College revised the existing Faculty Prioritization process to incorporate both instructional and student services positions, and to introduce a set of ten principles or criteria linked to the College's mission and goals.
2004-2005	The Mesa Technology Committee (MIT) was created as a participatory governance committee reporting directly to the President's Cabinet because of the essential college-wide importance. Similarly, the dean responsible for technology reports directly to the president for this function.
Oct, 2004	San Diego Mesa College accreditation site visit.
2004-2005	The structure and charge of the VTEA Committee was revised to improve representation and to integrate the VTEA funding requirements with campus planning.
2004-2005	The separate processes for program review in instruction and student services were combined into a single, integrated process.
2004-2005	Based on the 2004 accreditation visit recommendations, Mesa College began development of an Educational Master Plan. The Educational Master Plan Committee was developed as a subcommittee of President's Cabinet, reporting directly to Cabinet.
2004-2005	The charge and membership of the VTEA (Perkins) committee was revised again to better meet campus needs for planning and resource allocation.
2005-2006	Responding to the 2004 accreditation recommendation, Mesa College hired its first campus-based researcher in April 2006.
2005-2006	At the direction of the new College president, two new participatory governance committees were formed to improve the linkage between planning and resource allocation: The Budget Development Committee and the Facilities Committee. The Budget Development Committee reviewed the IELM and Perkins funding recommendations prior to President's Cabinet; it introduced a process for allocation of discretionary budget requests (4000 and 5000 object codes), it developed a policy of annual set-asides from IELM to support technology. The first Research Planning agenda was developed. It is revised annually to reflect new college goals.

2005-2006	The statewide Basic Skills Initiative was introduced. Mesa College developed a broad-based Basic Skills Initiative (BSI) Committee co-chaired by the Vice President of Instruction and the college's BSI coordinator. The committee reviewed statewide research as well as the college's institutional research, and developed activities based on our own data and Accountability Reporting for Community Colleges (ARCC). Funding of activities was fully driven by basic skills institutional effectiveness data.
2006-2007	With the hiring of a campus-based researcher, the existing Mesa College Research Committee was re-formulated. Because of the college-wide importance of the research function, the Dean reports directly to the College President for this function.
2007	Completion of the Educational Master Plan and adoption by the College.
2007-2008	Mesa College Accreditation Mid-Term Report was submitted and accepted. It identified strengths and challenges in campus planning process.
2007-2008	The Mesa College institutional research website was initiated to communicate data to the entire campus community.
2007-2008	Administrative Services was integrated into Program Review.
2007-2008	The College recognized that an overarching Strategic Plan was needed to address deficiencies in the Educational Master Plan. The new Strategic Plan Committee was formed as a participatory governance committee. Regular meetings were held and President's Cabinet retreats in 2008, 2009 and 2010 were focused on the development of the Strategic Plan.
2008-2009	TaskStream was purchased to assist the College in the housing, development and assessment of SLOs/AUOs.
2008-2009	Annual ARCC data was presented to President's Cabinet. For the first time, it was integrated with the campus goals.
2008-2009	The Vision, Mission, Values statement and the College Goals were revised and approved. Included for the first time were specific Performance Indicators to be used to assess the College's Institutional Effectiveness.
2008-2009	The Mesa College Integrated Planning Model was developed.
2009-2010	The Strategic Planning Committee established the data used to assess progress on the Performance Indicators and Institutional Effectiveness.
2009-2010	The VTEA Committee (now called Perkins Committee) was once again revised to better integrate campus goals with the allocation of funds.
2009-2010	The Resource Allocation Committee was developed as a pilot project to allocate resources based on program review. The process was not accepted by certain campus constituencies, and it was terminated so that a process that would be accepted by all constituencies could be developed. The Strategic Planning Committee was given the charge and was re-energized to complete the full integration of campus planning and resource allocation.
2010-2011	The Strategic Planning Committee started to meet more frequently with weekly meetings. The planning model was revised and finalized. Final components of the Strategic Plan were completed and approved by the campus participatory governance groups.
2010-2011	Following the 2010 accreditation site visit, Mesa College instituted a new process to accelerate progress on completing and assessing SLOs driven by a combination of faculty volunteers and stipends. Hands-on assistance, workshops, and training are provided to faculty departments. The Program Review Committee pilots the Goals Matrix for integrated planning and resource allocation.

As the chronology above shows, Mesa College employs an ongoing self-analysis of its planning processes with regular improvement and, in some cases, revisions such as when the college recognized that an overarching strategic plan needed to be developed to provide the integration for the educational master plan.

Because the focus of Recommendation 1 is on integration, following is a discussion of the work of the Strategic Planning Committee and the progress towards an integrated planning process.

The Educational Master Plan of 2007 summarized planning in the Annual Integrated Planning Matrix with an annual timeline for each of the major components of planning. It included:

- the cycle for review of the mission statement;
- a timeline for strategic planning priorities;
- annual goals tied to strategic planning priorities;
- budget planning overseen by the Budget Development Committee;
- facilities master planning overseen by the Facilities Planning Committee;
- faculty hiring priorities;
- equipment planning through IELM block grant and VTEA/Perkins;
- program review process; and
- the Mesa Information Technology plan.

During the President's Cabinet Retreat of 2008, the Educational Master Plan Committee was re-formulated to become the Strategic Planning Committee. The committee identified the need for an over-arching strategic plan that effectively integrated the many components in planning and provided clear linkage to resource allocation. This was carried out through the development and adoption in 2009 by Cabinet of an Integrated Planning Framework (Attachment 1-6). The 2008 Cabinet retreat also identified the need to revise the Vision, Mission and Values statement which was subsequently revised and approved by the President's Cabinet in March, 2009 together with a set of four Goals and six Performance Indicators for assessing effectiveness (Attachments 1-1, 1-2). This development work was assisted by a consultant from the University of San Diego's community college leadership program. The 2008, 2009 and 2010 Cabinet retreats included a SWOTC (strengths, weaknesses, opportunities, threats, and challenges) analysis and review of environmental scan data, both used to inform the planning process. The progress of the Strategic Planning Committee was reviewed extensively at the 2009 Cabinet retreat and again at the 2010 retreat (**Rec.1-1, Rec.1-2, Rec.1-3**).

To address the more effective integration of the existing program review process into planning and resource allocation, during fall 2009 the Academic Affairs Committee developed a new process to be managed by a new committee, the Resource Allocation Committee. This process was piloted initially with the department and school supply budget allocations. Although reviewed and approved through the participatory governance process, it was suspended by the president and ultimately abandoned in spring 2010 because one key group felt it did not meet their needs. (**Rec.1-4**)

At that point, the Strategic Planning Committee took over the responsibility of completing this work in late spring 2010. The committee determined that progress would be best accomplished if all members had common understandings and were working towards the same set of expectations. Therefore, the committee's work began by studying the literature on strategic planning, including "*A Guide to Planning for Change*" by Donald Norris and Nick Poulton,

published by Society for College and University Planning, 2008, and “*Core Indicators of Effectiveness for Community Colleges*” (3rd edition), by Richard Alfred, Christopher Shults, and Jeffrey Seybert, published by the Community College Press, 2007. Committee members also reviewed several other community colleges’ planning documents. Through discussions led by Dr. Jill Baker, self study faculty co-chair and now Dean of Business, Computer Studies and Technology and also “consultant” on the Strategic Planning Committee, the committee arrived at a level of common understanding. The committee adopted the Frye model (“*A Guide to Planning for Change*”, page 35) as the most relevant to Mesa College’s planning model. In addition, the Strategic Planning Committee carefully studied and was guided by an article published in ACCJC News, fall 2009, entitled “*Integrated Planning to Implement College Quality Improvement.*”

Following this work, the committee reached agreement on the essential components of strategic planning and how the various operational planning processes were related to the overall strategic planning process.

The committee then inventoried the existing components of the College’s strategic planning process and determined what remained to be done. These components included creating a succinct summary of the Environmental Scan and SWOTC findings (Attachment 1-2), creating measurable objectives and annual priorities based on College goals and performance indicators (Attachment 1-4), and an Integrated Planning Process (Attachment 1-5). At an all-day retreat on November 5, 2010, the Strategic Planning Committee created drafts for each of these parts and finalized them during weekly meetings in November and December. The committee also made recommendations for the program review process, the role of schools and divisions in the program review and resource prioritization processes. The work of the committee was communicated to the entire campus community in the December 2010 *President’s Update*.

(Rec.1-5)

The three-hour spring 2011 President’s Forum for faculty was devoted to the College’s work on accreditation. It included a presentation by Strategic Planning Committee members on the committee’s work as well as a presentation on the progress to accelerate work on SLOs.

(Rec.1-6) In addition, a second spring forum was held for classified staff members so that all employees could have an opportunity to hear first-hand about the proposal. Participatory governance groups reviewed the revised strategic planning components during February, 2011, and they were approved at the President’s Cabinet meeting on March 1, 2011.

The components to the Mesa College Strategic Plan are listed below. Short descriptions are given for those developed since 2008; those established for a longer period of time are simply listed with no further description. Some are included as attachments at the end of this response.

Mesa College Mission, Vision, Values, and Goals (Attachment 1-1)

The Educational Master Plan (EMP), 2007-2011

A long-term plan that describes the College’s direction for programs and services. The EMP projects up to 10 years and provides the context for planning and the model we are aiming to achieve. It provides the answer to the question where are we going and how do we know when we have arrived at our goal?

Environmental Scan Summary and SWOTC Analysis (Attachment 1-2)

These analyses summarize external and internal factors driving change, strengths and opportunities, and threat and challenges. This document summarizes information from a number of different documents. It informs planning decisions such as the Annual Objectives and Annual Priorities.

Performance Indicators (Attachment 1-3)

A detailed listing of research documents that provide evidence for our overall college performance and indicators of student achievement. This document is developed by the Mesa Research Office in collaboration with the Strategic Planning Committee. It includes research data on: Access/Diversity; Persistence; Retention/Engagement; Student Satisfaction; Success; and Indicators of Institutional Effectiveness.

Key Performance Indicators, Measurable Annual Objectives, and Annual Priorities (Attachment 1-4)

This document links each of the four Mesa College Goals to Performance Indicator(s), then to Specific Measurable Objectives based on Student Achievement, and establishes Annual Priorities.

Measurable Annual Objectives (1 year); reviewed annually and, if necessary, modified for the subsequent year. These describe the specific objectives that the College intends to pursue for that year in order to meet the goals.

Annual Priority (1 year); these establish the specific priorities the College will focus on to meet the goals. They drive resource priorities. They work in collaboration with the Measurable Objectives.

Integrated Planning Process (Attachment 1-5)

This document aligns and links the Strategic Planning Process, the Program Review Process, and the Resource Allocation Process. Integration is achieved through the oversight and review by the Strategic Planning Committee.

Integrated Planning Framework (Attachment 1-6)

This framework illustrates how the various components of planning work together to provide an integrated whole.

Research Planning Agenda (Attachment 1-7)

Program Review Process

San Diego Mesa College Prop S and N Facilities Plan

San Diego Mesa Information Technology Plan

The Basic Skills Initiative (BSI) Plan

SDCCD Strategic Plan, 2009-2012

California Community Colleges System Strategic Plan

The Strategic Planning Committee's major focus was resource prioritization and integration with campus planning, including the program review process. To achieve this goal, the committee

recommended that the Strategic Planning Committee itself should be charged with addressing the prioritization of resources in an integrated manner aligned with the overall campus priorities and objectives. Its role is to review, coordinate and recommend action on the resources requested in the program review process and make the ultimate recommendations for priorities to President's Cabinet in all the resource areas: human resources; equipment; facilities modifications; discretionary budget. By housing these decisions within the same committee also responsible for the review of mission, vision, values and goals, and establishment of annual objectives and priorities, integration is facilitated and the connection to College Goals, Mission, measurable objectives and annual priorities will occur. Integral to the committee's recommendations on resource priorities will be the College-wide Goals, Objectives, and Annual Priorities, now established and presented in a single document (Attachment 1-4).

The committee also studied the program review process and affirmed that it is central in the planning process "the heart of planning" and that it is the appropriate venue for programs and service areas to document their resource needs (human resources, equipment, facilities improvement, and discretionary budget (supplies, etc.). The committee also recommended that all categories of resource requests should be included in the program review plans rather than having separate forms to be completed based on information contained in program review documentation. The current program review Goals Matrix (**Rec.4-12**) pilot is establishing this goal for the upcoming 2011-2012 year. Other recommendations to improve and strengthen the program review process included streamlining the document, emphasizing that it needs to have collaboration and involvement of all department faculty, staff and the department chair or supervisor so it is the central planning document for the program/service area, and making more explicit the linkage of SLOs/AUOs and their assessment to planning and resource allocation.

The revised Integrated Planning Process documents and clarifies the role of Schools and Divisions in the coordination of resource recommendations as program/service area plans are completed and before they are submitted to the Allocation Recommendation Process (Attachment 1-5).

The essential element in the revised Integrated Planning Process is the inclusion of the Strategic Planning Committee at the start of the allocation process and again at the conclusion of the allocation process (Attachment 1-5). After program review plans with their resource requests are prioritized by the schools and divisions, they are then reviewed as a whole by the Strategic Planning Committee at the start of the academic year. The committee looks for contingent requests (where one need is connected to another such as equipment needs accompanying a faculty position), for relationship to College Goals, Objectives and Priorities. The requests are then disseminated to the appropriate committees who establish priority lists for funding. Upon the conclusion of their work, the recommendations return to the Strategic Planning Committee which integrates the various requests and sends the recommendations on to President's Cabinet together with any commentary. It is important to note that the Strategic Planning Committee does not change the priorities established by the individual committees, but provides narrative commentary to assist the President's Cabinet in their acceptance of the priorities. Its primary purpose is to organize the campus resource requests to facilitate a smoother process, to ensure that the requests from the various resource committees complement each other and to ensure that the resources are used to best address college and student needs. The individual committees charged with resource allocation continue to operate as they have in the past.

The faculty priority process is carried out by a subcommittee of President's Cabinet, consisting of four faculty and four administrators and is chaired by the Vice President of Instruction. It requires an application addressing ten principles, including support from the most recent program review documentation. The principles address criteria that support the College-wide goals. **(Rec.1-7)** To assist the committee in decision-making, the Research Office provides enrollment management data and the numbers of contract and adjunct faculty in each discipline. A mix of qualitative factors and quantitative data is involved in the process. The committee establishes a priority listing from which positions are filled based on the number of positions allocated to the College by the Chancellor's Cabinet. In past years, growth positions were funded as well as those that became vacant due to resignation or retirement. In the past, the committee's recommendations went directly to President's Cabinet who made the final recommendation to the College President. In most cases, the President accepted the recommendations as presented.

The last time faculty prioritization occurred was in the 2007-08 academic year. The list developed at that time was effective for the following two years, although, with budget reductions, no positions have been approved for filling district-wide since then except for Mesa's Physical Therapist Assistant Program Director, which is a required position under the Commission on Accreditation in Physical Therapist Education (CAPTE).

In anticipation of possible hiring in upcoming years, the College has resumed the faculty priorities process as vacancies from retirements have rendered the current list out-of-date. A newly prioritized list will be in place by mid-spring. To assure the integration of the priorities with the College's mission and goals and aligned with the Integrated Planning Process, the Faculty Priorities sub-committee's recommendations will go to the Strategic Planning Committee for review before going to the President's Cabinet.

Equipment requests, Instructional Equipment and Library Materials (when IELM funds are available from the state) and the Perkins fund, all require justification in the program review plans and must be linked to College goals. IELM prioritization is conducted by the Deans' Council. The Perkins Committee reviews requests from eligible career-technical programs. The appropriate committee reviews the requests and prioritizes depending on need, relationship to College goals, and the availability of funds.

The Perkins Committee recommendations go to the Budget Committee for review and action, and then to President's Cabinet for final approval. This year, in accord with the integration role of the Strategic Planning Committee, their recommendations will also go to the Strategic Planning Committee before going to the Cabinet.

IELM funds are prioritized by the Deans' Council, submitted to the Budget Committee, and then for final action to President's Cabinet. When the College receives IELM funds again in the future, the Strategic Planning Committee will be included in the process as documented on the Integrated Planning Process (Attachment 1-5)

Requests for additional discretionary budget (4000 and 5000 accounts) follow a process similar to that of the IELM process. Schools submit their requests which are prioritized by the Deans' Council and submitted to the Budget Development Committee for review against the overall college budget availability. The recommended list is forwarded to the Strategic Planning

Committee to assure oversight and integration, and then for final action to President's Cabinet. Although there is currently no additional discretionary budget, this process is in place.

The Mesa Facilities Committee is responsible for oversight of facilities planning on the campus, both on-going facilities improvements and major bond-funded construction. The need for new facilities is also documented in program review plans. Extensive planning efforts are in place for the design and planning for Prop S & N construction. Each building slated for new construction or renovation has a building committee composed of members of the school, faculty, staff and administrators, who work closely with college and district staff. They also work with architects, construction managers, space planners, specialty consultants for furniture, labs and equipment in the furniture, fixtures and equipment (FF&E) process. To ensure that buildings are designed for the future, planning committees have visited other colleges, attended conferences on the design of educational facilities, and researched the kinds of equipment used in career-technical occupations and industries. Careful consideration has been given to how the design of buildings can foster the teaching-learning process, with informal study spaces incorporated into buildings adjacent to classrooms and labs. **(Rec.1-9)** As each new building is completed, an analysis of lessons learned is conducted and carried over to the next project. Technology is integrated into each new facility and Mesa audiovisual faculty and staff have taken a lead role in the development of computer and audiovisual technology standards for the district. The Mesa College president and vice presidents provide oversight of the planning for the individual buildings and assure that a comprehensive approach to the entire campus facility build-out is maintained.

The following sections provide further information to address the bullets in Recommendation 1.

Develop measurable goals and objectives in order to integrate data on student achievement into the planning and resource allocation process

Since the hiring of the Campus-based Researcher in 2006, Mesa College has developed an extensive Research Planning Agenda (Attachment 1-7) that is reviewed and updated annually. The revised Research Planning Agenda is organized to demonstrate the linkage to the four College Goals, with each goal showing a direct linkage to the Strategic Initiatives and Supporting Evidence, Indicators, and Measures. The amount of research evidence is extensive and deep. With the development of the Key Performance Indicator as part of the Vision, Mission, Values and Goals document in 2008, the research data was also compiled to show the specific research data available for each of the core Performance Indicators: Equity/Access, Engagement/Retention, Persistence, Success, and Institutional Effectiveness (Attachment 1-3). The remaining task was to establish a visible, clear linkage between the College Goals and Performance Indicators, and to create measurable Objectives and annual Priorities based on institutional student achievement data. This task was carried out in fall, 2010 by the Strategic Planning Committee guided by the Campus-based Researcher. (Attachment 1-4)

The Strategic Planning Committee aligned the Performance Indicators with the four College Goals. Next a set of measurable Objectives were created incorporating benchmarks by which the College's progress can be measured. The benchmarks are based on the College's five-year averages for the specific student achievement measure. The Objectives state that the College will meet or exceed the five-year average. Aligned to the Objectives are Annual Priorities to guide the College in its work, including the allocation of resources. (Attachment 1-4)

The College has developed measurable goals, objectives and priorities that integrate data on student achievement into the planning and resource allocation process.

Develop an ongoing and systematic cycle that links program review, planning, resource allocation and re-evaluation based upon the analysis of quantitative and qualitative data

As described above, with the latest revision of the Strategic Plan, the College has now achieved an ongoing and systematic cycle that links the program review process, planning, resource allocation and re-evaluation based upon the analysis of quantitative and qualitative data.

The systematic and ongoing review of the cycle and all components of the cycle are deeply embedded in Mesa College's DNA, as described in the beginning part of this response. The College's research function provides extensive quantitative data and analysis, as well as qualitative data through surveys. The strong participatory governance structure, including annual President's Cabinet retreats, provides excellent dialog and feedback.

Demonstrate that the allocation of resources considers the needs and priorities of the college based upon its mission and goals

Mission and goals have always been the driving force in the College's planning and decision-making. As each of the planning processes has evolved over time, the integration of mission, goals, needs and priorities has become more focused. The integration completes the overarching Strategic Plan and Integrated Planning Process. The pilot of the Program Review Goals Matrix, to be institutionalized for all programs in fall 2011, requires that resource requests are clearly linked to the program/service area review plans, especially the program's or service's needs and student learning/administrative unit outcomes.

The Annual Priorities and measurable Objectives, linked to Goals and Performance Indicators, assure that the allocation of resources considers the needs and priorities of the College based upon its Mission and Goals.

Demonstrate that resource allocation leads to the improvement of institutional effectiveness

While serving more students (12% increase in student headcount from Fall 2005 to Fall 2009) with even fewer resources, Mesa College has demonstrated that resource allocation contributes to improved institutional effectiveness in the areas of integrated planning, program review plans, and student learning outcomes.

First, in the area of integrated planning, the Basic Skills Initiative and Student Services Division are prime illustrations of how resource allocation leads to improved institutional effectiveness.

The Mesa Basic Skills Success and Retention Committee has built regular reviews of quantitative and qualitative data into its Action Plan which incorporates the integration of instruction and student services, professional development, and data-informed classroom strategies, such as the classroom Instructional Assistants program. Mesa's performance on the ARCC Basic Skills Improvement Rate has increased substantially over the past three years.

(Rec.1-8) Mesa Student Services has implemented several initiatives specifically aimed at improving student success, including the "Associate Degrees Rock" campaign, which was designed to encourage students to obtain their degree or certificate; Fall Student Success Day, a full-day welcome/orientation for new students and parents; Fall and Spring Welcome Week; Fall and Spring Student Services Fair, which acquaints students with available support systems; and Freshman Year Experience, which was commended by the Categorical Visit Site Team and

recommended as a national model. The fruits of these efforts are reflected in Mesa's improved performance on the 2011 ARCC indicators. **(Rec.1-8)**

Second, program review, as the heart of the planning process, drove the Master Plan that guided the implementation of bond measures Propositions S & N, through which the College has been able to build out the campus. The first milestone was the fall 2009 completion of the new Allied Health Education and Training Facility, with state-of-the-art technology that enhances instruction and learning in the career-technical fields, thus contributing to improvements in the annual successful course completion rates and high licensure/certification exam pass rates in this area.

Third, and lastly, with respect to student learning and administrative unit outcomes, the investment in TaskStream has provided a mechanism for documenting student learning outcomes assessment that will enhance the College's ability to facilitate faculty and staff collaboration, improve delivery of instruction and services, and demonstrate the nature and depth of student learning that has occurred.

Through the deliberate cycle of data-informed planning, resource allocation, evaluation, and reflection outlined in the preceding sections, Mesa College anticipates that the clarification and integration of the planning processes will lead to further improvements in institutional effectiveness.

Within the area of facilities and Prop S & N, the AV Librarian and staff led the design of more efficient, less expensive, universal design (ADA-accessible) podiums for the new buildings.

Communicate the results to appropriate constituencies once those results have been measured and analyzed.

The College has an extensive set of methods by which it communicates to appropriate constituencies. Monthly during the academic year, the President sends out the President's Update communicating matters of College-wide importance; these are distributed electronically and posted on the College website. Information is communicated at the weekly President's Cabinet meetings and the meeting summaries are also posted on the website. The Vice President of Instruction holds weekly meetings with the instructional deans and a representative from student services to communicate key information in a timely fashion. The Vice President of Student Services holds weekly meetings with directors, supervisors, and deans from the student services area to communicate key information to staff members. Deans hold regular school meetings including faculty and staff and school leadership meetings of the dean with department chairs. Departments hold regular meetings also. These various meetings serve to assure the information flow throughout the College.

At the start of the fall and spring semesters, the President hosts College forums for faculty, classified staff and administrators. The President also regularly attends meetings of the Academic Senate, the Chairs Committee, and with the leadership of the Classified Senate to provide essential information to constituents, especially as new initiatives are under discussion. The annual President's Cabinet Retreat is an important venue for planning deliberations; this year the date has been moved from May to March to provide more time after the retreat to finalize decisions before the start of the next academic year.

For Prop S&N, in addition to a district website that shows the progress of every project, the Vice President of Administrative Services sends out a monthly electronic newsletter that summarizes the status of construction; (also posted online). This publication has been particularly important over the past year as old buildings were demolished and many classrooms and offices had to be re-located into modular buildings. Each spring, the vice president also hosts two separate forums on the progress of Prop S&N at Mesa College.

Committees responsible for planning functions communicate by providing reports to Academic Senate, Classified Senate, Associated Student Government, Deans' Council, Student Services Council, and, ultimately, to President's Cabinet. Their minutes, recommendations and decisions are posted on the College website.

Annually, a meeting of the SDCCD Board of Trustees is held on the campus; the College is allocated part of the meeting for a presentation on topics of its choosing.

Evaluation

As described above, Mesa College has worked diligently on its planning processes, taking care to assess how the processes were working, what was lacking, and incorporating advisories from ACCJC. The revised Strategic Plan, the Integrated Planning Process, the development of annual measurable Objectives and Priorities, and the inclusion of the new Goals Matrix in the Program Review process, complete the College's strategic planning processes.

Planning processes for faculty priorities in 2010-11 are implementing the Integrated Planning Process. Discretionary budget requests and Perkins Committee priorities are also following this route.

Following the College's model of continuous quality improvement, the way in which the individual committees charged with prioritizing resource requests operate will be reviewed in future years. However, the role of the Strategic Planning Committee at both the start and the end of the process is established and necessary in order to assure the integration and linkages to College goals. At the completion of planning and allocation processes annually, the President's Cabinet will use the "lessons learned" to modify the strategic planning processes as needed.

Recommendation 1: List of Evidence

Rec.1-1	President's Cabinet Retreat Summary, 2008
Rec.1-2	President's Cabinet Retreat Summary, 2009
Rec.1-3	President's Cabinet Retreat Summary, 2010
Rec.1-4	Memo from President Cepeda to President's Cabinet, Feb 19, 2010
Rec.1-5	<i>President's Update</i> , December 2010
Rec.1-6	President's Forum, January 2011. PowerPoint documents also posted at www.sdmesa/president
Rec.1-7	Faculty Priorities Application Process and Forms. Documents also posted at www.sdmesa/instruction
Rec.1-8	2010 ARCC Report (summary of 3 years of ARCC data)
Rec.1-9	Information from Math+Science Building For more complete information, see www.sdmesa.edu/facility21

Recommendation 1: List of Attachments

Attachment 1-1	Vision, Mission, Values, Performance Indicators and Goals
Attachment 1-2	Summary: Environmental Scan and SWOTC
Attachment 1-3	Performance Indicators and Institutional Effectiveness Data Listing
Attachment 1-4	Goals, Performance Indicators, Measurable Objectives and Annual Priorities
Attachment 1-5	Integrated Planning Process
Attachment 1-6	Integrated Planning Framework
Attachment 1-7	Research Planning Agenda, 2010-11

Attachments begin on page 38.

Recommendation 3

The team recommends that the college improve communication concerning the process used for technology planning to all campus stakeholders, develop a method to engage non-users in technology and also secure stable funding sources for technology resources (III.C.1.a & d)

Description

This recommendation was included in the Self Study Planning Agenda for Standard IIIC: Technology Resources. The three specific issues included in this recommendation are addressed separately: communication, technology planning, and stable funding.

Communication Regarding Process for Technology Planning

As described in the self study (IIIC), the institution has an extensive planning structure for technology planning that assures the needs of learning, teaching, services to students, administrative functions, research, college-wide communications and operations are fully supported; the allocation of campus resources has been based on this planning agenda since 2005. Technology planning occurs at both the district and college level. At the college level, technology planning occurs at the department and school level for the needs of individual programs, and college-wide through the Mesa Information Technology (MIT) Committee, established in 2004-05. Department technology needs are expressed in the individual program review plans. Upon completion of program review plans, schools compile and prioritize the department requests prior to submission for funding requests.

The role of the MIT Committee is to establish college-wide technology goals consistent with the College's goals, to set specific strategies for meeting the technology goals, to assess annually the status of the objectives, and to provide recommendations for the future. A particular focus of the MIT Committee is to assure, through consultation with and advice to campus constituents, that the campus technology infrastructure is robust, comprehensive, up-to-date, and that consistent technology resources are provided throughout the College's programs and services.

The MIT Strategic Plan was developed first in 2004-05 and is updated annually. A status report is presented annually to the President's Cabinet in May. The plan and annual status reports are disseminated and communicated to the College in a number of ways: posted on the campus website at www.sdmesa.edu under "IT Committee" (**Rec.3-1**); linked to the Strategic Planning website; annual presentation to President's Cabinet and in the summary of President's Cabinet meetings on the website. The MIT website also includes a complete campus computer inventory, updated annually, so any member of the College may know the status of technology within any program. (**Rec.3-2**) Through the campus' continuous quality improvement process and to better meet the College's technology goals, in 2007 the role of the Dean of the Learning Resource Center was expanded to include responsibility for overall campus technology, including coordination with district; when his title was changed to Dean, LRC and Technology.

In addition, because of the comprehensive college-wide nature of the technology function, the Dean reports directly to the College President for this function, similar to the direct report for the dean responsible for College research. Prior to this structural change, the responsibility was distributed across the campus with individual deans having responsibility for overall technology planning for their areas and coordination with the district going through the Vice President of Administrative Services. The new structure and responsibility has significantly improved the

College's ability in technology planning, created clarity regarding how departments access technology planning, and improved communication. It has also allowed a better integration and utilization of resources in this area because the dean is part of numerous campus participatory governance committees and has contributed to increasing the level of understanding of the technology plan and how it should be integrated into program review.

Also, members of the MIT Committee serve on the Program Review Committee specifically to assist other campus committee members in the development and review of program review plan technology requests.

Overall technology needs are coordinated so that new technology initiatives such as campus wireless internet access and pay-for-print stations that require extensive collaboration between the college and district are simplified.

Both district and college information technology staff is housed in the LRC, hold regular joint meetings, and collaborate on work projects. Although the district staff formally report to the district IT director, they are supervised on a daily basis by the Mesa Dean of LRC and Technology.

All technology planning at the program level includes communication and consultation with IT staff from the beginning stages. Internal communication assures that communication on technology needs starts at the beginning of the planning process. Deans and department chairs are regularly reminded of the importance of this step occurring at the beginning, not at the end, to assure that all considerations are taken into account.

The planning documents for equipment requests through the state Instructional Equipment and Library Materials (IELM) fund and through the Perkins (formerly VTEA) Fund include written reminders of consultation with IT staff prior to submitting requests. **(Rec.3-3, Rec.3-4)** During Perkins Committee deliberations, the Dean of LRC and Technology is formally invited to one of the committee meetings as an advisor for technology purchases prior to the committee's final deliberations on budget allocation. This change in procedure was recommended through the continuous quality improvement review of our planning processes to better integrate program review plans and resource allocation. For the IELM fund (when the college received it), the Dean of LRC and Technology provided information, advice and guidance on technology requests to the dean's council and vice president of instruction in their deliberations as well as to the requesters during initial planning. Through serving on both Perkins and IELM committees, the dean is able to provide integration and consistency to the decision-making process on technology for programs and service areas. The Program Review Goals Matrix **(Rec.4-12)** requires all resource requests, including technology and from all budget sources, to be included in one integrated format in the program review process.

The funding recommendations from Perkins and IELM (when available) are taken to the Budget Development Committee for their review and recommendation, and then to President's Cabinet. The decision-making process for these two committees is staggered to assure maximum consideration of program needs. If an essential need for a career-technical program is not funded by Perkins, then it can still be considered for IELM funding. This worked very well while the College had IELM, but no such funding has been available since 2007.

Prior to requests being brought forward, IT staff help to design the needs, research available technology, report on the options available, and provide technical considerations and vendor quotes. In the installation process, staff install, troubleshoot, monitor, and provide guidance to faculty and staff on usage. Formal training sessions are held for all users prior to any new technology being used. All faculty members must go through training prior to using classroom technology to ensure proper techniques and safety for all involved. LRC is a one-stop shop for information and support for technology information, training, and assistance. The dean controls day-to-day activity of coordination of support personnel. The district IT staff has office space congruent with college technicians that increases communication and coordination of resources. They hold weekly meetings.

Since the passage of Prop S in 2002 and Prop N in 2006, planning for several new buildings has been underway. This involves extensive communication and consultation between district and college personnel, consultants, architects, contractors, and vendors. Each school with a new building has a building committee comprised of faculty, classified staff and dean; this committee is responsible for planning at every stage of the process. **(Rec.3-5, Rec.3-6)** Planning starts with an assessment of the scope and size of the building number of classrooms, offices, workspaces, etc., as well as the vision for the design and functioning of the new building. It moves on to the details of furniture, fixtures and equipment (FF&E). District facilities staff, architects, and consultants work together with faculty, staff and administrators on the design of every aspect of the building. All members of a school for a new building are consulted, even if not serving on the official building committee. LRC IT staff, the dean, and the AV Librarian are essential individuals in the technology planning component. With the loss of the AV Librarian position, the Library Supervisor has now taken on this responsibility. The AV Librarian or Library Supervisor assumes the lead responsibility of working with appropriate school faculty, staff and dean, and coordinating with architects and project manager to identify and physically place the equipment in the layout of the room in advance of submission of plans to the Department of State Architect (DSA). They stay with the project from the original planning all the way through to the end working with consultants and vendors on the installation of computers and AV equipment, presenting training sessions for users and troubleshooting.

Stable Funding Source (III.C.1.d)

As funding has decreased, the College has had to seek ways to minimize the impact on programs and service areas. In the past three years, with more drastic budget reductions, it has become more challenging. The College uses a number of methods and funding streams for technology.

Through the resource allocation process involving program review plans, school prioritization of requested resources, Perkins and IELM funds (when available), overall college-wide technology planning by the MIT Committee, equipment and technology for new buildings through Prop S & N, and SDCCD district support of the infrastructure, the College has robust and extensive technology that has adequately supported its overall operation. The College has effectively used all available resources to support technology by incorporating bond funding for the technology needs for new buildings, centralizing of district resources through equipment and staff needs, and the “roll down” of existing technology to meet campus needs in other schools and departments. The campus has also been an active participant in procuring federal, state and local grants to apply part of these grant funds to meet appropriate and approved program and campus technology needs.

To maximize the limited IT staff resources, the College purchases computers with a four-year warranty. Repairs are performed by the vendor, thus saving staff time. Top priority is given to placing the newest and best computers in student labs, both the dedicated labs and the open LRC student computer lab. A roll-down program assures that when new computers are purchased, the older ones are re-used in other locations if still in working condition.

Not only have funding sources decreased, so have the number of IT employees. To address the current fiscal crisis, the district has permitted the colleges to replace only essential employees when vacancies occur. Thus a number of IT positions remain vacated and the College must use IT staff strategically to provide support. One change to the location of the Language Lab has improved that facility by moving the lab into an existing computer lab in the LRC and at the same time allowed more effective use of LRC IT support staff. To make this move possible, \$10,000 was made available to provide specific technology that enhances the teaching of languages. The Language Lab is now in LRC 229 as a teaching classroom, with a small independent study language lab in the adjacent LRC 227.

While the loss of IELM funding since 2007 has severely reduced the funding for technology, its place has largely been taken by the Prop S & N FF&E funding. For example, in 2009 five allied health programs, Radiologic Technology, Dental Assisting, Physical Therapist Assisting, Medical Assisting, and Health Information Technology moved into the new 50,000 square foot Allied Health Education and Training Center with all classrooms equipped with state-of-the-art technology. In fall 2010, the Architecture and Interior Design programs moved into the Mesa College Design Center, a remodeled former elementary school. Their classrooms also are extensively equipped with technology that mirrors those used in their professions. Through Prop S, the Arts Building was remodeled in 2007 to update studio labs, renovate the Art Gallery, and to create an entirely new Digital Art Lab to support a new associate degree. Planning for the new lab began in 2005. Research on the facility included visits to other community colleges.

Each of these moves freed up current computer and AV equipment for other uses. As each new building is completed, the roll-down will assist in maintaining the college's overall technology. Future buildings coming on line are the Student Services Center (2012), Math and Science Complex (2014), Social/Behavioral Sciences Building (2014), Business & Technology Center (2016) Fitness Center (2014), and the Cafeteria/Bookstore/Academic Skills Center (2014). Each of these will receive FF&E funds for new technology and equipment.

The College continues to receive Perkins funds that support technology within those Career-Technical programs eligible for such funding. The inclusion of the dean of LRC and Technology and other members of the MIT Committee in the Perkins allocation process has allowed the College to purchase equipment that not only meets the current occupational program needs, but, by assuring consistent specifications for technology purchases, assures that this same equipment will serve campus needs when it no longer meets the needs of the specific occupational program.

Student Services had developed a strategy to fund all technology needs and software renewal licenses through categorical funding (i.e. Matriculation, EOPS and DSPS) and all technology needs were addressed while funding was available. Unfortunately, with the major reductions to categorical programs, this decrease forces the reliance on limited funding available through already lean campus resources. With continued limited general and categorical funds available, major technology needs such as access to SARS, a major software system, used for student

appointment and staff scheduling, student follow-up activities, and data tracking may be jeopardized. Fortunately, the Career Center has received support from Perkins funds to maintain career software for career technical students.

In 2006-07 (**Rec.3-7, Rec.3-8**), the MIT Committee recommended to the Budget Development Committee that 10% of the college's annual IELM allocation should be identified for college-wide technology purchases in order to maintain the four-year replacement cycle for computers. This recommendation was reviewed and agreed to by the Budget Development Committee; it was then accepted by the President's Cabinet. In the following year, 2007-08, the amount was increased to 50% or maximum of \$125,000, because the total IELM allocation was reduced. The College has received no state IELM funds since that time. In the event that IELM funding returns, the College intends to continue with this funding allocation.

Another funding source for technology that has been used for many years is the college's ending balance with expenditures occurring in late spring prior to the close of the fiscal year, or early in the next fiscal year, when ending balance was rolled over to the College. With the current fiscal crisis, the ending balance no longer remains at the College.

To address this recommendation and assure a stable funding source for technology, consideration will be given in the future to applying a portion of ending balance to technology purchases.

Recently, a family donated funds to the Music Department in honor of their late son, a Music student at Mesa College. The department plans to use the fund to start a Music computer lab that will focus on providing students with considerable enhanced opportunities to enrich their music studies through the use of relevant information technology. This plan will provide instructional opportunities beyond those available through the current Electronic Music Studio.

A Method to Engage Non-Users in the Use of Technology

As the College reviewed this part of the recommendation stating that the College needs to develop a method to engage non-users in technology, there has been debate about where and how this issue arose. The College did include it in the Self Study Planning Agenda but the evidence for why the College made this self-recommendation was not clear.

It appears that originally during the drafting of the Self Study, the statement read "...to engage more personnel from departments not traditionally using technology in efforts such as the MIT Committee..." and at some point it was shortened to the current statement which has a different meaning. Therefore both versions of the statement will be addressed below. The campus culture has always included a strong commitment to technology and providing all programs, services, students and employees with technology appropriate to their needs.

The MIT Committee traditionally included members from technical disciplines such as Computer Information Systems, Multimedia, and Computer Business Technology Education. These faculty members were also leaders in the college's distance education efforts. As technology use expanded at the College, the need to broaden representation was seen as necessary to assure that the needs of all disciplines and services were represented and heard; therefore, the MIT Committee membership was broadened. It now has seven faculty representatives, one from each school. In 2010-11, in addition to those from the "traditional" technology disciplines, the committee membership also includes faculty from Music, Business, Psychology, Library, and

Chemistry. It is co-chaired by a Music faculty member, not a traditional technology discipline, and the Dean of LRC and Technology. Other members include administrators, supervisors, classified staff, and a student. **(Rec.3-9)**

The work described in the section above in planning for technology in new buildings has included a wide range of faculty from those disciplines not traditionally using technology. For example, the use of technology in the Allied Health programs has dramatically increased through the new technology available in the new building. The Dental Assisting Program lab, consisting of state-of-the-art equipment with student stations arranged in an oval configuration around the instructor station, all with computerized cameras and monitors so that students can follow the instructor and practice on their “patient” is unlike any other; the program receives frequent visits from architects and planners of other facilities. The Radiologic Technology Program has a fully operating CT scanner, in addition to its other technology that provides students with an opportunity to learn occupational skills using industry standards to better prepare them for the workforce. The Health Information Technology and Medical Assisting Programs both are able to deliver instruction at a more advanced level because of the technological capability of their facilities. The Physical Therapist Assistant Program laboratory is an interactive classroom with PZT cameras mounted on the ceiling that can target specific areas of the lab for demonstration purposes. In addition to this technology, the lab is outfitted with a Wii system for rehabilitation therapy that helps students learn how this is used in rehabilitation and exercise therapy.

With respect to engaging non-users in technology, the College continues to have a broad range of technology-training activities for both users and non-users to provide training for individuals at whatever skill level they possess. These were described in the Self Study in III.C.1.b. Annually, the Flex Subcommittee surveys employees as to their needs and interests for training and flex workshops are developed to meet the expressed interest. **(Rec.3-10)** The annual Classified Conference, a two-day event held annually at the close of the spring semester, surveys classified staff and plans sessions based on their input. **(Rec.3-11)**

For the Classified Staff Development Conference, online and paper-based surveys specify need for technology (and other) training. Classified staff employees who do not have their own dedicated computer workstations (such as gardeners) are identified via MS Outlook and via Campus Payroll for alternative contact. Paper-based surveys are hand-delivered to ensure that all employees (users and non-users) have the opportunity to participate in technology (and other) training, whether they have a computer or not.

Each semester, the SDCCD IT department offers on-campus training in Microsoft Outlook applications, and offers programs for employees to purchase software applications, at reduced cost. All employees are also able to complete training programs through Lynda.com at no cost to them.

Library faculty offer workshops on the use of databases and other library resources. Workshops are also offered on the use of online resources for instruction, for faculty teaching online or teaching traditionally but using online resources. **(Rec.3-12)** A drop-in faculty/staff lab with 12 PCs, two Macs, and a wide variety of software is available on the fourth floor of the LRC for individual use; there are three LRC instructional aides to provide assistance as needed. In addition, a computer training classroom on the fourth floor of the LRC (LRC 432) is available for

scheduled training sessions for faculty and staff. This dedicated training room, originally put in place in 2005 when the District introduced Datatel, is used whenever new software is introduced and significant staff and faculty training is needed. This room is the primary location for training for faculty teaching online and for sessions presented by the LRC faculty member's technology workshops. Individual programs reserve the room for specialized in-house training on technology unique to their programs, such as the Accounting program faculty training presented by a publisher for the online component of a newly-adopted textbook. A recently-offered Web design class in LRC 432 served 34 classified staff attendees. The room is also the location for TaskStream training for SLOs and AUOs.

Two faculty members offer specialized training to programs and service areas on the use of TaskStream to enter their course, program service area SLOs/AUOs; to map these course SLOs/AUOs to program/service area level outcomes; and also map to college-level (ILOs) as well as to input assessment findings. During the fall, 2010 lead writer training for the program review process, LRC 432 was used by the campus-based researcher to demonstrate the use of the district and college research websites. Additionally, following an integrated approach to lead writer training, they were shown how to access the online program review materials and used the data (research, SLO/AUO assessment findings, budget allocations) to support their goals.

The faculty and staff value the hands-on support that is offered during sessions in this training classroom. As new teaching facilities come online, technical training is provided to faculty and support staff to demonstrate how to use smart classroom equipment. This equipment includes LCD projector, monitor, computer, document cameras, VCR/DVD player, and media link controllers. Training is also arranged for industry-specific and specialty equipment such as the Symposium ID370 interactive displays and Océ plotters and printers used in the Mesa College Design Center.

Smart classroom technology training is also required for all faculty before podium keys are issued. Training is provided by the AV Department during pre-semester flex sessions or by appointment for individual sessions.

Counseling faculty have developed an online resource site to keep counselors abreast of new technologies and online resources available for use during personal, academic and career counseling appointments. One counselor offers specialized training and updates to the counselors on a regular basis, during bi-monthly meetings and/or with periodic updates. A proposal has been submitted to develop online workshops for students to be facilitated by counselors. Training will be made available for all counselors who facilitate these workshops. Additionally, two counseling faculty members have developed an online orientation and semester planning workshop for incoming matriculants. All counselors were trained on both online processes.

At the pre-semester Adjunct Orientation, part of the flex program, a presentation is given by the LRC dean on these LRC resources for faculty. The dean of instructional services also presents information on the use of the Flex System so that adjuncts understand how to use this technology. They learn how to enroll in workshops, input their independent projects, self-report attendance at workshops, and report completion of independent projects. In this way they are able to report completion of their flex obligation and assure that their commitment is met and their pay is not adversely affected.

District staff from SDCCD Online visits the LRC Center for Independent Learning (CIL) every Monday and provides hands-on training for online faculty who have never taught online before. In addition, training in Camtasia and Closed Captioning, for faculty who want to use videos for instruction in class or online is offered. **(Rec.3-13)**

The College recognizes the training needs of non-users as well as the updating of technology skills to meet new hardware and software skills. To accomplish this fact, the College has dedicated a full-time contract faculty member to this assignment. One LRC faculty member is dedicated to campus technology training. He provides scheduled workshops and individualized assistance on an as-needed basis. The assistance ranges from highly technical to as simple as assisting a faculty member in data entry for record-keeping purposes (grades, Flex). **(Rec.3-12, Rec.3-14, Rec.3-15)**

At the time of writing the Self Study, the second CIL faculty member had retired and the Self Study noted concerns about the availability of training assistance. However, in the past year, faculty and staff campus-wide have taken responsibility for technology training for specific functions. For example, online faculty routinely demonstrate their online teaching practices at the Fall Online Faculty Showcase. For SLOs and AUOs, two faculty members are providing training, using LRC 432, on the use of TaskStream. The reality of funding decreases has become a fact of life and employees are developing new and different ways to achieve the same ends.

As mentioned above, the College values the use of technology in both the classroom, student labs, and in employees' offices and has always been a leader in technology. The College was an original member for the development of CurricUnet, the established curriculum management software for the entire state. It was a pilot member in the use of TaskStream, a software product that was designed to assist community colleges in the development of Student Learning/Administrative Unit Outcomes and their assessment.

This recommendation, made by the College to itself in the Self Study, rose from the college's concern in seeing the benefits technology has brought to the campus and the impact of the current fiscal crisis may have on our ability to continue to be a leader in this area. The College felt this issue was important enough to our culture and the future of our students that we needed to recognize it in our planning agenda.

Evaluation

Communication Regarding the Process for Technology Planning

The planning structure for technology at Mesa College is extensive and robust. Leadership from the MIT Committee has established an overarching approach that assures the technology infrastructure is in place across the entire campus. Technology planning at the program and school level is integrated with the MIT Strategic Plan for the campus. District and College IT staff collaborate to assure consistency and integration of efforts. IT leadership works closely with IT staff so that they are as effective as possible in advancing the overall IT strategic directions for the College. This collaboration allows our campus to better meet the technology needs of our staff and students. Using this collaboration, district IT staff combine with the expertise of the College IT staff to form a dynamic team that can complement one another to continue to meet IT needs with limited resources. Communication and consultation occurs on a daily basis at the informal level between users faculty and staff and IT staff. In the planning for acquiring technology, including Prop S & N, faculty, staff, IT staff, administrators, and others

communicate and collaborate closely and extensively. The MIT Committee is the main vehicle for formal communication to the College on technology planning and does so through formal presentations to President's Cabinet and the Mesa webpage. When funding sources are available, such as Perkins or IELM, the programs and appropriate individuals are communicated with directly. The outcomes of the allocations of these funding sources are reviewed at the Budget Development Committee and approved at President's Cabinet, assuring that all participatory governance groups are informed of the process and the recommendations. Communication follows the established participatory governance channels.

The Employee Perception Survey was carried out in early 2009 and only 63% of respondents agreed or strongly agreed that technology planning is effectively integrated into institutional planning (Q69, page 291 in Self Study); 26% were neutral. But in contrast, a high level of employees expressed satisfaction with the various technology resources available to them (Q53, 56, 20, 25, 27 and 28). The response to Q69 was the rationale for the college's Planning Agenda on improving communication concerning the process for technology planning to all stakeholders. However, if all these responses are considered together, the high level of satisfaction with existing technology resources in the 2009 survey also suggests that employees were generally satisfied with the planning for technology resources.

Since that time, many more faculty and staff have been brought into planning for new buildings, including planning for technology for their departments. **(Rec.3-5)** The change in the membership of the MIT Committee also has contributed to improved communication regarding technology planning.

To facilitate understanding of the MIT Strategic Planning process, the MIT Committee will create an Executive Summary of their next annual report, due to be presented at President's Cabinet in May 2011.

The College has met this recommendation.

Stable Funding Source

Even in a difficult budget era, Mesa College has the ability to assure its technology infrastructure. The combination of roll-down strategies for computers, setting top priority for student labs, relocating labs such as the Language Lab, and purchasing computers with four-year warranties facilitate the smart usage of existing resources.

For the next six/seven years, Prop S & N FF&E from new buildings will provide another reliable funding source for technology and considerably advance the college's instruction and services capabilities. However, as the technology in the new buildings reaches the end of its useful life, it too will require replacement. Careful use of Perkins funding will support most additional needs in the Career/Technical areas. When the College acquires grants or donations that include technology, this will also assist. In the event that the state restores IELM or TTIP funds in the future, this would then augment the resources.

This combination of smart use of use of existing resources, including staff time, and available funding from Prop S & N, Perkins, and ending balance will provide the necessary stable funding for technology for the next few years.

The current fiscal climate in California and the proposed budget cuts for 2011-12 constrain the ability of the College and district to create a budget set-aside for specific purposes such as

technology. Once the current budget crisis concludes and the overall budget reaches stability, then the College and district should consider designating a specific amount of funds in the annual general operating budget of the College.

The College has met this recommendation.

A Method to Engage Non-Users in the Use of Technology

The College has addressed the need to expand the MIT Committee to include individuals from programs not traditionally using technology. Through the inclusion of a broader group, the committee is now hearing of the needs of those not traditionally using technology and more effectively addressing their needs. In addition, many others who traditionally have not used technology at all, or minimally, are now in the position of planning for new buildings and their own classrooms with technology. The Prop S & N planning and design process provides intensive advice and support from college IT staff, consultants and architects to assist the faculty and staff in the selection of appropriate technology. Those who already inhabit new buildings, such as the Allied Health Education and Training Center, now have the ability to use technology in ways they never imagined.

The College continues to offer an extensive range of workshops, training sessions, individualized support for faculty and staff who request it. Surveys are conducted to ascertain interest and needs. Flex workshops and classified conference workshops are presented based on the findings. Flyers and electronic notices are used to inform the campus community about training opportunities.

The College has met this recommendation.

Recommendation 3: List of Evidence

Rec.3-1	Mesa Information Technology Strategic Plan, MIT Committee website, http://sdmesa.edu/it/index.cfm
Rec.3-2	Mesa Computer Technology Inventory, MIT Committee website, http://www.sdmesa.edu/it/index.cfm
Rec.3-3	Instructional Equipment & Library Materials (IELM) Requests
Rec.3-4	Perkins Requests
Rec.3-5	Membership of Math & Science Building Committee
Rec.3-6	Prop S & N Website, http://www.sdmesa.edu/facilities/index.cfm
Rec.3-7	Mesa College Budget Development Committee Minutes and Info, 2006-07
Rec.3-8	President's Cabinet Minutes, 2006-07
Rec.3-9	MIT Committee Membership List
Rec.3-10	Mesa Flex Subcommittee Survey of Employees Training Needs
Rec.3-11	Mesa College Classified Conference Survey of Needs
Rec.3-12	Technology Training (Workshops and Individual) by LRC Faculty
Rec.3-13	Rosters for Training for Online Faculty by SDCCD Online Staff
Rec.3-14	Rosters for MS Office 2007 Implementation Workshops
Rec.3-15	Rosters for Online Training with Lynda.com

Recommendation 4

The team recommends that the College develop an adequate system for program review of Administrative Services which integrates planning and resource allocations and assures the linkage between program review and resource allocation (III.D.1.a)

Description

Because this recommendation cites III.D.1.a, (Financial planning is integrated with and supports all institutional planning.) and also addresses the program review process, the College interprets the recommendation to include two components. The first is the Administrative Services Program Review system. The second is as stated in III.D.1.a, integration of financial planning with institutional planning, or linkage between program review and resource allocation.

Administrative Services Program Review

All programs, Instructional, Student Services, and Administrative Services use the same Program Review process and forms. The program review process was initiated at Mesa College in the 1980s and was initially done by Instruction and Student Services; it was expanded to include Administrative Services starting in fall 2008. The Program Review Committee has an annual cycle of review, reporting, self-evaluation and revision that includes the summer for preparation of new components in the program review process. When the College learned in 2008 from Dr. Beno's memo of the inclusion of administrative services in the program review process, it prepared during summer 2008 by modifying the questions in the program review to fit this division's needs and by training the appropriate individuals. **(Rec.4-1, Rec.4-2, Rec.4-3, Rec.4-4)** Contrary to what is stated in the Team Report, the College acted upon the 2008 memo from Dr. Beno and was aware of the need to be at the Sustainable Continuous Quality Improvement level in Administrative Services program review. The College has always paid close attention to the Standards and the information provided by Commission staff at conferences and through written communication. At the fall 2007 CCLC conference, the Mesa College accreditation liaison officer received training on the requirement for Administrative Services program review and initiated work with the college's Program Review Committee. The College has also received several requests from other colleges for information on our Administrative Services program review process and how we established our Administrative Unit Outcomes.

At the annual Mesa College SDCCD Board of Trustees meeting in October, 2008, the college presentation by former president Dr. Rita Cepeda was titled "Culture of Evidence: We Measure what We Treasure." **(Rec.4-5)** This presentation spotlighted the Administrative Services Program Review. At the 2010 SDCCD Trustees meeting at Mesa, the program review process, documenting the inclusion of Administrative Services, was also presented. **(Rec.4-6)**

In fall 2008, Administrative Services entered into the program review process and cycle along with the other two divisions, Instruction and Student Services. Because of Dr. Beno's 2008 memo, the Administrative Services Division elected for all of their programs to start with Year One review immediately, rather than staggering their start date as other divisions have done. Therefore, in the 2008-2009 year, all programs in Administrative Services started their initial Year One Program Review and created their program SLOs (called Administrative Unit Outcomes or AUOs). In the 2009-2010 year, all programs in Administrative Services completed and reported out their Year One Program Review. These Program Review reports were

presented and approved by President's Cabinet in March 2010. Included were Admission and Records, Business Services, Employment/Payroll and Administrative/Technical Support and Information Services, Reprographic Center/Mailroom, Stockroom, and Student Accounting. Using the campus model for Program Review, the Administrative Services programs are now completing their Year Two cycle, actually the third year, for the 2010-11 year.

In advance of carrying out the Program Reviews, the Administrative Service units worked with the District Office of Institutional Research and Planning to create a Point of Service Survey; results of the survey were used to inform the program review plans. **(Rec.4-7, Rec.4-8)** Since this time, lead writers from Administrative Service Units have met with the dean responsible for research and the campus-based researcher to design and implement additional surveys to inform their Year Two program review plans. During the spring and fall of 2010, two surveys were administered to gather data concerning the college's a) Employment and Payroll services and b) Printer/Telephone Technical Support/Repair services **(Rec.4-7, Rec.4-9)**. The surveys were designed to assess the level and quality of service involving the switchboard and the networking services for telephones and printers in administrative offices, and for employment and payroll services. The findings from these surveys will be used in the appropriate Year Two Administrative Services program review plans to support their goals. **(Rec.4-7, Rec.4-9)**

The Program Review Process is a six-year cycle, with Year One taking two years, being the major report and subsequent years producing updates. In Instruction and Student Services, the various programs are distributed so that there are equal numbers of Year One reports each year. The Program Review committee provides training sessions and one-on-one guidance through committee members assigned as liaisons to each program. The Year One report is reviewed by the Program Review Committee during the second year and accepted by President's Cabinet in the spring. In the following Years Two Five, programs complete a short form providing updates on any changes that have occurred. They also answer questions relative to the program's/service area's strengths and challenges to encourage lead writers to continue using research data on a continued basis. By completing the Year One Program Review all Administrative Services programs have done a full program review and are in compliance with the Mesa College Program Review process.

The Program Review Goals Matrix pilot underway this year includes two Administrative Services programs: Employment/Payroll and Student Accounting. As members of the pilot, the lead writers are meeting regularly with the dean and campus-based researcher to provide feedback to inform the next revision to the program review process.

Integration of Financial Planning with Institutional Planning, or Linkage between Program Review and Resource Allocation

All program review plans include description and assessment of the program or service area, progress in developing and assessing SLOs or AUOs, and value of program or service area to the community and college. **(Rec.4-10)** The Research Office provides data to the program service area to inform responses and provides training on how to use the data by the administrative co-chair of program review, the campus-based researcher, and the campus accounting supervisor to each program/service area. Programs may request additional research data. The program review document culminates with goals and plans of action for short-term goals (three years or less) and long-term goals (more than three years) based on the preceding narrative information and assessment of data. Thus the program review plans contain the

evidence and justification for new resource requests, including human resources, equipment, discretionary budget, and facilities modifications. These program justifications are carried forward to the processes used for prioritizing resource requests. Requests that have not been included in program review plans are not considered, unless they constitute a dire emergency, such as the breakdown of a critical piece of equipment.

Two changes have occurred that assure integration of planning and resource allocation and assure that program review recommendations are linked to resource allocation.

The first is a modification to the Program Review process. During summer 2010, the Program Review Committee improved the process for short-term and long-term goals, with the addition of the Goals Matrix that documents resource requests by budget code category. **(Rec.4-12)** The Goals Matrix expands these sections of program review to assure that the goals clearly define the rationale based on the prior sections of the document, establish the plan/activity and individuals assigned, and the resources required, such as budget. Included is an evaluation or rationale to describe what would be accomplished through the goal and next steps. Originally, four programs were selected to pilot the Goals Matrix: Geographic Information Systems (Instruction), Physical Education/Dance/Athletics (Instruction), Outreach (Student Services) and Student Accounting (Administrative Services). Interestingly, the lead writers for three programs, Employment/Payroll (Administrative Services), Transfer Center and Career Services (Student Services) have requested to use the pilot Goals Matrix this year instead of the regular forms, as they consider it to be beneficial. Thus, there will be a total of seven program reviews available to provide evidence for incorporating the Goals Matrix into the regular program review process. The assessment of the pilot is occurring in spring 2011 and the Goals Matrix will be adopted into the Program Review for the fall 2011 semester.

The second change to planning components was the development of an overarching college-wide strategic plan and the revised Integrated Planning Process (described fully in the response to Recommendation 1). Originally, the prioritization processes for human resources, equipment, facilities modifications, and discretionary budget went directly from the program review process, through the schools, to the specific committees charged with resource allocation, and finally to President's Cabinet. With the Integrated Planning Process, all the resource requests emanating from the program review process, after coordination by schools and divisions, are first reviewed by the Strategic Planning Committee (SPC) and then disseminated to the specific committees. The SPC's role is to identify contingent requests (e.g., a faculty position that requires certain facilities or equipment), and assure consistency with College Goals, Priorities, and Objectives. Upon completion of the prioritization process, the specific committees forward recommendations to the SPC for a final integration review, prior to consideration by President's Cabinet. The spring 2011 semester is the first time this revised process will be used and should assure that the priorities are established with an integrated framework based on program review. (See description in Recommendation 1).

Financial planning is integrated with institutional planning. In order to more fully integrate financial planning and the resource allocation process with the institutional planning process, the participatory governance Budget Development Committee was created and approved by President's Cabinet on November 3, 2006. Membership includes the vice presidents of instruction and student services, the dean of learning resources and technology, four faculty members, two classified staff members, one student and the Vice President of Administrative

Services, who serves as the chair. In addition, the supervisor of business services serves as a resource to the committee as a non-voting member. **(Rec.4-13)**

The charge of the Budget Development Committee is to:

- develop a General Fund Unrestricted operating budget, based on the district allocation to the College, that carries out the College strategic and educational master plans;
- develop and direct the process for long- and short-term strategic planning; review and assess the impact of budget reductions and increases;
- justify the level of any additional funding in program allocations required to provide an appropriate schedule of classes and level of service;
- justify the level of any reduction in funding in program allocations; and to
- keep represented constituents apprised of the budget development process and solicit input as needed.

Decision-making within the committee is done by majority vote of the committee, based on a quorum, and these decisions are brought forward to President's Cabinet as formal recommendations by the Vice President of Administrative Services. The President's Cabinet, also a participatory governance group, makes all final recommendations to the president on resource allocation. The Budget Development Committee meets at least twice per semester or as needed. The Vice President of Administrative Services provides regular budget updates at the President's Cabinet and at campus forums.

Requests for budget changes in the GFU are submitted by individual schools using one integrated process, with the requests broken into four separate funding categories: Equipment, Supplies and Other Operating Expenses, Facilities Improvement, and Classified Staffing. The requests originate in the Goals Matrix of the program review process. They are integrated and prioritized first by the schools and then by the division before being submitted to the Budget Development Committee by the respective vice president of instruction or student services. The Budget Development Committee was established in 2005-06 at the direction of the college president as part of the college's continuous improvement process. As described above, equipment requests are funded by either state IELM funds (when available), or by Perkins funds (formerly VTEA).

The participatory governance Perkins Committee exemplifies the continuous quality improvement process at Mesa College. Originally created in 2001, this committee has always used data to inform the decision-making process for resource allocation. The committee was revised in 2004-05 to incorporate wider campus representation as well as new federal and accreditation guidelines such as the requirement for programs to document their requests in program review for consideration. The committee was revised again in 2009-10 to create an improved model for the allocation of funds, which includes a rubric requiring that the item or activity requested be cited in the department's program review, which directly links planning to budget. Perkins recommendations for funding also go to the Budget Development Committee prior to final acceptance by the President's Cabinet.

With the introduction of oversight and integration of planning and resource allocation through the Integrated Planning Process by the Strategic Planning Committee, the Budget Development Committee continues with the responsibilities described above. However, the SPC assures the linkage of all resource allocation to program review, that contingent resources are viewed in an

integral manner, and that resource allocation is aligned closely with the college's mission, vision, values, and goals.

Evaluation

Administrative Services Program Review

The College has a full and complete Administrative Services Program Review process that was started in 2008. All administrative service units have completed their comprehensive Year One Program Review and will complete their Year Two updates this year. **(Rec.4-8, Rec.4-11)** The new Goals Matrix strengthens the linkage between program review, SLOs or AUOs, and resource requests.

The College has met this recommendation.

Integration of Financial Planning with Institutional Planning, or Linkage between Program Review and Resource Allocation

All program reviews, instructional, student services, and administrative services, develop goals based on their self-assessment including SLOs or AUOs. These goals include requests for resources. The new Goals Matrix, piloted in 2010-11, provides clearer evidence of the linkage between program assessment, SLOs or AUOs, and requested resources. It also provides resource request data in a coherent format that feeds into the college-wide integrated planning and resource allocation guided by the Strategic Planning Committee.

In the past three years, budget reductions have severely impacted the college's resource allocation processes since there have been no additional resources. Even in these difficult times, the College has continued to do program review and has used the resultant information to review, assess, and improve campus processes. Indeed, the College has been focused on maintaining programs and services while reductions in staffing have occurred. The only available additional funding has been from the Perkins fund. Therefore, the process described above for prioritization and applications for resource allocation (faculty positions, IELM-funded equipment, discretionary budget) did not occur for the past two years. This may have contributed to the sense that the linkage between program review and resource allocation is not in place. However, the processes for resource allocation grounded in planning and program review were in place and operating for a number of years. This year, in spite of continuing budget cuts, the College is developing updated priority lists for resource allocation, such as the establishing an updated list for faculty priorities.

With continued focus on strategic planning, the College is taking a fresh look at the resource allocation processes in order to simplify, improve and streamline the path from program review to allocation. The current system is cumbersome and requires additional applications for resources after the completion of program review. The Interim President, upon the recommendation of the Strategic Planning Committee, has directed the Program Review Committee to streamline and simplify, to include all the necessary information in the program review document so that it serves as the request for allocation of resources whether they be human resources (faculty or staff), equipment resources (IELM or Perkins), discretionary resources (4000 or 5000 accounts), or facility modifications.

During fall 2010, the Program Review Committee launched a pilot with seven programs to test this new model (the Goals Matrix). After program reviews are complete, there is integration and prioritization of resource requests at the school level followed by the division level. Overall

college-wide integration of requests occurs through oversight by the Strategic Planning Committee at the start and at the end of the processes. This assures that where different kinds of requests are inter-dependent (e.g., new faculty position that requires specialized equipment) the decision-making takes this into account.

The College has met this recommendation.

Recommendation 4: List of Evidence

Rec.4-1	Minutes: Program Review Integration Project Subcommittee-Administrative Service, July 16, 2008
Rec.4-2	Minutes: Program Review Integration Project Subcommittee-Administrative Service, July 30, 2008
Rec.4-3	Minutes: Program Review Integration Project Subcommittee-Administrative Service, August 13, 2008
Rec.4-4	Program Review Lead Writers and Committee Liaisons for Year One, 2008-2009
Rec.4-5	Mesa College Board of Trustees Meeting PowerPoint Presentation "Culture of Evidence: We Measure What We Treasure." October 23, 2008
Rec.4-6	Mesa College Board of Trustees Meeting PowerPoint Presentation "How Our Vision, Mission and Values Come Alive," October 28, 2010
Rec.4-7	Mesa College Employment/Payroll Point-of-Service Surveys: Employment and Payroll Services, Spring 2009, Prepared by Office of Institutional Research and Planning
Rec.4-8	Program Review Committee Report for Year One Program Reviews, 2008, including Administrative Services, approved by President's Cabinet, March 9, 2010
Rec.4-9	Administrative Services Program Review Point-of-Service Survey of Printer/Telephone Technical Support/Repair Services, conducted by Research Office, Spring 2010
Rec.4-10	Program Review Committee: Program Assessment/Development of Goals and Action Plan, Year One Response Sheet
Rec.4-11	Program Review Committee: Program Assessment/Development of Goals and Action Plan, Year One Response Sheet for Administrative Services Units: Employment/Payroll, Administrative/Technical Support and Information Services
Rec.4-12	Program Review Goals Matrix
Rec.4-13	Mesa College Budget Development Committee Structure and Membership

Recommendation 1: Attachments

Attachment 1-1	Vision, Mission, Values, Performance Indicators and Goals
Attachment 1-2	Summary: Environmental Scan and SWOTC
Attachment 1-3	Performance Indicators and Institutional Effectiveness Data Listing
Attachment 1-4	Goals, Performance Indicators, Measurable Objectives and Annual Priorities
Attachment 1-5	Integrated Planning Process
Attachment 1-6	Integrated Planning Framework
Attachment 1-7	Research Planning Agenda, 2010-11

SAN DIEGO MESA COLLEGE

VISION

What we strive to be

San Diego Mesa College shall be a key force in our community to educate our students to shape the future.

MISSION

Why we exist

To inspire and enable student success in an environment that is strengthened by diversity, is responsive to our communities, and fosters scholarship, leadership and responsibility.

VALUES

What we believe in

Access	Accountability	Diversity
Equity	Excellence	Integrity
Respect	Scholarship	Sustainability
Freedom of Expression		

PERFORMANCE INDICATORS

How we assess effectiveness

Equity/Access, Engagement/Retention, Persistence, Success, Institutional Effectiveness

GOALS

1. To deliver and support exemplary teaching and learning in the areas of transfer education, associate degrees, career and technical education, certificates, and basic skills.
2. To provide a learning environment that maximizes student access and success, and employee well-being.
3. To respond to and meet community needs for economic and workforce development.
4. To cultivate an environment that embraces and is enhanced by diversity.

Revised and Approved: October 5, 2009, Academic Affairs Committee
Revised and Approved: October 12, 2009, Academic Senate
Approved: October 27, 2009, President's Cabinet
[Previous revision approved March 25, 2008 President's Cabinet; BOT April 17, 2008]

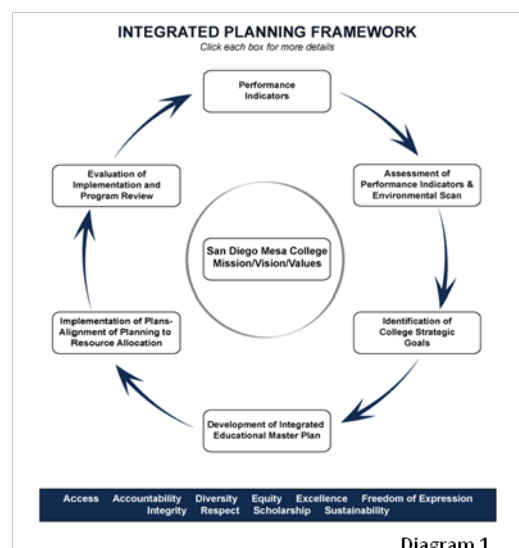
SAN DIEGO MESA COLLEGE
STRATEGIC PLAN • ENVIRONMENTAL SCAN
2010-2011

The Strategic Planning Committee incorporated the results of environmental scanning to understand the college's external environment and to identify how the forces of change could impact future strategic directions. Environmental scanning has been defined as the "acquisition and use of information about events, trends, and relationships in an organization's external environment, the knowledge of which would assist management in planning the organization's future course of action" (Choo & Auster, 1993).

Environmental scanning is part of the Mesa College Strategic Planning Framework (see diagram 1). Data collected are used by the Strategic Planning Committee to identify areas of strength, weaknesses, opportunities and threats (S.W.O.T.). Based on the results of these data, the Committee identifies both challenges and opportunities as they craft the strategic directions for the college.

Commensurate with this purpose, during the initial stages of planning (summer & fall, 2010), multiple reports were used to assess Mesa College's external environment, including:

- San Diego Regional Environmental Scan Final Report (SDCCD, July, 2006)
- 2010-2011 Mid-Year Update Economic Forecast and Industry Outlook (LAEDC, 2010)
- The Recovery: Is It Real? 2010 San Diego Economic Forecast (Kemp, 2010)
- High School Pipeline Report (SDCCD Research Office, 2009)
- Basic Skills Report (SDCCD Research Office, 2010)
- SWOTs from President's Cabinet Retreat (Abbott, Hinkes, Fohrman, 2010)
- President's Cabinet Retreat: April 18, 2008 (Cepeda, 2008)



During the Strategic Planning Committee Retreat held on November 5, 2010, a summary of Mesa College's environmental scan, representing a composite of all data, was presented and results used to articulate priorities and objectives for the 2010-11 academic year. The following provides a compendium of environmental scanning results.

Choo, Chun Wei and Ethel Auster. 1993. Scanning the Business Environment: Acquisition and Use of Information by Managers. In *Annual Review of Information Science and Technology*, vol. 28, ed. Martha E. Williams. Medford, NJ: Learned Information, Inc. For the American Society for Information Science.

ENVIRONMENTAL SCAN FINDINGS: OPPORTUNITIES AND CHALLENGES

Strengths/Opportunities	Factors Driving Change	Threats/Challenges
Increase in military construction projects in the region	Economic Indicators	Lower property values
Jobs in San Diego that require an Associate degree are among the fastest-growing in the job market, and the return-on-investment in terms of future salary appear to surpass those from other degrees		Uncertainty about local economy
Positive shift in industry employment, particularly in service-producing industry, retail and tourism		Unemployment rate
Tourism growth		
Build on sense of community and identity	Social Indicators	Changing demographics
College is responsive to needs		Enrollment increases
More population growth is expected for San Diego – particularly in the 45 – 64 age group and 65+ age group and returning veterans		Latino student population has maintained a comparatively lower high school graduation rate than other groups
San Diego is a diverse, minority-majority city – Latino segment is increasing & expected to increase most of all		High School drop-out rate
San Diego is one of the most Internet-connected regions in the country		Low visibility
Strengthening collaborative partnerships with business and the community		
Build on sense of community and identity	Organizational Indicators	Accreditation demands
College is responsive to needs		Call for sustainability
Strengthening the district infrastructure		College has not been proactive in shaping its future
Succession planning and professional development		
Use web to improve communication and connections		
Basic Skills courses are contributing to success in transfer-level coursework in content areas other than math and English	Educational Indicators	College needs to address the needs of four types of students: university-bound, but unprepared; university-bound, but lacking funding; continuing education; career retraining
Successful completion of English and math Basic Skills courses during the first year of enrollment is a strong predictor of future success		CSU/UC “closing-the-door” on transfer students as a threat
CSU/UC “closing-the-door” on transfer students as an opportunity		Decline in availability of funding for student support services
Establishing a community-wide effort to increase high school educational performance		Potential failure to convert online students into full-time, degree- or transfer-seeking students
SDCCD/Mesa can work with our K-12 partners to sustain and strengthen the pipeline from High school to community college		There is an increase in the number of high school students placing into developmental reading, writing and math
		Transfer as an educational goal has declined within the past four years

San Diego Mesa College

PERFORMANCE INDICATORS

ACCESS/DIVERSITY

[Accountability Reporting for the Community Colleges \(ARCC\)**](#)

- Headcount and FTES
- Demographics (age, gender, ethnicity)

Cultural Climate Survey (ETA: 2011)

[Fact Book*](#) (College-level report disaggregated by student characteristics)

- Headcount
- Employee diversity
- GIS map of Mesa population density by zip code– *biennial (2008)*
- [High School to Community College Pipeline Report*](#)
- High school preparation
- Entry into SDCCD pipeline
- Placement data
- Performance outcomes

[Student Profile*](#)

PERSISTENCE

[Accountability Reporting for the Community Colleges \(ARCC\)**](#)

- Improvement rates for Basic Skills and English as a Second Language

[Accountability Reporting for the Community Colleges \(ARCC\)**](#)

- Student Progress and Achievement Rate (SPAR)
- Student earning at least 30 units
- Persistence rate

[Fact Book*](#) (College-level report disaggregated by student characteristics)

- Persistence rates

RETENTION/ENGAGEMENT

[Community College Survey of Student Engagement \(CCSSE\) Research Briefs](#)

- Active / Collaborative Learning
- Academic Challenge
- [Student Effort](#)
- Student-Faculty Interaction

[Support for Learners](#)

[Fact Book*](#) (College-level report disaggregated by student characteristics)

- Retention rates
- Program Review Outcomes Data (Disaggregated by student characteristics)
- Retention rates

SATISFACTION

[Employee Perception Survey* - triennial \(2009\)](#)

[Student Satisfaction Survey* - triennial \(2009\)](#)

[Point-of-Service Surveys* - triennial \(2009\)](#)

[Flex Evaluation](#)

[Classified Staff Development Subcommittee Professional Development Needs](#)

[Assessment / Conference Evaluation](#)

SUCCESS

[Accountability Reporting for the Community Colleges \(ARCC\)**](#)

- Successful course completion rate for Basic Skills courses
- Successful course completion rate for credit vocational courses

[Awards Report*](#)

- Degrees / certificates conferred

[District-Wide Transfer Analysis*](#)

- Transfer volume and percentages
- Transfer equity by student demographics
- Transfer destinations

[Fact Book*](#) (College-level report disaggregated by student characteristics)

- Success Rates
- Average GPA
- Awards conferred
- Transfer

Licensure and Certification exam pass rates

- Program records

Program Review Outcomes Data (Disaggregated by student characteristics)

- Successful completion rates

[SLO Survey](#)

- Survey data on Mesa's progress with SLOs

SLO assessment findings (TaskStream)

Student-Athletes Study – triennial (2010)

Created/Updated: 4/22/09; 9/22/10

*Denotes District-level report

**Denotes State-level report

San Diego Mesa College

PERFORMANCE INDICATORS – INSTITUTIONAL EFFECTIVENESS

BASIC SKILLS INITIATIVE

[Accountability Reporting for the Community Colleges \(ARCC\)**](#)

- Basic Skills successful course completion
- Improvement rates for Basic Skills and English as a Second Language

Community College Survey of Student Engagement (CCSSE) Basic Skills Oversample – *triennial (2007)*

- Active / Collaborative Learning, Academic Challenge, Student Effort, Student-Faculty Interaction, Support for Learners

[Basic Skills Report*](#) (Basic Skills Success and Retention Committee)

- Placement
- Enrollment
- Success/Retention/Persistence
- Cohort Tracking

[May Basic Skills Retreat Data](#)

- Supplemental Instruction

FACILITIES

[Employee Perception Survey**](#)

[Student Satisfaction Survey**](#)

FUND DEVELOPMENT – GRANTS

INTEGRATION OF STUDENT SERVICES AND INSTRUCTION

Basic Skills Initiative

[DSP&S Report*](#)

[EOPS Report*](#)

[First-Year Experience Report*](#)

[STAR/TRIO Report*](#)

Student-Athletes Study – *triennial (2010)*

INFORMATION TECHNOLOGY

[IT Strategic Plan](#)

PROFESSIONAL DEVELOPMENT

[Flex Evaluation Survey](#)

[Classified Staff Development Conference Evaluation](#)

PROGRAM REVIEW

Program Review Instructional Programs Diversity Data – five years of data – *provided in Year One only*

- Enrollment
- Demographic profile
- Degrees / certificates
- 5-Year Program Average Benchmarks
- College-wide benchmarks

Program Review Instructional Programs Productivity and Outcomes Data – five years of data (census classes only)

- Enrollment
- Retention rates
- Success rates
- #CRNs
- FTES
- FTEF: Contract, Adjunct, Overload, Total, as well as % Contract Faculty
- WSCH
- Load (WSCH/FTEF)
- %525 benchmark goal

Course integration or program development

Curriculum Instruction Committee

SUPPORT OF LOCAL ECONOMIC DEVELOPMENT

Socioeconomic Impact SEIM Study

SUSTAINABILITY

LEED ratings

**SAN DIEGO MESA COLLEGE
STRATEGIC PLANNING COMMITTEE
Proposed Key Performance Indicators/Objectives**

College Goal	Performance Indicators	Objectives	Annual Priority
<p>I. To deliver and support exemplary teaching and learning in the areas of basic skills, career and technical education, certificates, associate degrees, and transfer education.</p>	<p>Persistence Rate Retention Rate Success Rate Transfer Rate Degrees/Certificates Awarded</p>	<p>1. Mesa College will increase the retention and success of basic skills students.</p> <ul style="list-style-type: none"> a. The persistence rate of basic skills students will meet or exceed 75%*. b. The retention rate of basic skills students will meet or exceed 81%*. c. The success rate of basic skills students will meet or exceed 56%*. <p>2. Mesa College will contribute to the success of transfer students.</p> <ul style="list-style-type: none"> a. The college will meet or exceed its three year transfer rate average of 42%*. <p>3. Mesa College will increase the number of degrees and certificates awarded (degrees > 995* and certificates > 310*).</p> <p>4. Mesa College will foster excellence in teaching by expanding opportunities for faculty to maintain and improve teaching through the sharing of professional practices, techniques and ideas.</p>	<p>1. Basic Skills Initiative</p> <ul style="list-style-type: none"> a. Support alternative instructional strategies b. Expand cohort model for BSI c. Improve stronger relations between tutoring and BSI students d. Resolve tutoring "space" issue e. Basic Skills across the Curriculum f. Consider the establishment of basic skills pre-req for transfer courses based upon "content review" and statistical data <p>2. Transfer Success</p> <ul style="list-style-type: none"> a. Increase support and resources for transfer center b. Identify the needs of transfer students c. Determine success indicators of transfer students <p>3. Increase Degrees/Certificates</p> <p>4. Teaching Excellence</p> <ul style="list-style-type: none"> a. Assessment of needs identified by faculty. b. Two teaching forums per regular semester

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College Goal	Performance Indicators	Objectives	Annual Priority
II. To provide a learning environment that maximizes student access and success, and employee well-being.	Student Engagement Student Success Rate Employee Perception Enrollment Data	<p>1. On the CCSSE (administered 2011?) Mesa College will exceed the 2007 benchmark for:</p> <ul style="list-style-type: none"> a. Active and collaborative learning (47.0) b. Academic challenge (44.1) c. Student-faculty interaction (44.0) d. Support for learners (42.7) e. Student Effort (42.2) <p>2. The overall student success rate at Mesa College will meet or exceed 68%*.</p> <p>3. Based on the 2011 Employee Perception Survey, the college will exceed benchmarks established in 2009.</p> <p>4. Increase the number of students in 45-62 age group.</p> <p>5. Assess and plan for the ongoing adequacy of the learning environment of the college.</p> <p>6. Transparency and efficiency in planning and resource allocation.</p>	<ol style="list-style-type: none"> 1. CCSSE Data <ul style="list-style-type: none"> a. Campus review of CCSSE 2007 data b. Consider doing the CCSSE for 2012 2. Identify the critical factors that prevent student success and remove barriers for students 3. Revise survey and implement in 2011 4. Introduce creative and innovative strategies to engage this group 5. Identify unmet program needs to inform both short- and long-term plans.
III. To respond to and meet community needs for economic and workforce development.	Licensure/Certification Rates Degrees/Certificates	<ol style="list-style-type: none"> 1. Mesa College students will meet or exceed the licensure certification exam pass rate as compared to the previous year. 2. The number of degrees and certificates awarded will exceed previous five years average (degrees $\geq 995^*$ and certificates $\geq 310^*$). 	<ol style="list-style-type: none"> 1. Expand and enhance vocational/transfer Programs that meet and exceed the licensure certification of exam passage rate and number of degrees/certificates awarded. 2. Develop a college advisory council for community and economic and workforce development

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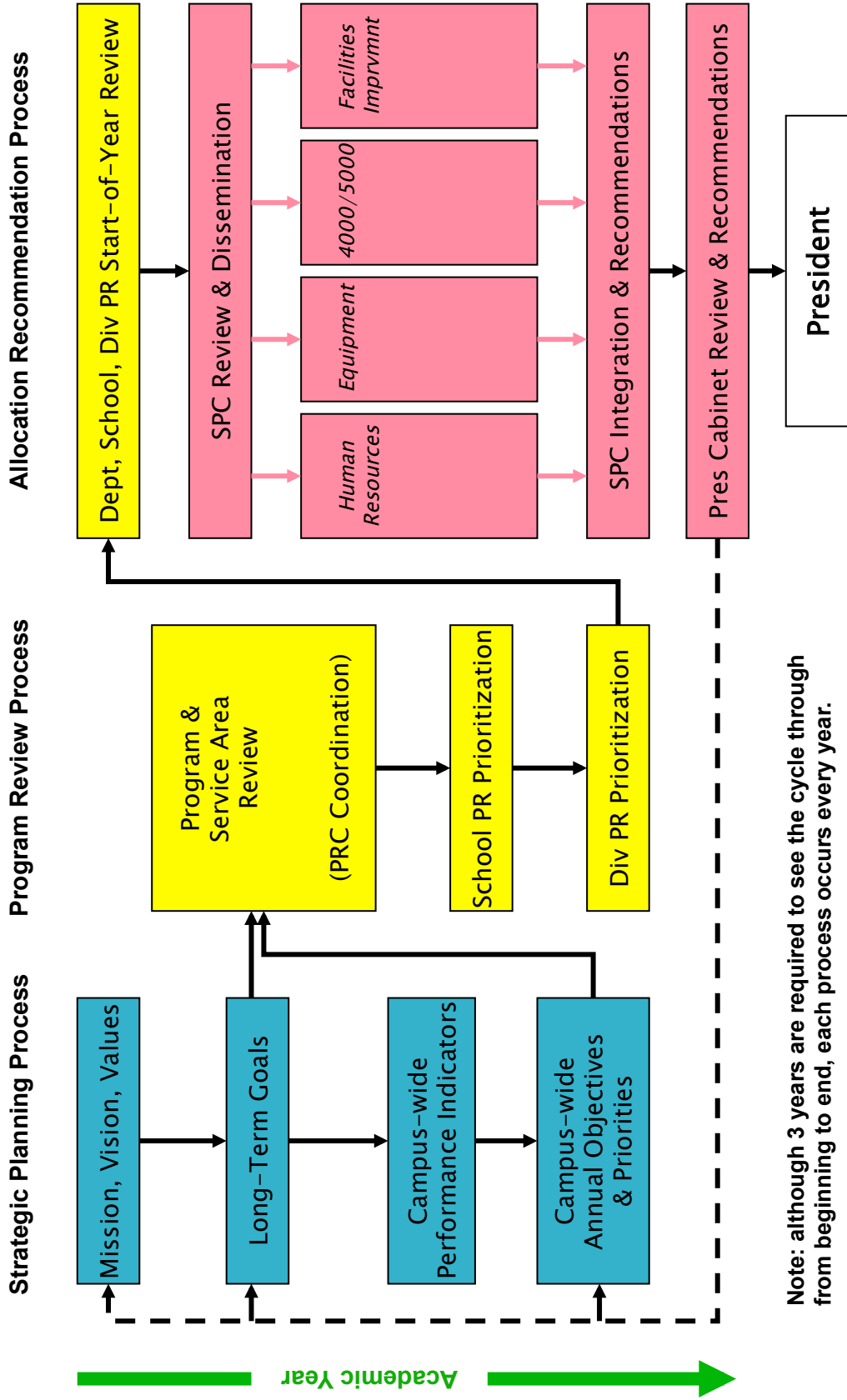
College Goal	Performance Indicators	Objectives	Annual Priority
IV. To cultivate an environment that embraces and is enhanced by diversity.	Success by ethnicity Retention by ethnicity Employee diversity Cultural climate Age Gender	<p>1. The success rate for African American and Latino Students will meet or exceed 70%**.</p> <p>2. The retention rate for African American and Latino students will meet or exceed 83%**.</p> <p>3. The diversity of Mesa College employees will reflect the student population.</p> <p>4. Mesa College will identify baseline data for assessing cultural climate.</p>	<p>1. Campus commitment on cultural competency through</p> <p>a. expanding professional development to incorporate an appreciation and understanding of cultural diversity</p> <p>2. Identify and support the changing dynamics of our student population</p> <p>a. create culturally diverse student initiatives</p> <p>3. Translate the success of Puente/FYE/Mesa Academy into other programs to promote cultural diversity and student success</p>

*Five year average

**Five year average for White students

Tuesday, December 14, 2010

SDMC Integrated Planning



A Proposal for an Integrated Planning Process
at San Diego Mesa College

A Summary by Professor Donald Abbott on behalf of the
Strategic Planning Committee

15 February 2011

Background

Administrators, faculty, staff, and students at Mesa College have been planning for many years—for at least a decade, several components of strategic planning have been developed which serve the campus well. Through shared governance practices, the campus has adopted a mission statement, a vision for the future, and a set of values that guide us in our work. For several years, Program and Service Area Review has been the principal focus of planning for mid- and short-range planning. Long-term plans are in place for academic programs, technology, and facilities.

However, our **just completed accreditation**—while praising a good deal of the planning on our campus—requires that we address **one critical shortfall: integration. We must respond before 15 March** to a recommendation that “...the college should develop and implement an integrated process that links all components within program review and ensures that an integrated planning process directs resource allocation” (ACCJC letter of 31 January 2011 to Interim President Elizabeth Armstrong).

Fortunately, this was anticipated. Since August 2010, a **Strategic Planning Committee** (made up of three faculty, five administrators, one classified staff, one student, and three consultants) has been **meeting in order to develop**—among other things—**an integrated planning framework**. We are now at the point where we can implement this framework and tie our planning processes together to make a more coherent whole as well as satisfy accreditation requirements.

Guiding Principles

The Strategic Planning Committee (SPC) began building an integration plan by adopting **four principles**. First, it was decided to **build upon existing practices** already in place at Mesa College. Faculty and staff are familiar and comfortable with many of these practices, and –in some cases—they required years to develop and refine. The first decision, then, was to not re-invent the wheel, but start with what already works.

The second principle was to **honor shared governance**. Shared governance has a long tradition at Mesa. The planning processes already in place have been vetted through shared governance bodies and the SPC dedicated itself to building integration through shared governance procedures.

Third, the SPC decided to integrate in such a way as to **reduce workload on faculty and staff**. In a budget climate in which everyone on campus is ‘doing more with less’, the committee aimed to integrate planning so as to reduce paperwork, application, and review processes.

Finally, the SPC agreed upon a **definition of integration** for our campus; that is, integration should:

- (1) coordinate previously disjointed planning efforts;
- (2) link long-term goals to short-time planning; and,
- (3) tie allocation review and recommendations to campus and program goals.

Current Planning Processes at Mesa College

Mesa College has a good deal of planning practices and traditions in place, and the SPC reviewed those processes in order to assess their roles, strengths and weaknesses, and extent of integration. All of these **planning processes can be categorized into three arenas**: (1) Strategic Planning; (2) Program and Service Area Review; and (3) Allocation Recommendation Planning.

Before turning to each of these processes, we should point out that—prior to the adoption of strategic planning as the preferred model at Mesa—three long-term planning documents formed the basis of our institutional planning: the Educational Master Plan, the Information Technology Plan, and the Facilities Plan. The creation and use of these long-term plans will continue, but they will be adapted to function within strategic planning practices and will serve to help coordinate mid- and short-term goal setting.

Strategic planning as a methodology for coordinated planning has been ongoing at Mesa College since at least 2008. The Academic and Classified Senates, the Academic Affairs Committee, and President’s Cabinet all play central roles in the development of these strategic plans. Over the past several years, the campus has adopted strategic, campus-wide mission, vision, and values guidelines. The SPC has met sporadically since 2008, was reformed in summer 2010, and has met weekly thereafter to coordinate and propose new strategic planning ideas. Since then, an environmental scan and SWOTC (strengths, weaknesses, opportunities, and threats/challenges) analysis have been conducted by the SPC, and short-term campus-wide goals have been developed for review by shared governance bodies. This most recent arena of planning has not yet, however, been adequately linked to other planning and allocation review processes. All too often, ‘big picture’ plans at Mesa College have **tended to end up on bookshelves** with little relevance for near-term and operational planning.

The **heart of planning** at Mesa College is **Program and Service Area Review**. Faculty and staff have been conducting these self-evaluations since the 1980s, and have come to see the annual process as the primary locus of planning. As such, Program Review allows those with the most intimate knowledge of Mesa’s programs and services to make the actual assessment of performance and propose specific plans for the future. Therefore, the SPC intends that Program Review shall remain at the core of planning for the campus. Nevertheless, Program Review as now practiced has two shortcomings that must be rectified in any integration plan. First, Program Review is too insulated from both strategic planning and allocation recommendation processes. In particular, Program Review tends to be conducted in isolation

from the allocation recommendation processes now in place (despite the fact that Program Review plans lend themselves to answering many of the questions posed in allocation request forms). The second shortcoming is the complexity of Program Review now in place. At the recommendation of the SPC and direction of the President, the PRC has already begun the task of **simplifying the process and reducing the workload** on those who conduct it.

Allocation planning is already in place at Mesa College for several types of resources. However, applications and review processes for these various resources are not coordinated in any systematic way, and requests for allocations necessitate at least four different applications. In effect, resources belong to four separate ‘silos’, each of which dispenses its own funds independently of the other three. (In reality, each silo reviews requests and makes recommendations to the President of the College for final allocation.) One such silo exists for new faculty positions: requests from programs/departments are made to a shared governance body called the Faculty Prioritization Committee. Requests for equipment are reviewed by either the Deans’ Council or the Perkins Committee. A third silo exists for 4000/5000 funds—individual deans rank department requests and submit their recommendations to the appropriate vice president for review. Finally, minor capital improvement requests are funneled through a shared governance body, the Facilities Committee.

The **principal problems with these allocation processes** (as far as strategic planning is concerned) are: (1) **inadequate coordination** among the ‘silos’ which can lead to uncoordinated funding; and (2) they do not connect allocations not to campus goals. Additional problems (as far as faculty are concerned) include (3) the **need for multiple applications** each year; and (4) the review processes do not all include shared governance practices.

Integrated Planning Process

Mesa College is now at the point in its development of strategic planning that we can rationalize and integrate our practices into a coherent whole. Therefore, the SPC submits its proposal to the campus for review and comment (the proposal is represented as a **flow chart**

in the accompanying graphic). Note that the chart is somewhat simplified for the sake of clarity—for example, only the principal forward flow of information and recommendations (**solid lines**) and feedback information flow (**dashed lines**) are shown. The three columns represent planning process already in place on campus (each displayed in a different color). Integration involves linking the processes together—each process occurs every year and informs the others through reviews, recommendations, and reports.

Planning begins with the campus mission, vision, and values statements, which inform and guide all planning on campus (these were created and are regularly reviewed by shared governance practices already in place.) Long-term goals are described in three long-term planning documents: the Educational Master Plan, the Information Technology Plan, and the Facilities Plan. Each year, the SPC reviews progress toward long-term goals by looking at campus-wide performance indicators. Based upon that review, the SPC recommends campus-wide annual objectives and priorities to President’s Cabinet in order to provide guidelines for Program and Service Area Planning the following year. The shared governance groups that conduct the strategic planning process (SPC, Academic Affairs Committee, and President’s Cabinet) are, of course, cognizant of the allocation decisions made the previous year.

Program and Service Area Review is conducted in a six-year cycle on an annual basis. Each academic program and service area sets its mid-term and short-term goals informed by campus long-term goals, campus-wide annual objectives, and its own internal assessment. In this way, each program and service area is integrated with campus-wide goals, but takes advantage of the expertise and ‘hands-on’ experience of the appropriate faculty and staff. Mesa College has long recognized that such self-assessment and evaluation—by the professionals in each field—should be the heart of planning for the campus, and it remains so in integrated planning. As a result, **each program or service area continues to set its own goals and assesses its own progress, informed by strategic planning guidelines (mission, vision, values, campus-wide long-term goals and annual objectives), student learning outcomes, and feedback from allocation review committees.**

In order to more effectively integrate goals and allocations, as well as simplify allocation request processes, **Program Review will now include requests for resource allocation for the following year. Thus, four applications are replaced by a single application** that justifies requests in a single document. (Recall that Program Review is currently under revision to simplify the process and include allocation requests.) A shared governance body, the Program Review Committee, coordinates and provides guidance to the campus for the completion of Program Review.

Before the end of the academic year, **Deans and Vice Presidents** receive their area's Program Reviews for **prioritization**. The SPC and President Armstrong recommend that school prioritization be conducted in a coordinated manner, in which Deans and Department Chairs meet to collegially work out priorities within their schools, before passing to the Vice Presidents. This is a modification to current practices, and while not usurping traditional Deans' responsibilities, will **encourage cooperation within each school** among Chairs and their Dean.

The Program Review Process actually ends at the beginning of the following academic year to allow Department Chairs, School Deans, and Vice Presidents to make last-minute changes to Program and Service Area Reviews based upon unexpected changes that might occur over the summer.

The **four arenas ('silos') of the Allocation Recommendation Process already exist** and—although the SPC recommends that in the future these processes be reviewed with the aim of increasing shared governance and eliminating redundancies—integration of the processes can be implemented immediately using current practices. The **SPC will act as the principal integration body**, receiving Program and Service Area Reviews (with their concomitant requests) and reviewing them for the purpose of coordination. The SPC will not rank or recommend allocations, but provide information to the appropriate committees that would then be aware of requests in one arena that might impinge on another.

After conducting their respective reviews, the various allocation recommendation committees will pass their recommendations back to the SPC to insure that they are integrated with one another. The **President's Cabinet reviews and makes the final recommendation** for allocations to the President of the College. These allocations inform the following year's strategic planning decisions, both long- and short-term. (Although not depicted on the graphic, allocation decisions inform each of the processes as a matter of course, as programs, service areas, and all the concerned committees are aware of and impacted by each year's allocations. In addition, note that although it may appear that this is a three-year cycle, each process occurs every year and is informed by the activities of the other two processes every year.)

Conclusion

The shared governance body that created this plan—the SPC—believes that this proposal achieves the requirements of integrating the planning now conducted on our campus, as well as providing the means whereby allocations will be linked to campus and program goals. It retains Program and Service Area Review at its center, thereby guaranteeing that faculty and staff members who work ‘in the trenches’ are crucial to setting those goals and plans.

It is **admittedly incomplete** in the sense that many of the details remain to be worked out. The **SPC intended that this should be so in order to pass the overall plan through our shared governance processes before moving to every specific aspect of planning.** We are now asking for comments from the campus as a whole on the schema we propose, fully expecting that as we implement strategic planning **we will use our shared governance practices to develop fair and equitable components.**

Mission

The primary mission of San Diego Mesa College is to inspire and enable student success in an environment that is enhanced by diversity, is responsive to our communities, and fosters scholarship, leadership and responsibility. Research supports the College in carrying out its mission, and all research efforts ultimately contribute to this realization.

Function

As a part of college-wide planning, the Research Committee is proposing the following Research Planning Agenda. This document is to be used as a guide to ongoing structured inquiry and will be updated on a regular basis. Mesa's Research Planning Agenda supports the college's Vision, Mission, and Values, as well as its integrated planning framework and process. It establishes benchmarks by which the college's progress is assessed with continuous improvement based upon a cycle of planning.

Responsibility

The pursuit and sharing of knowledge is the essence of research, and every individual on campus has the capacity to be a researcher. Research is a collaborative effort and necessitates the cooperation of all campus members. While the Research Committee and participatory governance bodies at Mesa facilitate the shaping of this document, all members of the Mesa community participate in carrying forth the Research Planning Agenda.

Structure

The Research Planning Agenda comprises the four Goals of the Mesa Vision, Values, and Mission Statements and will be accomplished through the Strategic Initiatives. Supporting Evidence in the form of reports and resources is listed for each Strategic Initiative and hyperlinked, where possible, to online reports, as well as being mapped to Indicators and Measures.

Timeline

Supporting Evidence is produced on an annual basis unless otherwise indicated.

*Denotes District-Wide Reports

**Denotes State-Wide Reports

Goal I: To deliver and support exemplary teaching and learning in the areas of transfer education, associate degrees, career and technical education, and basic skills.

Strategic Initiatives	Supporting Evidence, Indicators, and Measures
A. Support the exercise of praxis (action + reflection) among Instructional Programs and service areas in Students Services and Administrative Services	<ol style="list-style-type: none"> 1) Program Review Instructional Programs Diversity Data – five years of data – <i>provided in Year One only</i> <ul style="list-style-type: none"> • Enrollment • Demographic profile • Degrees / certificates • 5-Year Program Average Benchmarks • College-wide benchmarks 2) Program Review Instructional Programs Productivity Data – five years of data (census classes only) <ul style="list-style-type: none"> • Enrollment • #CRNs • FTES • FTEF: Contract, Adjunct, Overload, Total, as well as % Contract Faculty • WSCH • Load (WSCH/FTEF) 3) Program Review Instructional Programs Outcomes Data – five years of data (census classes only) – replaces Equity Report <ul style="list-style-type: none"> • Success • Retention 4) Point-of-Service Surveys* - triennial (2008) <ul style="list-style-type: none"> • Survey data regarding customer service in Student and Administrative Service areas 5) Student Services and Administrative Services internally-collected data
B. Measure and report transfer volume and degrees / certificates conferred	<ol style="list-style-type: none"> 1) District-Wide Transfer Analysis* <ul style="list-style-type: none"> • Transfer volume and percentages • Transfer equity by student demographics • Transfer destinations 2) Awards Report* <ul style="list-style-type: none"> • Degrees / certificates conferred
C. Provide a comprehensive developmental education program that integrates instruction and student services to prepare a diverse student population for success in transfer-level courses, four-year degree and certificate programs	<ol style="list-style-type: none"> 1) Accountability Reporting for the Community Colleges (ARCC)** <ul style="list-style-type: none"> • Basic Skills successful course completion • Improvement rates for Basic Skills and English as a Second Language 2) Community College Survey of Student Engagement (CCSSE) Basic Skills Oversample – <i>triennial</i> <ul style="list-style-type: none"> • Active / Collaborative Learning, Academic Challenge, Student Effort, Student-Faculty Interaction, Support for Learners 3) Basic Skills Report* (Basic Skills Success and Retention Committee) <ul style="list-style-type: none"> • Placement • Enrollment • Success/Retention/Persistence • Cohort Tracking 4) May Basic Skills Retreat Data <ul style="list-style-type: none"> • Supplemental Instruction

Strategic Initiatives	Supporting Evidence, Indicators, and Measures
D. Develop and then maintain Sustained Continuous Quality Improvement with respect to Student Learning Outcomes	<ol style="list-style-type: none"> 1) SLO Survey <ul style="list-style-type: none"> • Survey data on Mesa's progress with SLOs 2) SLO assessment findings (TaskStream)
E. Maintain effective enrollment management and curriculum balance	<ol style="list-style-type: none"> 1) Decision Support System 2) Weekly Tallies Report* 3) Enrollment demographics
F. Build a culture of inquiry in which research is a shared, transparent process	<ol style="list-style-type: none"> 1) http://www.sdmesa.edu/institutional-research/

Goal II: To provide a learning environment that maximizes student access and success, and employee well-being.

Strategic Initiatives	Supporting Evidence, Indicators, and Measures
A. Provide effective student services, academic support and co-curricular programs	<ol style="list-style-type: none"> 1) DSP&S Report* 2) EOPS Report* 3) First-Year Experience Report* 4) STAR/TRIO Report* 5) Student-Athletes Study – triennial (2010)
B. Track students through their educational endeavors from high school, placement testing, course completion including Basic Skills courses, and degree / certificate completion on through transfer to four-year institutions	<ol style="list-style-type: none"> 1) Accountability Reporting for the Community Colleges (ARCC)** <ul style="list-style-type: none"> • Student Progress and Achievement Rate (SPAR) • Student earning at least 30 units • Persistence rate 2) High School to Community College Pipeline Report* <ul style="list-style-type: none"> • High school preparation • Entry into SDCCD pipeline • Placement data • Performance outcomes
C. Measure student engagement and satisfaction	<ol style="list-style-type: none"> 1) Student Satisfaction Survey* - triennial (2008) <ul style="list-style-type: none"> • Survey data based on accreditation standards regarding student satisfaction
D. Measure employee perceptions and satisfaction	<ol style="list-style-type: none"> 1) Employee Perception Survey* - triennial (2008) <ul style="list-style-type: none"> • Survey data based on accreditation standards regarding employee perceptions 2) Flex Evaluation (Flex Committee) <ul style="list-style-type: none"> • Survey data on faculty perceptions of Flex 3) Professional Development Needs Assessment / Conference Evaluation (Classified Staff Development Subcommittee) <ul style="list-style-type: none"> • Survey data on Classified Staff training needs and evaluation of Conference
E. Support faculty and staff inquiry	<ol style="list-style-type: none"> 1) Consultation with stakeholders regarding Requests for Research Reports and Requests for Surveys <ul style="list-style-type: none"> • Research Reports • Survey Reports

Goal III: To respond to and meet community needs for economic and workforce development.

Strategic Initiatives	Supporting Evidence, Indicators, and Measures
A. Use the information from the environmental scan to assess economic and workforce development needs	1) District Environmental Scan * - as needed <ul style="list-style-type: none"> • Quick Facts • Labor Profile • Occupations with Fastest Growth • Population Projects • K-12 information • Workforce development
B. Track achievement in vocational courses and beyond: licensure, placements, internships, and employment	1) Accountability Reporting for the Community Colleges (ARCC) ** <ul style="list-style-type: none"> • Successful course completion rate for credit vocational courses 2) Internal data collected by career-technical education programs and Work Experience program <ul style="list-style-type: none"> • Licensure, internships, placements, employment

Goal IV: To cultivate an environment that embraces and is enhanced by diversity.

Strategic Initiatives	Supporting Evidence, Indicators, and Measures
A. Serve a student and employee population whose characteristics closely mirror those of the surrounding community	1) Accountability Reporting for the Community Colleges (ARCC) ** <ul style="list-style-type: none"> • Headcount and FTES • Demographics (age, gender, ethnicity) 2) Fact Book * (Report is at College-level, disaggregated by student characteristics) <ul style="list-style-type: none"> • Headcount • Employee diversity 3) GIS map of population density (biennial) <ul style="list-style-type: none"> • Visual graphic representation of population density in Mesa's service area zip
B. Strive for equitable outcomes	1) Fact Book * (Report is at College-level, disaggregated by student characteristics) <ul style="list-style-type: none"> • Persistence • Success Rates • Retention Rates • Average GPA • Awards conferred • Transfer • Employee diversity
C. Gauge campus climate	1) Campus Climate Survey* - triennial (2011)

San Diego Mesa College Research Committee: 8/15/06; Revised 8/23/06; 11/08/06; 11/17/06; 7/24/08; 10/31/08; 11/14/08; 11/07/09; 7/14/10; 10/29/10
 President's Cabinet Approval: 02/27/07; 12/09/08; 3/23/10; 11/16/10

WE ARE *Mesa*

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*Accreditation Follow-Up Report
March 10, 2011*



The San Diego Community College District (SDCCD) includes San Diego City College, San Diego Mesa College, San Diego Miramar College and San Diego Continuing Education. The SDCCD is governed by its Board of Trustees. No oral or written representation is binding on the San Diego Community College District without the express approval of the Board of Trustees.

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