



October 2013 accreditation midterm • report



VISION
MISSION
VALUES

WE ARE *Mesa*

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

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.

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

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, success and equity.
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.
5. To cultivate an environment for employee engagement, professional development, leadership, and personal well-being.

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SAN DIEGO
MESA COLLEGE

San Diego Mesa College

Midterm Report

Submitted by:

San Diego Mesa College

7250 Mesa College Drive

San Diego, California 92111-4998

To:

Accrediting Commission for Community and Junior Colleges

Western Association for Schools and Colleges

October 2013

Midterm Report – Certification Page

Date: 09/17/2013

This Midterm Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution’s accreditation status.

We certify that there was broad participation by the campus community and believe that this report accurately reflects that nature and substance of this institution.

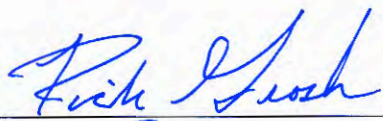

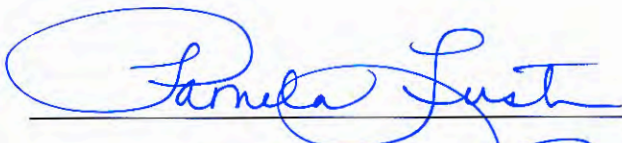
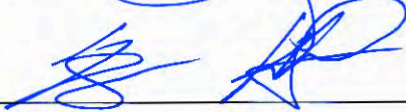
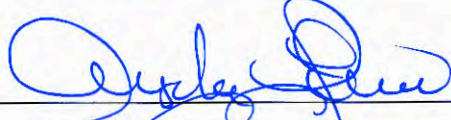
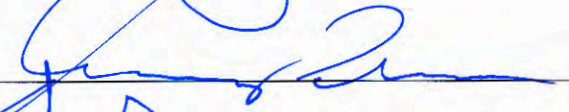
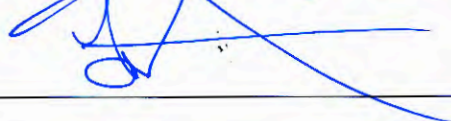
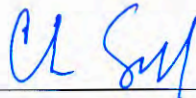
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Report Preparation

The report follows the format prescribed by Accrediting Commission for Community and Junior Colleges (ACCJC). It contains a cover sheet, certification page demonstrating broad participation in the preparation of the report and certification that its contents are an accurate reflection of the nature and substance of the institution, a table of contents, and a statement of report preparation. This midterm report addresses all of the recommendations from the October 2010 ACCJC site visit as well as planning agenda items identified in the 2010 self-study. The college addressed a number of these recommendations in its follow-up report of March 2011.

Participatory governance groups were crucial in the development of this report. Academic and Classified senates, instructional and student services faculty, staff and administration, and the associated student government all played a role in the creation of this document.

The Planning and Institutional Effectiveness Committee (PIEC), with the Accreditation Liaison Officer and a faculty member as co-chairs, was formed in the fall 2011 semester. This group had and continues to have broad campus representation. As part of its continuous work to integrate all aspects of campus planning, the PIEC formed an accreditation subcommittee, which functioned as a steering group for the creation of the midterm report, the facilitation of which has been conducted by administrative and faculty co-chairs. Like its parent committee, the subcommittee has wide representation from campus stakeholders. Regular meetings during the 2012-2013 academic year yielded multiple drafts of the midterm report. At each stage, the drafts were vetted through the parent committee, then through the Academic and Classified Senates. Two campus forums were held during the spring 2013 semester to provide opportunities for feedback from all stakeholders. Additionally, the draft report was posted on the college website and feedback invited via email at various points in the review process. Subsequently, the report was presented to the President's Cabinet on August 27, 2013 for final campus approval. Finally, this report was sent to the district office for formal Board acceptance and approval.

Response to Team Recommendations and the Commission Action Letter

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).

The college has met the criteria delineated in this recommendation by developing, fully implementing, and communicating an integrated planning and resource allocation process. The college is now focused on sustainable, continuous improvement by using the systems that are in place.

In order to fully address this need, Mesa College engaged in a formidable and sustained effort over a period of years (from 2004 to 2011). The planning processes and resource allocation mechanisms that were already in existence had developed over time and were shaped by internal and external assessments, and by participatory governance. The full integration of these has required careful analysis, dialogue, and planning. As those processes unfolded, different elements of the integrated planning and resource allocation process were phased in at different times. This measured approach has enabled the college to establish a revised process that is appropriate to the size, scope, and culture of the campus and it makes good use of preexisting systems while bridging any gaps as needed. Although a fully integrated process has now been implemented, in accordance with campus practices and with the principles of sustainable continuous quality improvement, we are systematically evaluating every element of the process and making cyclical adjustments as appropriate based on data.

As more fully described in the 3/10/11 San Diego Mesa College Accreditation Follow-Up Report [Rec.1-1](#) the changes to the ACCJC accreditation standards in 2002 prompted the college to commence an extensive process of transformation, involving the evolution of existing systems and the development and implementation of additional ones. Such changes included the introduction of new committees with oversight of processes pertaining to areas of institutional effectiveness as well as to areas of resource allocation ([Rec. 1-2](#), P. 8). The college completed an Educational Master Plan in 2007 ([Rec. 1-3](#)) as part of the continuous improvement evaluation process; the college identified, in 2007-2008, a strategic planning process in order to address the gaps that had been identified, and to assure comprehensive integration of institutional effectiveness processes. This included extensive review and revision of planning and resource allocation systems. In order to support this work, a Strategic Planning Committee replaced the Educational Master Planning Committee in 2008, and this group went through a process of systematic study, analysis, and development.

From 2011 to the present time, a number of key developments took place including:

- The college mission, vision, values, and goals were revisited, updated, linked to and aligned with performance indicators, measurable objectives and annual priorities ([Rec. 1-4](#));
- Sources of data were defined and reviewed for each performance indicator, objective and priority, annual “scorecards” documented progress and were used to inform institutional planning ([Rec. 1-5](#));
- Annual retreats (2008-present) focused on integrated planning and evaluation were instituted ([Rec. 1-6](#));
- A new resource allocation process was developed, piloted, implemented, and revised ([Rec. 1-7](#));
- An Institutional Planning Manual was published and used for training and has now undergone revision as a result of annual self-review and ongoing improvement efforts ([Rec. 1-8](#)).

The college adopted the recommendations from the Strategic Planning Committee (SPC) in 2011. The SPC had facilitated the development of an overarching strategic plan which encompassed all programs and services, integrated all of the components of planning, and provided clear linkages to resource allocation. The SPC met its initial goals, and as the college conducted its annual assessment, they determined that the work of institutional effectiveness and integrated planning could best continue with a reframed approach, leading to the creation of the Planning and Institutional Effectiveness Committee (PIEC) ([Rec. 1-9](#))

Similarly, the Research Committee also determined in 2011 that it too had achieved its initial goals of establishing a Research Planning Agenda ([Rec. 1-10](#)) and a Campus-Based Research Office, and that work now continues under the auspices of the PIEC and the newly-formed

Office of Institutional Effectiveness. The PIEC has also formed an Accreditation Subcommittee to facilitate communication and understanding of accreditation issues across the campus, and to provide ongoing support for reporting as well as the achievement of accreditation requirements in place of a more episodic, ad-hoc approach (Rec. 1-11). Oversight of student learning outcomes assessment systems and processes now also falls under the PIEC; a Learning Assessment Task Force (LATF) has been formed to provide planning, support, facilitation, communication, and leadership that will enable the achievement of college goals pertaining to learning assessment (Rec. 1-12).

In its present form, planning occurs in two key spheres. At the institutional level, the PIEC provides planning and facilitation for President's Cabinet – the college's overarching consultation council with representatives from all major constituent areas (e.g., including the academic, classified, and student senates, and administrative representatives), which serves as the key planning body, and engages in annual retreats to review and discuss environmental scan data and internal data concerned with student achievement and progress meeting the current objectives and priorities. These President's Cabinet retreats inform updates to campus-wide goals, objectives, and priorities.

Program Review remains the heart of planning at Mesa, and as part of the program review process, programs and units are asked to respond to the college goals objectives and priorities as part of their annual planning. These plans are at the core of program review and are therefore responsive to college wide goals and objectives, which they seek to implement at the program and unit level. Both the Program Review Committee and the PIEC have broad stakeholder representation, engage in annual systematic evaluation and system revision, and report to President's Cabinet. The President then accepts recommendations and communicates approval to the Program Review Committee.

The incorporation of student learning outcomes and administrative unit assessment findings has become a central part of program review. Program and service areas describe their student learning outcomes assessment process and findings, which are used to inform annual goals and resource requests. New resource allocation rubrics have now been defined and put in place to guide the different types of resource allocation, including [equipment](#), [services and supplies](#), [facilities](#), and personnel (i.e., both [faculty](#) and [classified staff](#)) (Rec. 1 13-17). The use of student learning outcomes assessment results are a key aspect of the new resource allocation rubrics and have a very considerable impact on the prioritization of requests and the subsequent allocation of resources. With some of the rubrics, the resource allocation request cannot proceed without a connection to a student learning outcome.

Resource allocation processes have undergone steady evolution. In 2010, the campus piloted a new allocation process; however, after dialog and analysis of outcomes data, the PIEC spearheaded a revised resource allocation process in 2011-2012. Resource requests, initiated in program review, were prioritized at the school and division level. The PIEC reviewed and

distributed these to resource committees (e.g., Facilities). Requests that were eligible for restricted funds (e.g., pertaining to CTE programs, or facility needs supported by taxpayer supported capital bonds) were pulled from the list, and the remaining prioritized requests were considered for allocation of year-end funds. The PIEC itself served as an allocation committee for equipment requests pertaining to unrestricted general fund allocations (Rec. 1-18).

In response to the aforementioned evaluation of the previous year, in 2012-13, the college reformulated its Budget Development Committee into a "Budget and Allocation Recommendation Committee" (BARC) in order to better delineate and manage the functions and processes that emerged from the revised process. The BARC has wide stakeholder representation including administrators, faculty, classified staff, and student representatives, and has taken responsibility from the PIE Committee for the coordination and integration of budget planning and resource allocation processes (Rec. 1-19 p. 5). New rubrics were approved for resource allocations pertaining to facilities, equipment, supplies, services, classified hiring priorities and faculty hiring priorities. The BARC Committee is responsible for coordinating the overall resource allocation process (Rec. 1-20). The BARC Committee is also responsible for prioritizing the requests for equipment, supplies, and services, while other bodies – such as the Facilities Committee, the Faculty Hiring Priorities Committee, and the Classified Hiring Priorities Committee – have the responsibility for recommending resource allocations regarding these respective areas. Also in 2012-13, the program review timeline was changed in order to better align with the annual budget development cycle, and to enable allocation of any year-end balances (Rec.1-21).

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

The evaluation of student achievement is integral to the annual institutional planning process and informs the updated goals, objectives, and priorities that are annually reviewed, refined, and amended. In order to facilitate this, the college has developed an annual scorecard (Rec. 1-22), which provides an overview of strengths and weaknesses as indicated in student achievement and other data. Individual programs also receive such data as it applies to their program/service as part of the annual program review process, and they are then able to respond to it within the format of the program review. Each year, the data provided to individual programs has been increasingly detailed and program-specific. This has enabled more effective use of student achievement data as part of program planning. A training program for program review lead writers and liaisons is in place, which includes additional sessions specifically focused on the effective integration of data into planning and resource requests (Rec. 1-23).

The role of student learning outcomes has long been included in the program review process at Mesa. However, specific details of SLOs have become far more prominent in annual revisions of

the process. This has been an evolutionary process wherein lead writers include specific information on their student learning outcomes assessment results and indicate how this influences their decision-making and their assessment of needs within the program or service area. As part of continuous quality improvement within the program review process, the inclusion of SLO information has changed. It has evolved from describing the assessment process and a description of each program's progress in writing and assessing SLOs, to a full analysis of the SLO assessment findings, and how they inform program planning and guide improvement goals (Rec.1-24).

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

The PIEC has assumed this responsibility, setting (and revising) timelines and benchmarks in order to facilitate full integration, alignment, and effectiveness. The annual planning process already described is being disseminated through the program review process so the programs can link into college wide goals, objectives, and priorities. All such planning rests on the consideration of data and what they indicate regarding the achievement of the college's mission and goals.

The evaluation of integrated planning and resource allocation is based upon both qualitative and quantitative data. The different elements of the planning and resource allocation processes are carefully assessed using well-defined mechanisms for evaluation. The results of these evaluations are then considered to make improvements for following cycles. The Program Review Committee has a very well defined process for annual review, stakeholder input and evaluation of results, and recommendations for changes for the following year. Each summer, this culminates in a working group, which develops recommended changes in response to the evaluation process. These proposed changes are brought forward to the program review committee in the fall for adoption and incorporation into that year's process. This well-established and well-defined process has provided Mesa with an effective model for the continuous quality improvement of our integrated planning and resource allocation processes, and is being used as a model for evaluation of other institutional effectiveness systems and procedures. (Rec. 1-25 p. 8)

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

Demonstrate the resource allocation leads to the improvement of institutional effectiveness

These criteria and priorities, based on mission, vision and goals, are embedded within the "goal matrix," which is now used as a key planning element of the program review document. The goal matrix was piloted in 2010-11, was deployed to the full campus in 2011-12, and requires each program or service area to identify "SMART" (Specific, Measurable, Achievable, Realistic,

Time-bound) goals needed for the program or service area. Within this goal matrix would be the articulation of a SMART goal, the rationale for why it is needed, the person/people in charge, the timeframe, and all of the details regarding what it is and why it needs to go forward. So, a general description is given of this information, and the matrix then prompts program review writers to identify which particular college goals this program level goal addresses, which of the institutional-level learning outcomes it addresses, what if any program-level student learning (or administrative unit) outcomes it addresses, and what course-level student learning outcomes it addresses. All of these are tied back in with the goals and annual priorities for the campus. Thus the goal matrix, which is a key element of program review, assures that program planning is well-aligned with and responsive to the college mission, goals, and priorities (Rec. 1-26).

Resource allocation committees review program requests by using the goal matrix in order to prioritize the funding of requests. The rubrics currently in use require the resource allocation bodies to give precedence to requests, which support college goals and priorities, and support the ongoing improvement of institutional effectiveness. Beginning in 2012-13, additional questions have been embedded within the goal matrix to ask, if funded (i.e., in the previous year), was the goal achieved, what were the outcomes, how was it assessed, and did it advance student learning and effective practices as intended? Thus, the outcome of it then is reported back, creating a feedback loop. Based on all of this, the goal matrix, which is a component of program review, assures that requests for resources are clearly tied to campus mission and goals and that they are informed by student learning (or administrative unit) assessment. Since resource allocation bodies also review the requests directly from the goal matrix, they are able to evaluate its relevance to college mission and goals, and the extent to which it is informed by learning assessment, and it prioritizes these requests by using rubrics designed to assure the centrality of these components. Since, the year after receiving resources, the goal matrix prompts programs to provide information on the impact of those resources towards meeting the goal, the goal matrix offers a further mechanism for data collection pertaining to institutional effectiveness, so providing a well-structured means for "closing the loop" (Rec. 1-27).

Based on the evaluation of the 2011-12 program review cycle, the college custom-built an electronic program review system. Program reviews are now input into the TaskStream database (also used for Student Learning Outcomes). Data and supporting documentation are easily attached to program reviews, and are readily accessible to reviewers, and the goal matrix can now be easily provided to relevant resource allocation bodies. This provides a further example of many ways in which the college is meaningfully institutionalizing and enhancing systems for integrated planning, resource allocation, and the measurement of institutional effectiveness (Rec. 1-28).

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

Mesa College assures that all appropriate constituencies are informed of the results of the analysis of annual goals and objectives through its central participatory governance body, President's Cabinet. This group evaluates and makes recommendations to the president to inform her decision-making. Each of the participatory governance bodies on campus has a representative sitting on President's Cabinet, including the Academic Senate, the Classified Senate, the Associated Student Government, the Deans' Council, and the executive staff (Rec. 1-29) Each of these representatives in turn reports back to their governance group with the results of this decision-making. In addition, notes from President's Cabinet are posted on the college website and updated regularly (Rec. 1-30). When new adoptions are made such as with the allocation of resources in conjunction with planning decisions, the allocation of these resources is discussed in each of the participatory governance bodies, and the leaders of those bodies report back to President's Cabinet.

In addition to such communication at the highest level of the campus, communication occurs at the program and service area level, as well. As part of the new newly revised program review process, programs that receive resource allocations must report back through the program review document the effectiveness of achieving their goals and how the resources improve effectiveness. This "closes the loop" on the cycle of analysis of program alignment with college goals, mission, and annual priorities, identification of "SMART" goals needed to achieve greater effectiveness, and the award of resources to meet the goal. By adding the final step of reporting back, the program informs the college of its outcome and the effectiveness of reaching the goal. This information is included in the program review, which is made available to all stakeholders on campus and is specifically used by the Planning and Institutional Effectiveness Committee, which reviews these results to assure effective allocation of resources consistent with the mission, goals, and annual priorities of the college. This is then reported out to President's Cabinet. As appropriate the President's Cabinet makes recommendations relative to future iterations of funding based upon these outcomes. This may lead to changes in future allocation decisions by the appropriate allocating committees.

Recommendation 2: In order to fully meet the standards, the team recommends that the college accelerate the development and assessment of course level Student Learning Outcomes, and in order to meet the 2012 deadline, the team recommends that the college assess and align Student Learning Outcomes at the course, program, and institutional levels, and use the results to make improvements (Standard II.A.1.c, II.A.2.b, II.A.2.e-f, II.A.2.h-i).

The College has met this recommendation. As noted in the visiting team's fall 2010 Evaluation Report, at the time of the site visit, although student learning outcomes were in place at the institution and program levels, there was substantial work to be done at the course level. Since that time, the college substantially accelerated its work in order to assure that learning outcomes were not only in place for all courses, but were also being assessed, thus establishing a continuous cycle. As of the October 2012 SLO Report (Rec.2-1), the college had established SLOs for all courses and programs, and had undertaken assessment of 99.8% of the courses, and all of the programs. The TaskStream database provides the key means by which the college aligns SLOs. Through the mapping function in TaskStream, course-level outcomes have been aligned with program, general education, and institutional learning outcomes. SLO assessment data are incorporated into program review and other institutional planning processes, and reviewed at a variety of levels, fostering dialogue directed towards the meaningful improvement of student learning.

The processes to develop, assess, and align Student Learning Outcomes began with the college identifying Institutional Outcomes, General Education Outcomes, Administrative Unit Outcomes and Program Level Outcomes. Once these were developed, the various college programs started to identify, align, and assess individual course SLOs, documenting this endeavor using TaskStream. Course SLOs are mapped to program-level SLOs, which in turn are mapped to Institutional Learning Outcomes (ILOs). As courses are added or deactivated, the mapping process continues to be updated and refined. Figure 1 provides an overview of this process:

Assessing Institutional Learning Outcomes

San Diego Mesa College

Institutional Learning Outcomes (ILOs)

(ILOs were written and vetted with the College 2003-2005)



Program-level Student Learning Outcomes and Service Area Outcomes (PSLOs and SAOs)

(PSLOs and SAOs were written beginning in 2006 and published in the College Catalog 2008-2009)



Course-level Student Learning Outcomes and Service Area Administrative Unit Outcomes (SLOs and AUOs)

(SLOs and AUOs were written beginning in 2006 and have been on-going)

Course-level Student Learning Outcomes and Service Area Administrative Unit Outcomes (SLOs and AUOs)

(Assessment has begun and the loop has been closed: first cycle beginning 2006 and culminating 2012)



Program-level Student Learning Outcomes and Service Area Outcomes (PSLOs and SAOs)

(Assessment has begun and the loop has been closed: first cycle of program outcomes assessed in 2012)

Institutional Learning Outcomes (ILOs)

(All ILOs assessed using two different assessment measures during 2012-2013)

As previously mentioned, all programs have been assessed, and in Fall 2012, program assessments were widely discussed; for instance, each of the college schools held meetings that involved broad dialogue on assessment practices and results across programs. Out of this dialogue, the dean of each school developed a report, which was presented at the PIEC meeting on September 11, 2012 ([Rec.2-2](#), item II) and this process was evaluated at the Fall 2012 President’s Cabinet Retreat.

Institution-level learning assessment posed a more complex challenge to the college. In order to meet the Commission’s recommendation and expand the college’s capacity for achieving authentic learning assessment at all levels, the college invested in focused professional development. In Fall 2011, a cross-section of college leadership – encompassing faculty, staff, and administration – traveled to Berkeley in order to participate in the WASC Retreat on Assessment in Practice ([Rec.2-3](#)). Most of this group also attended the Academic Senate for California Community Colleges’ Accreditation Institute in February 2012, and the March 2012 ACCJC Regional Workshop on Capacity Building for Educational Excellence through Program Review and Integrated Institutional Planning.

As a result of these efforts, and upon the recommendation of the participants, in 2012, Mesa College established the Learning Assessment Task Force ([Rec.2-4](#)), which is charged with providing the support necessary to enable the college to meet its assessment goals and accreditation standards. In reviewing institutional assessment options, the Learning Assessment Task Force elected to conduct an assessment of institutional outcomes by utilizing the mapping function in TaskStream in order to gain an overview of ILO assessment results across a broad cross section of courses. Each institutional outcome was assessed by extracting the assessment data from general education courses. These data were compiled into reports for each institutional outcome, and were reviewed by a representative group of stakeholders from across the campus during the Spring 2013 Convocation ([Rec. 2-5](#)). This dialogue was documented and provided the basis for a report, which was utilized to inform institutional planning at the Spring 2013 President’s Cabinet Retreat ([Rec. 2-6](#)).

In order to implement multiple measures of assessment, a different instrument for institutional outcomes assessment is being implemented in spring 2013. This approach grew out of further professional development gained by college stakeholders at the Research and Planning Group for California Community Colleges’ fall 2012 Student Success Conference, which led to presentations to the Planning and Institutional Effectiveness Committee and the Learning Assessment Task Force ([Rec.2-7](#)). As part of this, the college reviewed different assessment models in use by other colleges, and elected to implement an exit survey during the spring 2013 semester, when students who had applied to graduate were sent an exit survey that encompassed the various institutional learning outcomes. The results of the survey will be evaluated by the college as a focus of dialogue during the fall 2013 semester Convocation and Instructional Development Days. Outcomes of these activities will be discussed by the Planning and Institutional Effectiveness Committee, the Learning Assessment Task Force, and the President’s

Figure 1: Assessing Institutional Learning Outcomes at Mesa College

Cabinet, and will be used to inform future planning and assessment.

Program review has become the primary method by which student learning outcome assessment is reported on and integrated into overall campus planning. The assessment of outcomes at all levels and in all areas (including service areas) is part of a cycle, which is directed to assure that the results are used for continuous improvement. All programs and service areas report on assessment results in the program review process as a required component. This information about individual programs' assessment of student learning is then extracted from the program reviews and qualitatively analyzed to look for trends and other information to inform strategic and other planning. In program review, programs and service areas are asked to explain the implications of their assessment findings for practice. This is integrated with resource allocation in that SLOs and their assessment are now embedded in Mesa's resource allocation rubrics, and the presence of meaningful information pertaining to student learning and assessment can be a deciding factor as to whether resource requests are successful (Rec.2-8).

As indicated in the figure below, Mesa is now implementing a continuous cycle of assessment, geared towards continuous improvement of student learning and institutional effectiveness:

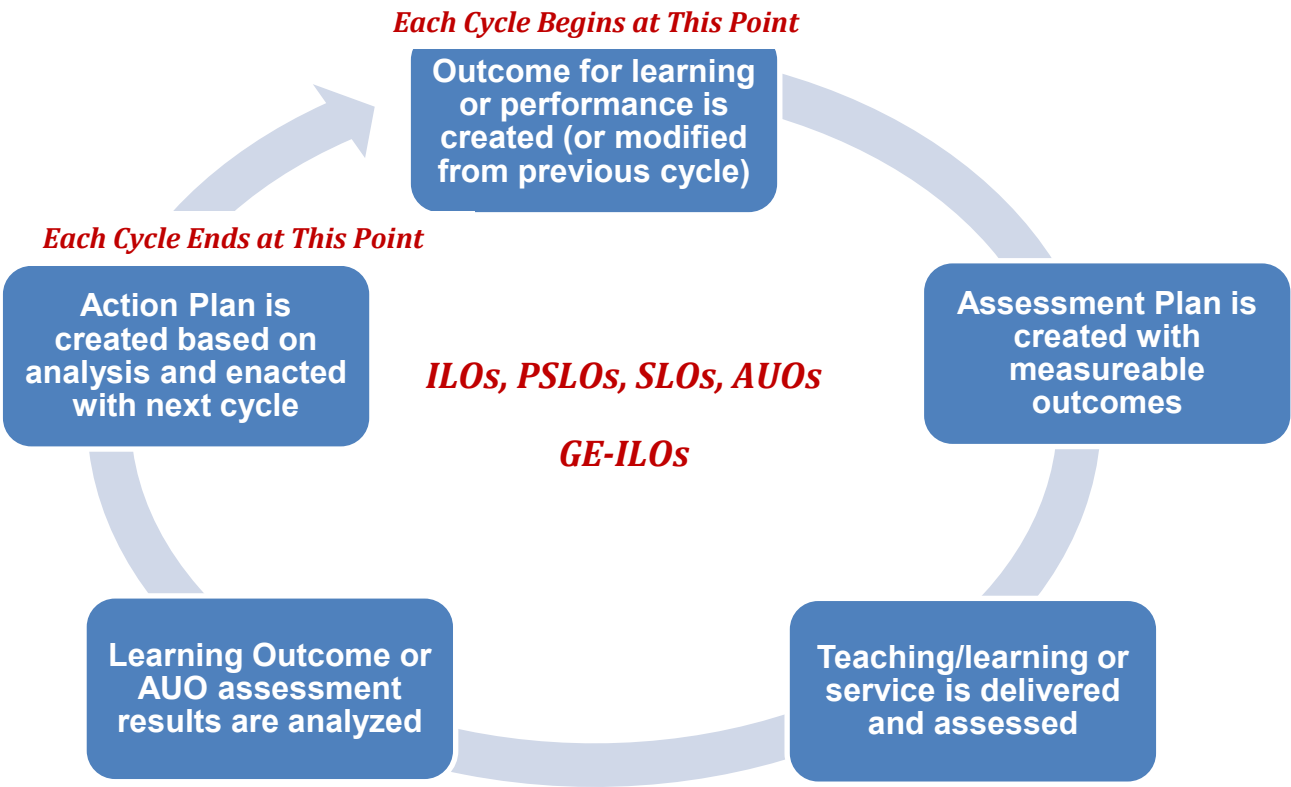


Figure 2: Mesa College continuous improvement of student learning & institutional effectiveness

Recommendation 3

The team recommends that the college improve communication concerning the proces 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 resource (III.C.1.a & d)

The college has fully met Recommendation 3. The three specific issues included in the recommendation are addressed separately below:

Improve communication concerning the process used for technology planning to all campu stakeholders.

The institution has an extensive planning structure for technology, which assures that the need of learning, teaching, student services, administrative functions, research, college-wid communications, and daily operations are fully supported. Technology planning occurs at th district, college and department level, and accordingly, communication of the planning process occurs at various levels using a variety of mechanisms.

The San Diego Community College District (SDCCD) provides a stable technology infrastructure, which supports all district-wide technical services such as Internet Connectivity, Human Resources and Payroll support. In order to assure the ongoing stability of this infrastructure, the SDCCD Information Technology Department and the Purchasing Department standardize and coordinate technology purchases to ensure that al equipment procured is compatible with the established district infrastructure and that it will interoperate properly throughout all district locations.

The District Director of Information Technology visits the Mesa College campus twice each academic year to meet with the Mesa IT Committee. During these meetings, he updates the committee on long-range IT plans and new developments. IT Committee members keep their campus departments informed of new issues and assist with department level planning on campus.

Over time, whenever a new technology or IT service is considered by the district, the District Director of IT establishes an advisory group made up of representatives from each of the colleges. At Mesa, these representatives are drawn from the membership of the Mesa IT Committee. The members of the district level advisory group review the technology or equipment under consideration and make recommendations to the Director of IT who then coordinates with the district Purchasing Department to establish a reliable provider.

Because IT representatives from the college are involved in defining the technology standards established by the district, the members of the district advisory committees car explain the various decisions made at the district level to the campus IT Committee and to

the members of the faculty and staff in the various academic departments who use technology in significant ways.

At the college level, campus wide technology planning occurs through the Mesa Information Technology (MIT) Committee, which was established in 2004. 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 communicate recommendations to all stakeholders. A particular focus of the MIT Committee is to assure, through consultation with 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:

- Presented annually to President's Cabinet.
- Posted on the campus website ([Rec. 3-1](#)).
- Linked to the Strategic Planning website ([Rec. 3-2](#)).
- 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.3-3](#)).

Through the campus's continuous quality improvement process and to better meet the College's technology goals, the role of the Dean of the Learning Resource Center was expanded to include responsibility for overall campus technology issues in 2007. This expansion included direct coordination with the SDCCD IT Staff. This expansion of the role necessitated a title change for this position to Dean, Learning Resources and Technology.

Prior to this structural change, the responsibility for IT planning was distributed across the campus with individual school deans and the Vice President of Administrative Services. The new structure significantly improves the College's ability in technology planning and improves overall communication on technology issues. New technology initiatives that require extensive collaboration between the college and district, such as wireless Internet access and the installation of pay-for-print stations, are significantly simplified.

Three district IT staff members are based at Mesa and their work areas are located in the LRC along with the college IT staff. These two groups hold regular joint meetings, and collaborate on work projects. Although members of the district staff report formally to the district IT Director, they are supervised on a daily basis by the Dean of Learning Resources and Technology.

All technology planning at the program level includes communication and consultation with IT staff from the very start. This early internal communication assures that technology needs are smoothly integrated into the campus network.

The planning documents for equipment purchased through the Perkins (formerly VTEA) Fund include cost estimates developed by IT staff and vendors. During Perkins Committee deliberations, the Dean of Learning Resources and Technology is a member of the committee and serves as an advisor for technology purchases during 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

The funding recommendations from the Perkins Committee are taken to the Budget Allocation and Recommendation Committee (BARC) for review and recommendation, and then to President's Cabinet.

Prior to technology requests being brought forward for funding, IT staff help to document the needs, research available technology, report on the options available, and provide technical considerations and vendor quotes.

Since the passage of Proposition S in 2002 and Proposition N in 2006, the College has been in the position of being able to undertake an extensive rebuilding of the campus, and planning for several new buildings has been required. This involves extensive consultation between district and college personnel, consultants, architects, contractors, and vendors. Each instructional school developing a new building establishes a building committee comprising faculty, classified staff, and the appropriate dean; this committee is responsible for planning at every stage of the building process ([Rec.3-4](#), [Rec.3-5](#)).

New building planning starts with an assessment of the entire structure. The scope and size of the building, number of classrooms, offices, workspaces – as well as the vision for the design and functioning of the new building – are taken into account. Planning 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 they are not serving on the official building committee.

The Dean of Learning Resources and Technology and members of the IT staff provide direct support during the entire planning process for a new building. They work with members of the building committee, helping them as they coordinate with the architects and the project manager to identify and physically place the technology equipment in the layout of the room in advance of submission of plans to the Division of State Architect (DSA).

The planning structure for technology at Mesa College is extensive and robust. Leadership from the MIT Committee has established an overarching approach that assures a technology infrastructure is in place across the campus. Technology planning at the program and school level is integrated with the MIT Strategic Plan for the campus. District and College IT staffs collaborate to assure consistency and integration of efforts. IT leadership works closely with IT staff so that they are as effective 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.

The Employee Perception Survey was carried out in early 2009; 63% of respondents agreed or strongly agreed that technology planning is effectively integrated into institutional planning (question 69, page 291 in Self Study); 26% were neutral. 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 this question 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.

Develop a method to engage non-users in technology.

The College provides a broad range of technology-training activities for both technology users and non-users, beginning at whatever skill level they currently possess. These activities are fully described in the Self Study in section III.C.1.b, and they have been continued and expanded each year since.

The College recognizes the need to provide introductory training for non-users, as well as the need to update technology skills for current users as new software and hardware are developed. To accomplish these complimentary goals, the College employs a full-time contract faculty member as an Instructional Systems Specialist (ISS) assigned to the Center for Independent Learning in the LRC. This position is filled by a 12-month full-time faculty member holding a Master's Degree in Instructional Technology. The ISS is available throughout the year to assist both faculty members and members of the classified staff with any of their technology training needs.

Since 2010, the Instructional Systems Specialist has conducted 934 individual training sessions covering a wide range of technology topics, including: Microsoft Office applications, Photoshop, Dreamweaver, Micrograde, Gradekeeper, Blackboard and Web accessibility. This staff member has also conducted 85 group workshops focused on similar applications.

Since March 2011, 24 faculty and staff have participated in 234 online web-based training courses and viewed a total of 3,358 hours of online learning courses from the Online Learning Library service Lynda.com. This commercial training service is funded by the LRC and is available at no cost to faculty and staff members.

Library faculty offer workshops to faculty and staff on the use of databases and other library resources. Workshops are also offered on the use of online resources for instruction. These workshops are tailored for both faculty teaching online and those teaching primarily in the classroom but using online resources.

A drop-in faculty/staff lab with 12 PCs, two Macs, and a wide variety of software is available in LRC-422. This room is heavily used by adjunct faculty and staff members. The LRC Instructional Support Specialist and three LRC instructional assistants are available to provide assistance as needed. Each faculty or staff member who uses this room is given a \$25

credit in the Pay for Print system so they can have free access to black and white and color printers.

Additionally, a computer training classroom is located in LRC-432. It is equipped with a smart podium and 18 PC's. This dedicated faculty and staff training room was originally established in 2005 when the District introduced the Datatel system. Today it is used whenever new software is introduced to the college. Individual Academic programs may reserve the room for specialized in-house training on technology unique to their programs. For example, the Accounting faculty arranged for training presented by a textbook publisher for the online component of a newly-adopted textbook. This room has also been in heavy use as the location for TaskStream training to effectively document SLOs and AUOs.

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 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 Sympodium ID370 interactive displays which are used in the Mesa College Design Center.

The SDCCD Online Learning Pathways staff frequently offers computer training workshops and online tutorials to promote excellence in online instruction. These workshops focus not only on the mechanics of the use of the district's course management system, Blackboard Learn, but also in the principles of sound, online teaching pedagogy. During the period between March, 2011 and November, 2012, staff from this program conducted 79 workshops at Mesa College and the district technology center.

District staff members from SDCCD Online visit the LRC Center for Independent Learning (CIL) frequently and provide hands-on training for online faculty who has never taught online before. In addition, training in Camtasia and Closed Captioning is offered for faculty who want to use videos for instruction in class or online.

With Propositions S and N capital construction projects in full swing, employees have had to move from one building to another to support construction efforts. In order to assist the employees with their moves, the Information Technology Department created a 22-minute instructional video titled, "Data Backup Tutorial". The goal of the video was to provide employees (especially technology non-users) the software tools and procedures required to back up and save their own data so that it could be easily transferred over to their new workstations ([Rec. 3-6](#)).

Secure Stable Funding Sources for Technology Resources

For many years Mesa College has maintained very reliable technology resources comprising stable Internet access, reliable IT infrastructure, adequate computer and software assets, and a high skilled technology support staff. As state funding has decreased over the last several years,

the College and SDCCCD have taken decisive steps to minimize the impact of these funding reductions to technology programs and service areas.

Even in this difficult budget era, Mesa College clearly has the ability to assure its technology infrastructure and to maintain technology instruction and support services using both on-campus assets and a very reliable distance educational interface with the most recent version of the Blackboard online instruction system.

Funding for technology improvements, although reduced, is still available from several sources. The district IT organization has continued to upgrade IT switching systems and cabling infrastructure across the campus. Internet WiFi bandwidth was doubled for the entire district in 2012. Currently, five Mesa buildings and several outdoor areas have reliable Internet WiFi connectivity.

Using Proposition S and N bond funding the following upgrades or additions have been completed:

- 2009 the Allied Health Building was completed with two fully equipped computer classrooms and with significant technological support for the Dental and Radiology programs.

- 2010 the Mesa Design Center was completed with five fully equipped computer classrooms to support the Architecture, and Interior Design programs. This is a net increase of four computer classrooms for these programs.

- 2012 the Mesa Student Services Building was completed with building wide WiFi access and over 350 installed computers for testing, tutoring, administrative support, and Student Government.

Over the next five years, Proposition S and N funding will also be used to provide technology equipment and infrastructure for the new Math and Science building, for the new Social and Behavioral Sciences Building, the planned Business and Technology Building, the planned Cafeteria Commons Building, and the planned Fitness Center.

Perkins funding has been used every year to upgrade both software and hardware in technology related disciplines such as Global Info Systems, Multimedia, Web Design and Computer Info Systems. This funding source seems to be relatively stable and will provide support in the future for technology related program improvements.

To maximize the limited IT staff resources, the College purchases computers with a four-year warranty. Repairs are performed by the vendor, thus saving significant staff time. However, given recent reductions in state funding, not all computers can be replaced before they are out of warranty.

To ensure that the best use is made of available computer assets, a “roll-down” program has been established to make use of out of warranty computers that still have several years of useful service life.

Instead of turning in out of warranty computers to the district warehouse, these computers are held on campus and are used to replace computers that break down in areas where funding has been reduced. Although the college will have 46% of its computers out of warranty as of June 30, 2013, all these older computers will be used in areas that do not impact technical instruction and all these computers can be quickly replaced if they fail since the college has approximately 230 older (but still operational) computers to use as replacements if needed. ([Rec. 3-7](#))

The longstanding practice at Mesa College has been to place the newest and best computers in the 27 dedicated student labs. Almost all these student computers are in warranty and equipped with the latest version of required software. The next priority applies to the two dedicated faculty labs and the open LRC student computer lab. These computers are also in warranty and have the latest software. The last priority applies to computers used primarily for email and very simple office programs. These computers are sometimes out of warranty, but they are always fully operational and have spares available in the event that there is a breakdown.

Statewide budget shortfalls have also had an impact on the number of IT staff members employed by the college. Over the last four years the college has not replaced 5 Instructional Lab Techs specialized in computer support. Since the college has had 19 computer techs in the past, this number of vacancies represents a 25% shortfall in trained computer technicians. However, the reduction in staff support has been manageable because of technology improvements in imaging and increased remote control of technology systems.

In spite of budget setbacks that have affected the entire state, Mesa College has maintained 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 facilitates the usage of existing resources in a manner consistent with continuous quality improvement.

Mesa College and the San Diego Community College District recognize that stable funding is a necessity for future growth and stability in areas that depend upon technology support. With this in mind, the Executive Vice Chancellor has begun an initiative to ensure that funding to support technology requirements is available for budget development. This initiative has been publicly announced and has the full support of the Chancellor’s Cabinet and Mesa College. It is expected that with the passage of Proposition 30 funding will begin to be restored to the district and that some part of this increase will be applied to this stable funding initiative on campus.

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)

Mesa College has met this recommendation. Administrative Services has been fully integrated into the program review, integrated planning, and resource allocation processes.

The college has a full and complete Administrative Services Program Review process that was begun in 2008. The new Goals Matrix section within Mesa’s Program Review template strengthens the linkage between program review, Administrative Unit Outcomes (AUOs), and resource allocation requests. It also provides resource request data in a format that is readily extracted and included into the college-wide integrated planning and resource allocation process. Overall college-wide coordination and integration of requests occurs through oversight by the Budget and Allocation Recommendation Committee (BARC) at the start and at the end of the processes. This assures that where different kinds of requests are interdependent (e.g., a new faculty position that requires specialized equipment) the decision-making takes this into account.

As documented in the 2011 Self Study Follow-up Report, Mesa took the following steps to incorporate Administrative Services into program review and, consequently, into integrated planning and resource allocation:

- In fall 2007 at the Community College League of California conference, the Mesa College accreditation liaison officer received training on Administrative Services program review, and initiated its integration into the college’s Program Review process.
- In summer of 2008 Mesa College began the revision process of Program Review by modifying the questions in the program review template to fit the needs of the Administrative Services division, and by training the appropriate individuals.
- In fall 2008, Administrative Services entered into the Program Review process and cycles by having all of its programs commence a comprehensive program review. Accordingly, Business Services, Employment/ Payroll/ Telecommunications & Technical Support, The Reprographic Center & Mailroom, Stockroom & Receiving, and Student Accounting all began the process.
- Throughout the 2008-09 academic and fiscal year these Administrative Services units worked intensively to review data and prepare their program reviews. As part of the program review process and timeline in place during that period, they completed their drafts during the spring semester, and these were reviewed the following fall (2009) by liaisons and managers, who provided feedback to be considered by the writers. The final program review was accepted by the committee in spring 2010, and was then included in the Program Review Report, which was presented to and approved by President’s Cabinet in March 2010 (Rec.4-1, item 3a). All Program Review plans within Administrative Services included a description and assessment of the service area, progress in developing and assessing Administrative Unit Outcomes (AUOs), and an outline of needs (which was used to inform resource allocation decisions).

- At the October 2008 San Diego Community College District (SDCCD) Board of Trustees meeting, Mesa College made a presentation to the Board about major recent developments at Mesa, and chose to feature the new Administrative Services Program Review process (Rec. 4-2, item V). At the fall 2010 SDCCD Board of Trustees meeting, the college again featured Program Review in its presentation, further documenting the integration of Administrative Services into the program review process (Rec. 4-3, p. 121, Item IIg).
- 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 for resource allocation (see Recommendation 1 response for a fuller explanation).
- Using the campus Program Review timelines, the Administrative Services departments commenced follow-up / “year two” program reviews in fall 2010.

Since the March 2011 Follow-up Report, several events involving stakeholders have occurred to improve the linkages between the Program Review and Resource Allocation processes in which Administrative Services participates. Below, those events are summarized:

- Administrative Services participated in the revised Program Review Resource Allocation year-end process for 2011-2012. Resource requests from college-wide Program Reviews were gathered, reviewed, and prioritized through the Planning and Institutional Effectiveness Committee (PIEC), which made allocation recommendations to the President’s Cabinet. (The Budget and Allocation Recommendation Committee / BARC was still being phased in at that time, and is now an active entity which has assumed this responsibility for coordination and recommendations pertaining to resource allocation.) (Rec.4-4 and 4-5).
- In spring 2012, the Program Review Committee conducted a thorough evaluation of the revised process. Ten recommendations resulted from the analysis of the data. These recommendations were approved by the Committee and included in the 2011-2012 Program Review Annual Report, which was subsequently reviewed by President’s Cabinet and approved by the President. The Program Review process was revised in 2012-13 to provide division-specific forms for Instruction, Student Services, and Administrative Services. The Program Review Committee successfully developed and implemented a more automated, electronic system for the evaluation of data, and the writing, submission, and review of program review documents (Rec. 4-6).

The College’s Research Office (which was integrated, as of spring 2013, into the new Office of Institutional Effectiveness) provides several data summary reports for each instructional program annually. It also assists service areas with the collection and analysis of relevant data (Rec. 4-7). This information is used to respond to specific data related questions in the document, and to support responses in the narrative portion of the program review. In addition, programs and service areas may use internally or externally collected data in their program reviews. Administrative Services Programs have requested special research from the College Research Office, including user surveys, Administrative Unit Outcomes assessment assistance, and other service area-specific research (Rec. 4-8).

Administrative Services has active representation on key committees that have a bearing on program review, integrated planning, and resource allocation. For instance, an Administrative Services representative serves as a co-chair for the Program Review Committee ([Rec. 4-9](#)) and Administrative Services has been involved in pilot projects involving changes to the Program Review Process. There is also active participation by Administrative Services in the Accreditation Committee (established in Fall 2012 as a standing subcommittee of the Planning and Institutional Effectiveness Committee), and in President’s Cabinet Retreats, where Strategic and Integrated Planning, Program Review, and Resource Allocation work is addressed. ([Rec.4-10](#))

The Administrative Services division completed the 2011-2012 Program Review Cycle, which included a campus Point of Service Survey as a mechanism for Administrative Unit Outcome (AUO) assessment. Results, evaluations and action plans were input into TaskStream (the database program which is currently used to house Program Review and SLO documents and data). Through the mapping function in TaskStream, AUOs are linked to the college Mission, Vision, Values, Goals, Objectives, and Performance Indicators. The AUOs are under review as part of closing the loop prior to the next cycle, as are short and long term goals with the aim of improving services in continued support of student success, institutional effectiveness, and alignment with the Mesa College Mission.

District Recommendation 1

The team recommends that the Board of Trustees develops a policy to address the selection and evaluation of college presidents (IV.B.1.j).

College/District Response and Actions: The college and district meet Standard IV.B.1.j. This recommendation is fully met by BoardPolicy 2437, which was adopted by the Board of Trustees on December 9, 2010. ([DR1-1](#))

Response to Self-Identified Issues

Self-Identified Improvement Plan 1: Reviewing, developing, and implementing the findings from the pilot to link planning and resource allocation

As indicated in the response to Recommendation 1, planning is now fully integrated and aligned with resource allocation processes.

Self-Identified Improvement Plan 2: Revisiting, updating, and revising the Education Master Plan

The 2007 – 2011 Educational Master Plan has been a key part of the Mesa College planning process, as noted in the 2010 Self Study. At the 2011 – 2012 President’s Cabinet Planning Retreat the campus made a decision to update and revise the Campus Master Plan and to review the plan on a more regular basis as determined at the bi-annual planning retreats. Also at the fall 2011 retreat, campus leaders made a decision to develop a comprehensive process to review, update and revise the college’s master plan. The dialogue at the planning retreat centered on the continuous improvement of the college planning process as well and how these annual plans were a key part of our integrated planning process as incorporated into the overall master plan. In order to realistically develop and implement this comprehensive process, the decision was made to extend the 2007 – 2011 Campus Master Plan an additional year through the 2011 – 2012 academic year.

During the 2011 – 2012 academic year the campus convened a Master Plan Committee that initiated discussions on the development of a process to review, update, and revise the campus master plan that would be both data-driven and involve the campus community. The college President played a key role in the development of this process; the general parameters of this plan were reviewed at the spring 2012 planning retreat.

The campus decided to extend the development of the master plan one more year, and to examine the campus master planning process. In the review of this process, the campus took a close look at various options used throughout the state and decided at the March 2013 president’s cabinet to outline and approach that honored the integrated planning process.

The campus is now in the first year of the 2012 – 2017 Master Plan Cycle. The master plan process was reviewed and approved at the [President’s Cabinet 2013 Planning Retreat](#), and what the campus has developed is both unique and comprehensive allowing the master plan to be updated and revised to meet the future needs of the campus. This process will be completed in fall 2013 and will allow the Mesa master plan to remain at the center of the campus’s comprehensive planning process.

Self-Identified Improvement Plan 3: Exploring mechanisms to integrate the three measures of institutional effectiveness: planning, program review, and student learning outcomes.

Mechanisms were not only explored, but they were chosen and implemented. As more fully addressed in the response to recommendation 1, these three measures of institutional effectiveness have now been integrated within the program review process. Program review has enjoyed a long history of substantial and consistent stakeholder participation from across campus constituencies over a period of many years. This provided a very strong foundation upon which to build a robust integrated planning process that incorporated these measures of institutional effectiveness. College wide goals, objectives, and priorities are now incorporated into the goals matrix which is part of the program review template and, as previously indicated, SLO reporting is also incorporated into this and into the resource allocation rubrics.

Self-Identified Improvement Plan 4: Meeting the 2012 accreditation commission timeline for faculty implementation of Student Learning and Administrative Unit Outcomes

As described in the response to Recommendation 2, and as documented in the [fall 2012 SLO report](#), the college has activated this self-identified plan and is now focused on continuous assessment and improvement of student learning.

Self-Identified Improvement Plan 5: Alignment of curriculum

The intent behind self-identified improvement plan 5 was to help students transfer to both the University of California and the California State University systems in a more seamless fashion. Since the SDCCD is one of the few districts within the California Community College System with aligned curriculum, Mesa College would have to work with both San Diego City College and San Diego Miramar College to accomplish this task. After the development of this self-identified plan, the passage of “The Student Transfer Achievement Reform Act” (SB 1440) became a new priority not just for Mesa College, but for the entire district. The implementation of the Transfer Model Curriculum (TMC) created a need for an intersystem effort between the community colleges and the California State University (CSU).

In light of this new legislation, the three colleges in the SDCCD agreed that a focus on the development of TMC degrees for each particular college would best help students in our district transfer to the CSU system. The determination was based on the fact that regardless of an aligned SDCCD GE pattern, students would not be able to transfer to the CSU system without established and approved TMC degrees. The three colleges worked together through the district curriculum committee on the development of a process that would allow each college to use its collective aligned curriculum but as individual campuses in the development of TMC degrees to best serve the interests of their students.

The outcome of the TMC process was the same outcome that was intended by this particular Self-Identified Improvement Plan, and Mesa College diverted its efforts and attention to the development of TMC degrees to ensure that its students would in fact be able to transfer to the CSU system. Mesa College has developed the following TMC degrees:

- | | | |
|------------------------|--------------------|--------------------------|
| •Anthropology | •Art History | •Business Administration |
| •Communication Studies | •Geography | •History |
| •Journalism | •Kinesiology | •Mathematics |
| •Physics | •Political Science | •Psychology |
| •Sociology | •Theatre Arts | |

TMC currently under review:

- | | |
|----------|--------------|
| •English | •Studio Arts |
|----------|--------------|

The district curriculum committee created a general education sub-committee this year, charged with developing the criteria for inclusion in the district general education pattern. Mesa College has met this goal.

Self-Identified Improvement Plan 6: Seeking alternative funding sources in order to sustain student support programs.

Since the spring 2010 Mid-Term Report, the Student Services division has maintained its commitment to seek alternative funding through internal and external partnerships. External funding has been secured through bonds, grants and participation in federally funded programs. The 2006 passage of Proposition S resulted in \$45.8 million in funding for the construction of Mesa College’s Student Services Center. The new 85,000 gross square feet center opened in fall 2012 and houses all student services departments along with student accounting and tutoring. The move into the new center provides a one-stop shop environment for student transactions, transformations and community building. The bond measure also allowed Student Services to leverage resources through the purchase of new furniture, fixtures, equipment and technology (including computers, copiers, smart classroom equipment etc.) for over 130 personnel, which indirectly and directly benefits the entire student body.

Internal funding has successfully been secured by several student services departments and programs including Disability Support Programs and Services, Career and Transfer Centers and Counseling. Perkins IV Career and Technical Education funding has resulted in an integrated outreach, matriculation, and transfer program through personal contacts with students, appointments, drop-ins, high school presentations and workshops. Expenditures include counseling hours (including career counseling), office supplies, travel, promotional items, subscriptions for data collection, and the purchase of career booklets and online career workshops. It also provided the support for the creation and distribution of literature and outreach to students regarding career/technical opportunities and options.

The Office of Student Development and Matriculation worked collaboratively with Financial Aid (Board Financial Aid Assistance Program-BAP), Basic Skills Initiative, Presidents Office, Vice President Student Services Office and Veterans Administration to secure internal funding for the development of the My Mesa Online Orientation Program. The online orientation is a complex collection of stand-alone modules, each having their own individual objectives. Taken singularly, these modules make a valuable contribution to student success, but provide even greater value when presented in a series along a designated training path in support of a variety of student populations.

Student Services has also presented to the Mesa College Foundation regarding possible funding to support a new Veterans Resource Center. The center will be critical to delivering and coordinating services to veteran students. Information and assistance regarding benefits, counseling, career and mental health will be provided there.

External funding has also come in the form of partnerships and grants. Mesa's GEAR UP I grant allows the Outreach, Counseling, Financial Aid and Student Development programs to provide application, testing, orientation and college preparatory workshops to perspective students and family members at two feeder high schools. The GEAR UP II grant provides the support for counseling faculty to teach Personal Growth classes to freshmen during the summer. External partnerships with community partners, such as Cal-SOAP (Student Opportunity and Access Program), support the yearly African American and Latino Male Leadership Summit hosted by Mesa for local high school students. The Career and Transfer Center, in collaboration with post-secondary institutions of higher education and local employee's, support the Career and Transfer Center job fairs and Transfer Day activities.

Over the past two years Mesa College has laid the foundation for securing additional federal funds by applying for and receiving designation as a Hispanic-Serving Institution (HSI). Meetings have taken place between Student Services and Instruction in preparation for the Title V Developing Hispanic-Serving Institutions Program grant competition opportunity. Title V will allow Mesa College to expand and enhance educational opportunities for Hispanic and low-income students.

STAR TRIO, a federal discretionary grant, has been on the Mesa campus for over 30 years and provides support for the academic success of low-income, first-generation, and students with disabilities. It is currently in its third year of a five-year grant cycle. On-going support is provided to ensure its continued funding. Another federally funded grant program, Child Care Access Means Parents In School (CCAMPIS), supports the success of low-income student parents by covering the cost of childcare at licensed and accredited child development centers. Student Services will seek refunding for CCAMPIS this summer.

Student Services has also worked to secure external funding through participation in the Medi-Cal Administrative Activities (MAA) program. The MAA program is grounded in the belief that good health is essential for successful student achievement. Linking students with the Medi-Cal program positively impacts student's education and attitude as the state of one's physical and mental health can improve school performance through increased attendance, improved

concentration levels in the classroom, and ability to participate in extracurricular activities. Funds received through MAA will support student programs/activities, equipment purchases, and personnel support.

This year Student Health Services will seek resources to improve Student Mental Health Programs through a grant application to the California Department of Mental Health for Suicide Prevention and Early Intervention funding. Specifically, funds will be used for crisis intervention, suicide prevention/early intervention training for faculty and staff.

Finally, the college through its integrated planning process was able to reprioritize administrative resources to create a position of "Director of Resource Development". This will enable the college to focus its efforts on garnering additional public and private funding to support student needs. The position has been filled and the new director will begin work in September 2013.

Self-Identified Improvement Plan 7: Providing essential online services at each level of matriculation

The provision of online services is an essential component of the 2012 Student Success Taskforce, in particular Recommendation 2: Strengthening Support for Entering Students. This recommendation includes the provision of stronger support facilitated by centralized, integrated and student-friendly technology to better guide students in their educational planning process. Student Services has committed to creating and enhancing our online presence through a myriad of upgrades and new initiatives. For the past year, student services, through a contract with Cynosure New Media Inc., has been in the development, production and editing stages of our new MyMesa Online Orientation program. Online orientation modules include campus programs, orientation, financial literacy, advisement, first year experience, student athletes, veterans, international students, program, financial aid appeals, basic skills and college success. My Mesa Online Orientation will launch in 2013. Our new online orientation will assist students at all stages of the matriculation process. The campus has fulfilled the plans for this item.

Students can also complete their application and general, international and veteran student's orientation on line. Online access is also available for the Mesa Online Counseling Center, First Semester Planning Workshop, email counseling, testing via Accuplacer Online for English and math, and, online Campus Tour Requests forms. Additionally, DSPS has established a fully online website with their application, online orientation, disability verification forms, and requests for services. In addition, the Admissions Office has provided administrative support for the matriculation process by implementing automatic drops.

Self-Identified Improvement Plan 8: Improving communication concerning the process used for technology planning to all campus stakeholders.

This is addressed in the Response to Recommendation 3.

Self-Identified Improvement Plan 9: Developing methods to engage non-users in technology.

This is addressed in the Response to Recommendation 3.

Self-Identified Improvement Plan 10: Locating stable funding sources for technology resources as cited in IIIC.

This is addressed in the Response to Recommendation 3.

Self-Identified Improvement Plan 11: Establishing methods to maintain the awareness of and to increase the participation in financial planning and the budget development process.

Starting in the fall of 2010, the Vice President of Administration (VPA), working with the president and her executive staff, initiated a process where the VPA would work with each dean on campus to review his or her school budgets to determine if the appropriate funding was allocated for each major budget item (excluding salary and benefit costs or other fixed items). This dialogue allowed the deans to work with their respective chairs and supervisors to review the budget over the academic school year and then to make changes to their budgets for the following academic year during the end of the spring semester. Additionally, this dialogue allowed for an awareness of the budget development process and financial planning in each particular school or service area.

In addition to this collegial review process, the Planning and Institutional Effectiveness Committee (PIEC) authored the Institutional Planning Manual in 2010 – [2011](#) (updated in 2011-[2012](#)), which outlined the campus integrated planning process. This process included the use of program reviews as well as how integrated planning would be used to allocate campus resources. The Institutional Planning Manual was disseminated through the campus participatory governance process and approved by the campus leaders at President’s Cabinet.

The program review process is used by every discipline and service area on campus. Program review incorporates the budget development process into the annual program reviews and allows for administrators, faculty, and staff to be actively involved in the financial planning and budget

development in their respective schools and service areas. Though the budget crisis has diminished some of the possibilities of access to resources, the campus has actively used the program review process to identify budget needs and to do financial planning for their particular school and discipline.

During the 2011-2012 academic year, PIEC served in the role of integrating the allocation decisions that emerged from the program review requests. These allocation recommendations came from the Faculty Hiring Priorities Committee for faculty requests, and from the Deans’ Council for supply and equipment requests. Both of these committees reviewed the requests that came from campus-wide program plans. PIEC reviewed the allocations recommended by these committees, integrated them from a planning perspective, and then made recommendations to President’s Cabinet, which in turned made recommendations to the College President for final allocation.

During the 2012 – 2013 academic year, PIEC developed two additional budget and resource committees:

- (a) The Budget and Allocation Recommendation Committee (BARC) has been established as per the Institutional Planning Manual. The Budget and Allocation Recommendation Committee works within the Mesa College participatory governance process to plan, review, implement, and integrate matters of resource allocation across the campus, and to then communicate the results of the process. The committee makes recommendations to the President’s Cabinet on matters of budget allocation and planning to ensure the effective use of the college’s human, physical, technological, and financial resources to achieve institution-wide goals.
- (b) The Classified Hiring Prioritization Committee is a participatory governance committee that is similar to the Faculty Prioritization Committee. This committee uses program review requests and based on a campus approved scoring rubrics prioritizes classified staffing requests. These requests will be reviewed by the BARC members as part of the integrated planning process and then will be part of the BARC recommendation to President’s Cabinet and eventually to the College President for a final decision.

Mesa College has met this goal.

Self-Identified Improvement Plan 12: Developing assessment tools to measure the success of these methods and then using the results for improvement.

The goals expressed in this self-identified improvement plan have been met.

During academic year of 2010 – 2011, the campus started working on this self-identified plan from two aspects. One is from the Planning and Institutional Effectiveness Committee (PIEC) perspective and the other occurred by dedicating the fall President’s Cabinet Retreat to the review of the operational side of planning for the campus. This work started with the development of the PIEC and the review of the primary planning retreats to better serve the planning needs of the campus.

Starting in the spring of 2012, the PIEC members review the campus planning and resource allocation process to determine the effectiveness of our campus process. This review has led to the development of a campus committee, Budget and Allocation Recommendation Committee (BARC) and the Learning Assessment Task Force (LATF). The purpose of these two groups is to not only further develop campus planning process but also to provide additional measures of assessment of the processes currently in use. These two groups report back to PIEC regarding the effectiveness of the planning processes and make recommendations as to how the campus can improve assessment measures which will, in effect, drive future planning decisions.

During the spring of 2012-2013, the BARC members made recommendations on ways to improve and increase participation in the budget development process to the PIEC. Part of the BARC recommendations will include the development of assessment tools to measure the results of the integrated budgeting process. These recommendations will then be incorporated with recommendations from the PIEC members, who will then make a report to President’s Cabinet.

Starting in the fall of 2012, the PIEC recommendations were used to create an important part of the fall 2012 President’s Cabinet Retreat Agenda. One of the primary purposes of this fall retreat was to review the operational side of the campus’ planning process as well as to review assessment measures and to make decisions concerning how to use data to improve our processes. One of the key discussion items from last fall’s retreat was the establishment of the BARC and the role that this committee would play in the development of the campus budget process through participatory governance.

The campus has further refined this process now that the BARC has been established and the members of this committee will make recommendations in spring 2013. These recommendations will be presented through PIEC and then will go to President’s Cabinet for campus review. The BARC and PIEC recommendations on planning, budget development, and resource allocation will then be used to set the agenda for the fall 2013 President’s Cabinet Retreat where the results of these assessments will be used to make decisions on how to improve campus planning and budget processes.

Self-Identified Improvement Plan 13: Formalizing methods to ensure that all constituents become more knowledgeable of participatory governance as well as understand their roles and responsibilities in the decision-making process.

In the fall of 2012, the college created a task force of the President's Cabinet to review all campus participatory governance committees. Each of the participatory governance groups on campus were reviewed by this task force and recommendations to [President’s Cabinet](#) were made during the Spring 2013 semester. The goal was to create a participatory governance handbook that would describe the role of each of the constituent groups and also the role of each of the committees on campus, and created a resource so that decision-making processes would be more transparent to all campus constituents.

Additionally, for the first time in many years, in fall 2012 the college held a common convocation where classified staff, administrators, and faculty met together to begin the year and to set the context for what the president has proposed to be the “Year of Teaching and Learning.” The importance of a common convocation last year at Mesa College cannot be underestimated: for the first time, this very large institution had the opportunity to set the stage for the academic year together.

Mesa College has worked diligently to increase constituent knowledge of the participatory governance process. The President's Cabinet agreed to adopt the president's proposal to review the participatory governance system at Mesa College in 2012 - 2013. In this way the college can make decisions in transparent ways so that, as new decisions need to be made, all constituents can find a role in the process.

Central to the effort of transparency in all decisions is the role of students. Students at Mesa College are involved at all levels of governance. Their participation provided a rich context to planning and institutional effectiveness, to facilities growth, and to weaving the student voice throughout college governance processes.

This process has worked very well and now the Participatory Governance Taskforce has been asked to further its work and make recommendations as to how the role of each campus participatory governance committee can improve its contributions to the campus decision-making process. A report back to the campus will occur during the fall 2013 President’s Cabinet Retreat.

Mesa College has met these goals.

Self-Identified Improvement Plan 14: Instituting a more formal assessment process of its governance and decision-making processes.

In 2011-2012 the President of Mesa College asked all constituents at convocation and then throughout the year what their role in governance and decision-making processes had been. The result of this informal assessment revealed that not all constituent groups understand or participate in college wide decision-making.

At the fall 2012 President’s Cabinet Retreat, the campus leadership reviewed the campus integrated planning process as well as the campus participatory governance committee structure that supported this process. During the discussions of this process, it was determined that the campus needed to review their participatory committee structure. While college constituents were ready to participate in this process there had been some concerns raised that important groups might be eliminated.

To alleviate these concerns, during the fall 2012 semester, President’s Cabinet established a Participatory Governance Taskforce made up of a representative campus members consisting of administrators, faculty, and staff to review and assess the campus participatory governance process regarding how decisions were made within the participatory governance committee structure. The intent of this process was to ensure for the campus that campus decision-making is done in an open environment and includes all constituent groups. The Task Force completed its work during the spring 2013 semester and reported out its findings and assessment at the spring 2013 President’s Cabinet Retreat. Two members of the Participatory Governance Taskforce presented to the campus leadership their findings and made recommendations on the existing committee structure. Through an open dialogue, the campus leadership accepted this report and further charged this task force to make additional recommendations on how the campus participatory process could be improved. The Taskforce will report out these additional findings at the fall 2013 President’s Cabinet Retreat.

Presently, the primarily participatory governance committee on campus, President’s Cabinet, is using the Participatory Governance Taskforce to formally assess the campus process and to continue to make improvements to this process as needed under the concept of continuous quality improvement.

Mesa College has successfully met this goal.

Self-Identified Improvement Plan 15: Developing a formal process for evaluation of its organizational and decision-making structures.

Organizational Structure

The Planning and Institutional Effectiveness Committee (PIEC), formerly known as the Strategic Planning Committee, was created in the 2010-2011 academic year as a subcommittee of President’s Cabinet. PIEC was created as the primary planning committee on campus and one of its roles was to view the campus from the “30,000 foot level” to determine if the college’s organizational structure was meeting the planning and resource allocation needs of the campus. PIEC reviews the organizational structure each year; one of its key outcomes is the Institutional Planning Manual.

Over the last year the a key outcome from an organizational perspective has resulted in the revising and improving of the campus Program Review process to better meet the campus integrated planning needs. This process has started the dialogue that has led to the following organizational changes:

- (A) The creation of the Budget and Allocation Recommendation Committee (BARC) with their role being to integrate and coordinate the budgeting and allocating of resources as tied to program review and institutional goals.
- (B) The establishment of the Learning and Assessment Taskforce (LATF), whose role it is to facilitate meaningful dialogue and assessment practices that support the ongoing improvement of student learning and institutional effectiveness. This group also provides planning, support, facilitation, communication, and leadership that will encourage the achievement of college goals pertaining to learning assessment.
- (C) The creation of an Institutional Effectiveness office that reports directly to the President. This office includes:
 - 1. A dean who oversees program review, accreditation, research and institutional effectiveness
 - 2. A campus-based researcher
 - 3. Dedicated classified staff to support the needs of this office

The PIEC members will be reviewing the campus organizational and planning structure again during the fall 2013 semester to make additional organizational recommendations to President’s Cabinet.

Decision-Making Structure

During the spring of 2012, a decision was made that one planning retreat for the primary participatory governance committee, President's Cabinet, was not enough to complete the requisite planning work that the campus required. Up until that time the campus leadership had used the spring planning retreat as the primary venue for campus leadership to review, assess, and evaluate campus organizational and decision-making structures.

During the spring of 2012, the decision was made to add a fall President's Cabinet Retreat to look at the campus organizational, planning, and decision-making structures. The spring President's Cabinet Retreat could be used to finalize carry-over issues from the fall retreat, but would continue to be used primarily to conduct data-based institutional planning, leading to reaffirmation or changes to college goals, objectives, and priorities.

As an example of this process working, at the fall 2012 President's Cabinet Retreat, it was determined that the campus needed to review the participatory governance committee structure. Shortly after this retreat, President's Cabinet convened a task force of the President's Cabinet to review all campus participatory governance committees. One of the primary functions of this taskforce was to review how the campus participatory committees participated in the decision making process.

Two members of the Participatory Governance Taskforce presented to the campus leadership their findings and made recommendations on our committee structure. Through an open dialogue, the campus leadership accepted this report and further charged the Taskforce to make additional recommendations on how the campus participatory process could be improved. The Taskforce will report out their findings at the Fall 2013 President's Cabinet Retreat.

Mesa College has met this goal.

Self-Identified Improvement Plan 16: Investigating improved methods for the President to communicate with the students.

To address this improvement plan, the college has increased its methods for the president to communicate to students through the use of social media. Currently, the college president uses Facebook and Twitter to communicate shorter messages that affect students. The college works closely with the district office to maintain communication with students through e-mail, and additionally a text messaging system has been implemented to contact students in the event of an emergency.

As of fall of 2012, the President's office has been more closely aligned with the Associated Student Government (ASG) so that executive leadership stays abreast of issues affecting students. Currently, the executive leadership of the college meets with the president and vice president of the Associated Student Government at the beginning of the fall semester to discuss

communication roles and responsibilities and to create an open-door-policy for any issues that arise during their leadership terms. Mesa College has one of the most active and engaged student body of any California Community College. The Associated Students has student representation on all of the primary participatory campus governing committees, including the Mesa College Foundation. Students are seen as active and important participatory partners in the campus governance model and they take responsibility as ASG leaders to inform their entire student body of campus decisions that impact students.

Further, the [Mesa Press](#), the campus newspaper, is another campus communication source that takes an active role in working with campus administrators, faculty, and staff leaders in ensuring that important campus information is shared in a timely fashion with the Mesa students.

An example of the types of information that is share through the newspaper is stories on the campus construction projects, enrollment management issues and campus safety protocols.

Additionally, the district office has begun the initial stages of updating the enterprise management system; the colleges and their students would benefit from the new opportunities for communication that would come from a system where students have a portal to student and campus information. This is a communication tool that will be funded out of Propositions S & N that will have an immediate impact on the college's ability to communicate with students. This process should be completed during the 2013- 2014 academic year.

Mesa College has met this goal.

Self-Identified Improvement Plan 17: Working with the District to help develop more effective methods of communication.

The San Diego Community College District and Mesa College are very large entities and trying to provide meaningful and timely communication can be a challenge. Using technology to try to bridge this communication gap, the college and the district office have worked closely together to develop more effective means of communication. These forms have come in the following manner:

- (1) The Chancellor sends out District wide e-mails that inform all district personnel on key district and state issues. These e-mails are usually sent out almost immediately after an important statewide chancellor or legislative issue has come up that impact our district. Examples of these have been statewide budget issues, changes in policy from the chancellor's office and our district's bond rating for our construction bonds as well as holiday wishes. These e-mails have proven to be a very key form of communication because they also convey a bit of humor or creative wit as the District Chancellor not only conveys important information but also provides information about the next steps that the District and the Board of Trustees will take regarding this information.

- (2) The District and Campus Public Information Officers have developed both a district and campus newsletter. These newsletters are sent out electronically to the entire district or campus as appropriate and highlight key district or campus wide activities or events to keep district and college staff current on the latest events. These newsletters have proven to be an effective form of communication because they provide more detail than a e-mail message as well as providing pictures and names and dates to better inform the Mesa campus.
- (3) The Project Manager, GAFCON, for the bond funded construction projects also prepares a newsletter on a quarterly basis for the purpose of informing the Mesa Campus on the status and progress of the district wide and more importantly for the Mesa Campus, the campus building projects.
- (4) Campus wide e-mails have been used to deliver information about important events and changes to the campus. Examples of these types of e-mails have been access changes or utility interruptions due to construction projects as well as the impact to the campus on budget or legislative actions.
- (5) The district office has also worked closely with the campus on the development and use of text messaging for all campus personnel in the event of an emergency. The purpose of this type of communication is to try to centralize information to campus and district personnel to ensure that the district and campus speaks with “one voice” in the event of an emergency.
- (6) The convocation event that is held at the beginning of each fall semester includes the Chancellor as well as the President of the Board of Trustees, representing the district office, and the President and her senior staff in a presentation to the entire campus. The purpose of this event is to welcome the faculty and staff back from the summer and prepare the campus for the beginning of the academic year. Important district and campus information is communication to the campus in a very effect forum that allows for a personal touch on a large campus.

Working in a collegial manner with the District Office, Mesa College has successfully addressed this goal.

List of Evidence

Recommendation 1: List of Evidence

- Rec. 1-1: Accreditation Follow-Up Report <http://www.sdmesa.edu/index.cfm/about-mesa/institutional-effectiveness/accreditation/documents/11follow-uppdf/>
- Rec. 1-2: Institutional Planning Manual <http://www.sdmesa.edu/index.cfm/about-mesa/institutional-effectiveness/piec/documents/2012-2013-institutional-planning-manual/>
- Rec. 1-3: Educational Master Plan <http://www.sdmesa.edu/about-mesa/institutional-effectiveness/accreditation/documents/educational-master-plan-2007-2011/>
- Rec. 1-4: Campus Objectives and Annual Priorities <http://www.sdmesa.edu/about-mesa/institutional-effectiveness/piec/documents/institutional-planning-manual11/objectives-prioritiespdf/>
- Rec. 1-5: Accreditation Follow-Up Report <http://www.sdmesa.edu/index.cfm/about-mesa/institutional-effectiveness/accreditation/documents/11follow-uppdf/>
- Rec. 1-6: President's Cabinet Planning Retreats <http://www.sdmesa.edu/about-mesa/presidents-page/documents/cabinet-retreats/>
- Rec. 1-7: President's Cabinet Agenda February 9, 2010 <http://www.sdmesa.edu/about-mesa/presidents-page/agenda/agenda2-9-2010-wc55pdf/>
- Rec. 1-8: Institutional Planning Manual <http://www.sdmesa.edu/index.cfm/about-mesa/institutional-effectiveness/piec/documents/2012-2013-institutional-planning-manual/>
- Rec. 1-9: Integrated Planning Framework <http://www.sdmesa.edu/about-mesa/institutional-effectiveness/piec/documents/institutional-planning-manual11/planning-matrixpdf/>
- Rec. 1-10: Research Planning Agenda <http://www.sdmesa.edu/about-mesa/institutional-effectiveness/piec/documents/institutional-planning-manual11/research-agenda11-12pdf/>
- Rec. 1-11: Accreditation Subcommittee <http://www.sdmesa.edu/about-mesa/institutional-effectiveness/accreditation/purpose/>
- Rec. 1-12: Learning Assessment Task Force <http://www.sdmesa.edu/index.cfm/about-mesa/institutional-effectiveness/latf/>
- Rec. 1-13: Equipment Resource Allocation Prioritization Rubric <http://www.sdmesa.edu/about-mesa/institutional-effectiveness/program-review/materials/rubric-equipmentpdf/>

Rec. 1-14: Supplies and Other Operating Expenses or Services Resource Allocation Prioritization Rubric <http://www.sdmesa.edu/about-mesa/institutional-effectiveness/program-review/materials/rubric-suppliespdf/>

Rec. 1-15: Facilities Resource Allocation Prioritization Rubric <http://www.sdmesa.edu/about-mesa/institutional-effectiveness/program-review/materials/rubric-facilitiespdf/>

Rec. 1-16: Faculty Hiring Priorities: Criteria and Rubric <http://www.sdmesa.edu/about-mesa/institutional-effectiveness/program-review/materials/faculty-hiring-prioritiespdf/>

Rec. 1-17: Classified Staff Hiring Priorities <http://www.sdmesa.edu/about-mesa/institutional-effectiveness/program-review/materials/staff-hiring-prioritiespdf/>

Rec. 1-18: President's Cabinet Agenda May 1, 2012 <http://www.sdmesa.edu/about-mesa/presidents-page/agenda/agenda5-1-2012-wc55pdf/>

Rec. 1-19: Institutional Planning Manual <http://www.sdmesa.edu/index.cfm/about-mesa/institutional-effectiveness/piec/documents/2012-2013-institutional-planning-manual/>

Rec. 1-20: Budget and Allocation Recommendation Committee <http://www.sdmesa.edu/index.cfm/about-mesa/institutional-effectiveness/barc/>

Rec. 1-21: Timeline for Program Review Process <http://www.sdmesa.edu/about-mesa/institutional-effectiveness/program-review/materials/timelinepdf/>

Rec. 1-22: Key Performance Indicator Scorecard <http://www.sdmesa.edu/about-mesa/institutional-effectiveness/piec/documents/institutional-planning-manual11/indicators-scorecardpdf/>

Rec. 1-23: Program Review Lead Writers <http://www.sdmesa.edu/index.cfm/about-mesa/institutional-effectiveness/program-review/materials/resources-for-lead-writers/>

Rec. 1-24: Program Review Lead Writer Instructional Programs <http://www.sdmesa.edu/about-mesa/institutional-effectiveness/program-review/materials/lead-writer-training-instructionalpdf/>

Rec. 1-25: Institutional Planning Manual <http://www.sdmesa.edu/index.cfm/about-mesa/institutional-effectiveness/piec/documents/2012-2013-institutional-planning-manual/>

Rec. 1-26: Goal Matrix Overview <http://prezi.com/nh21gwtke5nf/out-of-the-sandbox-for-updates/>

Rec. 1-27: BARC Tally Sheet <http://www.sdmesa.edu/about-mesa/presidents-page/documents/barc-tally-spr13pdf/>

Rec. 1-28: Program Review abstracts <http://www.sdmesa.edu/about-mesa/institutional-effectiveness/program-review/documents/>

Rec. 1-29: President's Cabinet Retreat Minutes <http://www.sdmesa.edu/about-mesa/presidents-page/documents/cabinet-retreats/presidents-retreat-spring13pdf/>

Rec. 1-30: President's Cabinet Agenda Outcomes <http://www.sdmesa.edu/about-mesa/presidents-page/agenda/>

Recommendation 2: List of Evidence

Rec. 2-1: College Status Report on Student Learning Outcomes Implementation <http://www.sdmesa.edu/index.cfm/about-mesa/institutional-effectiveness/accreditation/documents/12sloreportpdf/>

Rec. 2-2: Planning and Institutional Effectiveness Committee Minutes <http://www.sdmesa.edu/about-mesa/institutional-effectiveness/piec/minutes/>

Rec. 2-3: President’s Cabinet Agenda November 1, 2011 <http://www.sdmesa.edu/about-mesa/presidents-page/agenda/agenda11-1-2011-wc55pdf/>

Rec. 2-4: Learning Assessment Task Force <http://www.sdmesa.edu/about-mesa/institutional-effectiveness/latf/purposemembershipgoals/>

Rec. 2-5: Spring 2013 Convocation Break Out Sessions <http://www.sdmesa.edu/index.cfm/about-mesa/institutional-research/reports/ILO-summary13pdf/>

Rec. 2-6: President’s Cabinet Retreat Minutes <http://www.sdmesa.edu/about-mesa/presidents-page/documents/cabinet-retreats/presidents-retreat-spring13pdf/>

Rec. 2-7: Preliminary Report: WASC Level II Retreat on Assessment in Practice <http://www.sdmesa.edu/about-mesa/institutional-effectiveness/latf/documents/ilo-conferencepdf/>

Rec. 2-8: Equipment Resource Allocation Prioritization Rubric <http://www.sdmesa.edu/about-mesa/institutional-effectiveness/program-review/materials/rubric-equipmentpdf/>

Recommendation 3: List of Evidence

Rec. 3-1: Equipment Resource Allocation Prioritization Rubric <http://www.sdmesa.edu/about-mesa/institutional-effectiveness/program-review/materials/rubric-equipmentpdf/>

Rec. 3-2: Strategic Master Planning <http://www.sdmesa.edu/about-mesa/institutional-effectiveness/piec/documents/institutional-planning-manual11/planning-processpdf/>

Rec. 3-3: IT Backlog Report <http://www.sdmesa.edu/index.cfm/about-mesa/institution/information-technology-committee/documents/13inventorybacklogpdf/>

Rec. 3-4: Facilities Committee page <http://www.sdmesa.edu/index.cfm/about-mesa/institution/administrative-services/facilities/>

Rec. 3-5: Facilities Committee page <http://www.sdmesa.edu/about-mesa/institution/administrative-services/facilities/purposemembershipgoals/>

Rec. 3-6: Data Backup Tutorial
<http://www.youtube.com/watch?v=pOoNsLo4AKs&feature=youtu.be>

Rec. 3-7: President’s Cabinet Agenda and Meeting Notes May 7, 2013
<http://www.sdmesa.edu/about-mesa/presidents-page/agenda/agenda5-7-2013-wc55pdf/>

Recommendation 4: List of Evidence

Rec. 4-1: President’s Cabinet Agenda March 9, 2010 <http://www.sdmesa.edu/about-mesa/presidents-page/agenda/agenda3-9-2010-wc55pdf/>

Rec. 4-2: Board of Trustees Meeting Minutes October 23, 2008
<http://sdccd.edu/docs/bot/agendas/20082009/20081023M.PDF>

Rec. 4-3: Board of Trustees Meeting Minutes October 28, 2010
<http://www.sdccd.edu/docs/bot/agendas/20102011/20101028M.pdf>

Rec. 4-4: Tentative Integrated Planning Calendar 2011 - 2012 <http://www.sdmesa.edu/about-mesa/institutional-effectiveness/piec/documents/institutional-planning-manual11/calendarpdf/>

Rec. 4-5: Budget and Allocation Recommendation Committee <http://www.sdmesa.edu/about-mesa/institutional-effectiveness/barc/membership/>

Rec. 4-6: Program Review Annual Committee Report 2012-2013 <http://www.sdmesa.edu/about-mesa/institutional-effectiveness/program-review/documents/12-13annualpdf/>

Rec. 4-7: Institutional Research Data and Reports <http://www.sdmesa.edu/about-mesa/institutional-research/archive/>

Rec. 4-8: Program Review Committee Minutes <http://www.sdmesa.edu/about-mesa/institutional-effectiveness/program-review/minutes/>

Rec. 4-9: Program Review Committee <http://www.sdmesa.edu/about-mesa/institutional-effectiveness/program-review/purposemembershipgoals/>

Rec. 4-10: Institutional Planning Manual <http://www.sdmesa.edu/index.cfm/about-mesa/institutional-effectiveness/piec/documents/2012-2013-institutional-planning-manual/>

District Recommendation 1: Evaluation of Presidents

DR 1-1: Board Policy 2437, adopted December 9, 2010 <http://www.sdccd.edu/docs/policies/Board%20Operations/BP%202437.pdf>

San Diego Mesa College Accreditation Follow-Up Report

March 10, 2011



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

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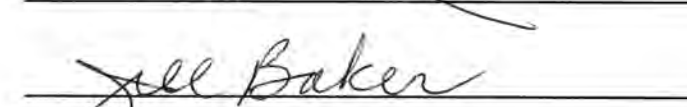


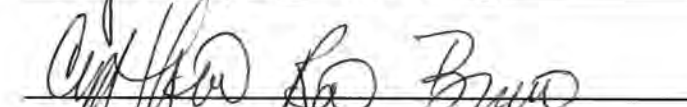


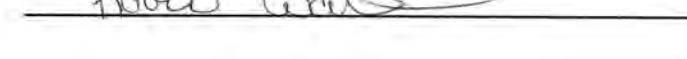
CERTIFICATION OF THE FOLLOW-UP REPORT

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.

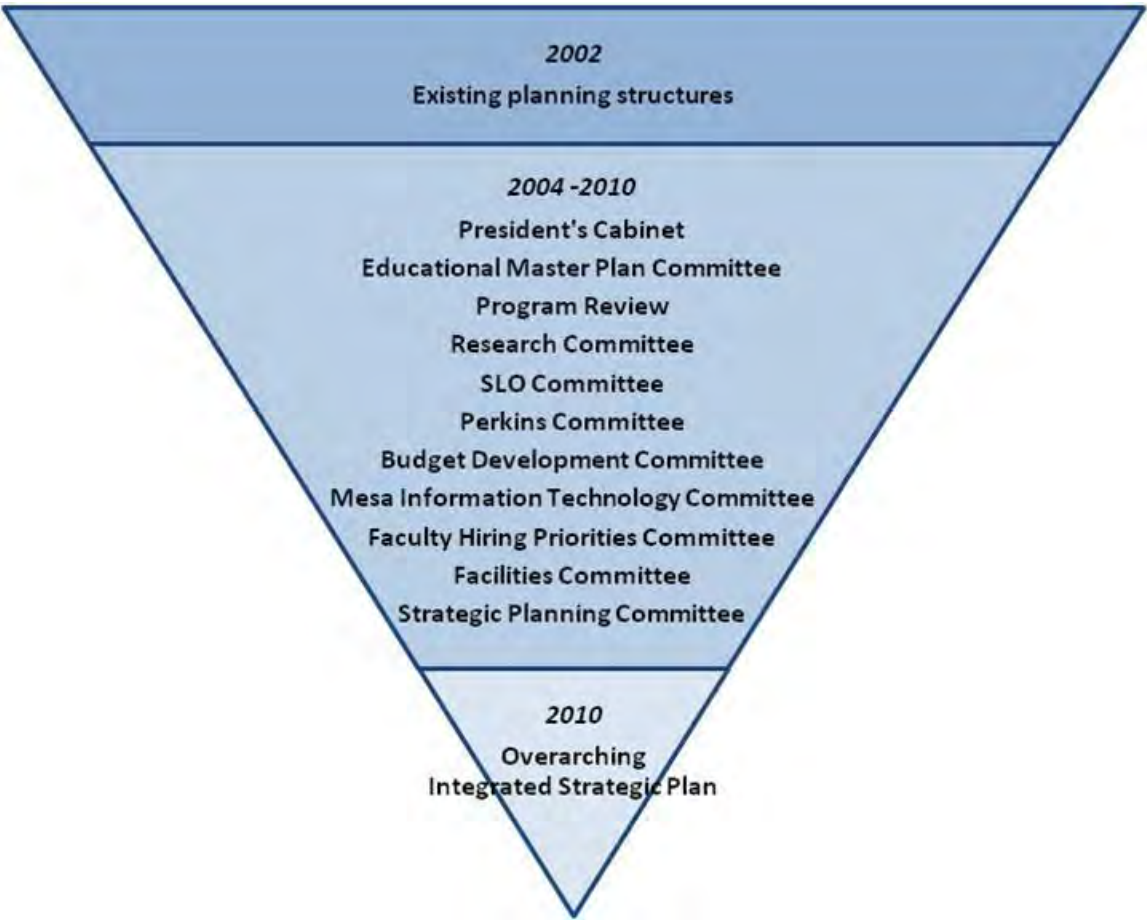
The team further recommends that the college:

- 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 over-arching 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	<u>President's Update</u> , 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 personal. 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/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]

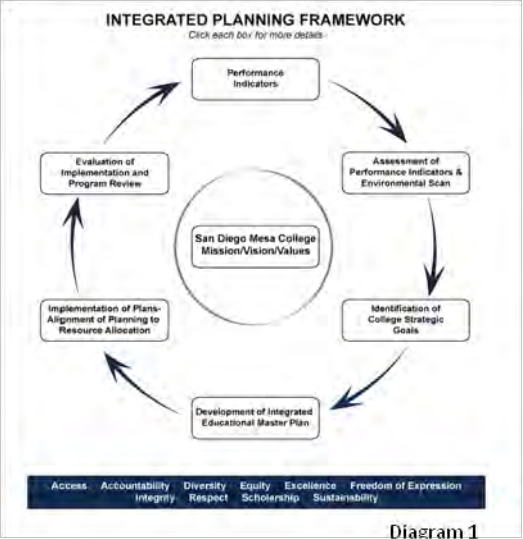
SAN DIEGO MESA COLLEGE
STRATEGIC PLAN • ENVIRONMENTAL SCAN
2010-2011

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

Attachment1-3: Performance Indicators and Institutional Effectiveness Data Listing

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

[Peer Evaluation System](#)

[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
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.	Persistence Rate Retention Rate Success Rate Transfer Rate Degrees/Certificates Awarded	1. Mesa College will increase the retention and success of basic skills students. 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%*. 2. Mesa College will contribute to the success of transfer students. a. The college will meet or exceed its three year transfer rate average of 42%*. 3. Mesa College will increase the number of degrees and certificates awarded (degrees > 995* and certificates > 310*). 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.	1. Basic Skills Initiative 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 2. Transfer Success a. Increase support and resources for transfer center b. Identify the needs of transfer students c. Determine success indicators of transfer students 3. Increase Degrees/Certificates 4. Teaching Excellence a. Assessment of needs identified by faculty. b. Two teaching forums per regular semester

Attachment 1-4 Goals, Performance Indicators, Measurable Objectives and Annual Priorities

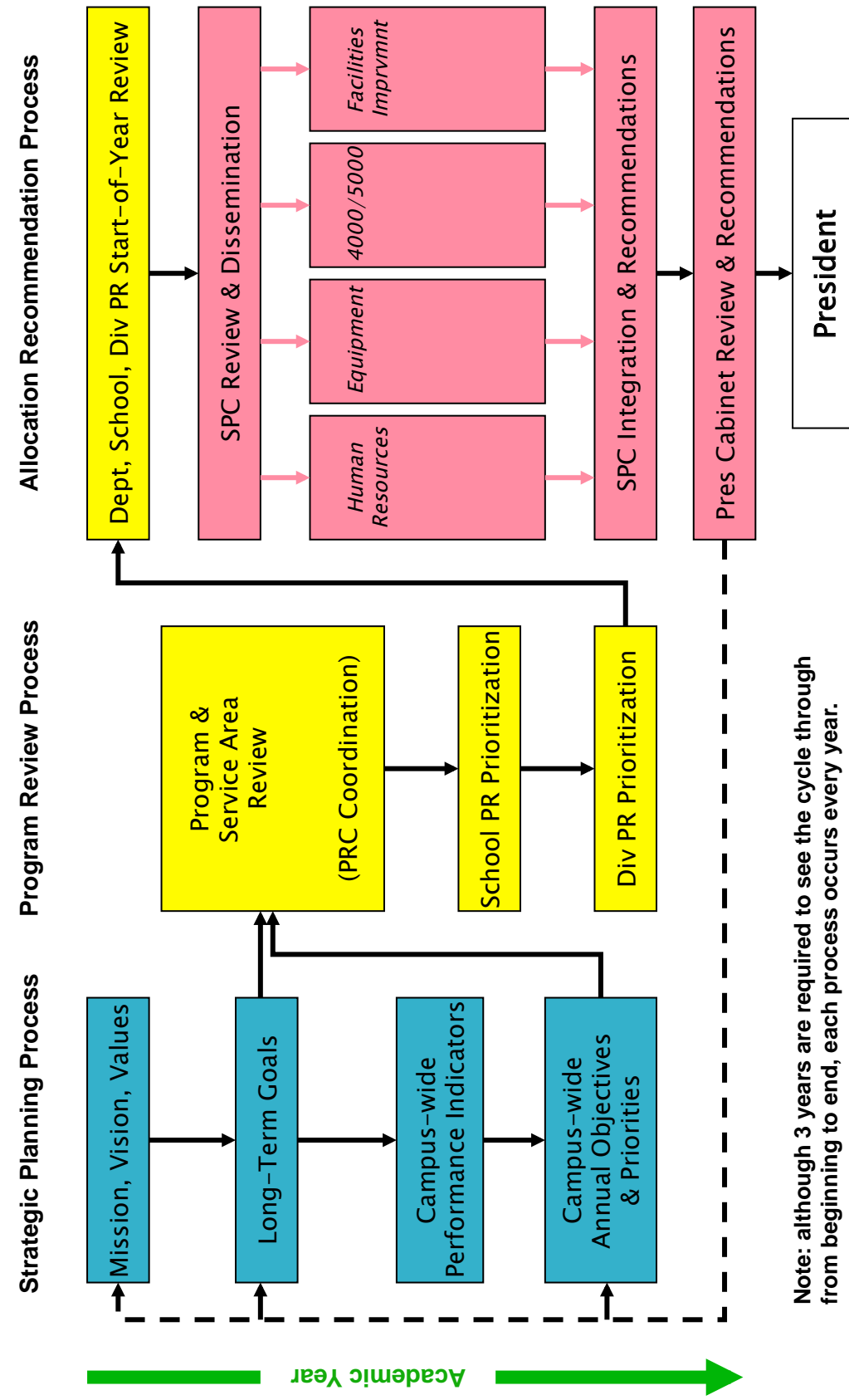
College Goal	Performance Indicators	Objectives	Annual Priority
I. To provide a learning environment that maximizes student access and success, and employee well-being.	udent Engagement Student Success Rate Employee Perception Enrollment Data	1. On the CCSSE (administered 2011?) Mesa College will exceed the 2007 benchmark for: 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) 2. The overall student success rate at Mesa College will meet or exceed 68%*. 3. Based on the 2011 Employee Perception Survey, the college will exceed benchmarks established in 2009. 4. Increase the number of students in 45-62 age group. 5. Assess and plan for the ongoing adequacy of the learning environment of the college. 6. Transparency and efficiency in planning and resource allocation.	1. CCSSE Data 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	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 >= 995* and certificates >= 310*).	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

Tuesday, December 14, 2010

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

* year average
** year average for White students

SDMC Integrated Planning



Attachment 1-5: Integrated Planning Process

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.

Attachment 1-6: Integrated Planning Framework

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.

Supporting Evidence, Indicators, and Measures	
Strategic Initiatives	A. Support the exercise of praxis (action + reflection) among Instructional Programs and service areas in Students Services and Administrative Services
	1) Program Review Instructional Programs Diversity Data – five years of data – <i>provided in Year One only</i> <ul style="list-style-type: none">EnrollmentDemographic profileDegrees / certificates5-Year Program Average BenchmarksCollege-wide benchmarks 2) Program Review Instructional Programs Productivity Data – five years of data (census classes only) <ul style="list-style-type: none">Enrollment#CRNsFTEsFTEF: Contract, Adjunct, Overload, Total, as well as % Contract FacultyWSCHLoad (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">SuccessRetention 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
	1) District-Wide Transfer Analysis* <ul style="list-style-type: none">Transfer volume and percentagesTransfer equity by student demographicsTransfer 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
	1) Accountability Reporting for the Community Colleges (ARCC)** <ul style="list-style-type: none">Basic Skills successful course completionImprovement 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">PlacementEnrollmentSuccess/Retention/PersistenceCohort 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	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	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	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	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	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 unitsPersistence rate 2) High School to Community College Pipeline Report * <ul style="list-style-type: none">High school preparationEntry into SDCCD pipelinePlacement dataPerformance outcomes
C. Measure student engagement and satisfaction	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	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	1) Consultation with stakeholders regarding Requests for Research Reports and Requests for Surveys <ul style="list-style-type: none">Research ReportsSurvey 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 FactsLabor ProfileOccupations with Fastest GrowthPopulation ProjectsK-12 informationWorkforce 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 FTESDemographics (age, gender, ethnicity) 2) Fact Book * (Report is at College-level, disaggregated by student characteristics) <ul style="list-style-type: none">HeadcountEmployee 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">PersistenceSuccess RatesRetention RatesAverage GPAAwards conferredTransferEmployee 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*



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Mary Graham, Rich Grosch, Bill Schwandt, Maria Nieto Senour, Ph.D., Peter Zschiesche

Constance M. Carroll, Ph.D., Chancellor

Mesa Communications Services 2/11

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Institutional Planning Manual

2012-2013



SAN DIEGO
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**San Diego Mesa College
2012-2013
Institutional Planning Manual
President's Message**

August 20, 2012

Mesa College Colleagues,

It is my pleasure to present this year's Institutional Planning Manual (IPM), a compilation of all the hard work of the college in integrated planning. We started 2011-2012 with a newly minted process, and we were poised to implement it for the first time. The college began in earnest in August 2011 by tasking the Planning and Institutional Effectiveness Committee (PIEC) to create and recommend mechanisms for the college to fully integrate its planning and resources. The result has been a full year cycle that closed the loop; from learning outcomes, program review, and resource allocation. Under the guidance of PIEC the college assessed outcomes, and recommended to the President's Cabinet a set of actions to meet the needs of our students, college and community.

In spring 2012 the PIEC and President's Cabinet held day long assessment and dialogue sessions. The goal for these planning events was to review external forces impacting the college and utilize our key performance indicators to evaluate the colleges progress towards its (4) institutional goals. As a result of the planning sessions, in May 2012 the college took action on the recommendations. The results are significant:

The college:

- Reviewed the institutional goals; reconfirming (4) college wide goals.

- Recommended rubrics for evaluation of resources for using planning and data outcomes;

- Completed its first round of resource allocation utilizing the previous year's program review requests;

- Recommended the establishment of a Budget and Allocation Committee to combine the efforts of the "silos" and to make transparent the process for resource allocation;

As we begin the 2012-2013 academic year, the college is once again poised to move forward with integrated planning and resource allocation driven by data and learning outcomes. This manual provides an overview and evidence of the work completed by the various shared governance groups last year, and provides the college with a roadmap for this year.

Using the 2012-2013 Institutional Planning Manual

The 2012-2013 Institutional Planning Manual (IPM) provides the college an opportunity to understand and fully participate in the college-wide assessment and implementation of integrated planning. It builds on the prior work of the college and utilizes much of the structure of the 2011-2012 IPM. This manual will be much shorter, as we utilize electronic resources wherever possible to reference documents and actions already in evidence. In this way we can present the major revisions clearly, and provide a historical reference for continuity. The 2011-2012 IPM can be found here: <http://www.sdmesa.edu/strategic-planning/manual.cfm>

MISSION, VISION, VALUES

The college reviewed its Mission, Vision and Values in the last planning cycle, and they remain the same for this academic year. The college has scheduled review this year in 2012-2013, (impacting 2013-14) and the process will be guided by the Planning and Institutional Effectiveness committee.

Institutional Goals

The college assessed its goals against the key performance indicators (KPI) set in the 2011-2012 IPM., and the external data presented through the President Cabinet retreat. The President's Cabinet engaged in significant dialogue related to the goals. Primarily dialogue centered on the multiple concepts and intent contained in Goal 2, and the difficulty in measuring the outcomes within one goal. At the end the group was not ready to recommend a new Goal 5, so the college will continue to utilize the four goals as above. The 2012 Spring President's Cabinet Retreat Minutes can be found here: <http://www.sdmesa.edu/president/documents.cfm>

San Diego Mesa College's Institutional Goals remain:

GOAL 1- To deliver and support exemplary teaching and learning in the areas of transfer education, associate degrees, career and technical education and basic skills.

GOAL 2-To provide a learning environment that maximizes student access and success, and employee well-being.

GOAL 3- To respond to and meet community needs for economic and workforce development.

GOAL 4- To cultivate an environment that embraces and is enhanced by diversity.

INTEGRATED PROCESSES FOR PLANNING

Major College Committees for Integrated Planning

The college has been discussing the relationship of major standing committees and their reporting structures for the planning process for several months. Figure 1 provides an overview of the relational aspects of the integrated planning process as recommended through the participatory governance structure. Significant dialog led to the re-engineering of the Budget Committee, creating a better flow of the resource allocation process. Dialog centered on transparency, alignment, communication and assessment of outcomes for resource budgeting and allocation. The following provides an overview of each committee's outcomes and status.

President's Cabinet

As the major recommending body of the college, President's Cabinet is the centralized place where recommendations on integrated resources planning and institutional effectiveness take place. The President's Cabinet holds an annual retreat to assess the impacts on college effectiveness; utilizing external data, budget, key performance indicators the cabinet reviews and revises process and policy. At this year's President Cabinet retreat the college made a number of recommendations, they are stated above in the President's Message. One of the major changes is to the resource allocation process; Attachment 1 shows the 2011-2012 approved process and the revised and approved 2012-2013 process as shown in Attachment 2. The major shift is in the pathways to and through the resource allocation process; descriptions of the committees and their roles follow.

Program Review

Under the leadership of Dean Jill Baker and the Program Review Committee, program review was revised, reviewed, implemented, and assessed. All college units completed program review for 2011-2012. Outcomes from this most recent program review process will be utilized as a foundation for resource allocation in the 2012-2013 process. Due to very limited availability of discretionary funds, the college will again be using a yearend allocation approach to fund these requests. In its assessment the committee determined that the following improvements would be considered:

- Create a simplified, streamlined online process
- Integrate response form/resource requests
- Customize response forms for major divisions
- Create clear questions/consistent expectations for responses and resource requests
- Provide enhanced training (online modules, research and data, just-in-time workshops, dean/manager training)
- Provide sample program reviews
- Centralize communication from Program Review Committee
- Create a clear timeline

Over the summer months, Dean Baker, Campus Based Researcher Bri Hayes and a steering committee from the PR committee met to try to accomplish the updates to the process as recommended. They did a masterful job in delivering a system that promises to revolutionize the process; and meets the wants and needs of the end users. The revised process has accomplished most of the evaluative recommendations and is currently under final review by the Program Review committee. The process for the 2012-2013 year is to move the deadline for completion to December; this way the college will have the necessary information to allocate one time resources in 2012-2013, and if the budget allows, budget for on-going resources in 2013-2014. The process includes three (3) approved rubrics for supplies, equipment and classified staff requests. The last rubric for faculty position requests is under development and will be ready for programs to use with the fall 2012 cycle. The completed rubrics can be found on the Mesa College institutional research website at <http://www.sdmesa.edu/instruction/prog-rev/index.cfm>

Planning and Institutional Effectiveness Committee (PIEC)

PIEC had a banner year in 2011-12 with its first full year of operation after its realignment from the strategic planning committee. The group took on all of the major planning processes, and provided a place for dialog and action on matters of integrated planning. The committee utilized the SDMC Integrated Planning process (Attachment 1) to guide the college through its first true integrated planning implementation. PIEC held a retreat prior to the President's Cabinet retreat to advance the assessment of KPI's and make recommendations to the Cabinet regarding the college's progress towards its goals. Now that PIEC has completed its first full year, the committee has been engaged in continually assessing its purpose and relationship to other governing bodies. At the close of the academic year, PIEC agreed that it would:

- Make a recommendation to President's Cabinet regarding the newly arranged and revised Budget committee, working title BARC, Budget and Allocation Recommendation Committee.
- Reaffirmed its overarching role as the guiding committee for Accreditation, Student Learning Outcomes, Research, and overall metrics for institutional effectiveness.

Budget and Allocation Recommendation Committee (BARC)

As a result of the evaluation of the integrated planning process, the President's Cabinet recommended that the current Budget committee be reconfigured to take a larger role. This role would be to coordinate and implement the budgeting and allocating of resources as tied to program review and institutional goals. The BARC would:

- Be configured as an efficient and inclusive college-wide constituent group
- Coordinate resource allocation processes
- Work with PIEC to utilize approved rubrics
- Refer requests for Human Resources to:
 - Academic Senate for Faculty positions
 - Classified Senate for Classified Positions
- Prioritize requests for Equipment and Supplies
- Refer Facilities Requests to the Facilities Committee
- Evaluate the allocation and budgeting processes for feedback to PIEC.

The President's Cabinet referred the re-configuration and recommendation of the BARC to PIEC. PIEC is currently working on this process and will be ready in fall 2012 to recommend the structure to Presidents Cabinet. A full vetting of the process through participatory governance will occur before Cabinet takes action.

Information Technology Committee

Serves as the central advisory on matters of instruction, administrative, and student services computing, telecommunications and other technologies. Creates, evaluates, and recommends updates to the IT Plan as integrated into the college's Institutional Planning Process. <http://www.sdmesa.edu/it/index.cfm>

Facilities Planning Committee

Committee reviews major facilities issues and planning, through a participatory governance process; recommends resource allocations for Facilities improvement projects emerging from program review.

Major College Processes impacting Integrated Planning

Educational Master Plan

Under the guidance of the PIEC, Mesa College will be undertaking a review of its programs and services through an Educational Master Plan process. The college will engage an outside source to implement the process, utilizing information from program review and interviews with key stakeholders, the process will include an external scan, labor market assessment and a report. The current plan is to create a five year plan, 2012-2017 to encompass the accreditation cycle, and the end of the current facilities master plan. The timeline is to complete the major milestones of the process by May 2013 with a roll out in fall 2013.

District-wide Budget Development

The college as part of a multi-college district works collaboratively with the Chancellors Cabinet to align resources. The college has some bearing on the process, however the major drivers of the budget are:

- Enrollment targets/FTEF allocations
- Mandated costs associated with benefits
- Discretionary accounts that emerge with resources (after) all other costs have been covered

Due to the shifting nature of budgets in California, there is little time to respond to the cuts that emerge, especially those that occur midyear. As a result it is difficult to predict revenues, and more importantly to build them into the budgeting process for integrated planning. The College President through he administrative staff and President's cabinet keeps the college up to date on develops of this nature. The information is disseminated through the participatory governance process and to the college committees impacted. While not optimum, the college does recognize the effect on its planning processes and makes adjustments as needed.

The changing role of Research at Mesa College

At the end of the 2010-2011 academic year the college disbanded it's Research Committee after the shift away from a strategic planning committee to the Planning and Institutional Effectiveness Committee.(PIEC) At the same time, the campus based researcher left Mesa College and the new college president moved research out of instruction to directly report to the president. The campus-based researcher (CBR) has a dual role, one is with the district office as part of their institutional research department, and as the CBR for Mesa College. This year the CBR has primarily supported campus wide research and particularly program review, PIEC, and college -wide endeavors. The college previously published a research and planning annual agenda; this has now been updated to align with the president's priorities and the integration of research into all facets of planning at Mesa College. [Attachment 3]

Participatory Governance

Mesa College has a very strong tradition of engaging in participatory governance, including robust dialogue regarding what the difference might be between utilizing the term shared vs. participatory. This year the president has asked the major constituent groups through the President's Cabinet to assess the current state of participatory governance at Mesa College, to process map a recommended structure for recommending outcomes, and to identify effective communication mechanisms. The work of this task force will be carried out over the 2012-2013 academic year, with a deadline of recommendations to President Cabinet by mid March; this timeline coincides with the P{resident Cabinet retreat, giving the college and opportunity to discuss the recommendation, and to consider implementation for the 2013-2014 academic year.

The Year of Teaching and Learning

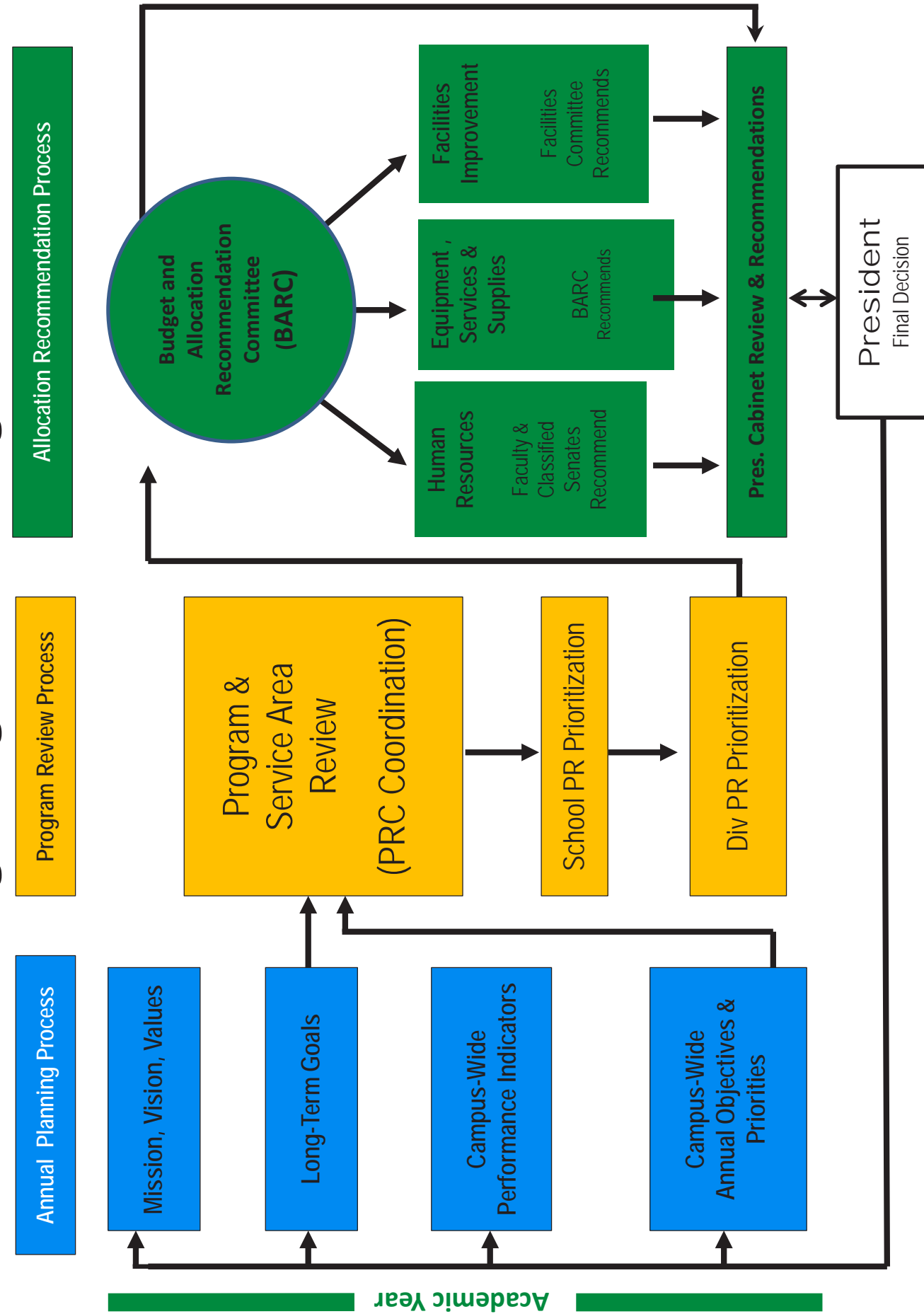
For the past several years the college has been intently focused on meeting accreditation regulations; SLO policy and processes, integrated planning, and assessment of institutional effectiveness. Now that the college has reached the apex of its work, we can now shift our focus to continuous quality improvement. We see this as an opportunity to apply the learning of the last several years to our direct work with students. The college will now create places and spaces where dialog, formal and informal can take shape; faculty to faculty, faculty to staff, staff to students and so on. The first two institutional goals of Mesa College directly impact this focus, and as such we will document our work towards assessing our institutional goals. More importantly we will have integrated the accountability of accreditation into our everyday work rather than experiencing it as a tsunami wave of activity in long and short bursts.

Attachment 1: 2011-2012 IPM Integrated Planning Chart

Attachment 2: 2012-2013 IPM Integrated Planning Chart

Attachment 3: 2012-2013 Research Priorities

Mesa College Integrated Planning Process



WE ARE *Mesa*

San Diego Mesa College

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Constance M. Carroll, Ph.D., Chancellor

Mesa Communications Services, Fall 2012



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Educational Master Plan, 2007-2011

Educational Master Plan, 2007-2011

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- [San Diego Mesa College Integrated Planning Matrix](#)

Section E:

- [Instructional Division Goals](#)
- **School Goals**
 - [Instructional Services, Resource Development and Research](#)
 - [Health Sciences/Public Service](#)
 - [Business, Computer Studies and Technologies](#)
 - [Social and Behavioral Sciences and Multicultural Studies](#)
 - [Mathematics and Natural Sciences](#)
 - [Humanities and Languages](#)
 - [Health Education, Physical Education and Athletics](#)
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Section F:

- [Student Services Division Plans and Goals](#)

Section G:

- [Research Planning Agenda and Planning](#)

Section H:

- [Program Review](#)

Section I:

- [Staff Development Plan](#)

Section J:

- [Information Technology Plan](#)

Section K:

- **Appendices**
 - [Appendix 1: Educational Master Planning Process and Timeline: President's Cabinet Document Dated 8/7/06](#)
 - [Appendix 2: Five Year Educational Master Plan: Guidelines for School Goals and Objectives](#)
 - [Appendix 3: Achieving Student Success: 2007-2012 Strategic Planning Priorities Across the San Diego Community College District](#)
 - [Appendix 4: References](#)

Documents

- [Educational Master Plan, 2007-2011](#)
- [2013 Midterm Report Draft](#)
- [ACCJC Certificate](#)
- [2011 Jan. Accreditation Letter](#)
- [2012-2013 ILOs](#)
- [WASC Retreat Report 10/2011](#)
- [2010 Evaluation Report](#)
- [2011 June Accreditation Letter](#)
- [2010 SELF STUDY](#)
- [2011 Self Study Follow-Up](#)
- [2012 SLO Implementation Rpt](#)

Campus Objectives and Annual Priorities, 2011–12

College Goal	Performance Indicators	Objectives	Annual Priority
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.	Persistence Rate Retention Rate Success Rate Transfer Rate Degrees/Certificates Awarded	<div>1. Mesa College will increase the retention and success of basic skills students.<div>a. The persistence rate of basic skills students will meet or exceed 75%* .</div>b. The retention rate of basic skills students will meet or exceed 81%* .</div> <div>c. The success rate of basic skills students will meet or exceed 56%* .</div> <div>2. Mesa College will contribute to the success of transfer students.<div>a. The college will meet or exceed its three year transfer rate average of 42%* .</div></div> <div>3. Mesa College will increase the number of degrees and certificates awarded (degrees > 995* and certificates > 310*).</div> <div>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.</div>	<div>1. Basic Skills Initiative<div>a. Support alternative instructional strategies</div>b. Expand cohort model for BSI</div> <div>c. Improve stronger relations between tutoring and BSI students</div> <div>d. Resolve tutoring "space" issue</div> <div>e. Basic Skills across the Curriculum</div> <div>f. Consider the establishment of basic skills pre-req for transfer courses based upon "content review" and statistical data</div> <div>2. Transfer Success<div>a. Increase support and resources for transfer center</div>b. Identify the needs of transfer students</div> <div>c. Determine success indicators of transfer students</div> <div>3. Increase Degrees/Certificates</div> <div>4. Teaching Excellence<div>a. Assessment of needs identified by faculty.</div>b. Two teaching forums per regular semester</div>

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	1. On the CCSSE (administered 2011?) Mesa College will exceed the 2007 benchmark for: 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) 2. The overall student success rate at Mesa College will meet or exceed 68%* . 3. Based on the 2011 Employee Perception Survey, the college will exceed benchmarks established in 2009. 4. Increase the number of students in 45-62 age group. 5. Assess and plan for the ongoing adequacy of the learning environment of the college. 6. Transparency and efficiency in planning and resource allocation.	1. CCSSE Data 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	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 >= 995* and certificates >= 310*).	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

Attachment 8.2

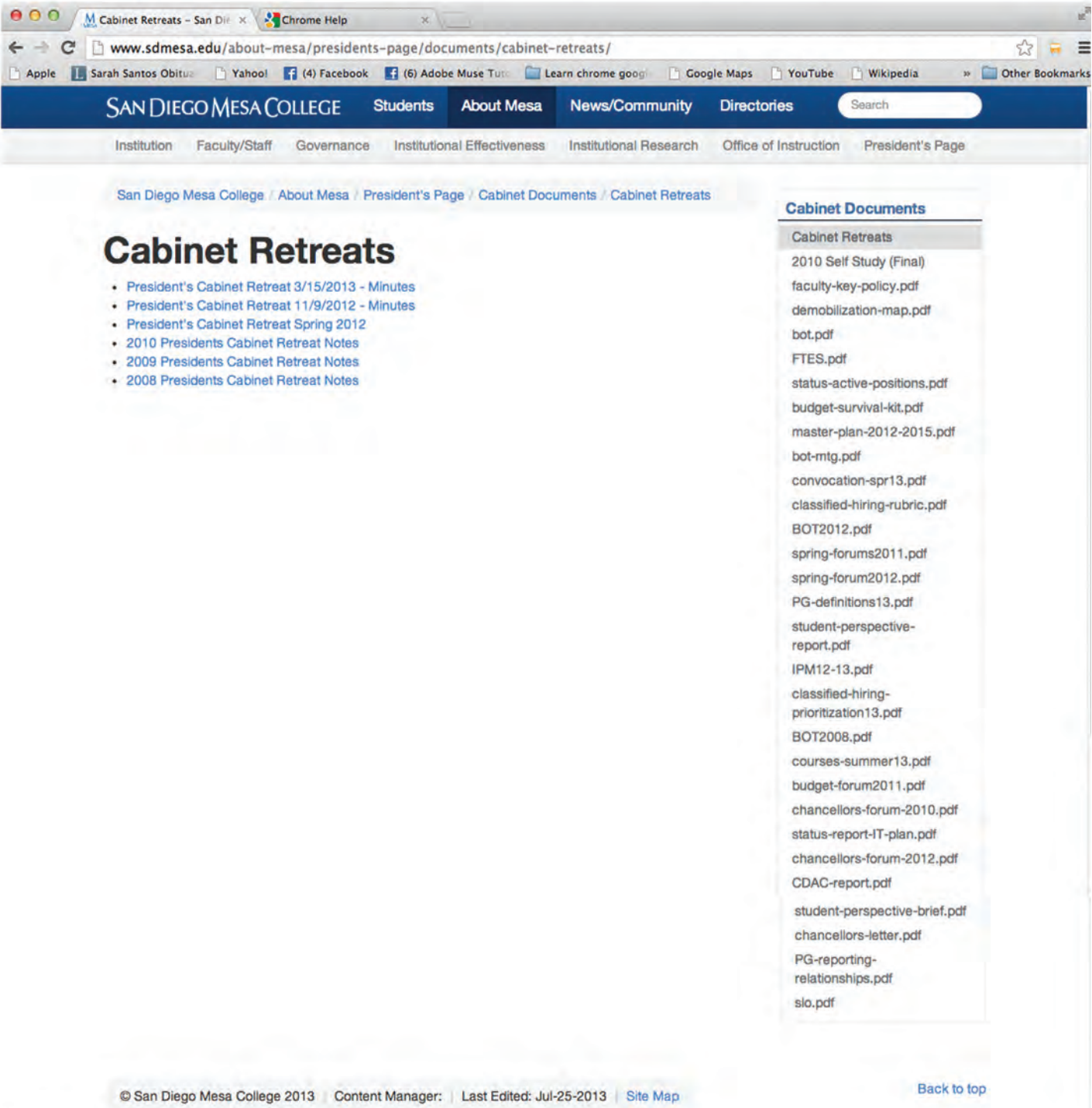
College Goal	Performance Indicators	Objectives	Annual Priority
IV. To cultivate an environment that embraces and is enhanced by diversity.	Success by ethnicity Retention by ethnicity Employee diversity Cultural climate Age Gender	1. The success rate for African American and Latino Students will meet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

*Five year average

**Five year average for White students

Attachment 8.3

See Rec. 1-1 Accreditation Follow Up Report



February 9, 2010

SAN DIEGO MESA COLLEGE

PRESIDENT'S CABINET

Agenda

February 9, 2010, 2 – 4 p.m., LRC 435

1) GENERAL ITEMS (Rita Cepeda)

a) Welcome and Introductions

b) Deb Canning – Facilities. Deb Canning will attend each 2nd and 4th President's Cabinet to give a brief facilities update. 1) Deb reported that the air quality was tested in H200 and it tested ok for mold and air quality at this time. They are now waiting on the insurance company to provide their report on the building's restoration. 2) Since the flooding and the cleanup and repairs it required, light duty cleaning is behind at this time. 3) A rock garden was created on the walkway between A building and the LRC – this is an attempt to conserve water on campus.

c) Major Events Approval (Submitted for approval via email on 2-5-10)

- New Voices New Modalities - Mini-Conference, April 16, 2010, 9 a - 3 p, I-117

- On the Spot Admissions Event, May 4, 2010, 9a - 1p; 3 - 6p, Main Quad

- 11th Annual Animal Health Technology Program Open House and Program Orientation, May 8, 2010, 9a - 1p, P-300 Bldg. and Compound

Events approved (Motion: Bale; Second: Rico-Bravo.)

d) Chancellor's Update: (Cepeda)

1) Enrollment at Mesa is 700-800 FTES unfunded due to 96% fill rate compared to 90% fill rate this time last year. Wait lists are now frozen. The 2% enrollment growth allocation funds may not be reimbursed by the state. Mesa's enrollment is up 4.3%.

2) Outcome of SERP: two phases. Mesa had to identify vacancies due to SERP and decide what positions could be defunded while making a case for those we had to fill. The big picture summary of District: Defunding 54 positions, 26 positions to be filled. Backfill of \$164,000. Net savings is expected to be 3.8 M district-wide which addresses the issues of budget shortfall and intent to avoid layoffs. Bottom line is we have reduced services on the Mesa campus – Mesa defunded 18 positions – 850,000 of the 3.8M is savings gained by Mesa alone. Of those 18 positions, only 4 will be filled. Our job now is to share duties, realign duties and share the burden within the set classifications. There will be some need for re-classifications. We cannot provide the same level of services, but will continue to strive to provide adequate service. The VPs will elaborate in their divisions what areas will be affected. In some areas, such as DSPS, the challenge is that we are federally mandated to have personnel in those areas.

3) On February 18, 2010, a 48,000 grant was awarded to Mesa for foster youth to expand our practices.

4) Handouts: Union Tribune article on Southwestern College accreditation sanction and memo from Barbara A. Beno which reaffirms the probation list of colleges. .

2) ADMINISTRATIVE SERVICES (Ron Perez)

a) Prop S/N Campus Forum – Campus Forum dates are set for March 4, G101, 3-5 p.m. and March 5, G101, 1-3 p.m. This forum will provide construction updates and a facility master plan.

3) INSTRUCTION (Tim McGrath)

a) Accreditation: Handout – Self-Study Process Accreditation Evaluation. Tim recognized Jill Baker, Juliette Parker and Yvonne Bergland on their work for the self study. Starting next week, President's Cabinet meeting times will be adjusted so that a review of the accreditation standards may begin. President's Cabinet will be held from 2 – 3:30 p.m.; followed by a review of one standard from 3:30 – 4:30 p.m. If there are issues with any of the standards being reviewed, the discussion will be continued on Friday following each meeting. February 16 is the review of Standard IIC which will be sent electronically by Yvonne Bergland so that they may be reviewed in advance of this meeting. Each subsequent standard will be sent the week before each review. The current schedule lists June 10th as the date to proceed for Board of Trustees approval and October 4-8 is the onsite visit of the accreditation team. Rita asked the members present at today's meeting if the schedule change for President's Cabinet meetings through May 11th was acceptable by consensus those present accepted the new format. A reminder that the Friday meetings are optional and only reserved for issues that need to be extended. President Cabinet members are not required to attend Friday meetings.

b) RAC – Rita commented that numerous changes have been made during the pilot phase. We are now in phase two – what we learned from Phase 1 is that people need a history of their budget and often there is a lack of consultation on budget matters. However, this start is an improvement. The marker will be Terry Davis' budget presentation in March. Tim commented that all nine participants have responded to the pilot survey which will now go back to Academic Affairs. Handouts were distributed of the RAC review calendar dates and a RAC matrix for training and presentation dates. These are open to both faculty and classified staff. The Academic Affairs sub-committee created this matrix for RAC. Approval was asked for this process – Donald Abbott commented that they attempted to make it as flexible as possible which is why there are only three questions that each department is asked to respond to (listed on page 6 of the RAC Review Calendar handout.) A discussion was held on the “cost center” for each department which might have multiple disciplines tied to these areas. It was stated that there won't be a one-to-one correlation between each department and these can be adjusted if necessary after the RAC pilot. In this phase, we are only focusing on 4000/5000 budget areas. Rita asked for agreement from present members of President Cabinet to proceed with the standard reviews. She summarized: 1) we now have a RAC calendar through April 16 and we are approving the motion of sequence and the approximate dates listed on this calendar, 2) there is no one-to-one correlation between disciplines, program reviews and cost centers, 3) data to support 400/500 apply to instructional, but non-instructional will work on their justification evidence (and due to this, the two hour timeslot on the calendar may not be sufficient and may need to be amended.)

4) STUDENT SERVICES (Barbara Kavalier)

a) H1N1 Taskforce Update – Handout: Final summary report (Suzanne Khambata) Thank you to campus police for providing refrigeration of vaccines. Vaccines continue to be given to students. Rita presented Suzanne with a plaque for her service and leadership to both Mesa and the District during this pandemic.

b) ASG Update (Mason Walker) 1) “Dear John” movie coming to local theaters is based on Todd Vance, a Mesa student. 2) This week is Club Rush event.

5) OTHER

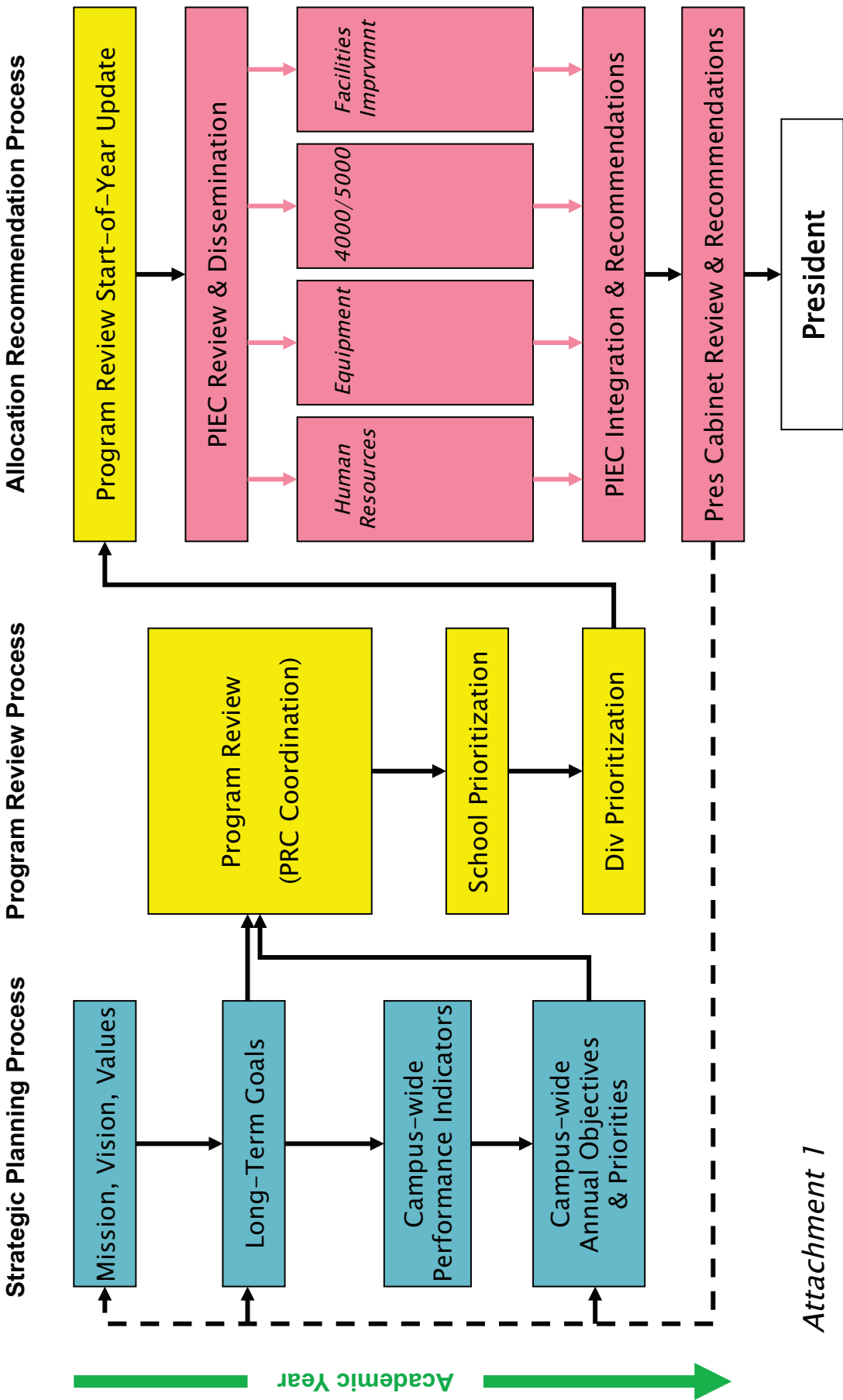
a) Annual Report (Lina Heil) Informational postcards were distributed, Lina stated that a campaign is being developed for the Mission/Vision/Values statement which will focus on how each employee fits into this statement and how they are heard.

6) ANNOUNCEMENTS

- Managers / Supervisors Meeting: February 10, 2010, H 117-118, 8 – 10:30 a.m.
- Rosa Parks Memorial Project Unveiling, Thursday, February 25, 2010, 10 a.m.
- Male Leadership Summit, April 9, 2010, 9:30 a.m. – 1:00 p.m., Mesa Campus.

See Rec. 1-2: Institutional Planning Manual

SDMC Integrated Planning



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 Planning and Institutional Effectiveness Committee (PIEC) 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 as reflected in the [Key Performance Indicators Scorecard](#).

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 Planning and Institutional Effectiveness Committee (PIEC) 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	1) Program Review Instructional Programs Diversity Data – five years of data <ul style="list-style-type: none">EnrollmentDemographic profile5-Year Program Average BenchmarksCollege-wide benchmarks 2) Program Review Instructional Programs Productivity Data – five years of data (census classes only) <ul style="list-style-type: none">EnrollmentFill Rate#CRNsFTEsFTEF: Contract, Adjunct, Overload, TotalWSCHLoad (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">Degrees / certificatesSuccessRetention 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	1) District-Wide Transfer Analysis * <ul style="list-style-type: none">Transfer volume and percentagesTransfer equity by student demographicsTransfer 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	1) Accountability Reporting for the Community Colleges (ARCC) ** <ul style="list-style-type: none">Basic Skills successful course completionImprovement rates for Basic Skills and English as a Second Language 2) Basic Skills Report * (Basic Skills Success and Retention Committee) <ul style="list-style-type: none">PlacementEnrollmentSuccess/Retention/PersistenceCohort Tracking 3) May Basic Skills Retreat Data <ul style="list-style-type: none">Success and RetentionProgram effectiveness (Tutoring Center)

*Denotes District-Wide Reports; **Denotes State-Wide Reports

Strategic Initiatives	Supporting Evidence, Indicators, and Measures
D. Develop and then maintain Sustained Continuous Quality Improvement with respect to Student Learning Outcomes and Administrative Unit Outcomes	1) SLO/AUO assessment findings (TaskStream)
E. Maintain effective enrollment management and curriculum balance	1) Decision Support System 2) Weekly Tallies Report* 3) Enrollment Characteristics
F. Build a culture of inquiry in which research is a shared, transparent process	1) Mesa Institutional Research web site 2) SDCCD Institutional Research web site

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	1) DSP&S Report * 2) EOPS Report * 3) First-Year Experience Report * 4) STAR/TRIO Report * 5) Student-Athletes Study and Supplement – triennial (2010) Accountability Reporting for the Community Colleges (ARCC) **
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	1) Student Progress and Achievement Rate (SPAR) <ul style="list-style-type: none">Student earning at least 30 unitsPersistence rate 2) High School to Community College Pipeline Report * <ul style="list-style-type: none">Entry into SDCCD pipelinePlacement dataPerformance outcomes
C. Measure student engagement and satisfaction	1) Student Satisfaction Survey * - triennial (2009) <ul style="list-style-type: none">Survey data based on accreditation standards regarding student satisfaction
D. Measure employee perceptions and satisfaction	1) Employee Perception Survey * - triennial (2009) <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	1) Consultation with stakeholders regarding Requests for Research Reports and Requests for Surveys <ul style="list-style-type: none">Research ReportsSurvey Reports

*Denotes District-Wide Reports; **Denotes State-Wide 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) 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	
C. Gauge cultural climate	1) Cultural Climate Survey* - triennial (2011) <ul style="list-style-type: none">• Access and Success• Campus Climate and Intergroup Relations• Education and Scholarship• Institutional Viability and Vitality	

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
Planning and Institutional Effectiveness Committee: 9/20/11
President's Cabinet Approval: 02/27/07; 12/09/08; 3/23/10; 10/18/11

**Denotes District-Wide Reports; **Denotes State-Wide Reports

[San Diego Mesa College](#) / [About Mesa](#) / [Institutional Effectiveness](#) / [Accreditation](#) / [Purpose/Membership/Goals](#)

Purpose/Membership/Goals

2012-2013 Subcommittee

- Chris Sullivan, Co-Chair
- Jonathan Fohrman, Co-Chair (Administrator, Arts & Languages)
- Alfonso Saballett
- Alison Gurganus
- Andrew MacNeill
- Erika Higginbotham
- Kathleen Wells
- Marichu Magana

Purpose

To support campus awareness and ongoing fulfillment of accreditation requirements, identifying gaps, and helping the campus to integrate and embed the work of accreditation into existing processes and practices.

These will include but are not limited to:

- Providing planning, facilitation, and support for the production of major, institution-wide, accreditation reports.
- Developing and monitoring timelines for accreditation tasks.
- Communicating and serving as a resource for accreditation issues.
- Assisting with the management of ongoing documentation related to accreditation.
- Facilitating training as appropriate.

Goals (2012-13)

- Facilitate the development of the Midterm Report.
- Facilitate campus feedback and approval of draft Midterm Report (Spring 13).
- Develop timeline/working plan for upcoming accreditation reporting tasks.
- Conduct an analysis of the Midterm Report development and consultation process and make recommendations to inform the next round of reporting.
- Explore possible approaches to the development of the next self study, and begin initial planning.
- Ongoing professional development of membership – enhanced learning of accreditation requirements.
- Brainstorm ways we can better integrate accreditation tasks into our ongoing operations, in order to support excellence in teaching and learning.
- Support the redevelopment of the SDMC Accreditation webpage.

Statement of Purpose and 2012-13 Goals approved by Planning and Institutional Effectiveness Committee on November 27, 2012

Meetings

2nd and 4th Thursdays at 3:00pm

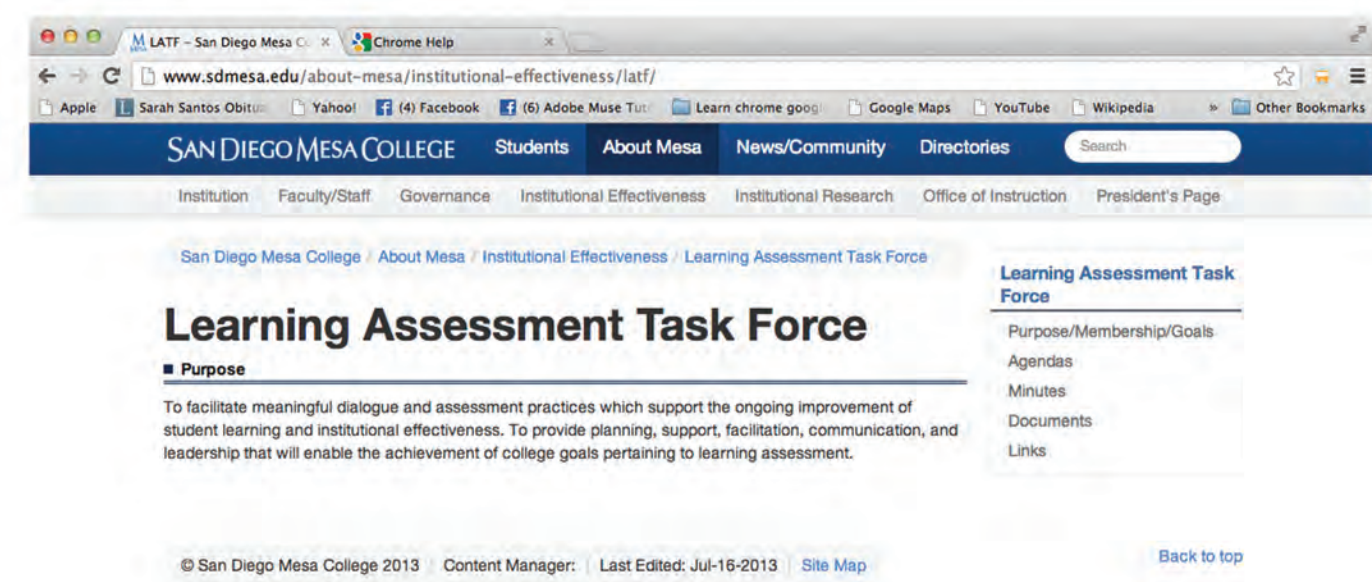
Reporting Relationships

This is a subcommittee of the Planning and Institutional Effectiveness Committee, established Spring 2012

Membership Requirements

None have been specified

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San Diego Mesa College
Equipment Resource Allocation Prioritization Rubric
The Integration of Planning, Evaluation, and Resource Allocation
2012-2013

Evaluator's Name: _____
Requesting Department/Program/Service Area: _____
Total Funds Requested: _____

Component	Criteria	Highest Level	Mid-Level	Minimum Level	Nil	Score
Planning	Program Review	Need is substantiated in great detail in Program Review (5 points)	Need is substantiated in Program Review (3 points)	Need is mentioned in Program Review (1 point)	Not included in Program Review (0 points; do not proceed)	
	College Goals and/or Priorities and/or IT or Facilities Plans	Need is linked in detail to support college goals and/or priorities and/or IT or Facilities Plans (3 points)	Need is linked to college goals and/or priorities and/or IT or Facilities Plans (2 points)	Need is minimally linked to college goals and/or priorities and/or IT or Facilities Plans (1 point)	Not addressed (0 points)	
	Health and Safety	Need is documented in detail to support health and safety needs as listed in the Mesa Safety Plan (2 points)	N/A	N/A	N/A	
	Accreditation and Licensure	Need is documented in detail to support specialized accreditation or licensure requirement (2 points)	N/A	N/A	N/A	
	Replacement (for items not covered by technology replacement plan)	Need for replacement is documented in detail, lists relationship to continuation of learning or service support (3 points)	Need is documented in Facilities Master Plan and Program Review as a long-term goal, urgency is not present (2 points)	Need is inconsistently documented in various planning documents. Need exists, but has no organizing principle. (1 point)	Not addressed (0 points)	
Outcomes	Student Learning Outcomes or Administrative Unit Outcomes, or Institutional Learning Outcomes	Resource directly and significantly supports learning or service unit outcome or Institutional Learning Outcome, and has been assessed (5 points)	Resource supports learning or service unit outcome or Institutional Learning Outcome (3 points)	Resource minimally supports learning or service unit outcome or Institutional Learning Outcome (1 point)	Not addressed (0 points; do not proceed)	
Evaluation	Evaluation Plan	Request includes detailed plan for evaluation of outcomes, fully addressing data to be used, timeline, and person responsible (5 points)	Request includes plan for evaluation of outcomes, including some data to be used (3 points)	Request minimally includes plan for evaluation of outcomes, minimal to no use of data (1 point)	Not addressed (0 points; do not proceed)	
TOTAL POINTS						

San Diego Mesa College

Supplies and Other Operating Expenses or Services

Resource Allocation Prioritization Rubric

The Integration of Planning, Evaluation, and Resource Allocation

2012-2013

Evaluator's Name: _____

Requesting Department/Program/Service Area: _____

Total Funds Requested: _____

Component	Criteria	Highest Level	Mid-Level	Minimum Level	Nil	Score
Planning	Program Review	Need is substantiated in great detail in Program Review (5 points)	Need is substantiated in Program Review (3 points)	Need is mentioned in Program Review (1 point)	Not included in Program Review (0 points; do not proceed)	
	College Goals and/or Priorities and/or IT or Facilities Plans	Need is linked in detail to support college goals and/or priorities and/or IT or Facilities Plans (3 points)	Need is linked to college goals and/or priorities and/or IT or Facilities Plans (2 points)	Need is minimally linked to college goals and/or priorities and/or IT or Facilities Plans (1 point)	Not addressed (0 points)	
	Health and Safety	Need is documented in detail to support health and safety needs as listed in the Mesa Safety Plan (2 points)	N/A	N/A	N/A	
	Accreditation and Licensure	Need is documented in detail to support specialized accreditation or licensure requirement (2 points)	N/A	N/A	N/A	
Outcomes	Student Learning Outcomes or Administrative Unit Outcomes, or Institutional Learning Outcomes	Resource directly and significantly supports learning or service unit outcome or Institutional Learning Outcome, and has been assessed (5 points)	Resource supports learning or service unit outcome or Institutional Learning Outcome (3 points)	Resource minimally supports learning or service unit outcome or Institutional Learning Outcome (1 point)	Not addressed (0 points; do not proceed)	
Evaluation	Evaluation Plan	Request includes detailed plan for evaluation of outcomes, fully addressing data to be used, timeline, and person responsible (5 points)	Request includes plan for evaluation of outcomes, including some data to be used (3 points)	Request minimally includes plan for evaluation of outcomes, minimal to no use of data (1 point)	Not addressed (0 points; do not proceed)	
TOTAL POINTS						

San Diego Mesa College
Facilities Resource Allocation Prioritization Rubric
The Integration of Planning, Evaluation, and Resource Allocation
2012-2013

Evaluator's Name: _____
Requesting Department/Program/Service Area: _____
Total Funds Requested: _____

Component	Criteria	Highest Level	Mid-Level	Minimum Level	Nil	Score
Planning	Program Review	Need is substantiated in great detail in Program Review (5 points)	Need is substantiated in Program Review (3 points)	Need is mentioned in Program Review (1 point)	Not included in Program Review (0 points; do not proceed)	
	College Goals and/or Priorities and/or IT or Facilities Plans	Need is linked in detail to support college goals and/or priorities and/or IT or Facilities Plans (3 points)	Need is linked to college goals and/or priorities and/or IT or Facilities Plans (2 points)	Need is minimally linked to college goals and/or priorities and/or IT or Facilities Plans (1 point)	Not addressed (0 points)	
	Health and Safety	Need is documented in detail to support health and safety needs as listed in the Mesa Safety Plan (2 points)	N/A	N/A	N/A	
	Accreditation and Licensure	Need is documented in detail to support specialized accreditation or licensure requirement (2 points)	N/A	N/A	N/A	
	Replacement (for items not covered by technology replacement plan)	Need for replacement is documented in detail, lists relationship to continuation of learning or service support (3 points)	Need is documented in Facilities Master Plan and Program Review as a long-term goal, urgency is not present (2 points)	Need is inconsistently documented in various planning documents. Need exists, but has no organizing principle. (1 point)	Not addressed (0 points)	
Outcomes	Student Learning Outcomes or Administrative Unit Outcomes, or Institutional Learning Outcomes	Resource directly and significantly supports learning or service unit outcome or Institutional Learning Outcome, and has been assessed (5 points)	Resource supports learning or service unit outcome or Institutional Learning Outcome (3 points)	Resource minimally supports learning or service unit outcome or Institutional Learning Outcome (1 point)	Not addressed (0 points; do not proceed)	
Evaluation	Evaluation Plan	Request includes detailed plan for evaluation of outcomes, fully addressing data to be used, timeline, and person responsible (5 points)	Request includes plan for evaluation of outcomes, including some data to be used (3 points)	Request minimally includes plan for evaluation of outcomes, minimal to no use of data (1 point)	Not addressed (0 points; do not proceed)	
TOTAL POINTS						

Address each of the following criteria:

1. Departments and schools requesting tenure-track positions should show how the requested position and/or the program to which it is attached will help the College meet its stated mission, vision, and values. Include data to document your request.
2. Departments and schools requesting tenure-track positions should explain, where appropriate, how the requested position is necessary for your program to meet its goals. Include data to document your request.
3. Departments and schools requesting new tenure-track hires should explain, where appropriate, how such hiring will help to maintain the College's broad array of programs. Requests should include relevant enrollment figures and meaningful enrollment trends, projections, and any other pertinent data. Include data to document your request.
4. Departments seeking to replace adjunct faculty with tenure-track hires should show how such hires will improve the quality of the department. These requests should explain how the new teaching arrangements would reduce the need for adjuncts. Discuss how the "non-classroom duties" that are not being met by current contract faculty will be met by this new position. Include data to document your request.
5. When requesting new tenure-track hires, departments and schools should consider new programmatic possibilities that will harness existing strengths and/or identify new directions. Both internal and external information and data should be used to support requests. Cooperation among departments and schools is encouraged. Include data to document your request.

Answer each of the following questions:

1. What is the percentage of total FTE, including filled, vacant, and frozen positions, that has been filled for each of the most recent five academic years?

2. Are there currently any vacant or frozen positions in the department/service area? If so, list the following for each and every vacant or frozen position in the department/service area:
 - a. Position classification
 - b. FTE and contract type, i.e., 10-month, 11-month, 12-month, seasonal
 - c. # of months, how long the position has been vacant/frozen
 - d. Short description of the desk duties
 - e. Method(s) by which the duties have been performed, i.e., by another staff member, a supervisor, or have ceased to occur. What has been the impact of this on the department/service area?

3. How has the program/service area changed over the most recent five academic years (i.e. growth, additional services, reorganization) that warrants a new staff position? Use data including, but not limited to, enrollment and productivity data, staffing studies, volume of students or employees served, total comp time accrued, number of NANCE, hourly, interns, volunteers and student workers, services provided, and functions.

4. What is the desk description (duties and responsibilities) for the requested position and how are these integral to the functioning of the program/service area?

5. How are the duties of the requested position currently being performed, if at all? What has been this impact of this on the program/service area?

6. How would this position's main duties directly support an administrator, manager, faculty or course?

May 1, 2012

SAN DIEGO MESA COLLEGE

PRESIDENT’S CABINET

Agenda

May 1, 2012, 2 – 3:30, A104

1) GENERAL ITEMS (Pamela Luster, President)

a) Welcome

b) Consent Agenda Approval:

- Asian Pacific American Heritage Month, May 3, 2012, 11:10a – 12:10p; 7:05-8:05p, C119 / G101
- Book Signing, May 10, 2012, 6-7:30p, H 117-118
- “No Child” InnerMission Event, May 11,12,13,17,18,19,20, 2012, 6-10p, Apolliad Theatre

Motion to approve events listed in the above consent agenda: Motion: Laurie Mackenzie; Second: Madeleine Hinkes. The motion was approved unanimously.

Major Event not sent for electronic preview:

- 13th Annual Animal Health Technology Program Open House & Program Orientation

Motion to approve above event made by Kathy Wells; Second: Laurie Mackenzie. The motion was approved unanimously.

c) District-Wide Updates: Pam stated that the May revised budget will be out soon. The Chancellor will hold a Chancellor’s Budget Forum on May 21, 2012, 2-3 p.m. in G-101. A flyer will be forwarded by the District Office for this event.

d) Scholarship Gala: Pam acknowledged Ashanti Hands, Larry Maxey and Kathy Fennessey for their work on the Gala. The event attendance was 420 with \$84,000 given in scholarship; also, a San Diego Mesa College student won the Jack Kent Cooke Scholarship which was announced at the Gala. In addition, \$351 was raised on the gift baskets.

2) COLLEGE-WIDE PLANNING – PIE Committee (Tim McGrath, VPI)

a) Report Presentations for Approval (Jill Baker)

• Program Review Committee Year One Report 2010-2011 (Handout) Jill Baker presented the Year One report – a motion to accept the Committee Report was made by Madeleine Hinkes; Second: Bill Craft. The motion was approved unanimously.

• Program Review Committee Annual Report 2011-2012 (Handout) Jill Baker presented the Committee Annual Report which included ten recommendations (listed on page 6 of the document.) A motion to accept the 2011-2012 Committee Report was made by Ashanti Hands; Second: Laurie Mackenzie.

The motion was approved unanimously.

b) Allocation Process (Tim McGrath) Tim distributed the 2012-2013 Allocation Requests document. Tim stated that \$50,000 in year-end balance was applied to these requests which will be funded between now and the end of this fiscal year.

3) INSTRUCTION (Tim McGrath, VPI)

No Report.

4) STUDENT SERVICES (Ashanti Hands for Dave Evans, Acting VPSS)

See Rec. 1-2: Institutional Planning Manual

Ashanti Hands shared that 218 students have registered to attend Commencement.

5) ADMINISTRATIVE SERVICES (Ron Perez, VPA)

No Report.

6) PARTICIPATORY GOVERNANCE REPORTS

a) Academic Senate (Madeleine Hinkes)

- Fashion and Hospitality Disciplines Proposal to move to School of Business Administration – this topic was tabled.
- Resolution S2012

Academic Senate met yesterday and the issue of purchasing assessment products was brought up by one of the faculty – no software products are needed for assessments at SD Mesa College.

b) Classified Senate (Angela Liewen) Nominations are currently being held – 9 of the 11 officers are up for re-election. A reminder that the Classified Awards will be held on May 17, 11 a.m. – 1 p.m. and to please allow this time for classified staff to attend.

c) Associated Students Governance (Cherie Deogracias – not in attendance) No Report.

7) FUTURE PRESIDENT’S CABINET TOPICS

8) OTHER

9) ANNOUNCEMENTS

a) **May 15, 2012 is the final President’s Cabinet Meeting for spring 2012.** A reminder that the voting members of President’s Cabinet will be escorted on a tour of the new Student Services building.

10) ROUNDTABLE



TIMELINE FOR PROGRAM REVIEW PROCESS

Date	Action Required	Lead Writer	Chair/Supv.	Dean/ Mgr.	Liaison	Activity
8/31/12	Meeting Attendance				x	Program Review Committee Meeting , LRC 435, 11:00-12:30.
9/7/12	Attendance				x	Liaison Training , LRC 229, 11:00-12:30.
9/14/12	Attendance	x	Optional	Optional	x	Student Services: Lead Writer Update Training for Student Services , LRC 229, 9:00-10:30; Student Services Goal Matrix Training , LRC 435, 10:45-11:30.
9/14/12	Attendance	x	Optional	Optional	x	Instruction Lead Writer Update Training for Instruction , LRC 229, 11:00-12:30; Instruction Goal Matrix Training , LRC 435, 10:45-11:30.
9/21/12	Attendance	x	Optional	Optional	x	Year One Lead Writer Training (did not complete a document in 2011-2012): LRC 229, 9:00-10:30; Goal Matrix Training (all); LRC 229, 10:45-11:15 Lead Writer Update Training MAKEUP session for all: LRC 229, 11:15-12:30.
9/28/12	Attendance	Recom-mended	Recom-mended	Recom-mended	Recom-mended	Instructional Program Review Data Training with Campus Based Researcher; LRC 229, 9:00-10:30 (Same training for Student Services provided at their retreat on this date in the afternoon).
10/5/12	Online Attendance				x	Program Review Committee Meeting , Virtual via email.
10/5/12	Collaborate	x	x	x	x	Lead Writer needs to have collaborated with Chair/Supervisor and Dean/Manager by now, and communicated with Liaison.
10/12/12	Attendance	Recom-mended	Recom-mended	Recom-mended	Recom-mended	Data 101: KPIs, Benchmarking, and Beyond (introductory). Research Training with Campus Based Researcher; LRC 229, 9:00-10:30 Data 201: A Research Toolbox for Practitioners (advanced data users). Research Training with Campus Based Researcher, LRC 229, 11:00-12:30.
10/25/12	Attendance	Recom-mended	Recom-mended	Recom-mended	Recom-mended	Getting Started with Action Research with Campus Based Researcher; LRC 435, 3:00-4:30.
10/26/12	Deadline	x	x	x	x	First draft of program review document is due to Chair/Supervisor, Dean/Manager, and Liaison for preliminary review.
11/2/12	Meeting Attendance				x	Program Review Committee Meeting , LRC 435, 11:00-12:30.
11/5/12	Deadline		x	x	x	Feedback due back to Lead Writer by Chair/Supervisor, Dean/Manager, and Liaison by this date.
11/26/12	Final Deadline	x				Lead Writer completes and submits program review document to TaskStream (for Updates) and via email/hard copy (for Year Ones) to Chair/Supervisor.
11/27/12	Final Deadline		x			Chair Supervisor reviews and approves/signs off on program review document; submits to TaskStream or (if in Year One) routes directly to Dean/Manager.
11/30/12	Final Deadline			x		Dean/ Manager reviews and approves/signs off on final program review document. Submits to TaskStream (Updates) or emails and hard copy to Cathy Palestini.
12/3/12	Final Deadline				x	Liaison is notified (TaskStream for Updates, and email for Year One) that the final document is ready for evaluation using Liaison Evaluation Guide.
12/7/12	Meeting Attendance				x	Program Review Committee Meeting , LRC 435, 11:00-12:30: Review submission and preliminary review of documents.
12/10/12	Final Deadline				x	Liaison submits final Liaison Evaluation Guide to Committee.
12/11/12	Review & Compilation					Program Review Administrative Staff review and compile report for Committee approval in February, 2013, and presentation to President's Cabinet immediately following this. Resource requests are forwarded to appropriate committees.
2/2013	Evaluation of Process					Committee begins evaluation of process and proceeds with full automation for 2013-2014.

San Diego Mesa College
Key Performance Indicators (KPI) Scorecard 2010/11

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

Strategic Initiative		Key Performance Indicator							
A	Percentage of Program Reviews Submitted on Time	⊗	⊕	🔍	🔍	2007/08	2008/09	2009/10	
B	Transfer Volume	🔍	🔍				⊕	⊕	
B	Transfer Rate	NA	NA	⊕	⊕	🔍	🔍	⊕	
B	Number of Degrees Conferred	⊕	⊕	⊕	🔍	🔍	🔍	🔍	
B	Number of Certificates Conferred	⊕	⊕	🔍			🔍	⊕	
C	Basic Skills Improvement Rate (ARCC)	NA	NA	⊗	⊗	⊗	⊗	⊗	
C	Basic Skills Success Rate (ARCC)	NA	NA	NA	NA	🔍	🔍	🔍	
D	Percentage of Courses Mapped in TaskStream	NA	NA	NA	NA	NA	NA	NA	
E	Load	⊗	⊗			🔍	⊕	⊕/🔍*	
E	Fill Rate	🔍	🔍			🔍	⊕	⊕	

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

Strategic Initiative		Key Performance Indicator											
A	Matriculation Rate	2005/06	2006/07	2007/08	2008/09	2009/10	B	Student Progress and Achievement Rate (ARCC)	2005/06	2006/07	2007/08	2008/09	2009/10
	B	NA	NA	⊕	⊕	⊕			⊕	⊕			
	B	NA	NA	⊕	⊕	⊕			⊕	⊕			
	B	NA	⊕	⊕	⊕	⊕		⊕	⊕				
	B	⊗	⊕	⊕	⊕	⊕		⊕	⊕				
	B	⊕	⊕	⊕	⊕	⊕		⊕	⊕				
C	Student Engagement (CCSSE)	NA	NA	⊕	NA	NA	NA	NA					

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

Strategic Initiative		Key Performance Indicator											
A	Environmental Scan SWOTC Analysis	2005/06	2006/07	2007/08	2008/09	2009/10	B	Grants Conferred	2005/06	2006/07	2007/08	2008/09	2009/10
		⊕	NA	⊕	NA	🔍			NA	NA	NA	🔍	
	Vocational Course Success Rates (ARCC)	2005/06	2006/07	2007/08	2008/09	2009/10			NA	NA	🔍	🔍	🔍
		NA	NA	⊕	⊕	⊕		Licensure/Certification Exam Pass Rates	NA	NA	⊕	⊕	⊕

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

Strategic Initiative		Key Performance Indicator									
A	Student Diversity v. Service Area Diversity	2005/06	2006/07	2007/08	2008/09	2009/10					
		NA	NA	NA	NA	🔍					
A	Student Diversity v. Employee Diversity	2005/06	2006/07	2007/08	2008/09	2009/10					
		NA	NA	NA	NA	⊗					

⊗ = Well below benchmark
🔍 = Slightly below benchmark
⊕ = Benchmark was met or exceeded
⊕/🔍* = Indicates that in 2009/10, although the load technically exceeded the benchmark, this measure of productivity was deemed to be excessively high.
NA = Not available
Note: for Percentage of Courses Mapped in TaskStream & Environmental Scan SWOTC Analysis, NA = Not applicable

Strategic Goal Initiative		Key Performance Indicator		⊗	⊘	⊕
I	A	Percentage of Program Reviews Submitted on Time	below 75%	75% - 85%	86% - 100%	
I	B	Transfer Volume	below 1,000	1,000 - 1,156	5yr avg (1,157 or +)	
I	B	Transfer Rate	>5% below 3yr avg	within 5% of 3yr avg	3yr avg (42% or +)	
I	B	Number of Degrees Conferred	below 850	850 - 994	5yr avg (995 or +)	
I	B	Number of Certificates Conferred	below 285	285 - 309	5yr avg (310 or +)	
I	C	Basic Skills Improvement Rate (ARCC)	>5% below peer grp avg	within 5% of peer grp avg	peer grp avg (53% or +)	
I	C	Basic Skills Success Rate (ARCC)	>5% below peer grp avg	within 5% of peer grp avg	peer grp avg (64% or +)	
I	D	Percentage of Courses Mapped in TaskStream	below 75%	75% - 85%	86% - 100%	
I	E	Load (Fall/Spring)	below 495	495 - 524	525 or +	
I	E	Fill Rate (Fall/Spring)	below 80%	80% - 85%	86% - 100%	
II	B	Matriculation Rate	>5% below peer grp avg	within 5% of peer grp avg	5yr avg (42% or +)	
II	B	Student Progress and Achievement Rate (ARCC)	>5% below peer grp avg	within 5% of peer grp avg	peer grp avg (61% or +)	
II	B	Students Earning at Least 30 Units (ARCC)	>5% below peer grp avg	within 5% of peer grp avg	peer grp avg (72% or +)	
II	B	Retention Rate	>5% below 5yr avg	within 5% of 5yr avg	5yr avg (83% or +)	
II	B	Persistence Rate	>5% below 5yr avg	within 5% of 5yr avg	5yr avg (66% or +)	
II	B	Success Rate	>5% below 5yr avg	within 5% of 5yr avg	5yr avg (67% or +)	
II	C	Student Engagement (CCSSE)	below 40.0	40.0 - 49.9	50.0 or +	
III	A	Environmental Scan SWOTC Analysis	Not started	In progress	Completed	
III	A	Grants Conferred	below \$1M	\$1 - 2.9M	\$3M or +	
III	B	Vocational Course Success Rates (ARCC)	>5% below peer grp avg	within 5% of peer grp avg	peer grp avg (74% or +)	
III	B	Licensure/Certification Exam Pass Rates	below 75%	75% - 85%	86% - 100%	
IV	A	Student Diversity v. Service Area Diversity	disparity >10%	alignment within 10%	alignment within 5%	
IV	A	Student Diversity v. Employee Diversity	disparity >10%	alignment within 10%	alignment within 5%	

Attachment 7.2

4/13/2011

San Diego Mesa College
Key Performance Indicators (KPI) Data 2010/11

Strategic Goal Initiative		Key Performance Indicator		2005/06	2006/07	2007/08	2008/09	2009/10
I	A	Percentage of Program Reviews Submitted on Time		74%	100%	80%	84%	88%
I	B	Transfer Volume		1,060	1,104	1,137	1,217	1,267
I	B	Transfer Rate		NA	NA	42%	40%	44%
I	B	Number of Degrees Conferred		1,147	1,058	1,005	917	874
I	B	Number of Certificates Conferred		326	300	296	309	327
I	C	Basic Skills Improvement Rate (ARCC)		NA	NA	33%	42%	44%
I	C	Basic Skills Success Rate (ARCC)		NA	NA	62%	62%	59%
I	D	Percentage of Courses Mapped in TaskStream		NA	NA	NA	NA	NA
I	E	Load (Fall/Spring)		491 / 461	488 / 458	509 / 498	529 / 538	567 / 577
I	E	Fill Rate (Fall/Spring)		83% / 77%	82% / 76%	84% / 81%	89% / 88%	95% / 95%
II	B	Matriculation Rate		39%	43%	44%	43%	39%
II	B	Student Progress and Achievement Rate (ARCC)		NA	NA	65%	61%	65%
II	B	Students Earning at Least 30 Units (ARCC)		NA	NA	68%	71%	70%
II	B	Retention Rate		81%	81%	81%	83%	85%
II	B	Persistence Rate		60%	65%	64%	68%	69%
II	B	Success Rate		66%	66%	66%	68%	68%
II	C	Student Engagement (CCSSE - Active & Collaborative Learning)		NA	NA	47.0	NA	NA
II	C	Student Engagement (CCSSE - Student Effort)		NA	NA	42.2	NA	NA
II	C	Student Engagement (CCSSE - Academic Challenge)		NA	NA	44.1	NA	NA
II	C	Student Engagement (CCSSE - Student-Faculty Interaction)		NA	NA	44.0	NA	NA
II	C	Student Engagement (CCSSE - Support for Learners)		NA	NA	42.7	NA	NA
Completed (through District)								
III	A	Environmental Scan SWOTC Analysis		NA	Completed	NA	In progress	
III	A	Grants Conferred		NA	NA	NA	NA	\$3M
III	B	Vocational Course Success Rates (ARCC)		NA	NA	69%	71%	71%
III	B	Licensure/Certification Exam Pass Rates - Animal Health Technology		NA	NA	94%	83%	NA
III	B	Licensure/Certification Exam Pass Rates - Dental Assisting		NA	NA	100%	86%	93%
III	B	Licensure/Certification Exam Pass Rates - Health Information Technology		NA	NA	80%	92%	75%
III	B	Licensure/Certification Exam Pass Rates - Medical Assisting		NA	NA	100%	100%	100%
III	B	Licensure/Certification Exam Pass Rates - Physical Therapy Assistant		NA	NA	100%	91%	100%
III	B	Licensure/Certification Exam Pass Rates - Radiation Technology		NA	NA	100%	100%	100%
III	B	Licensure/Certification Exam Pass Rate - OVERALL		NA	NA	96%	92%	94%

NA = Not available
Note: for Percentage of Courses Mapped in TaskStream & Environmental Scan SWOTC Analysis, NA = Not applicable

Attachment 7.3

4/13/2011

San Diego Mesa College
Key Performance Indicators (KPI) Diversity Data 2010/11

Strategic					
Goal	Initiative	Key Performance Indicator			2009/10
IV	A	Student Diversity v. Service Area and Employee Diversity	Students	Service Area	Employees
		African-American	7%	7%	7%
		American Indian	1%	1%	1%
		Asian/Pac-Islander/Filipino	20%	16%	9%
		Latino	21%	28%	13%
		White	38%	44%	60%
		Other	4%	1%	1%
		Unreported	10%	4%	9%

Attachment 7.4

San Diego Mesa College
Key Performance Indicators (KPI) Definitions 2010/11

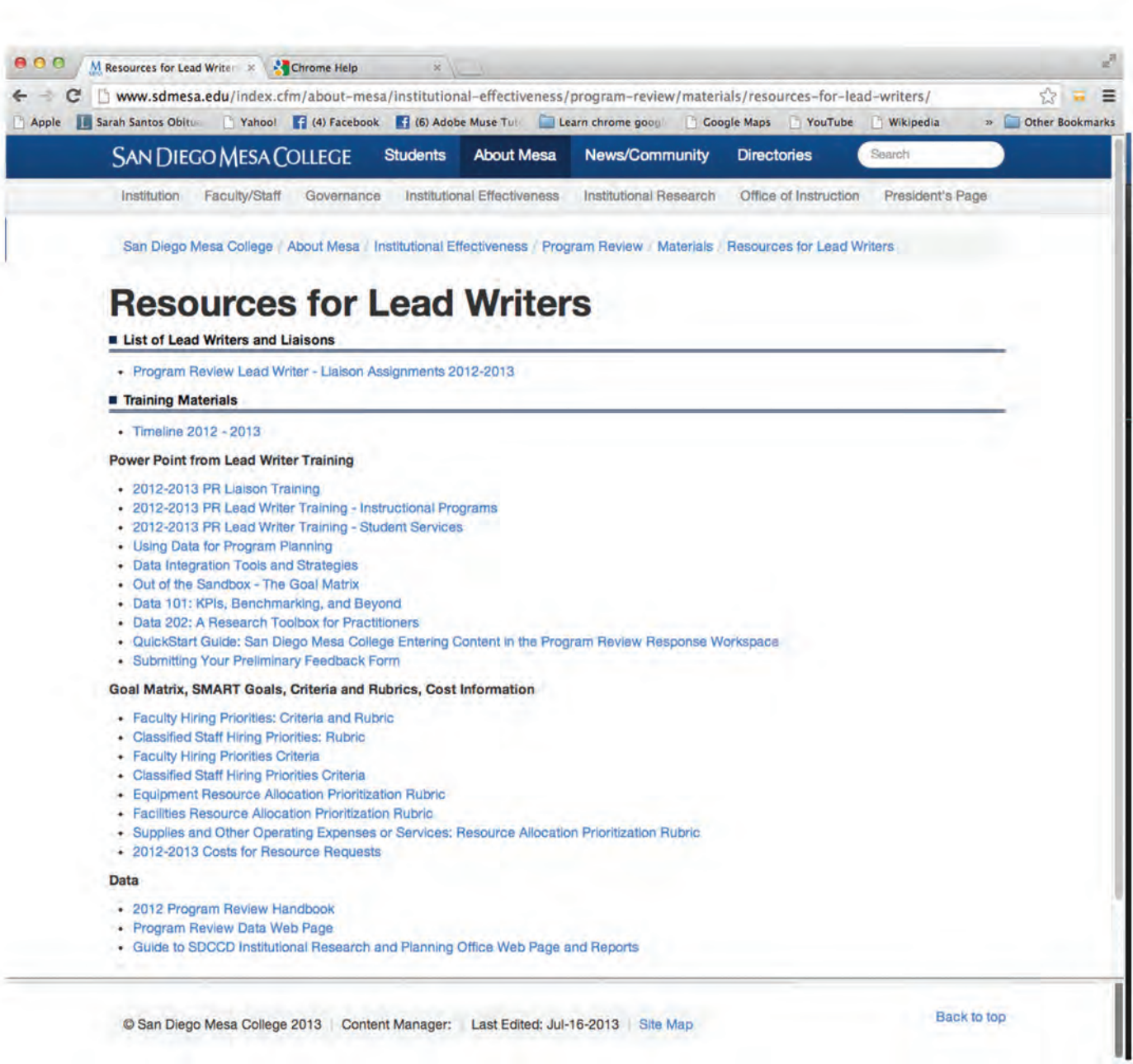
Strategic	Key Performance Indicator		Type of Metric		Data Source
Goal	Initiative	Key Performance Indicator	Rate	Volume	
I	A	Percentage of Program Reviews Submitted on Time	Rate		Office of Instructional Services
I	B	Transfer Volume	Volume		SDCCD Information Systems & National Student Clearinghouse - SDCCD Transfer Report
I	B	Transfer Rate	Rate		SDCCD Information Systems & National Student Clearinghouse - SDCCD Transfer Report
I	B	Number of Degrees Conferred	Volume		SDCCD Information Systems - Awards Conferred Supplement Report
I	B	Number of Certificates Conferred	Volume		SDCCD Information Systems - Awards Conferred Supplement Report
I	C	Basic Skills Improvement Rate (ARCC)	Rate		MIS - Accountability Reporting for Community Colleges (ARCC) Report
I	C	Basic Skills Success Rate (ARCC)	Rate		MIS - ARCC Report
I	D	Percentage of Courses Mapped in TaskStream	Rate		TaskStream
I	E	Load (Fall/Spring)	Productivity		SDCCD Information Systems - Fact Book
I	E	Fill Rate (Fall/Spring)	Rate		SDCCD Information Systems - Fact Book
II	B	Matriculation Rate	Rate		SDCCD Information Systems & SARS
II	B	Student Progress and Achievement Rate (ARCC)	Rate		MIS - ARCC Report
II	B	Students Earning at Least 30 Units (ARCC)	Rate		MIS - ARCC Report
II	B	Retention Rate	Rate		SDCCD Information Systems - Fact Book
II	B	Persistence Rate	Rate		SDCCD Information Systems - Fact Book
II	B	Success Rate	Rate		SDCCD Information Systems - Fact Book
II	C	Student Engagement - Active & Collaborative Learning	Standardized benchmark		Community College Survey of Student Engagement (CCSSE)
II	C	Student Engagement - Student Effort	Standardized benchmark		Community College Survey of Student Engagement (CCSSE)
II	C	Student Engagement - Academic Challenge	Standardized benchmark		Community College Survey of Student Engagement (CCSSE)
II	C	Student Engagement - Student-Faculty Interaction	Standardized benchmark		Community College Survey of Student Engagement (CCSSE)
II	C	Student Engagement - Support for Learners	Standardized benchmark		Community College Survey of Student Engagement (CCSSE)
III	A	Environmental Scan SWOTC Analysis	Status		SDCCD; Mesa College Office of the President
III	A	Grants Conferred	Dollar amount		Mesa College Annual Report
III	B	Vocational Course Success Rates (ARCC)	Rate		MIS - ARCC Report
III	B	Licensure/Certification Exam Pass Rates	Rate		School of Health Sciences & Public Service
IV	A	Student Diversity v. Service Area Diversity	Demographic		SDCCD Information Systems & SANDAG - Employee & Student Diversity Report
IV	A	Student Diversity v. Employee Diversity	Demographic		SDCCD Information Systems - Employee & Student Diversity Report

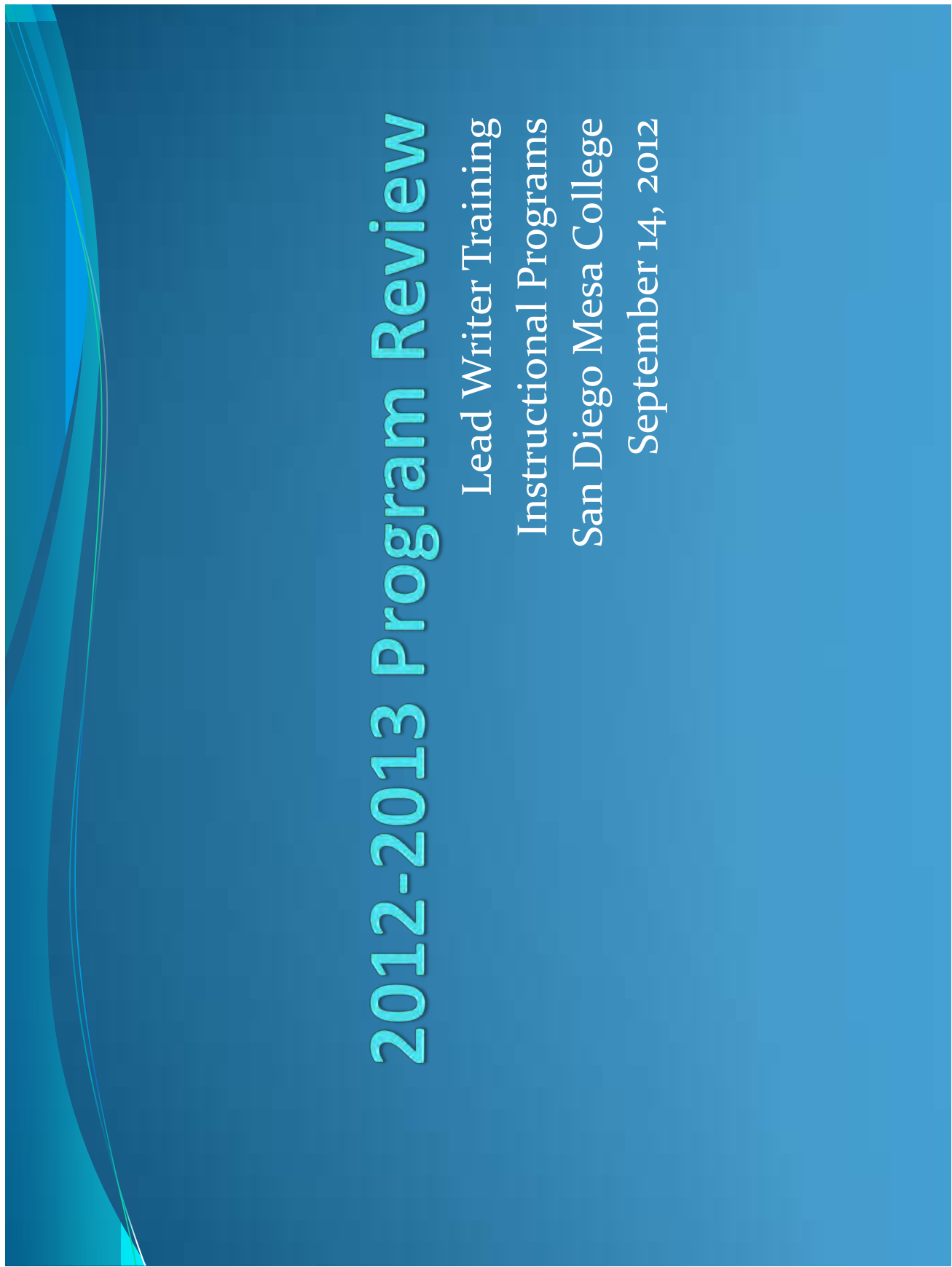
Attachment 7.5

Strategic Goal		Key Performance Indicator	Derivation
I	A	Percentage of Program Reviews Submitted on Time	# submitted on time / # of programs & service areas in Program Review
			Total number of students who transferred to a 4-year institution either during the last semester they were enrolled at an SDCCD college or up to three semesters following the last semester they were enrolled at an SDCCD college. The last semester attended includes students who stopped out for one or more semesters and enrolled at a later date (reverse transfer). The student must also have completed 12 or more cumulative transferrable units earned within 12 consecutive semesters preceding and including the last semester enrolled at SDCCD
	B	Transfer Volume	# of cohort students who transfer within 6 years / Cohort of first-time students who completed 12 units
	B	Transfer Rate	Total number of associate degrees awarded in a single academic year (summer, fall, and spring)
	B	Number of Degrees Conferred	Total number of certificates awarded in a single academic year (summer, fall, and spring)
II	C	Basic Skills Improvement Rate (ARCC)	# of cohort students who completed a higher-level course in the same discipline within 3 years / Cohort of students who successfully completed an initial course in math or English that was at least one level below transfer-level
	C	Basic Skills Success Rate (ARCC)	# of cohort students who completed the course with letter grade of A, B, C, CR or P / All valid enrollments in specified courses
	D	Percentage of Courses Mapped in TaskStream	WSCH / FTEF
	E	Load (Fall/Spring)	
	E	Fill Rate (Fall/Spring)	Enrollment / Capacity
II	B	Matriculation Rate	# of students who received orientation, placement/assessment, counseling, and/or follow-up, i.e., counseling follow-up, career center services, transfer center services, job/internship placement services, and/or EOPS or DSPS services / All students enrolled in fall and spring as of first census
	B	Student Progress and Achievement Rate (ARCC)	# of cohort students who transferred, earned a degree or certificate, and/or became "Transfer-Directed" (successfully completed BOTH transfer-level Math AND English courses) or "Transfer-Prepared" (successfully completed 60 UC/CSU transferable units with GPA >= 2.0) within 6 years / Cohort of first-time students who completed 12 units or more and attempted a degree/certificate/transfer-level course within 6 years
II	B	Students Earning at Least 30 Units (ARCC)	# of cohort students earning at least 30 units / Cohort of students who completed 12 units or more & attempted a degree/certificate/transfer-level course within 6 years of entry
	B	Retention Rate	# of students who did not withdraw (grade ~= W) / All valid enrollments as of census
II	B	Persistence Rate	Term persistence rate is the measure of first-time to college students who were enrolled in a fall term as of census and who completed the term with a grade notation of A, B, C, P (Pass), D, F, I, NP (Not-Pass), or RD (Report Delayed), then were enrolled as of census in the subsequent spring term and received a grade notation for that term
	B	Success Rate	# of students who completed the course with letter grade of A, B, C, CR or P / All valid enrollments as of census
II	C	Student Engagement - Active & Collaborative Learning	Each benchmark comprises survey items which pertain to the represented construct of student engagement. The survey items are standardized because the item scales within each benchmark differ. The benchmarks are computed such that the mean, or average, for the CCSSE national cohort is always 50 and the standard deviation, or spread about the mean, is 25
	C	Student Engagement - Student Effort	
II	C	Student Engagement - Academic Challenge	
	C	Student Engagement - Student-Faculty Interaction	
II	C	Student Engagement - Support for Learners	
III	A	Environmental Scan SWOTC Analysis	Environmental scan was not started, in progress, or completed
	A	Grants Conferred	Total dollar amount of grants conferred college-wide
III	B	Vocational Course Success Rates (ARCC)	# of cohort students who completed the course with letter grade of A, B, C, CR or P / All valid enrollments in specified courses
	B	Licensure/Certification Exam Pass Rates	Mean pass rate for Animal Health Technology, Dental Assisting, Health Information Technology, Medical Assisting, Physical Therapist Assistant, and Radiation Technology
IV	A	Student Diversity v. Service Area Diversity	Unduplicated headcount by race/ethnicity
	A	Student Diversity v. Employee Diversity	Unduplicated headcount by race/ethnicity

Attachment 7.6

4/13/2011





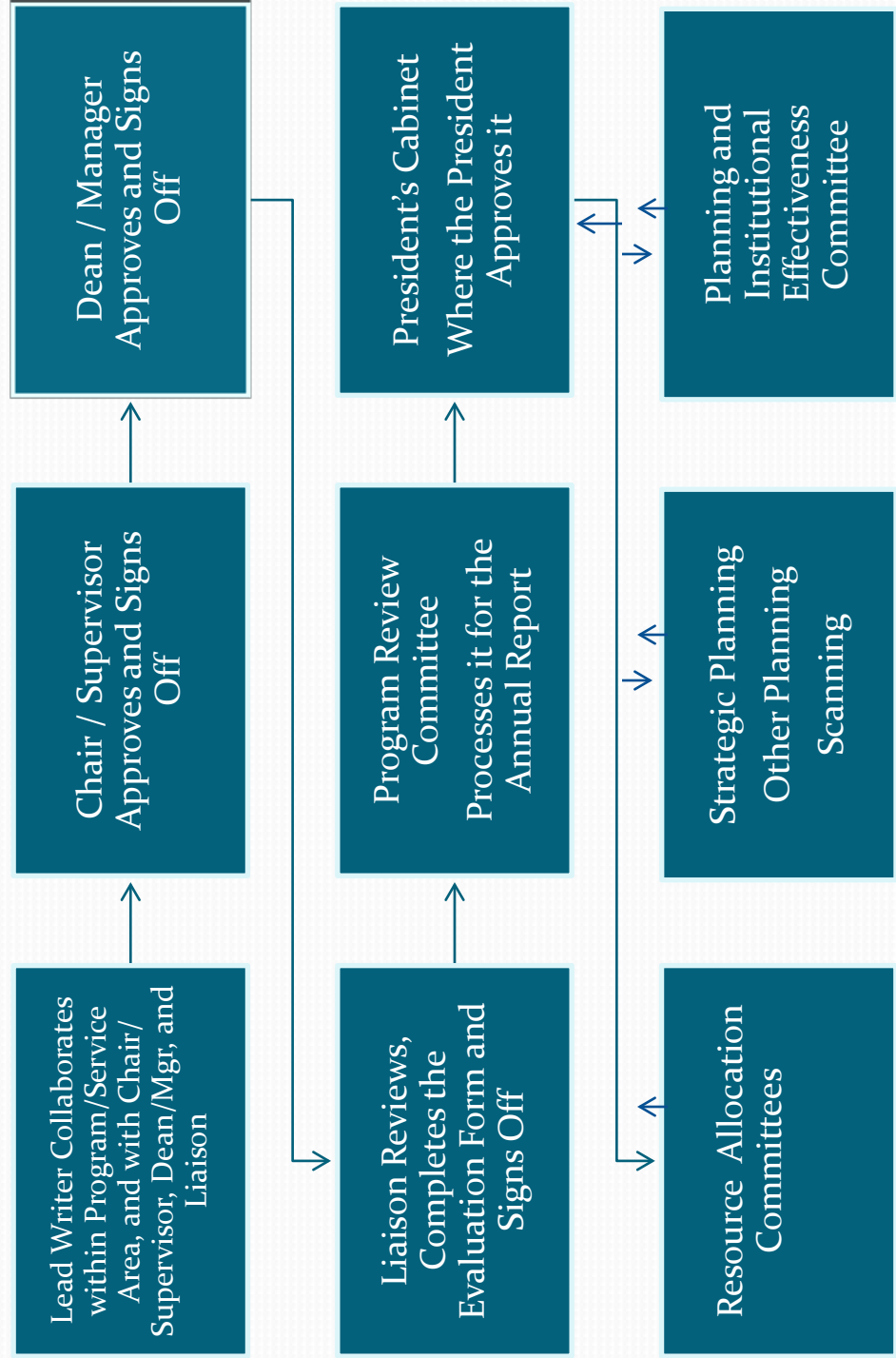
Changes to Program Review Process

- Beginning in Fall 2012, the Program Review process has been customized and automated in the following way:
 - To align with the Spring Budget Development Cycle, it will now be a one semester cycle that begins in Fall;
 - To recognize the differences between the divisions, there will be three different forms, all of which cover the same criteria, but do so within the context of each division;
 - 2012-2013 will run two versions of the document, one of which is an update for those completing the process last year, and one that is a full review for those programs that are either new to program review or didn't complete one last year.

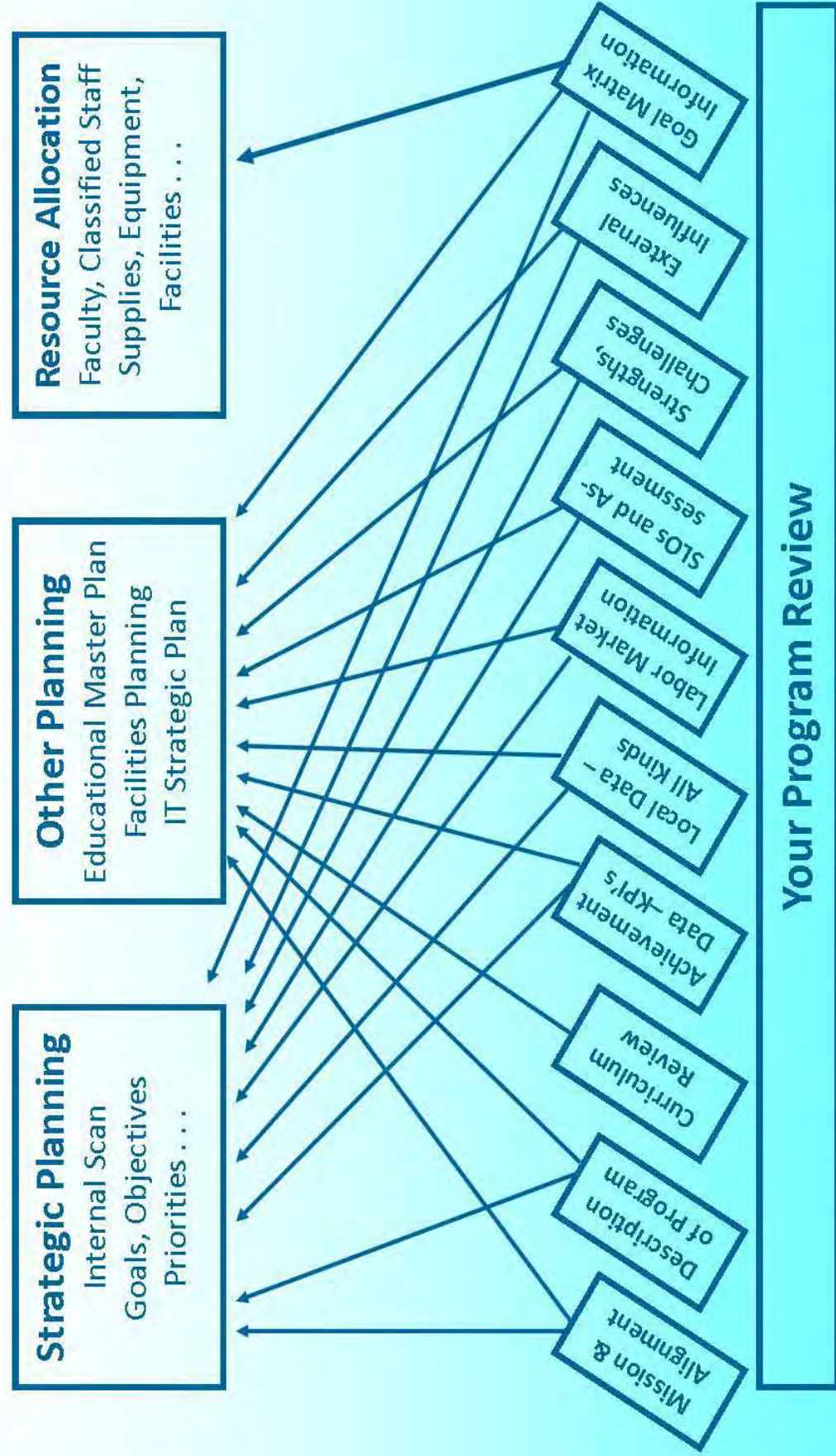
Automation

- The *Program Review Update* form has been created within the TaskStream platform and includes:
 - A **required** update, which includes a summary (abstract) of the program review, an update of changes that have occurred since the previous document was turned in, an analysis of current data and SLO/AUO assessment results, and an update of the previous year's goals;
 - **Optional** forms for new goals, and supporting forms for new faculty or classified staff positions;
 - A copy of last year's program review;
 - A copy of this year's KPI data for instructional programs.

The Process Flow of the Automation



Where Does All that Information Go?



2012-2013 Resource Requests Go Forward in February, 2013 to:

Budget and Allocation of Resources Committee (BARC) (proposed, as this committee is currently under development), who sends them for prioritizing to:

- *Faculty & Classified Senates for Personnel Requests
- *BARC for Equipment and Supplies Requests
- *Facilities Committee for Facilities Requests

Committees send prioritized lists to President's Cabinet in May, 2013 for recommendation
President makes final allocation decision

Requests that are funded go forward with allocation;
Those that aren't can be rolled forward for consideration with the 2013-2014 Program Review

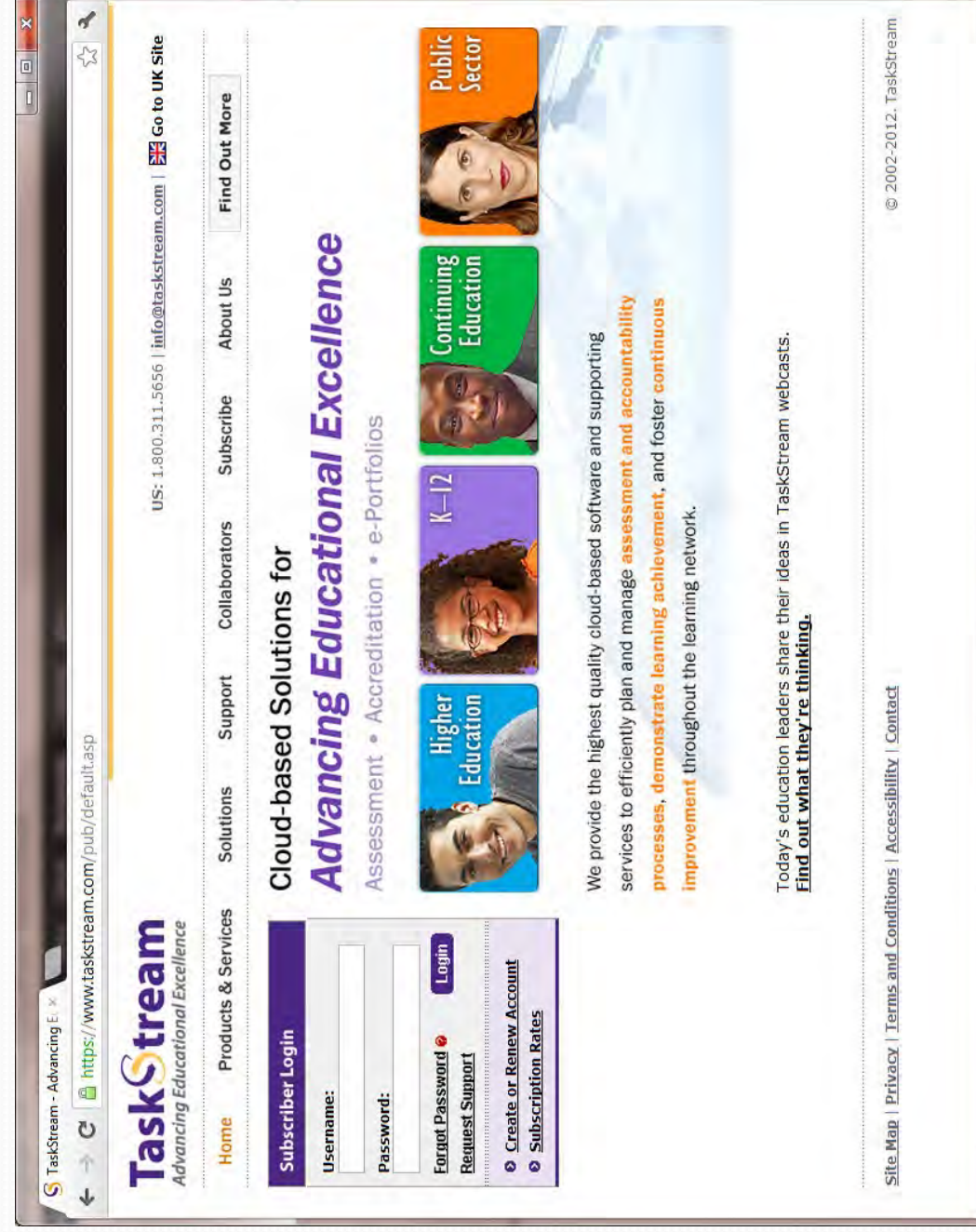
Getting started with the Update

- It is clear cut and to the point
- All in one workspace
- Completely paperless
- See the QuickStart Guides
 - One for Lead Writers
 - One for Chairs and Deans
 - One for Liaisons

Structure of the Program Review Workspace

- Program Review Archives (Informational)
- 2012-2013 Program Review Data (Informational)
- 2012-2013 Program Review Update (Required)
- 2012-2013 New Goals (Optional)
- 2012-2013 Hiring Priorities Requests for New Goals (Optional)
- Liaison Feedback (Required)

Getting Started in Taskstream



Workspace Layout

Outline of Workspace Structure

A number of options are available in this workspace:

- To view, add or edit content, select the item from the panel on your left, and then click "Check Out"
- To initiate discussion topics or add comments about the content added to these requirements, click the Discussion tab
- Once work is completed, submit items to your designated reviewer via the Submission and Review tab (if this tab does not appear, then review is not required for this Workspace).
- You can also use the 'Share' feature located at the top of each requirement content page to make items visible to others at any time

For more information on any of these options simply click the Help icon at the top of the AMS site.

Accessing Your 2011-2012 Program Review

Click the yellow arrow to view directions

2011-2012 Program Review

Directions

Review Method

Attachment Section

Files:

PR_XYZ

XYZ Program Review 2011-2012

Accessing Program Review Data Files

- All programs/service areas will have college-wide...
- Awards data (1 file)
- Fall Reports (1 file)
 - Student Characteristics
 - Student Outcomes
 - Productivity
- Spring Reports (1 file)
 - Student Characteristics
 - Student Outcomes
 - Productivity

Current Program Review Data

The screenshot shows the TaskStream web application interface. The main content area is titled "Current Year Program Review Data (Informational Only)". It contains a "Directions" section with instructions on how to download data files. A blue arrow points to the link "Mesa College Awards Conferred Report" under the "File Attachments" section, with the text "Click the file name to download" next to it.

TaskStream
Advancing Educational Excellence

AMS ACCOUNTABILITY MANAGEMENT SYSTEM

My Home Shared Resources Locator Messages Resource Tools

Edit Content Discussion Submission & Read Reviews Publish Options & Info

Sandbox - Instruction (Workspace: Program Review Response)

Content Log

Current Year Program Review Data (Informational Only)

Directions

There is no submission requirement for the **Program Review Current Data** section. This section contains your data packets for this year's program review cycle. For instructional programs, you will have access to college-wide data packets and your program's data packets. For student and administrative service areas (excluding Counseling/Personal Growth), you will have access to college-wide data packets.

You can download the PDF data files by clicking on the file name and saving the file to your desktop or other storage device.

File Attachments:

- Mesa College Awards Conferred Report**
Degrees and certificates awarded by program for the past five years
- Mesa College Fall Data**
College-wide student demographics; outcomes (success, retention, course GPA), and productivity data (enrollment, fill rate, FTEF, and load) for the previous five fall terms
- Mesa College Spring Data**
College-wide student demographics; outcomes (success, retention, course GPA), and productivity data (enrollment, fill rate, FTEF, and load) for the past five spring terms

Web Links:

- Program Review Resources for Lead Writers**
Web site with training materials and information for lead writers

Review Method

General Information

- Standing Requirements
- Program Review Archives
 - 2011-2012 Program Review
 - 2012-2013 Program Review Data (Informational)
 - 2012-2013 Program Review Update (Required)
 - Program Review Update (Instructional)
- 2012-2013 New Goals (Optional)
 - New Program/Service Area Goal 1
 - New Program/Service Area Goal 2
 - New Program/Service Area Goal 3
 - New Program/Service

Instructional Program Data

- All instructional programs will have access to their own program review data in TaskStream
- Under Current Year Program Review Data, scroll down to the bottom of the page to see your program's data files

The screenshot displays the TaskStream interface for program review data. On the left, a sidebar contains a tree view with the following items: "Program Review Update (Instructional)", "2012-2013 New Goals (Optional)", "New Program/Service Area Goal 1", "New Program/Service Area Goal 2", "New Program/Service Area Goal 3", "New Program/Service Area Goal 4", "2012-2013 Hiring Priorities Requests for New Goals (Optional)", and "Classified Staff Position Request 1". The main content area is divided into two sections. The top section, titled "Web Links:", contains a link labeled "1. Program Review Resources for Lead Writers" with a description "Web site with training materials and information for lead writers" and a "Review Method" icon. The bottom section, titled "Attachment Section", contains a "Files:" label and two file icons with labels: "Tiddlywinks Fall Reports" and "Tiddlywinks Spring Reports". A blue arrow points from the text "Click the file name to download" to the "Tiddlywinks Fall Reports" file icon.

Program Review Update Form

- What's in it?
 - Program Review Submission Information
 - Program Review Summary
 - Program Changes
 - Program Review Data Analysis
 - Program Goals Update

Program Changes

- Give a brief description of any changes that have occurred in your program
- Staffing, curriculum, organization or operational changes

The screenshot shows the 'AMS ACCOUNTABILITY MANAGEMENT SYSTEM' interface. At the top, there are navigation tabs: 'My Home', 'Shared Resources', 'Locator', 'Messages', and 'Resource Tools'. The main heading is 'Program Changes'. Below this, a red icon and text state: 'Please describe any changes that have occurred in your program since your last program review was submitted.' A 'Save Draft' button is to the right. A note below explains: 'Program changes may include adjustments to curriculum, staffing patterns, or other structural or operational changes.' The text area contains the following content: 'Over the past year, the Sample Program developed two new courses to better meet industry needs. The new courses are SMPL 205 (Intermediate Sample Program) and SMPL 299 (Samples Technology). These courses are now included in the catalog and will be offered starting in fall 2012. The program also lost one contract faculty member in spring 2012. In May 2012, the Sample Program faculty met to discuss the possibility of a sample associate degree for transfer.' The text area has a rich text editor toolbar with options for HTML, Size, Bold (B), Italic (I), Underline (U), X₂, X², and a link icon. At the bottom right, a character count shows '471' and a 'Count' button. A note at the very bottom indicates '(Max chars: 4,000)'.

Program Data Analysis

- Key questions about your program's data
- Use the data in your program review data reports (instructional programs only), SLO/AUO assessment data, and any other data you have collected to respond to each of the questions

Instructional Program Review Data

- Program Data Analysis Questions
 - What do the data tell you about the program's student population?
 - In terms of student success and retention, what trends did you observe over the past five years?
 - In terms of productivity, what trends did you observe over the past five years?
- Program review data key terms
- Getting to know my program data reports
 - Student Characteristics
 - Student Outcomes
 - Productivity

Program Review Data Key Terms

- Headcount
- Enrollment
- Success/Success Rate
- Retention/Retention Rate
- Term GPA
- WSCH
- FTES
- FTEF
- Load
- Fill Rate

Getting to Know My Program Data Reports

- 2 PDF files with longitudinal data (5 years)
 - Fall
 - Spring
- Three reports per file
 - Student Characteristics
 - Student Outcomes
 - Productivity

Student Characteristics Report

Mesa College Tiddlywinks Program

Mesa College Student Characteristics
Tiddlywinks Program: Fall 2007 - Fall 2011

Table 1.1: Fall Overall Headcount

	Fall 07	Fall 08	Fall 09	Fall 10	Fall 11	% Change Fall 07-11
Total	647	611	634	565	563	-13%

Unduplicated headcount

Table 1.2: Fall Headcount by Gender

	Fall 07	Fall 08	Fall 09	Fall 10	Fall 11	% Change Fall 07-11	5-Year Average					
Female	358	55%	325	53%	344	54%	281	55%	281	50%	-22%	54%
Male	285	44%	286	47%	290	46%	254	45%	282	50%	-1%	46%
Unreported	4	1%	0	0%	0	0%	0	0%	0	0%	-100%	0%
Total	647	100%	611	100%	634	100%	565	100%	563	100%	-13%	100%

Number of Students

Percent of Total

What does the data tell you about the Tiddlywinks program?

Mesa College Tiddlywinks Program

Mesa College Student Characteristics Tiddlywinks Program: Fall 2007 - Fall 2011

Table 1.1: Fall Overall Headcount

	Fall 07	Fall 08	Fall 09	Fall 10	Fall 11	% Change Fall 07-11
Total	647	611	634	565	563	-13%

Table 1.2: Fall Headcount by Gender

	Fall 07	Fall 08	Fall 09	Fall 10	Fall 11	% Change Fall 07-11	5-Year Average				
Female	358	55%	325	53%	344	54%	281	50%	54%		
Male	285	44%	286	47%	290	46%	254	45%	46%		
Unreported	4	1%	0	0%	0	0%	0	0%	0%		
Total	647	100%	611	100%	634	100%	565	100%	563	-13%	100%

Student Characteristics Tables

- Overall unduplicated headcount (Table 1.1)
- Headcount by...
 - Gender (Table 1.2)
 - Ethnicity (Table 1.3)
 - Age (Table 1.4)
 - Enrollment status (Table 1.5)
 - Educational objective (Table 1.6)
 - Primary language (Table 1.7)
 - Prior education level (Table 1.8)
 - Service area of residence (Table 1.9)
 - Total units attempted (Table 1.10)
 - First generation status (Table 1.11)
 - Income level (Table 1.12)
 - DSPS status (Table 1.13)
 - EOPS status (Table 1.14)

Student Outcomes Report

Mesa College Tiddlywinks Program

Table 2.1. Fall Overall Student Outcomes (Aggregated for all courses in program)

Fall Term	Enrollment	Retention Counts	Retention Rate	Success Counts	Success Rate	Term GPA
Fall 2007	783	653	83%	508	65%	2.44
Fall 2008	754	623	83%	491	65%	2.52
Fall 2009	778	688	88%	538	69%	2.52
Fall 2010	971	839	86%	600	62%	2.34
Fall 2011	828	730	88%	557	67%	2.40

Course GPA

Duplicated (one student may be enrolled in multiple classes)

Table 2.2. Fall Student Outcomes by Gender

Fall Term	Gender	Enrollment	Retention Counts	Retention Rate	Success Counts	Success Rate	Term GPA
Fall 2007	Female	443	377	85%	307	69%	2.61
	Male	340	276	81%	201	59%	2.22
Fall 2008	Female	450	383	85%	313	70%	2.70
	Male	304	240	79%	178	59%	2.24
Fall 2009	Female	502	445	89%	359	72%	2.65
	Male	276	243	88%	179	65%	2.27
Fall 2010	Female	601	530	88%	397	66%	2.50
	Male	370	309	84%	203	55%	2.07
Fall 2011	Female	505	447	89%	366	72%	2.65
	Male	323	283	88%	191	59%	2.00

Same data, but disaggregated by gender

What does the data tell you about the Tiddlywinks program?

Mesa College Tiddlywinks Program

Table 2.1. Fall Overall Student Outcomes

Fall Term	Enrollment	Retention Counts	Retention Rate	Success Counts	Success Rate	Term GPA
Fall 2007	783	653	83%	508	65%	2.44
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Fall 2011	828	730	88%	557	67%	2.40

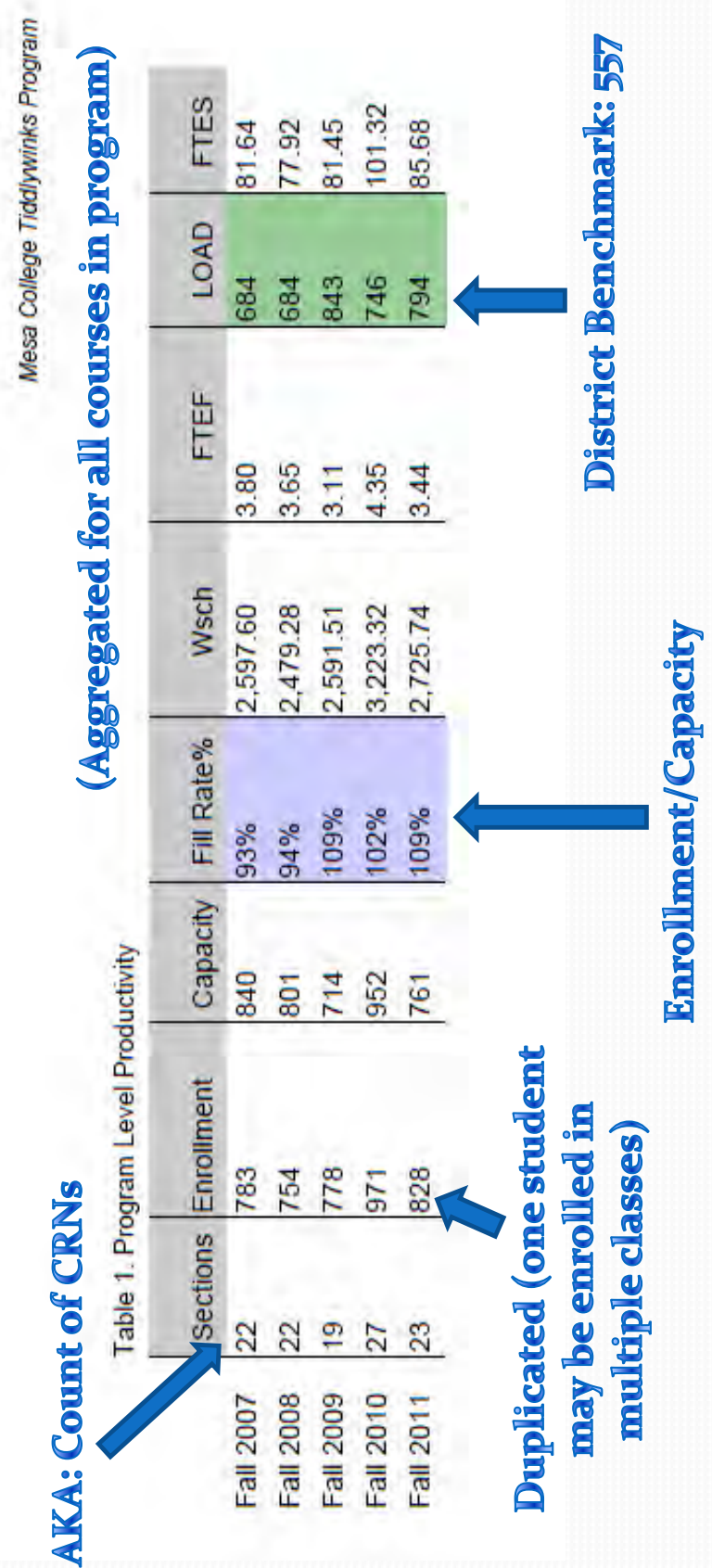
Table 2.2. Fall Student Outcomes by Gender

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	Male	370	309	84%	203	55%	2.07
Fall 2011	Female	505	447	89%	366	72%	2.65
	Male	323	283	88%	191	59%	2.00

Student Outcomes Tables

- Overall Outcomes (Table 1.1)
- Outcomes by Gender (Table 1.2)
- Outcomes by Ethnicity (Table 1.3)
- Outcomes by Age Group (Table 1.4)

Productivity Report



What does the data tell you about the Tiddlywinks program?

Mesa College Tiddlywinks Program

Table 1. Program Level Productivity

	Sections	Enrollment	Capacity	Fill Rate%	Wsch	FTEF	LOAD	FTEs
Fall 2007	22	783	840	93%	2,597.60	3.80	684	81.64
Fall 2008	22	754	801	94%	2,479.28	3.65	684	77.92
Fall 2009	19	778	714	109%	2,591.51	3.11	843	81.45
Fall 2010	27	971	952	102%	3,223.32	4.35	746	101.32
Fall 2011	23	828	761	109%	2,725.74	3.44	794	85.68

2012-2013 New Goals Forms

- Separate form for each new goal (up to 4)
- What's in each form?
 - Goal statement
 - Goal duration
 - Relevant college goals
 - Rationale
 - Action plan and timeline
 - Persons assigned
 - Evaluation plan
 - Relevant assessment findings
 - Relevant ILOs
 - Relationship to college-wide plans
 - Total amount requested
 - Funding source
 - Resource request information (type, description, costs)

New Goals Form

AMS ACCOUNTABILITY
MANAGEMENT SYSTEM

My Home

Shared Resources

Locator

Messages

Resource Tools

New Program/Service Area Goals 1

Please identify and describe each of your program's **new** short-term (less than three years) and/or long-term (three or more years) goals and resources required to achieve each goal. Please provide your program's short-term goals, followed by its long-term goals. Goals should be **Specific**, **Measurable**, **Attainable**, **Results-based**, and **Time-bound (SMART)**.

Program Name

Please provide the name or title of your program/department.

Sample Program

(Max chars: 500)

Count 14

Save Draft

BACK TO TOP

New Goal 1

To create your SMART goal, consult the handouts from your training session and review information available here. (insert link to information here) Please enter Goal 1 below.

Maintain modern, industry-standard technology in Sample Program labs

(Max chars: 1,000)

Count 68

Save Draft

BACK TO TOP

Relevant College Goals: New Goal 1

Please select the college-wide goals that relate to New Goal 1. To access Mesa College's objectives and annual priorities, click [here](#)

☒ 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.

Count 552

Save Draft

BACK TO TOP

New Goal 1 Rationale

Please state the rationale for Goal 1. The rationale is the reason for the goal and should include supporting data and analysis in the statement.

Student achievement data for the past five years show that student performance has declined slightly for Sample Program. In addition, 2010-2011 assessment data showed th

(Max chars: 4,000)

Count

Save Draft

Completing the Position Request Forms

AMS ACCOUNTABILITY MANAGEMENT SYSTEM

My Home Shared Resources Locator Messages Resource Tools Edit Content Discussion Submission & Read Reviews Publish Options & Info Content Log Check In Print PDF Web View

Sandbox - Service Area (Workspace: Program Review Response)

Expand All Collapse All

General Information

Standing Requirements

Program Review Archives

2012-2013 Program Review Data (Informational)

2012-2013 Program Review Update (Required)

2012-2013 New Goals (Optional)

2012-2013 Hiring Priorities Requests for New Goals (Optional)

Classified Staff Position Request 1

Classified Staff Position Request 2

Classified Staff Position Request 3

Faculty Position Request 1

Faculty Position Request 2

Faculty Position Request 3

Classified Staff Position Request 1 (Optional)

Directions

If your program/service area is proposing a NEW goal that requires a classified position, please complete the Classified Staff Position Request. Note: You must complete a Classified Staff Position Request form for each classified position you are requesting.

If your program/service area is not proposing a new goal for 2012-2013 that requires a classified position, you do not need to complete a Classified Staff Position Request.

Please remember to select the **Check In** button after you save your work and close the Classified Staff Position Request form window.

Review Method

Form: Classified Staff Requests

Please complete this form as part of this requirement.

Work not Started Checked out: 09/11/2012 02:34:51 PM (PDT) Checked out to: Brianna Hays

Help on this Page

Complete Form

Click Complete Form to proceed

Liaison Feedback

- No form, just comments
- Leave notes for your liaison to let them know that your program review is ready for...
 - Preliminary Review
 - Final Evaluation

Submitting For Preliminary Feedback

- Make sure you have finish filling out the Program Review Update form
- If you are proposing new goals...
 - Be sure to include them in the New Goals Forms
 - If you are requesting a faculty or staff position, remember to complete the appropriate position request form (one for each position)
- When you are ready for preliminary feedback, let your liaison know by entering a message under Liaison Preliminary Feedback and submitting your notes

Liaison Preliminary Feedback

The screenshot displays the AMS Accountability Management System interface. The top navigation bar includes links for My Home, Shared Resources, Locator, Messages, Resource Tools, Edit Content, Discussion, Submission & Read Reviews, Publish, Options & Info, Content, Log, and Web View. The main content area is titled "Liaison Preliminary Feedback" and contains a "Text and Image Section" with a text area for feedback. A blue arrow points to the "Add: Text & Image" button at the bottom right of the form. The left sidebar shows a tree view with categories like General Information, Standing Requirements, Program Review Archives, and various program review update forms.

Requesting Feedback from Your Liaison

My Home Shared Resources Locator Messages Resource Tools

Add/Edit Text and Image for Liaison Preliminary Feedback

Directions

When your program review is ready for **preliminary feedback**, please add a note and submit this section (Liaison Preliminary Feedback) for review. For additional instructions on how to send your program review to your liaison for preliminary feedback, please refer to the 2012-2013 Program Review Step-by-Step Guides, available at <http://www.sdmesa.edu/program-review/lead.cfm>.

You can include your notes to the liaison by checking out this section and adding your notes in the space below. **Please remember to check in your notes after you are finished.** Submit this section when you are ready for your liaison to review your program review form responses.

Review Method

When you are finished, click Save and

Add an Image to your text section (optional)

Cancel Character Count Check Spelling

Intro Text: (Max 30000 Chars)

HTML Formatting Toolbar: [Help and Preferences]

Save Draft Save and Return

Hello! Our program review is ready for your preliminary feedback. Please let me know what you think.

Submitting Your Work

- When you are ready to submit your work for **preliminary feedback**, go to the Submission and Read Reviews tab near the top of the screen
- Scroll down to the bottom of the page, and next to **Liaison Preliminary Feedback**, click **Submit Work**

My Home

Shared Resources

Locator

Messages

Resource Tools

AMS ACCOUNTABILITY
MANAGEMENT SYSTEM

Edit Content

Discussion

Submission & Read Reviews

Publish

Options & Info

Sandbox - Service Area (Workspace: Program Review Response)

2012-2013 Program Review Update (Required)

Program Review Update (Services)								
2012-2013 New Goals (Optional)								
New Program/Service Area Goal 1								
New Program/Service Area Goal 2								
New Program/Service Area Goal 3								
New Program/Service Area Goal 4	Submitted			Submitted: 09/06/2012 10:09:41 AM	Where's my score?			History/Comments
2012-2013 Hiring Priorities Requests for New Goals (Optional)								
Classified Staff Position Request 1								
Classified Staff Position Request 2								
Classified Staff Position Request 3								
Faculty Position Request 1								
Faculty Position Request 2								
Faculty Position Request 3								
Liaison Feedback								
Liaison Preliminary Feedback	In Progress							

Edit Content

Discussion

Submission & Read Reviews

Publish

Options & Info

Edit Work

Submit Work

When you are ready for feedback, click Submit Work

Liaison Feedback

- Your liaison will have read-only access to your program review documents
- After you submit your notes requesting preliminary feedback, your liaison may send you notes and questions
- Do not submit your program review documents until you have received preliminary feedback from your liaison and completed the Update Form (and any other forms as applicable)
- When you are completely finished with your program review documents, submit the form(s) and the Liaison Final Evaluation notes

To be continued...

- Instructional Program Review Data/Research Workshop
 - Friday, September 28th at 9:00 a.m.
 - LRC 229
- Data 101: KPIs, Benchmarking, and Beyond Workshop
 - Friday, October 12th at 9 :00 a.m.
 - LRC 229

Questions?

- Please visit the Program Review Lead Writers web page:
 - <http://www.sdmesa.edu/program-review/lead.cfm>
- Connect with the Program Review Committee
 - Contact your program review liaison
 - Contact a Program Review Co-Chair
- Visit the Program Review Archives Blackboard page
 - Visit <https://sdccd.blackboard.com/>
 - Login with username [mesapr](#) and password [stakeholder](#)
- Stop by the Mesa Research Office
 - Visit <http://sdmesa.edu/institutional-research/index.cfm> for more information

See Rec. 1-2: Institutional Planning Manual

Out of the Sandbox for updates

prezi.com/nh21gtke5nf/out-of-the-sandbox-for-updates/

Apple Sarah Santos Obituary Yahoo! (4) Facebook (6) Adobe Muse Tutorial Learn chrome google Google Maps YouTube Wikipedia Other Bookmarks

Prezi Create Learn & Support Explore Sign up Log in

San Diego Mesa College Program Review
"Out of the Sandbox"--The Goal Matrix

The Form

The form can

Make a copy Share Embed Like Public & reusable

Out of the Sandbox for updates
The Goal Matrix for Mesa College Program Review
by Kristan Clark on 14 September 2012 • 376 Tweet 0

Comments (0)
Please [log in](#) to add your comment.
[Report abuse](#)

More presentations by Kristan Clark
Connecting the Dots

BARC Tally Sheet

School	Department	Equipment	Cost	Total Score
Health	Rad Tech	Venipuncture Course (4000)	\$1,500	170
Social	Psychology	renew the licenses for the three copies of SPSS	\$2,288	165
Arts&Languages	Arts/Drama/Music	9 Smart Classroom 20k each	\$180,000	158
Physical Ed.	Physical Education	2 pace/ water polo shot clocks	\$2,800	157
Arts&Languages	Dramatic Arts	SawStop for table Saw	\$2,729	155
Physical Ed.	Physical Education	4 Colorado touch pads	\$3,399	140
Health	Animal Health	full sized non dental CXR digital x-ray system	\$77,447	135
St Development	Career Center	software online subscriptions	\$1,700	135
Arts&Languages	Dramatic Arts	HD Camcorder with Media and Display monitor	\$2,745	132
Health	Dental	Replace outdated equipment	\$25,000	129
Health	Culinary Arts	additional funding for supplies	\$35,000	128
Admin Services	Tech Sprrt Info Svc	Replacement for Telephones and Printers	\$2,800	128
Health	Animal Health	ultrasound machine	\$25,000	125
Health	Dental	Dental Equipment and Software	\$28,000	125
Business	Accounting	QuickBooks Accounting Pack	\$734	125
Arts&Languages	Fine Arts	Upgrade Digital Art Lab	\$82,000	121
Arts&Languages	Music	25 Kawai Keyboards	\$100,000	120
LRC	Library	increase the periodical budget	\$4,500	118
Admin Services	Repro	Update online web submission software \$5K	\$ 5,000	117
Arts&Languages	Dramatic Arts	Digital Camera	\$2,200	115
Mathematics	Mathematics	MathLab - Current Year (5000)	\$6,000	114
Health	Medical Assisting	Update Equipment	\$2,000	114
Mathematics	Biology	Restore supply budget (4000)	\$12,000	111
Health	Medical Assisting	increase supply budget (4000)	\$700	111
Mathematics	Mathematics	Create, enhance, and update websites for both mathematics students and instructors	\$4,050	108
Mathematics	Mathematics	MathLab - Next Year (5000)	\$2,350	107
St Development	Admissions	professional development	\$1,625	107
Humanities	Com Studies	Scantron Machine	\$800	106
Mathematics	Biology	Supplies for 4 extra Biol 230 sections (4000)	\$5,200	103
LRC		Restore and Maintain the buying power of the book budget	\$5,000	97

PRESIDENT’S CABINET RETREAT
Friday, March 15, 2013
9:00 a.m. – 4:00 p.m.
Mesa College Campus/CE Building
MINUTES

The Retreat began at 9:18 a.m.

PRESENT: Donald Abbott, Jill Baker, Julianna Barnes, Aliyah Beiruti, Leela Bingham, Sara Beth Cain, Bill Craft, Lynn Dang, Donna Duchow, Saeid Eidgahy, Jonathan Fohrman, Margie Fritch, Ashanti Hands, Bri Hays, Ed Helscher, Madeleine Hinkes, Terry Kohlenberg, Thuan Le, Angela Liewen, Pamela Luster, Laurie Mackenzie, Andy MacNeill, Marichu Magana, Tim McGrath, Cathy Palestini, Toni Parsons, Mariette Rattner, Monica Romero, Leslie Seiger, Chris Sullivan, Susan Topham, Kathleen Wells, Charlie Zappia.

Time	Topic	Name
8:30 a.m.	Gathering	
9:00 a.m. 9:12 a.m.	Welcome & Warm Ups Pam Luster welcomed the group. Self introductions were made by all present. Luster explained the ground rules: Leave all titles at the door and all voices count. She would like to hear feedback from everyone throughout the Retreat. The goal is to come together to review all planning processes. The first topic for discussion was an activity about participatory governance called “two truths and a lie”. Each group was divided by table and each table was represented by a symbol. The object was to write down two committees that currently exist and one that may pass as a committee but does not exist. The groups reported out on this activity. The answers were varied and the groups were able to guess which committees did not exist. As evidenced by this exercise Mesa has a history of groups gathering together but we don’t always know how those recommendations can lead to change at the campus.	Pam Luster
9:30 a.m. 9:39 a.m.	What’s Participation got to do with it? – Governance Review <ul style="list-style-type: none"> Presentation from Participatory Governance Taskforce Monica Romero and Susan Topham presented recommendations from the Participatory Governance Taskforce. Their charge was to review the process at Mesa and make recommendations to the President’s Cabinet. A survey was sent to the campus to obtain information about committees. A flowchart was developed. On one chart, the participatory governance committees were	Susan Topham/ Monica Romero

	<p>grouped, not including those of an advisory nature or on a smaller scale without cross representation. The Taskforce found there was no overlap of tasks among the participatory governance committees. They found some inconsistencies regarding the naming of subcommittees. Another chart includes the smaller groups within committees that are not participatory governance in nature.</p> <p>The Taskforce noted there are some unanswered questions about participatory governance committees not linked. Also, they found dated information posted on the participatory governance website.</p> <p>Discussion followed as to the use of terms, specifically, the Taskforce found there is no consistency as to what constitutes a committee, subcommittee, taskforce or steering committee. Definitions were given to direct discussion. For example, it was noted that a “taskforce” is temporary in nature; however, some of Mesa’s taskforces have been in effect for a long period of time. Discussion followed as to the use of taskforce but place the emphasis on time rather than completion of the objective.</p> <p>Discussion followed as to the definitions in order to reach agreement on a set of key definitions to use in the future.</p> <p>The following recommendations were made by the Taskforce:</p> <ol style="list-style-type: none">1) Consistency of language and names (clarification)2) Presentation (use a consistent format – develop a template to include information such as description, function, format)3) Planning (goals for the coming year, confirm membership)4) Update the participatory governance website. <p>The Taskforce presented discussion questions to the groups as follows: 1) Do you believe the definitions are acceptable? Do terms presented embody the needs of the college? 2) What are the responsibilities of the governance committees and how are they held accountable to the college? 3) How should Mesa articulate the purpose of committees and define their scope, membership and outcomes?</p> <p>Discussion followed on question 1) Do you believe the definitions are acceptable? Do terms presented embody the needs of the college? The group was in agreement about the terms but had a question about advisory committees. It was agreed to list advisory committees in a separate category. It was suggested to clarify or provide an overarching definition of “participatory governance”. It was noted that each constituent has a voice even if not represented on the committee. A question was raised about “shared” versus “participatory”. Luster indicated “participatory” is more action-oriented. Charlie Zappia noted the emphasis at</p>	
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	<p>Mesa has been about representation. Toni Parsons added that “shared” appears to be about sharing of information whereas “participatory” denotes involvement. Jill Baker indicated the two terms mean different things. When all governance groups are together, that’s “shared” but as each committee member participates in the work of that committee, it’s “participatory”. The model is for governance groups to share the information but the method used to share information is participatory in nature.</p> <p>Leela Bingham noted “shared” lends itself to misinterpretation. Leslie Seiger noted the different interpretations of the words and added with “participatory”, everyone has input but with “shared”, everyone has a role in the decision-making. Donald Abbott added there is one person who has authority to make decisions depending on the situation (the president or the faculty in the classroom for example) or it can be an outside authority. That doesn’t mean information can’t be shared or provided or voted upon. He noted the specific terminology used, for example, with the Budget and Allocation Recommendation Committee (with emphasis on Recommendation) because they do not have the ultimate authority over budgetary decisions.</p> <p>Luster suggested using “shared/ participatory”. Seiger suggested “PGOV” may be used as the acronym. Laurie MacKenzie suggested the group arrive at a definition and then clearly communicate it. She emphasized the importance of knowing the definition and being able to articulate it to others.</p> <p>Topham noted the Taskforce will reconvene based on feedback from the Retreat and present options for definitions to the President’s Cabinet at a future meeting.</p> <p>Discussion followed on question 2) What are the responsibilities of the governance committees and how are they held accountable to the college? Jonathan Fohrman noted achievement of outcomes and communication along with making a broad contribution to the fulfillment of the college mission. Saeid Eidgahy noted the group or entity that appoints the members of that group would have the most information that would define the group’s responsibility. He focused on accountability and the fact that the college has collected data to make decisions. Eidgahy suggested finding out what each group does and the level of member involvement.</p> <p>Abbott noted each committee member is an individual, emphasizing that all members should be aware of their constituents. They may represent their program/department or faculty/staff in general. There should be an exchange of information to and from the constituents. MacKenzie indicated her agreement, noting the need to build two-way communication.</p>	
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	<p>Zappia added that the nature of the committee is important. Committee members are appointed by the appropriate Senate. He inquired if that meant each time there is a vote, members must check with their constituents? He added the Senate has given committee members the authority to vote on their behalf without being required to obtain input for every vote.</p> <p>Luster suggested use of templates that clearly illustrate the reporting relationships. Parsons noted the importance of being an informed member of the committee in order to represent constituents. Hinkes added the template should include an annual report to the campus. Wells suggested since the campus has goals/objectives so should each committee. Hands added the template should also include items for posting on the Web, such as minutes.</p> <p>Topham indicated the Taskforce will reconvene to discuss and develop definitions for participatory/shared governance and also for the template components. MacKenzie suggested a link to the committee functions to assist perspective members. She suggested using a syllabus format to include such information as the objectives and meeting frequency. Baker indicated this template would outline the member workload and level of commitment to ensure accountability.</p> <p>Luster suggested instructions on how to become a participatory governance committee be posted online as well. Seiger indicated information should be posted for those informal groups so they are aware of the reporting mechanism.</p> <p>Fohrman noted Mesa is fulfilling goals included in the 2010 Self Study. This discussion formalizes the efforts to inform constituents and institute a more formal process of governance.</p>	
<p>11:00 a.m. 10:45 a.m.</p>	<p>BREAK</p> <p>Luster noted for each decision made at the Retreat, it would be voted using a “thumbs up” or “thumbs down” method. In keeping with this practice, she requested thumbs up or down with regard to the information presented by the Participatory Governance Taskforce and the charge given to them as a result of the discussion. It was noted that the group gave a thumbs up.</p>	
<p>10:30 a.m. 10:55 a.m.</p>	<p>Educational Master Plan Overview</p> <p>Luster introduced Charles Zappia, who presented information about the Educational Master Plan Overview. He noted that efforts are beginning to kick into gear and this plan will guide us for the next five years. An outline of the structure was distributed</p>	<p>Charles Zappia</p>

	<p>to include the history, current programs, recent enrollment trends, identify and analyze the service area, projected demographics and their effect, utilize existing data from college/district, valuable perspectives from program reviews from the past two years, labor market information, and selection of faculty/staff by skilled professionals. Zappia noted the intent is to craft a master plan that will guide decisions about growth, program development and resource allocation over next five years. He co-chairs this committee with Luster. This plan will offer an opportunity to better understand who we are and where we want to be using not only internal factors but also external factors that affect student success and the direction of programs based on the growing income inequality, student debt, unresolved funding issues, political decisions and the reshaping of higher education.</p> <p>He envisioned Mesa’s plan will not simply be bullet points, charts, graphs and tables but will also be a reflective product of critical research; narrative and analysis will be significant. It will be a model for the future, that Mesa created, and as a result, Mesa will be a better place to learn and work.</p> <p>Discussion followed concerning program information and Liewen inquired about those areas that do not currently write a program review. Zappia noted information will not only come from program review but also through interviews. Baker added this format will be added to the research design to ensure there is broad representation with interviews, etc.</p> <p>Hays noted information is being collected at this time. Parsons inquired about basic skills students. Baker noted, for example, with program review, the department needs are included. For basic skills, their needs are included in the respective areas such as math and English. Zappia added that data is at the base, along with interviews and also interpretation. One of the reasons for a master plan is to make reasonable projections for the next five years. Eidgahy noted as an institution we need to make some decisions over time that will be impacted by certain factors. Zappia noted this plan goes beyond the strategic plan.</p> <p>MacKenzie emphasized this plan will allow us to see where our “wobble room” is and will project to allow for this wobble room. Seiger indicated it is valuable to have explicit data on incoming students and how they fit with budget scenarios. Zappia indicated the purpose of the plan is to indicate where we are and where we want to be for the next five years regardless of budget.</p> <p>Terry Kohlenberg suggested communicating with the campus where are now with planning. Also to give a projection of where we want to be in five years. Zappia indicated the plan will begin with a history/overview, will be data-supported and will include</p>	
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	<p>input from faculty/staff. Luster indicated the need for a steering committee – a collective of individuals to steer the process as the planning progresses and to vet the information as it is submitted. The timeline indicates interviews will take place in the spring with major work to be completed during the summer. The finished product will be reviewed in the fall semester.</p> <p>Luster noted there are not many master plans that are as comprehensive as Mesa’s will be – it will be unique and a model for other colleges.</p> <p>Luster requested thumbs up or down to indicate approval for the master plan as it is progressing. It was noted that the group gave a thumbs up.</p>	
<p>11:15 a.m. 11:13 a.m.</p>	<p>Setting the Stage</p> <p>Student Success Imperative</p> <p>Luster introduced Julianna Barnes, Vice President of Student Services, to present information about the student success imperative, SB1456. Barnes noted the taskforce recommendations were examined as a whole and now the focus is on a handful of them, particularly the 1456 recommendations. She provided an overview of where we are at this time.</p> <p>Barnes noted she is a “completion believer”; not only did the student take a class and finish it, her belief is in completing the educational process, not just one class. This belief set the stage for her presentation.</p> <p>She explained the background on SB1456, noting Obama’s “American Graduation Initiative”; the National Governors Association “Complete to Compete” campaign; and from the College Board – “The College Completion Agenda”. Barnes noted California was ranked 6th now ranked 23rd in degree holders. We are ranked 43rd among states for high school diploma holders. By 2015, half of our state is projected to be Latino, which is a change in demographics. A concern for California is achievement gaps and inequities.</p> <p>Barnes reminded the group about the 2007 Basic Skills Initiative – the “Poppy Copy” – contained several student services mandates and professional development. This information affects Californians. Basic Skills addressed those individuals at the “bottom of the totem pole”. Their chances of making it to college, much less earning a degree was minimal. The funding formula was later changed and a work group was formed to look at effective practices to help students complete. This group</p>	<p>Julianna Barnes</p>

	<p>developed recommendations that later became SB1456. Additionally, the Governor’s Proposed Budget mentioned performance based funding. There is a need to examine external factors and also dig deep into what the students need/want.</p> <p>Barnes explained the Student Success Task Force (SSTF) – Recommendation 8.2: Student Success Initiative “Student Success Act of 2012 (SB1456)”. The first step is to begin implementation of SSTF Recommendations – the 4 2.2, 2.5, 3.2, 8.2. This links funding to support 7.2, 2.1. These sections also link to the student success scorecard and centralized assessment. Though funding is needed (and is about \$10 million), it does not preclude us from looking at student success.</p> <p>Barnes presented information on Matriculation “then and now”. She noted past funding has not been sufficient for students to complete the process and currently, it is provided for core services only. Under new legislation, students must participate in those services not previously mandated in order to obtain enrollment priority. There has been dialogue at other campuses as to language and regulation.</p> <p>The current focus is to link the student success plan with other planning such as the Educational Master Plan. Barnes added funding was based on enrollment data, specifically headcount. Not many students have created an Education Plan. New monies will be based on headcount and services delivered. This plan is to be implemented in 2015. The District is preparing for this implementation by updating such systems as ISIS. Additionally, Barnes noted she is a representative of the Student Matriculation Advisory Group.</p> <p>Barnes asked the group: What practices do you believe facilitate student learning and success? This question is something to think about as we set goals and priorities through the Educational Master Plan and Strategic Plan. She asked the group: At the institutional level, what goals are we setting to move students along to meet their goals? In Instruction/Student Services, how do we all connect? She explained this observation is not only at the 30 thousand foot level, but also at the ground level. Chris Sullivan noted in 2015, core curriculum standards will be reviewed.</p> <p>MacKenzie inquired about how we help students meet their goal. First, we need to know what their goals are; if not transferring, they may be taking a Spanish class in order to obtain a work-related promotion.</p> <p>Topham added pathways divide students into four categories: Scholars, lifelong learners, career advancement, obtain a degree.</p>	
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	<p>As SB1456 is developed, those categories are taken into consideration. Eidgahy provided feedback on the statistics given, noting there is no control over some of the funding issues and it is important to provide a context for why things occur.</p> <p>Barnes noted that 85% of funding is tied in contract salaries and benefits. It has an implication for how we do business. New monies will go to growth/restoration and perhaps some funding will go to cost of living (COLA).</p> <p>Abbott expressed his appreciation with knowing that “lifelong learners” and other similar students are being considered. They are often the most valuable students in the classroom. Sullivan noted there is a need to hire more full-time faculty and counselors in order to provide support.</p> <p>Baker noted California is not the vibrant economy it was in the past. We should support vibrancy. As comprehensive mission statements give way to pathways, it is important to include the lifelong learners as well as those students whose goal is to learn the “latest and greatest” to maintain their job training. She expressed her appreciation for including these students in the discussion.</p> <p>MacKenzie cautioned allowing certain language to become part of our thinking. She noted that education is not business. Parsons inquired about where basic skills faculty and students fit within this model. MacNeill noted recent collaboration with K-12 individuals focused on student success. As a result of this collaboration, the intent is for students to be more successful and they may not need basic skills at the college level.</p> <p>Barnes noted there is a broad perspective of completion and students are examined on a continuum, achieving milestones or momentum points along the way. Romero noted students may need assistance establishing their goals.</p> <p>Craft inquired about the 50% rule, noting the impact counseling has on student success and whether or not additional counselors will be hired. Luster noted there have been discussions among the SSTF, Statewide Academic Senate and the faculty unions. This is a sensitive issue and she suggested focus on definable student success. Barnes added a portion of the counseling time could be counted toward the right side of the 50% rule but she cautioned that it would bleed into the Instructional side.</p> <p>Barnes concluded the presentation noting that it is important to engage with the students as we move. She noted the bottom line when talking about the framework and where we fit, emphasizing the following questions: How do we connect with students – how</p>	
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	<p>do they enter, how do they progress and complete? It's a culmination of all their experiences – it's not linear. She encouraged the group to read the “Student Support (Re)defined: Using Student Voices to Redefine Student Support” distributed by the RP Group. She will send a link to the group. The study notes that students have reported six factors lead to their success. Students feel they will be successful if they are: Directed, focused, nurtured, connected, engaged and valued. Basically, these are the conditions and the climate in which they are learning.</p>	
<p>11:45 a.m. 12:01 p.m.</p>	<p>Setting the Stage</p> <p>New Accrediting Commission Requirements</p> <p>Luster introduced Tim McGrath, Vice President of Instruction, to give a presentation on the new Accrediting Commission Requirements. The focus of the presentation was on the annual accreditation report due March 31st.</p> <p>McGrath noted the agenda for today's Retreat was formatted to “Mesa-nize” our work and how we get it done in order to structure long and short-term goals. He noted the State is allowing us to set standards for success. As we think about short and long-term goals it should be directed around student success. We are held accountable to those numbers but at this time, it is unknown how we will be held accountable. As Barnes noted, there are accountability measures that are forthcoming from ACCJC. The assumption now is everyone is involved with SLOs – for every course and program - and students can access this information online. Posting this information is currently in progress.</p> <p>He noted in the past, Instruction and Student Services were separated but with the new requirements, both sides work together. As students identify their Education Plans, we need to ensure on the Instructional side that the schedule matches. We are held to a standard of success that is unknown at this time but as we travel this road, we “Mesa-nize” to ensure success. He added there is a need to integrate in a way that hasn't been done before by our campus. McGrath referred to the handout titled “ACCJC Annual Report (Mesa)”.</p> <p>Luster noted we have some imperatives that are starting to come together and is different than how business was conducted in the past. Moving forward, as we engage in enrollment management planning, and we review offerings in terms of what fills/does not fill, we must look at student needs. Discussions at the Chair/Senate level should focus on what is the core curriculum at Mesa. Discussion must be informed by data.</p>	<p>Tim McGrath</p>

12:15 p.m. 12:10 p.m.	LUNCH	
12:45 p.m. 12:51 p.m.	<p>Measuring Our Students' Success</p> <p>Assessment of Institutional Learning Outcomes</p> <ul style="list-style-type: none">Results from January Convocation <p>Luster introduced Jonathan Fohrman, Madeleine Hinkes and Chris Sullivan who presented information on measuring students' success. Fohrman referenced a report from Convocation. Hinkes noted information provided at the Convocation was relative to courses that were mapped to Institutional Learning Outcomes (ILOs) in TaskStream. This eliminated a lot of courses from being represented. Also, the intent was to set our own targets. Hinkes asked: If the target was met, what does it mean? She noted in her classes, she is working with Honors students who are writing an essay on how they achieve SLOs. Also, she noted a question that arose during Convocation: Does the course have to meet every component of the ILO in order to map it? There was no clear answer for that. The cycle was also discussed at the Convocation. She asked: Are we assessing every year or analyzing every year? Sullivan asked: What's next after meeting the benchmark? Are we finished or still working?</p> <p>Fohrman noted assessment is important and is noted in the report. He reviewed the bullet points on page 1. This approach sparked dialogue that made the activity meaningful. It is not the only form of assessment. There were issues with the number and breadth of courses and about mapping. There was a lack of consistency in course-level criteria; they were assessing without a criteria. The next page was about the method. Fohrman noted for accreditation standards, there is a need to incorporate the outcomes. Need to look at other methods of assessment. For example, looking at the standards, it states "measurement and analysis of SLOs is used as part of the institutions planning". He asked: How do we do this effectively? He noted that today presents an opportunity to discuss the possibilities. Sullivan asked: How do we contextualize this report? Fohrman asked: Assuming we look at college goals, some of the scorecard data, how do we assess in a way this gives us data to address that process? We are making steps toward it. He invited comments.</p> <p>Discussion followed. Aliyah Beiruti, Associated Student Government Representative, commented that student surveys are a great idea because a lot of students are under the illusion that their opinion does not matter. She emphasized their opinions do matter, especially in this context. Students see faculty as the authority and faculty who survey their students remind the</p>	LATF (Jonathan Fohrman; Madeleine Hinkes; Chris Sullivan)

	<p>students that their opinions matter and in terms of learning outcomes – those outcomes come from students. She asked about the writing across the curriculum approach and Sullivan explained it is not only not English but other linked courses – developing common writing assignments – to see how students perform from discipline to discipline. It shows how they progress at any given time across any given discipline. The goal is to have more common assignments.</p> <p>McGrath noted the idea is to develop strategies to share with the campus in order to find solutions within the planning process; make a link between ILOs and planning. Barnes added learning at all levels is key to overall holistic assessment – hard indicators and learning outcomes and student perception through surveys to better understand the student experience. McGrath added if information can be communicated at all levels then, for example, the faculty who teach one class a week will also know it.</p> <p>Parsons emphasized the importance of the student voice relative to student surveys because students can provide their perception of the entire campus and the services they used. Seiger indicated she often surveys her students, asking a specific question: What surprised you about this class? She noted the most common answer is "I learned something". Sullivan emphasized building course embedded assessment into our courses and cull information from that.</p> <p>Beiruti indicated her appreciation of the discussion. She appreciated learning that it is a balance of inspiring the student but at the same time informing them it is up to them to learn. She agreed with administering a survey for graduating students but indicated it would be beneficial to survey currently enrolled students. Barnes added surveys are the opportunity to resurrect those questions asked in the past and administer them again to determine levels of satisfaction and determine the level of learning. Luster indicated the purpose of this presentation is to inform people of the direction we are headed as well as the timeframe and status of assessments.</p> <p>Craft inquired about obtaining feedback from students who failed. Parsons added that the Basic Skills faculty have been asking the same question for some time. Luster explained the reason for administering the ILO survey at the point of graduation is because it is a culmination of student learning and that survey is the first direct assessment of students in terms of ILOs. It is not an opinion survey. She added we are just beginning to ask questions of this nature and with time, we will become increasingly savvy about the questions and the groups of students to survey. This survey is very different than a Point-of-Service Survey.</p>	
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	<p>Fohrman added ILOs are the Student Learning Outcomes for the Associate's Degree. That is why the survey was developed at the stage of graduation. We have made substantial progress from the limited assessment activity during Convocation. We have made ongoing improvements and are on track with positive dialogue. We are adding other methods of assessment.</p> <p>Barnes commented about capturing the student voice relative those students who left Mesa. She emphasized where we are now and there will be opportunity to understand the student experience in the future at the momentum points and we will be able to learn what worked and what did not. We can look at it from a student pathway.</p> <p>Seiger noted transfer is a subset of total students but asked if we have data we can use to measure student success at their transfer institution. Hays indicated we have limited information in that we know where they transfer to and some universities report the degree attained down the road. Other mechanisms in place to learn this information are being overhauled at this time or have been de-funded.</p> <p>Marichu Magana inquired about whether or not Mesa is the only campus that is assessing students who apply for an Associate's degree even though there are other students not in that category. It was noted this is the beginning stages of that discussion. Baker suggested the need to revisit ILOs – by definition – the certificated students in the School of Business and Technology, for example, are not included because it is restricted to Associate's degree. Transfer students and certificate students both learned and were successful but they are not included. It would be worthy to say we should revisit our ILOs as part of our continuous cycle. It is difficult to measure. She proposed engaging in a review to see about revision in the future.</p> <p>Fohrman said the Learning Assessment Task Force (LATF) established goals and objectives and they will be working with Planning and Institutional Effectiveness Committee (PIE) to untangle these issues.</p> <p>Baker explained using a 6-year Assessment and Evaluation Cycle chart. She noted it begins with assessment and evaluation activities: Course SLOs, Program SLOs, ILOs, GELOs, Program Review, Strategic Planning, Educational Master Plan and Accreditation Reporting. Then, the top indicates the year timeline starting with 2010-2011 through 2015-2016. By the time we get to the end of the accreditation cycle, it is expected we assessed every course. This chart represents a breakdown of 20% of all classes to be assessed per year to ensure all courses are assessed by that time. We need to report on achievement</p>	
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	<p>metrics and learning. Baker noted for next year's program review cycle, prompts will be provided to assist with obtaining data in the same format.</p> <p>Barnes inquired about the ACCJC annual report, noting this chart illustrates an annual cycle however, these activities are being conducted all the time; there is no ceiling.</p> <p>Baker noted for ILOs, in 2012-2013 we did an assessment and the next steps include the exit survey. For the coming year, she suggested something more robust for program-level assessment, noting discussion is taking place on what it will look like. For example, Baker indicated it might be a big project that is student-driven, such as the annual fashion show. There are other ideas that stemmed from discussion at the Convocation and Baker noted the culminating activity/product will look different for each area and each area may choose what they will do. Baker reviewed each of the areas and activities associated with them. The chart indicates where the activities fall and how they correspond with each other.</p> <p>Beirut noted sometimes the SLOs are not vocalized to the students and it would be great that if students were required to read the SLOs from the syllabus during class. This activity may motivate the students. Assigning projects are also a great idea.</p> <p>Luster added what's empowering is our faculty know different ways students learn in their disciplines and they could share this information with their new students at the beginning of the class. Faculty could capture that innovation and talk with each other about how the students learn. She indicated her appreciation of Baker's chart to explain a multitude of activities that are taking place in an understandable format. The chart format shows a map of planning and is aligned with external and internal expectations. She noted this is not a flat timeline. For example, the box containing "annual report midterm report" this is a live box that houses all aspects that make up the report, including where the data comes from, when it is due, and from a depth perspective, you could click on a live link to obtain the information. Another benefit is that all this information is housed in one document. The 20% is a suggestion that appears to be a reasonable rate to assess the SLOs. She asked for feedback on the feasibility of that number. Discussion followed and the group indicated their agreement with this number.</p> <p>Ed Helscher asked for clarification on SLOs and if the goal is to assess all the SLOs at the program level. It was clarified we need to assess at the course level first. If, for example, if an area only did critical thinking then they need to assess all. Baker indicated the requirement is to have a plan to assess one SLO</p>	
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	<p>such as critical thinking. The rule for accreditation 100% in an accrediting cycle. Luster added the information presented provides a framework to meet this requirement but all areas must have a plan. Through program review, areas may include information to reflect that the college recommends disciplines do 20% per year. Zappia noted there are alternate ways to meet this requirement. For example, in the School of Social/Behavioral Sciences and Multicultural Studies, they assessed 3-5 SLOs per course. The plan is to assess 100% of their courses in one SLO per year and then an extra push in the final year to assess all six SLOs.</p> <p>Parson reminded the group about including curriculum in this process and Baker clarified that curriculum is embedded in program review. Abbott inquired about areas that complete 100% of assessment between accreditation visits and whether or not they should begin the process again before the next cycle. Luster clarified we must indicate continuous quality improvement on a regular basis.</p> <p>Wells noted from a service area level, assessing 20% per year is doable. She encouraged all to review their SLOs/AUOs along the way instead of waiting. Kohlenberg inquired about how to involve all faculty, suggesting that all faculty participate rather than the few who are already involved.</p>	
<p>1:30 p.m. 2:01 p.m.</p>	<p>Review of the Key Performance Indicator Data</p> <p>Luster introduced Bri Hays who presented information on the Key Performance Indicators (KPIs). Hays gave an overview of (KPIs) noting this scorecard has been in place for the last three years. Going forward, what does that information tell us? She used the analogy of snowcapped mountains to show the tip of an iceberg and the next step is to go from that tip to reach the high-level goals in the snowcapped mountains.</p> <p>She provided an overview of the definitions and sources for the scorecard. Sources used are derived from the Accountability Reporting for Community Colleges (ARCC) report. Hays noted one change from the past is no more peer groups. A future change is more student services inputs. Our scorecard is based on the 2011-2012 report. In the future, data will be disaggregated (gender, age, etc.) ARCC revised the metrics and Hays suggested examining them in the future. Also, the Fact Book, developed by the District Research Office, is also used. A stoplight was used to color code the scorecard. Green signified met/exceeded benchmark; yellow signified slightly below benchmark; red signified well below benchmark.</p>	<p>Bri Hays</p>

	<p>Hays discussed the categories such as transfer, matriculation etc., and benchmarks ACCJC requires such as the actual number of students who received a degree/certificate. Baker indicated these are measures developed for the strategic plan – we set goals and then need to determine if we reached our goals. Eidgahy inquired about the number listed as our goal and the impact if this number is red each year. Hays noted the numbers do fluctuate – they are averages that we set – what we expect based on information available at this time. Hays added the Basic Skills improvement rate is different this year. Previously it was based on the student who started at any level but if they took a higher level, this shows their improvement level.</p> <p>Hays explained success rate is noted as A, B, C, or “pass”, improvement rate is persistence to the next level. She explained retention based on ACCJC is term-to-term or fall-to-fall retention rate. It used to be based on the persistence rate. Fall-to-spring is how we compute the persistence rate. Baker added the matriculation rate was listed as “N/A” for last year and this year until AB1456 is clarified for the next round.</p> <p>Hays explained this is high level data; three years of data on the 2012-2013 Scorecard. She noted the following areas and their color-coding:</p> <ul style="list-style-type: none">• transfer volume we are in the green;• transfer rate we are within;• number of degrees we are in the green along with certificates conferred;• Basic Skills Improvement Rate (ARCC) we are below or in the yellow;• load, we are in the yellow;• fill rate, we are in the green;• as previously noted, the matriculation rate is noted “N/A”;• student progress, we are in the green;• 30 units, we are in the red;• course completion rate, we are in the green;• retention rate, we are in the green;• course success rate, we are in the green;• vocational course success rates, we are in the yellow;• licensure/certification exam pass rate, we are in the green;• student diversity and employee diversity differences, we are in the red. <p>Hays asked for feedback, noting this information provides a launch pad for another activity. Luster noted for goal number four, it is important to look at the student to staff ratio and suggested other activities could be included relative to curriculum not just diversity/equity. Baker noted multiple measures should be used and that it appears as such on the report as it has</p>	
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	appeared historically and data has been collected. Liewen asked for clarification on “diversity” and Luster clarified it is all-encompassing.	
2:15 p.m.	BREAK – no break at this time.	
2:30 p.m. 2:33 p.m.	<p>Assessment of College Wide Goals</p> <p>Luster noted the next activity is assessment of college wide goals leading to recommendations using KPIs to asses where we are with the goals. Luster asked - What is the assessment of where we are with each goal?</p> <p>Luster referenced the Institutional Planning Manual for 2012-2013. It was created as a result of discussion at last year’s President’s Cabinet Retreat and specifically referenced the college institutional goals.</p> <p>Goal 1: To deliver and support exemplary teaching and learning in the areas of transfer education, associate degrees, career and technical education and basic skills.</p> <p>Goal 2: To provide a learning environment that maximizes student access and success, and employee well-being.</p> <p>Goal 3: To respond to and meet community needs for economic and workforce development.</p> <p>Goal 4: To cultivate an environment that embraces and is enhanced by diversity.</p> <p>The goal of the small group activity was to examine each of these goals, then follow up with individuals who indicated their willingness to participate in follow up activities relative to the discussion at Convocation. Four small groups were formed to discuss each goal and report out. It was noted that a new goal on employee well-being stemmed from Goal 2.</p> <p>Reports followed from each group:</p> <p>Goal 1: Wells and Hinkes reported out. Based on the scorecard, they felt we are doing reasonably well. One issue is the KPIs do not indicate the quality of teaching. They suggested one way to capture the quality of teaching is including some of the SLO assessment information (if your students are “getting it” and assessment shows this to be fact, it can be interpreted as a measure of teaching and learning.)</p> <p>They also suggested including SLOs at the course level and moving up to the ILOs and the GELOs. They suggested for the future, including information on the number of AS for transfer and TMCs that are successfully completed and the effect on</p>	Pam Luster

	<p>curriculum balance. They noted some information the scorecard requires contextual information – the number of transfers and the number of degrees and certificates achieved vs. how many we have – in order to find meaning. Consider the economic environment that may affect some of the vocational courses, etc. They suggested a need to be strategic when writing our analysis and interpretation. We may need to focus on other areas based on what happens externally. With Basic Skills, we are progressing, we found a system that is working and we may compare below other institutions due to funding issues, etc. They suggested eliminating the cohort or creating our own.</p> <p>Discussion followed and MacKenzie suggested one way we might use to measure is by examining the number of faculty participating in Flex and also opportunities for future roles through staff development. Seiger suggested another measure could be the proportion of full time faculty even if we hire additional adjunct faculty.</p> <p>Goal 2: Hands reported out. We are currently focused on student access and success not the development piece. She indicated that we have met the institutional goal, with two exceptions: Matriculation (though we are collecting information for next year) and students completing 30 units (that is an area where we did not meet). They suggested a need to pay attention to external factors such as the environment, economy, etc. meeting that goal became a challenge. During discussion with her group, they thought about reframing this objective, discussion was about access, success – should they be individual or break them out – add equity – does it form success? They developed and shared a framework with equity being what connects and provides direction to access and success. This information is incorporated with KPIs, with different points as students complete their journey from entry, progress, to completion. From there, develop objectives that bring in instructional and student services.</p> <p>Barnes added we should match our practices and goals with something feasible based on resources we have. Take stock of what we are doing – there are a lot of high impact practices and we should determine how these practices align with these broad key performance indicators along that continuum. When reviewing data, we should see if there are implications for improvement, how do instructional and student services inform scheduling. We should discuss instructional and student services practices and determine where there may be room for improvement. MacNeill inquired about the matriculation rate and how it can be tracked at this time. Barnes noted data is already available to be used as a baseline, however, information has not been fully populated online, such as with Educational Plans, and it is not available.</p>	
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	<p>New Goal 2b 5 (*): Parsons and Rattner reported. Their suggestions were to: Develop and prepare for new careers and employee well-being, create staff development activities and training that lead to professional and personal growth, recruit and retain high quality employees, cultivate an environment in which employees feel a sense of well-being and promote employee involvement in the campus community.</p> <p>(*) After discussion, it was agreed to rename Goal 2b as Goal 5.</p> <p>MacNeill added information could be added to the committee structure to help people prepare to serve on committees. Wells suggested a mentorship program to learn about the college. Wells noted many employees depend on their supervisors to provide training and information but she suggested a “welcome to Mesa” session be developed to help new employees gain access to important information about Mesa. Seiger indicated her agreement with integrating these activities but cautioned against it becoming a large and formal process. Fohrman suggested the information be developed as a means of sharing in the form of a tool kit so the smaller departments can still benefit and each area can tailor this tool kit to meet their needs.</p> <p>MacNeill suggested implementing focus training as the hiring freeze continues and the movement of personnel. The focus training would assist with the tasks they are doing now. MacKenzie added such training would prepare employees for future roles such as lateral movements or promotions. She suggested identifying future roles for employees.</p> <p>Luster noted it is about professional development. This discussion provides us with an opportunity to examine all the ways employee success could be assessed. As part of the next steps, we should determine how to implement these strategies. Fohrman suggested if we develop objectives, we should add evaluation and supporting ongoing feedback. Parsons suggested it would fall under a measurement tool. Luster suggested after implementing this system, collect data on the number of individuals who took advantage of it and obtain their feedback.</p> <p>Luster asked for a thumbs up or down from the group regarding adopting Goal 2b as a college-wide goal (with specifics to be determined). It was noted the group gave a thumbs up.</p> <p>Goal 3: Seiger reported out. She noted the need for more specific data on community needs and on performance. Reporting on the number of degrees is not sufficient. There is a need for the number of degrees by area. Also, alignment with community needs is not easily assessed on an annual basis. Fohrman added this goal may be best addressed as part of master planning.</p>	
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	<p>Goal 4: Fohrman reported out. He noted it was not clear if the data provided meaningful information as to how well we achieve this goal. He noted a list of events offered on an annual basis and their attendees may be used to support diversity. They suggested the following be examined: Equity reports, analysis of curriculum and/or schedule – courses we offer and how often/many offered, SLO assessment (other courses in “Biology”, for example, that contribute to diversity, especially if that course is aligned with the global awareness SLO), student feedback survey – and also an analysis of services provided to staff, and programs that may not fall under a specific category.</p> <p>Magana suggested including student clubs. Seiger added some of these measures may be qualitative in some cases. Parsons suggested incorporating other classes such as the Rape Aggression and Defense (RAD) classes and the sexual harassment classes that are educational in nature.</p>	
<p>3:30 p.m. 4:01 p.m.</p>	<p>Wrap up and Next Steps</p> <p>Luster noted the group accomplished a tremendous amount of work. She thanked all for their varied contributions.</p> <p>She added a lot of information was gathered today and we will look at the totality of it and discuss it at appropriate levels such as with PIE. A taskforce may be created as a result. Structures are in place throughout the campus to help us move forward. PIE is engaged with the midterm report at this time. A timeline will be developed for the outcomes of today’s discussion. Luster added that it is a rare opportunity for this group to get together. The maximum benefit comes to the college from this group.</p> <p>Kohlenberg asked about a governance activity to be done in the fall and Luster suggested scheduling of such an activity during Flex week – hosting a “student success conference” – with opportunities for professional development, discussions about student success, and learning about participatory governance. Strands could be scheduled to maximize attendance. All faculty and staff will be invited. It was noted the group gave a thumbs up to this idea. Luster will follow up with a call for volunteers to assist with planning.</p> <p>Luster thanked all for their attendance at the Retreat.</p>	<p>Pam Luster</p>

The Retreat concluded at 4:05 p.m.

Respectfully submitted by Caterina Palestini, Senior Secretary
Office of Institutional Effectiveness

Dear ...
presentation
Participatory Governance
Task for

What's participation got to do with it? Governance Review

Presented by:
Participatory Governance Taskforce
March 15, 2013

METHODOLOGY

- Created a survey
- Sent it to the campus community and asked for input
- Compiled the information
- Analyzed information
- Made recommendations

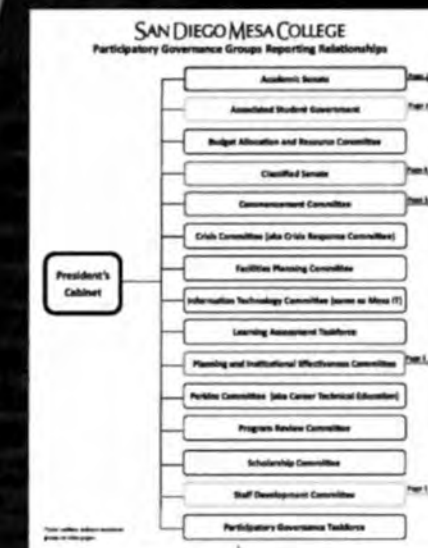
CHARGE OF THE TASKFORCE

To review the participatory governance process at San Diego Mesa College, and make a set of recommendations to President's Cabinet.

Intended actions:

- Review SD Mesa College definitions of participatory governance.
- Assess committees structures
- Align recommendations

PARTICIPATORY GOVERNANCE FLOWCHART



Terms

- **COMMITTEE** - A group of persons elected or appointed to perform some service or function, as to investigate, report on, or act upon a particular matter. A committee has no power per se, except the power(s) assigned to it by its appointer.
- **SUBCOMMITTEE**- A subdivision of a committee usually organized for a specific purpose.
- **STEERING COMMITTEE** -The steering committee is a body responsible for guidance, policy and direction within an organization.
- **TASK FORCE**- A temporary work group comprised of individuals with specified knowledge for the purpose of accomplishing a definite objective, with the expectation that the group will disband when the objective has been completed.

DISCUSSION QUESTIONS

1. Do you believe the definitions are acceptable? Do the terms presented embody the needs of the college?
2. What are the responsibilities of the governance committees' and how are they held accountable to the college?
3. How should Mesa articulate the purpose of committees and define their scope, membership and outcomes?

RECOMMENDATIONS

- **CONSISTENCY OF LANGUAGE AND NAMES**
- **PRESENTATION**
 - present information in a consistent format
 - develop a template to include information such as description, function, format
- **PLANNING**
 - Prior to the end of each year, committee reviews outcomes, plans goals for coming year if applicable, confirm membership for the coming year
- **UPDATE CAMPUS COMMITTEES WEBSITE**

Student Support (Re)defined

Equitable
Integrated
Cost Effective

What students say they need to succeed

Key themes from a study
of student support

Kathy Booth, Darla Cooper,
Kelley Karandjeff, Rog  air Purnell,
Eva Schiorring and Terrence Willett

VPSS Barnes
Student Success
Imperative

Introduction

As California's community colleges (CCC) respond to the state's Student Success Task Force recommendations, many constituents are considering how student support can be implemented to improve completion. College practitioners, policymakers and advocacy groups are all exploring how to preserve delivery of existing supports, while at the same time, rethink ways to effectively engage more students with the assistance they need to succeed. To inform this dialog at both institutional and system levels, the RP Group **asked nearly 900 students from 13 California community colleges what they think supports their educational success, paying special attention to the factors African Americans and Latinos cite as important to their achievement.**

The RP Group performed this research in Year 1 of **Student Support (Re)defined**—a study designed to **understand how, in an environment of extreme scarcity, community colleges can deliver support both inside and outside the classroom to improve success for all students** (for more information, see sidebar at left). This brief highlights key themes and implications resulting from this exploration of student perspectives.

How We Think about Student Support Student Perspectives Research Framework

In Year 1, we gathered students' feedback on what generally supports their educational progress as well as their perspectives on the relevance and importance of "six success factors" to their achievement. We derived these success factors based on a review of existing research on effective support practices and interviews with practitioners

Student Support (Re)defined

Student Support (Re)defined is a three-year study (2011-2014) funded by The Kresge Foundation where the RP Group will:

- Ask students what factors are most important to their success, paying special attention to what African Americans and Latinos cite as critical to their achievement (Year 1)
- Engage practitioners in assessing their own colleges' approach to support based on what students say they need to succeed and identifying opportunities for related institutional change; profile examples of colleges that have pursued coherent institutional change to improve student support (Year 2)
- Promote dialog and action at both the college and system levels about how to encourage institutional approaches that strategically improve student support and increase completion, particularly for historically underrepresented populations (Ongoing, focused in Year 3)

and researchers. During this literature review, we paid particular attention to the outcomes different strategies and approaches intend to accomplish with students. By exploring what outcomes these practices aim to achieve—rather than simply documenting how structures like learning communities or student success courses are delivered—we intend to begin shifting the conversation away from how to replicate entire programs to how to feasibly achieve these student success factors at scale.

The six success factors are listed below in the order of importance according to students participating in our study:

- **Directed:** students have a goal and know how to achieve it
- **Focused:** students stay on track—keeping their eyes on the prize
- **Nurtured:** students feel somebody wants and helps them to succeed
- **Engaged:** students actively participate in class and extracurricular activities
- **Connected:** students feel like they are part of the college community
- **Valued:** students’ skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated

A full definition of these factors can be found in the study’s literature review brief at <http://www.rpgroup.org/content/research-framework>. The RP Group will also produce an inquiry guide in spring 2013 that will offer colleges a step-by-step process for using this six-factor framework to strategize institutional change. For project resources and information, visit: <http://www.rpgroup.org/projects/student-support>.

How You Can Use This Brief Reader’s Guide

This brief presents five key themes that (1) synthesize what students say about the six success factors and (2) share strategies that students suggest may improve their achievement. The RP Group designed this report for those interested in advancing student success, including community college leaders, faculty and instructional administrators, student services professionals, staff and students themselves. University practitioners, advocacy groups and policymakers may also benefit from these findings when considering policy and funding decisions that impact efforts to improve completion and/or the delivery of student support. We intend for this document to:

- Share high-level analysis of what the student perspectives research findings collectively mean
- Promote a dialog among community college leaders about the how these implications can inform change in policy and practice
- Lay the foundation for Year 2 research focused on engaging community college practitioners in discussions about how to feasibly deliver and scale supports that work

After a brief overview of the study’s research design and methodology, we present and describe each of the five themes (including the findings that support the theme). We follow this section with a series of discussion questions intended to stimulate high-level practitioner reflection on how your college currently approaches support and to instigate exploration of related institutional strategies for advancing student success. **Readers can also find an extended report of our Year 1 research—including what students say about each of the six success factors and their suggestions for what the people serving in different roles at the colleges can do to improve support—at <http://www.rpgroup.org/content/reports-presentations-and-resources>.** This full report provides additional discussion questions for more in-depth reflection on and dialog about how these individual factors relate to your college’s own delivery of student support.

How We're Studying Student Support

Research Design & Methodology

The RP Group purposefully designed Student Support (Re)defined to bring student perspectives to the growing body of research on how to increase completion through strategic support. To start, we engaged 13 colleges that represent the broad geographic and demographic diversity of the California community college system (see map, *Participating Colleges*). Using a mixed-methods approach, the RP Group reached 785 students through phone surveys (current students, leavers and completers) and 102 students through focus groups at four of the colleges (current students only). Survey participants originated from a random sample that oversampled African Americans and Latinos from each college in order to ensure substantial representation from these two groups. The research team additionally linked quantitative data from the CCC Chancellor's Office to their survey responses—including students' demographics and academic history—in order to examine the results of different subpopulations.

For a full description of the study's methodology, including how the colleges were selected, criteria used to create the student sample and the data analyses performed, please visit: <http://www.rpgroup.org/content/research-framework>.



What Students Say They Need to Succeed

Key Themes & Strategies for Colleges

When speaking to students about their efforts to achieve their educational goals, five distinct themes emerged that can inform college initiatives to increase completion through targeted support. Collectively, these themes:

- Acknowledge students as key agents in their own educational success while highlighting that the motivation learners bring to college may not be enough to guarantee completion
- Speak directly to the need to teach students how to succeed
- Highlight the value of providing support that helps students experience multiple success factors
- Underscore the importance of comprehensive service delivery to particular populations
- Recognize the important role the entire college community plays in student success, but emphasize the need for faculty leadership

Implicit in these themes are strategies for colleges to consider when planning for support initiatives.

1 Colleges need to foster students' motivation.

This research suggests that relying on student motivation alone will not lead to improved completion. Certainly, students must be committed to setting and reaching their educational goals. Across the board, those participating in this research strongly recognized the role they play in their own success; students most frequently cited their own motivation and dedication to their education as a critical factor in their achievement. However, they also acknowledged that **while many students arrive to college motivated, their drive needs to be continuously stoked and augmented with additional support in order for success to be realized.** Moreover, participants reported that students who begin college without a clear motivation for attending may need extra help clarifying how postsecondary education may benefit them in the short and long term. Like those who arrive motivated, these students also need

support that will keep them focused and committed. Students reported that colleges can foster their motivation by:

- Helping them develop a clear educational plan and assisting them in monitoring their progress
- Making direct links between their educational experience and their goals for career mobility and a better life
- Engaging them with course content in meaningful ways
- Providing them with opportunities to connect with other students and instructors through both formal and informal means
- Fostering their sense of place and belonging on campus
- Facilitating their achievement of early and frequent successes

These findings also suggest that colleges may need to reflect on institutional policies, processes and practices and interactions with students that may inadvertently erode their motivation.

I formed a relationship with my counselor. She's just on me, like, checking up on me here and there. If you don't have a relationship with your counselor, you're not going to make it.

—Focus Group Participant

2 Colleges must teach students how to succeed in the postsecondary environment.

This research also indicates that many students do not always know how to translate their motivation into success in the postsecondary setting. Specifically, **students spoke of their struggles to understand what they needed to do to succeed in college.** For example, some focus group participants recalled having a hard time selecting a goal and establishing a plan to reach their desired end-point when they first enrolled. Moreover, others questioned how certain successful factors contributed to their achievement at all. For example, some asked how feeling connected had any impact on their success and questioned the value of extracurricular involvement. Survey findings echoed these focus group insights. Completers—those who earned a certificate or associate's degree—largely recognized all six success factors as critical. On the other hand, leavers—those no longer enrolled at their college—had yet to arrive at this place of appreciation, generally indicating that none of these factors was as important to their achievement as completers found them to be. **These findings imply that colleges should educate students about how to navigate their community college and**

thrive in this environment.

Colleges can help learners understand both why and how to choose a goal and stay focused, develop connections, engage both inside and outside the classroom and make contributions on their campuses. Students suggested several ways colleges could help learners see the benefits of these activities:

- Require that first-time students enroll in a high-quality student success course
- Widely advertise services, supports and activities designed to facilitate success
- Have faculty inform students about assistance, resources and extracurriculars available both at the college and in the local community
- Encourage faculty and staff to share with students their own success stories and what makes them feel connected to the college

I have friends that did not take [a student success] class and they don't feel connected because they don't really know what's going on. They ask questions like, "What's happening at the student services center? Do we even have a transfer center? Do we even have a counseling center? Do we even have EOPS or DSPS?" They don't know because they never had an opportunity to sit in a class where they go over these services and what happens on campus.

—Focus Group Participant

3 Colleges need to structure support to ensure all "six success factors" are addressed.

In addition to teaching students the skills and knowledge needed to succeed in higher education, this research suggests that colleges must also offer students the chance to experience all "six success factors"—directed, focused, nurtured, engaged, connected and valued—throughout their time with the institution. In both the survey and focus groups, **students described how different factors interacted with each other to contribute to their success.** Participants acknowledged that some learners might not require all of these supports, or that they may need to experience them in different combinations and intensities at varying points in time. Yet, **they also identified relationships between the factors and noted how experiencing one factor often led to realizing another, or how two factors were inextricably linked to each other.** In response to a question asking what makes them successful, most students did not just mention one factor, but usually two or three. Since students do not experience these factors in isolation, colleges

cannot expect to provide these factors to students in silos. These findings imply that colleges should consider solutions that can help students attain multiple factors at once. For example, students indicated that being asked for their feedback helped them feel engaged, valued and nurtured and that completing an education plan empowered them to develop direction and stay focused on their higher education experience. Moreover, colleges are likely to realize efficiencies when implementing strategies that promote many factors at the same time. This research indicates that colleges should:

- Ensure all students have the opportunity to experience each success factor
- Coordinate efforts to address specific success factors
- Build opportunities that intentionally integrate multiple success factors
- Tailor the combination of interventions based on the needs and strengths of the student population and stage in their educational journey

You have to know what you want and how to get it. After that, you're able to engage with extra-curricular activities and be connected to the college. It's a matter of having a solid base first.

—Focus Group Participant

4 Colleges need to provide comprehensive support to historically underserved students to prevent the equity gap from growing.

Survey responses from African-American, Latino and first-generation college students indicate that these groups would particularly benefit from experiencing comprehensive support that addresses their academic, financial, social and personal needs. When compared to other participants, these student groups were more likely to cite the lack of academic support, the absence of someone at the college who cared about their success and insufficient financial assistance as reasons for them not to continue their education. These students were also more likely to indicate that contributing on campus and receiving recognition for their contribution was important to their success. Given the specific needs identified by these student groups, this research suggests that **colleges should consider investing in structures that connect more African-American, Latino and first-generation learners to existing services.** In particular, African-American, Latino and first-generation students in this study highlighted the following as key to their success:

- Connecting with necessary and available financial assistance
- Receiving explicit insight about how the experiences provided and approaches taken by their instructors, programs and institutions contribute to their achievement
- Experiencing opportunities to connect with others, including peers and educators, both during and outside of class
- Receiving academic assistance outside of class through either formal tutoring and mentoring programs or informal study groups and peer networks
- Feeling their success mattered to others
- Having their family history and culture valued in the educational setting
- Taking part in their campus community and feeling recognized for their contributions

While it may not be feasible to expand existing special populations programs, **colleges must find a way to provide a significant proportion of these student groups with comprehensive support—at scale.** If they do not, the equity gap will likely continue to grow.

I feel that whenever someone wants me to succeed and is supportive of me, then I am motivated to work harder and be successful. The motivation they provide for me is vital to me pushing myself and being focused, engaged and directed towards success.

—Focus Group Participant

5 Everyone has a role to play in supporting student achievement, but faculty must take the lead.

Students cited many individuals who influenced their success ranging from counselors who helped them choose classes to staff who assisted them in physically and logistically navigating the college to family and friends who offered ongoing support and inspiration. Their responses highlight how everyone on a campus can affect their achievement. **These findings underscore the importance of colleges promoting a culture where all individuals across the institution understand their role in advancing students' success.** At the same time, **students most commonly recognized faculty as having the greatest potential impact on their educational journeys.** Time and again, students underscored the ways faculty taught, challenged and engaged them, both during and outside of class, and described how these efforts made a critical difference in helping them reach their goals. **This research indicates that because faculty are at the center of every student's educational experience, they have a significant opportunity**

and ability to influence their students' success not just in, but beyond, their own classroom. Instructors can support student achievement by finding ways to incorporate elements of the six success factors into course content and delivery. Faculty can also work with others across the college to integrate different types of support into the classroom and help connect students with any assistance they might need outside their coursework. Students specifically argued that faculty have a primary hand in helping them:

- Find direction by providing discipline-specific insight and advising
- Stay focused on their goals
- Develop a connection to and actively engage with their peers
- Link to resources and supports across their campus
- Feel that their success is important to their college
- Both contribute to and feel valued by their institutions

Clearly, students in this study are asking faculty to assume a larger role in their success both inside and outside the classroom. These findings imply that college administrators will need to work with instructors to establish the professional development, supports and incentives necessary to fulfill this expanded role.

A teacher's engaging when they're not just writing on a board or showing you a PowerPoint, but really talking to the class, when they make the eye contact and ask questions. Don't just give us the answer. Talk to the class. Engage people. Make them answer questions. Pick on somebody a little bit. Make a joke here and there. And, connect us to outside resources and extra tutoring. I have teachers who go the extra mile to create workshops, like my chemistry teacher. The hour before the class starts, she does a workshop and I think that's an extra thing that teachers can do [to help us be successful].

—Focus Group Participant

What You Can Do with This Research

Discussion Questions

Given current and anticipated future budget constraints and increased calls for reform, **now is the time for colleges to redefine support in a way that aligns with what students say they need.** The key themes generated by this study supply a framework for (1) reflecting on the outcomes colleges want for their students and (2) identifying how support can be strategically integrated across institutional divisions and into students' experience both inside and outside the classroom, from entry to exit. **We encourage colleges to use the results from this research when reimagining student support and working to advance the completion of *all* learners.** This brief offers many ideas for change—including actions that individuals and programs can take immediately to improve your students' achievement. That said, reaching more students with necessary assistance will likely require faculty and instructional administrators, student services professionals, staff and administrative leaders and students to collaboratively explore and develop new structures that lead to *systemic* change.

The following questions are designed to help initiate this reflection and planning. Several natural venues exist on campuses to hold these conversations including the president's cabinet; student success, basic skills and/or accreditation committees; the academic senate; joint meetings of instructional and student services deans and directors; and department and division meetings. The RP Group recommends that **the primary ingredient for productive discussions is the inclusion of people who interact with students at all points in their college journey** (from outreach to enrollment, through progress and completion). Moreover, involving students in these conversations can add critical perspectives about how your learners currently experience support and how prospective changes might impact their efforts to achieve their educational goals.

- When thinking about the need to continuously foster students' motivation, when and where does your students' focus begin to fade? Based on what evidence? How do you currently intervene to stoke their motivation? What more can you do either individually or as an institution? Are there policies, processes or practices at the college and/or interactions the college has with students that may be inadvertently eroding students' motivation?

- What policies and practices currently exist on your campus to ensure students know how to succeed in the postsecondary setting (e.g., mandatory orientation or student success courses)? What more could your college do to ensure all students have the skills to navigate and achieve at your institution?
- In what ways do offices, programs and departments work together to ensure students have the opportunity to establish a goal, create a plan of action and continuously connect not only with needed resources but other students at the college? How might your college scale these efforts to reach more students?
- Which populations on your campus need the most comprehensive support to persist and complete? When and where is support needed? Given what evidence? How does or how can your college strategically invest in supporting these student groups?
- How does your college develop a culture where all people—faculty, staff and administrators—feel responsible for students’ success and are aware of how their individual work at the college links directly and/or indirectly to students’ achievement?
- What policies and practices does your college embrace to empower classroom faculty as primary supporters of student success, in their classroom and beyond (e.g., faculty advising)? What support do classroom faculty need to more fully inhabit this role as the primary champion for students’ success?

Where We Go From Here Next Steps

We recognize that the Year 1 student perspectives research may raise many questions about how practitioners should act on these findings. The next phase of our research will focus on engaging college practitioners in a dialog to explore answers to some of these questions and collecting concrete examples of programmatic strategies designed to help students experience the six success factors at scale. To begin, we will develop an inquiry guide that helps practitioners (1) use the key themes and findings presented in this report to assess their own college’s approach to support and (2) identify opportunities for feasible institutional reform. We will pilot this inquiry guide with colleges participating in the study and then make it widely available through various presentations and meetings with community college educators throughout the state. Next, given that many of the Year 1 key themes and findings imply the need for structural and systemic change, we will examine and profile examples of colleges both in California and across the nation that have pursued coherent, strategic institutional initiatives to improve student support and increase completion. The RP Group will likely release the results of the study’s second phase in between fall 2013 and spring 2014. Readers can find the most current project results, resources and updates at: <http://www.rpgroup.org/projects/student-support>.



the Research & Planning Group
for California Community Colleges

The Research and Planning Group for California Community Colleges (RP Group) strengthens the ability of California community colleges to undertake high quality research, planning and assessments that improve evidence-based decision making, institutional effectiveness and success for all students.

Student Support (Re)defined Project Team

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For more information...

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Who supports this study?

The RP Group's work on cost effective student support for underrepresented minority groups is supported by a three-year grant from The Kresge Foundation (June 2011 – June 2014)

VPI McGrath
New Accreditation Commission
Requirements



Getting Started – 2013 Annual Report

This document is provided to assist you in completing the ACCJC 2013 Annual Report, which will be submitted electronically. You will be using data from Fall 2012 and the two previous fall semesters to complete this report except where specified otherwise. Attached are the report questions you may use to prepare before completing the report online.

1. The Chief Executive Officer (CEO) and the Accreditation Liaison Officer (ALO) will each receive e-mail instructions with an individually assigned username and password. The Commission requires the CEO to certify that the information provided in the form is accurate and to submit the form.
2. If necessary, the password may be changed using the "Update Profile" link once the ALO has logged into the report. Please note that the ACCJC staff are not able to retrieve lost passwords if they have been changed.
3. Please do not share your login information. Instead, the ALO may create two additional accounts in the "Update Profile" to assist in completing the Annual Report.
4. Only the CEO can submit the final version of the Annual Report. The CEO will use the separate username and password sent by e-mail to submit the report.
5. You may download copies of this document from the Annual Report login screen by clicking the "Getting Started" link near the bottom of the login screen.
6. Some questions have "[Read Additional Instructions]" pop-up windows that contain important details to assist in accurately providing the requested information.
7. If you need to "skip" a question because you do not have all the information or need to validate data, a "skip" button is provided. The report form will retain any information that is entered and mark the question as "skipped" so that you will be able to more easily find it at a later time to complete and "Submit" the answer. If you need to go back to a previous question, use the "Review Prior Question" button.
8. You may edit your answers as many times as you wish until the CEO performs the "Final Submission" of the Annual Report. Upon the final submission, e-mail notifications will be sent to the ALO and the institution's CEO with a copy of the final report.
9. If a question is not applicable, please enter **n/a** in that box.
10. The report must be submitted by March 31, 2013; however, if additional time is required to obtain specific data, please e-mail Krista Johns at kjohns@accjc.org. If any changes are required after you have submitted the report, please call Krista Johns, 415-506-0234, at the Commission office.
11. If you have any questions about the form, please call or e-mail Krista Johns.



2013 Annual Report Questions

Report Information

1. Confirm Your Institution: "Start Survey"
2. Name of individual preparing report:
3. Phone number of person preparing report:
4. E-mail of person preparing report:
- 5a. Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:
[Additional information: Refer to the ACCJC Policy on Representation of Accredited Status, Policy on Public Disclosure and Confidentiality, and Policy on Rights and Responsibilities of the Commission and Member Institutions. These can be found in the Accreditation Reference Handbook online at www.accic.org in the Publications and Policies section. The college must also post program or other special accreditation in the college catalog and on the college website. The information must include name, address, telephone number, and the manner in which complaints can be made. Accreditor website information would also be helpful to post.]
- 5b. Provide the URL (link) from the college website to the college's online statement of accredited status with ACCJC:

Headcount Enrollment Data

6. Total unduplicated headcount enrollment

Fall 2012:

Fall 2011:

Fall 2010:
7. Total unduplicated headcount enrollment in degree applicable credit courses for fall 2012:

8. Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2012:
9. Number of courses offered via distance education:

Fall 2012:

Fall 2011:

Fall 2010:
10. Number of programs offered via distance education:
11. Total unduplicated headcount enrollment in all types Distance Education

Fall 2012:

Fall 2011:

Fall 2010:

[Additional Instructions: Provide unduplicated enrollment numbers in distance education courses. Distance Education is defined as education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. If online courses or online portions of courses are primarily for reading materials posted by the instructor and student submission of assignments and examinations, they will likely fall under the definition of correspondence education rather than distance education. The technologies may include: the Internet; oneway and twoway transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audioconferencing; or video cassettes, DVDs, and CDROMs, if the cassettes, DVDs, or CDROMs are used in a course in conjunction with any of the other technologies.]
12. Total unduplicated headcount enrollment in all types of Correspondence Education

Fall 2012:

Fall 2011:

Fall 2010:

[Additional Instructions: Provide unduplicated enrollment numbers in correspondence education courses. Correspondence education means education provided through one or more courses under which the institution provides instructional materials (print or other media), by mail or electronic transmission (including transmission via learning management system), including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student. Correspondence courses are typically self-paced within a set period of time. Online courses or online portions of courses which primarily involve "paperwork" — such as reading textbook and other materials posted by the instructor, taking examinations, and submitting assignments— will fall within the definition of correspondence education rather than distance education. If

the online portion of a class meets the definition of correspondence education, then even if the class also meets on site, it will be considered a correspondence education course for Title IV qualification purposes. Correspondence education is not considered distance education within the USDE definition. See definition of distance education in question 11 above.]

13. Were all correspondence courses for which students enrolled in fall 2012 part of a program which leads to an associate degree? Yes / No

Student Achievement Data

14a. Successful student course completion rate for the fall 2012 semester: %
[Additional Instructions: Rate equals the number of students who receive a successful grade over the number of students who enrolled in the course.]

14b. Institution-set standard for student course completion rate: %
[Additional instructions: A "standard" is the level of performance set by the institution to meet educational quality and institutional effectiveness expectations. This number may differ from a performance improvement "goal" which an institution may aspire to meet.]

15a. Percent of students retained from fall 2011 to fall 2012 semesters: %
[Additional Instructions: Rate equals the number of students who completed a course in fall 2011 and were enrolled in a course fall 2012.]

15b. Institution-set standard for student retention percentage: %
[Additional instructions: A standard is the level of performance set by the institution to meet educational quality and institutional effectiveness expectations. This number may differ from a performance improvement goal which an institution may aspire to meet.]

16a. Number of students who received a degree in the 2011-12 academic year:

16b. Institution-set standard for student degree completion number:

17a. Number of students who transferred to 4-year colleges/universities in 2011-2012:

17b. Institution-set standard for student transfer to 4-year colleges/universities:

18a. Number of students who completed certificate requirements and received a certificate in the 2011-12 academic year:
[Additional Instructions: The college defines the requirements for each of its certificate programs.]

18b. Institution-set standard for student certificate completion number:

19a. Does the college have any certificate programs which are not career-technical education (CTE) certificates? Yes / No

19b. If yes, please identify them:

20. Number of career-technical education (CTE) certificates and degrees:

21. Percentage of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification: %

22. 2010-2011 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:

Program	CIP Code - 4 digits (##. ##)		Examination	Pass Rate
			state/national/other	%

[Add Row] [Delete Checked Row]

[Additional Instructions: Please list each program for which a license examination is required and the percentage of students passing, of those who took the exam.]

23. 2010-2011 job placement rates for students completing certificate programs and CTE (career-technical education) degrees:

Program	CIP Code - 4 digits (##. ##)	Certificate or Degree	Placement Rate
		certificate/degree/both	%

[Add Row] [Delete Checked Row]

Student Learning Outcomes and Assessment

Note: Beginning fall 2012, colleges were expected to be at the proficiency level of Student Learning Outcomes assessment (see the ACCJC Rubric for Evaluating Institutional Effectiveness, Part III, Student Learning Outcomes).

24. Number of courses at the institution:
[Additional Information: Provide the number of active credit and noncredit courses at the college. Do not include not-for-credit offerings of the college.]

25. Percent of all college courses with defined Student Learning Outcomes: %

26. Percent of all college courses with ongoing assessment of learning outcomes: %

27. Number of programs at the institution:
[Additional Information: Provide the number of programs as defined by the college.]

28. Percent of all college programs with defined Student Learning Outcomes: %

29. Percent of college programs with ongoing assessment of learning outcomes: %

30a. Percent of all college programs with SLO assessment results available to prospective students: %

30b. URL(s) from the college website where prospective students can find SLO assessment results for programs:

31. Number of student and learning support activities at the institution:
[Additional Information: The institution defines its student and learning support activities and how they may be grouped for assessment of learning outcomes. Definition and grouping of like student or learning support activities should be based upon a determination of how the assessment will best provide information to improve services for students.]

32. Percent of student and learning support activities with defined Student Learning Outcomes: %

33. Percent of student learning and support activities with ongoing assessment of learning outcomes: %

34. Has your institution defined General Education (GE) program Student Learning Outcomes? Yes / No

35. Are your institutional SLOs identical with your General Education program outcomes? Yes / No

36. Do your institution's GE outcomes include all areas identified in the Accreditation Standards? Yes / No

37. Number of courses identified as part of the GE program:

38. Number of GE courses with Student Learning Outcomes mapped to GE program Student Learning Outcomes:

39. Percent of GE courses with ongoing assessment of GE learning outcomes: %

40. Has the institution defined institutional Student Learning Outcomes: Yes / No

41. Number of institutional Student Learning Outcomes:

42. Percent of institutional outcomes with ongoing assessment of learning outcomes: %

Substantive Change Items

NOTE: These questions are for survey purposes only and do not replace the ACCJC substantive change approval process. Please refer to the Substantive Change Manual regarding communication with the Commission.

43. Number of submitted substantive change requests related to distance education and correspondence education
- | | |
|------------|----------------------|
| Fall 2012: | <input type="text"/> |
| Fall 2011: | <input type="text"/> |
| Fall 2010: | <input type="text"/> |

- 44a. Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)
- | |
|----------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Mission/Objectives |
| <input type="checkbox"/> Scope and/or Name |
| <input type="checkbox"/> Nature of constituents served |
| <input type="checkbox"/> Location and/or Geographic Area |
| <input type="checkbox"/> Control and/or Legal Status |
| <input type="checkbox"/> Courses and/or Programs and/or their Delivery Mode |
| <input type="checkbox"/> Credit awarded |
| <input type="checkbox"/> Contractual relationships with a non-regionally accredited institution |
| <input type="checkbox"/> Change in sites offering 50% or more of a program, certificate, or degree |
| <input type="checkbox"/> No changes planned |

- 44b. Explain the change(s) for which you will be submitting a substantive change proposal:
- | |
|----------------------|
| <input type="text"/> |
|----------------------|

[Insert n/a if no substantive change proposals are planned.]

Other Information

- 45a. Identify site additions and deletions since the submission of the 2011-2012 Annual Report:
- | |
|----------------------|
| <input type="text"/> |
|----------------------|

[Insert n/a if none.]

- 45b. List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:
- | |
|----------------------|
| <input type="text"/> |
|----------------------|

[Insert n/a if none.]

46. List all of the institution's instructional sites out of state and outside the United States:

<input type="text"/>

[Insert n/a if none. Additional Information: State means any state of the United States, American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, the Republic of the Marshall Islands, the Federated States of Micronesia, and the Republic of Palau, where the main campus of the institution is located.]

NOTE: The Annual Report must be certified as complete and accurate by the CEO. Once all the questions have been answered by the ALO, there will be an option to send an email notification to the CEO that the report is ready for certification. The CEO will be able to login and certify the answers.

Only the CEO may submit the final Annual Report.

End of Annual Report

Bmi Hays
KPI Scorecard

San Diego Mesa College
Key Performance Indicators (KPI) Data 2012/13

Strategic Goal		Initiative	Key Performance Indicator	2009/10	2010/11	2011/12
I	B	Transfer Volume ¹		1,651 ●	1,791 ●	2,079 ●
I	B	Transfer Rate		43% ●	48% ●	44%* ●
I	B	Number of Degrees Conferred		874 ●	907 ●	1,070 ●
I	B	Number of Certificates Conferred		327 ●	339 ●	334 ●
I	C	Basic Skills Improvement Rate (ARCC)		42% ●	44% ●	48%* ●
I	C	Basic Skills Success Rate (ARCC)		62% ●	59% ●	59%* ●
I	E	Load (Fall/Spring)		568 / 577 ● / ●	569 / 552 ●	583 / 568 ●
I	E	Fill Rate (Fall/Spring)		94% / 94% ●	93% / 92% ●	94% / 91% ●
II	B	Matriculation Rate (TBD)		39% ●	NA NA	NA NA
II	B	Student Progress and Achievement Rate (ARCC)		61% ●	65% ●	62% ●
II	B	Students Earning at Least 30 Units (ARCC)		71% ●	70% ●	68% ●
II	B	Course Completion Rate (formerly Retention Rate)		84% ●	85% ●	84% ●
II	B	Retention Rate (formerly Persistence Rate; TBD)		69% ●	71% ●	74% ●
II	B	Course Success Rate		68% ●	67% ●	68% ●
III	B	Vocational Course Success Rates (ARCC)		71% ●	71% ●	69% ●
III	B	Licensure/Certification Exam Pass Rate - OVERALL		94% ●	91% ●	100% ●
IV	A	Student Diversity and Employee Diversity Differences		>10% ●	>10% ●	>10% ●

NA = Not available

*Most recent data available was for 2010-2011

LAFI
ILO Convocation Summer

Spring 2013 Convocation Break-Out Sessions Institutional Learning Outcomes Analysis: Executive Summary

Office of Institutional Effectiveness
(February 2013)

Background and Methodology

During spring convocation activities in January 2013, stakeholders from across the college, including faculty, staff, and administrators, met to discuss college-wide learning outcome assessment methods and the most recent year's assessment data. Convocation participants divided into five break-out groups to analyze aggregate institutional learning outcome (ILO) assessment data. Four of the groups focused on one ILO each (Communication, Critical Thinking, Global Awareness, and Technological Awareness), and one group focused on two ILOs (Personal Actions/Civic Responsibility and Self-Awareness/Interpersonal Skills). Participants were able to self-select into any of the five groups.

Each group was provided with an overview of the college's outcomes identification and assessment process and a dashboard of general education course outcomes mapped to the ILOs (see Appendix A). In addition, participants received a matrix of potential ILO assessment methods, and participants were asked to identify and discuss the advantages and disadvantages of each approach at the college (see Appendix B). Finally, participants were asked to complete a survey regarding their experience in the break-out sessions and make recommendations for future ILO assessments (see Appendix C).

During each session, facilitators recorded the discussion points and findings. In one session, a consensus was not reached verbally; however, the majority of participants completed and returned all worksheets to the facilitators, and responses documented in these worksheets were used to determine if the ILO was achieved. All facilitator notes, returned worksheets, and surveys were compiled to determine 1) if each ILO had been achieved, and 2) which methods might be appropriate (according to participants) for future ILO assessment. A summary of the findings is provided in the following section.

Summary of the Findings

► Achievement of ILOs Based on Mapped Course-Level Outcomes Data

Each group was asked to determine if the college had achieved the given learning outcome based on the dashboard information provided. Three of the break-out groups (Communication, Critical Thinking, and Technological Awareness) came to a consensus that, given the limited data presented in the dashboard, the college achieved the ILO. Two break-out groups (Personal Actions/Civic Responsibility and Self-Awareness/Interpersonal Skills; Global Awareness) agreed that they did not have adequate information to determine if the ILO had been achieved.

Although consensus regarding the achievement of the ILO was reached in three of the groups, participants in each of these groups shared many of the same concerns as participants in the remaining two groups. All five groups discussed a number of issues and limitations with the general education course-level outcomes mapping method. The most commonly identified issues included the following:

- Limited number and breadth of courses included in the analysis
- Course outcomes to ILO mapping is not intuitive; a more appropriate analysis would include mapping program-level learning outcomes to ILOs
- Lack of consistency in course-level outcome criteria and need for more guidance, such as a rubric

End-of-session survey results revealed that participants were interested in expanding ILO assessment to include all areas of the college, including basic skills courses, campus and community activities, non-general education courses, and administrative and student services areas.

► **Potential Methods for Future ILO Assessment**

Break-out session participants engaged in a detailed discussion of each of the ILO assessment methods outlined in their worksheets. Specifically, participants identified the benefits and limitations of the following methods:

- Mapped learning outcomes approach (such as the one used in the first activity)
- Student surveys
- The Writing across the Curriculum approach
- Capstone courses or projects
- Course-embedded assessment methods

Mapped Course-Level SLO Data

There was considerable consensus among participants that the current course-to-ILO mapping method was a starting point for the assessment of ILOs but was not adequate by itself. Taken in the context of multiple ILO assessment methods, many participants believed it was an efficient option but needed to include broader representation of the college (such as non-general education courses and student and administrative services units).

Survey of Students

Participants generally had positive perceptions of student surveys, and many participants said a survey would provide a method for obtaining feedback directly from students at different momentum points (at the point of matriculation, each semester of enrollment, at the point of transfer or graduation). Among the limitations identified by participants were the subjectivity of survey responses and the resources required to develop, administer, and analyze results of the survey(s).

Writing across the Curriculum

Regarding the prospect of implementing the Writing across the Curriculum approach, participants were relatively divided. While some believed the approach was appropriate for certain disciplines or specific ILO assessments, such as Communication and Critical Thinking, many indicated that it was not a viable option for assessing all six ILOs. Some participants expressed a concern regarding the retention of academic freedom if such an approach was implemented, and particularly if a common rubric was utilized.

Capstone Courses or Projects

Overall, perceptions of capstone projects were positive, although many participants expressed concern about the appropriateness of capstone courses for non-CTE programs. The concept of e-portfolios appeared to garner significant support among participants, with many indicating that it would provide an authentic assessment of student learning at the culmination of an experience or a course.

Course-Embedded Assessment

On the whole, participants were unfamiliar with course-embedded assessment methods and did not provide much commentary regarding this approach.

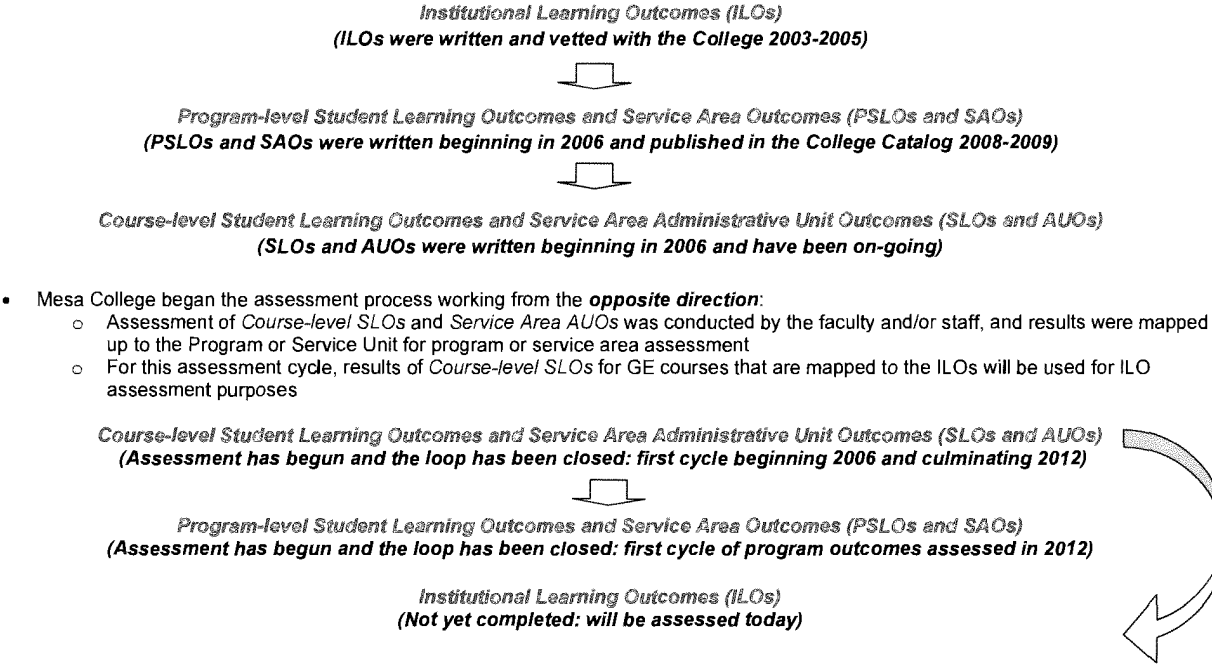
Other Assessment Methods and Recommendations

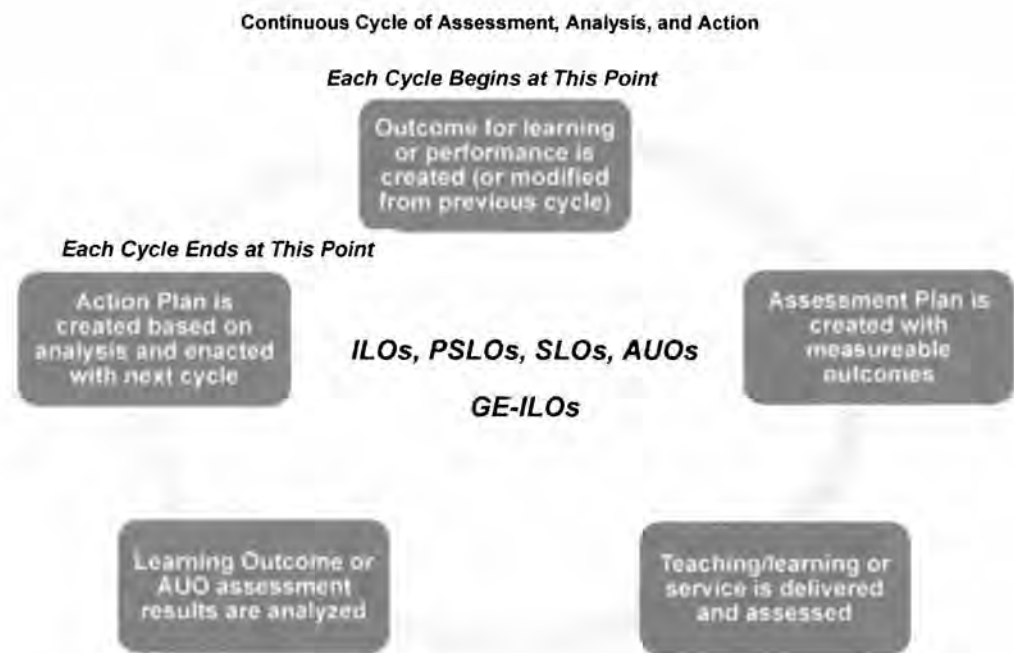
Among the other assessment methods discussed by participants were longitudinal or cohort studies, engagement measures for students who utilize campus support services, and holistic ILO assessments that reflect the breadth of the college experience. Participants also proposed additional guidelines for ILO development, review, and assessment. For example, one group of participants indicated that the current ILOs should be reviewed at regular intervals to determine if they are still appropriate for the college. In addition, a group of participants also suggested implementing timelines for ILO assessment and improving communication with students regarding ILOs.

Appendix A:
Assessing Institutional Learning Outcomes - San Diego Mesa College
Convocation: January 25, 2013

Assumptions:

- In 2002, ACCJC Standards were revised to place new emphasis on creation and assessment of Student Learning Outcomes in a continuous cycle
- Mesa College began this work with the creation of:
 - *Institutional Learning Outcomes*, which would cascade down to guide the development of *Program and Service Area Outcomes*
 - Which in turn cascaded down to guide the creation of *Course-level Student Learning Outcomes (SLOs)* and *Service Area or Administrative Unit Outcomes (SAOs or AUOs)*





Outcomes for today's activities:

- Assess ILOs using mapped course outcomes and determine if achievement has been met during this first assessment cycle
- Propose ILO assessment plan for next cycle

Process for today's activities:

- Pick one of the six ILOs and go to the appropriate breakout session to assess the outcomes

Materials for today's activities:

- Dashboard with summary assessment results by ILO of GE courses that are mapped to them (Attachment 1)
- Packet of six sample assessments for the ILO you are evaluating (Attachment 2)
- Grid with targeted questions to facilitate assessment (Attachment 3)

Attachment 1: San Diego Mesa College Institutional Learning Outcomes Dashboard

Below is a summary of course-level assessment conducted in the 2011-2012 academic year. The summary includes data for general education courses that (1) were fully and explicitly mapped to a specific institutional learning outcome (ILO), and (2) included all core components of the assessment and analysis process.

A total of 125 courses met the criteria and were organized according to Institutional Learning Outcome. The table below provides a breakdown of ILOs, the number of courses assessed and fully mapped to the ILO, the number of courses that met, exceeded or did not meet course-level targets, and the percentage of courses that met or exceeded targets. One additional column is included for group discussion. Your group will be focusing on the **one specific ILO for the first portion of the group discussion**.

Please examine the table below, focusing on the highlighted SLO results, and discuss the question below as a group. Please take notes on your group discussion and include them in the space provided below the question. You may also refer to **Attachment 2** to respond to the question below.

Institutional Learning Outcome (ILO)	Total Courses Assessed	Number of Courses that Met Target	Number of Courses that Exceeded Target	Number of Courses that Did Not Meet Target	% of Courses that Met or Exceeded Target	Did Institution Achieve Learning Outcome?
Communication	32	19	13	0	100%	
Critical Thinking	68	12	53	3	96%	
Global Awareness	4	1	3	0	100%	
Personal Responsibility	4	3	1	0	100%	
Self Awareness and Interpersonal Skills	4	3	1	0	100%	
Technological Awareness	13	6	6	1	92%	
TOTAL	125	44	77	4	97%	

Group Discussion Question: Based on the data provided above, have we as a college achieved the learning outcome? Why or why not?

Group Discussion Questions:

The following are guiding questions to keep in mind while your group is discussing the ILO assessment results.

- 1. Based on the data provided, have we as a college achieved the learning outcome? Why or why not?
- 2. Discuss the effectiveness of the SLO information provided in the spreadsheet in informing the overall assessment.
- 3. Discuss the usefulness of a target outcome and of other types of assessments and rubrics.

Appendix B

Attachment 3: Questions to guide discussion of what the Assessment Plan should be for the next ILO Assessment Cycle

The current ILO Assessment Plan is based upon the mapping of course-level SLOs to specific Institutional Learning Outcomes. Review the types of information that are included in the course level SLO information and discuss whether they provide adequate information to assess what higher level skills and knowledge our students should take with them when they complete their work at Mesa.

In this activity, your goal is to evaluate the information contained in the spreadsheet and consider the added value of “multiple measures” to assess Institutional Learning Outcomes. Use the grid below to record your thoughts and guide your discussion.

In looking at the data summary contained in the spreadsheet, assess the effectiveness and thoroughness with which it provides information on how our students are learning. Is the depth of information sufficient to tell us what we want to know about student learning?

Assessment Type	Benefits	Drawbacks	Overall Thoughts
Mapped course-level SLO data: This is an indirect measure of the ILO, but shows how it is addressed at the course level.			
Survey of students: To self-assess their learning; these can include targeted questions (addressing each ILO) about how the student has grown during his or her tenure at the college.			
Writing across the Curriculum: Classes are randomly selected across the campus to participate in a short discipline-specific writing prompt that measures ILO level learning. Faculty make use of a common rubric to assist with consistent evaluation.			

Assessment Type	Benefits	Drawbacks	Overall Thoughts
Use of capstone courses or projects within culminating program courses that require students to demonstrate breadth and depth of learning. Outcomes at this level would be reported by the program faculty according to a common rubric to assist with consistent evaluation.			
Embedding assessment methods into existing courses and using results to inform campus wide inquiry (i.e., providing problem solving assignments to students across multiple disciplines and then evaluating how students demonstrate their skill level; use of a common rubric assists with consistent evaluation).			
Brainstorm an assessment of your own...			

Summarize what would be an effective set of multiple measures to assess your ILO, and why.

Appendix C
General Questions on ILO Assessment

1. We are currently assessing our ILOs as part of our GE curriculum. Do you think this is adequate? YES NO

2. Are there other areas that should be included in the assessment? YES NO

3. If YES, list some areas that you think should be included in ILO assessment:

4. Would you be interested in participating in focused "Assessment Think Tanks" with the new Office of Institutional Effectiveness?
YES NO

If YES, please provide your name and email below:

Name: Email:

Dean Baker
Assessment
Timeline

San Diego Mesa College 6-Year Assessment and Evaluation Cycle						
Assessment and Evaluation Activities	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Course SLOs	20% of SLOs Assessed	20% of SLOs Assessed	20% of SLOs Assessed	20% of SLOs Assessed	20% of SLOs Assessed	Summative Evaluation/ Reflection
Program SLOs		All PSLOs Assessed		All PSLOs Assessed		All PSLOs Assessed
ILOs			1st Assessment: Mapping and Exit Survey	Mapping and Exit Survey; Program-Level Assessment Aligned with ILOs	Mapping and Exit Survey	Mapping and Exit Survey; Program-Level Assessment Aligned with ILOs
GE Learning Outcomes				Sample of GE Course SLOs; Program-Level Assessment Aligned with ILOs		Sample of GE Course SLOs; Program-Level Assessment Aligned with ILOs
Program Review		Full Program Review	Update	Update	Full Program Review	Update
Strategic Planning	Annual Scorecard Analysis, Evaluation, and Priority Setting	Annual Scorecard Analysis, Evaluation, and Priority Setting	Annual Scorecard Analysis, Evaluation, and Priority Setting	Annual Scorecard Analysis, Evaluation, and Priority Setting	Annual Scorecard Analysis, Evaluation, and Priority Setting	Annual Scorecard Analysis, Evaluation, and Priority Setting
Educational Master Plan				Five-Year Educational Master Plan, Ready for Vetting in Sept. 2013		
Accreditation Reporting	Annual Report	Annual Report	Annual Report; Mid-Term Report	Annual Report	Annual Report	Annual Report; Comprehensive Evaluation Report

*Presented to the Learning Assessment Task Force
Learning Assessment Task Force Retreat - March 1, 2013*

Office of Institutional Effectiveness

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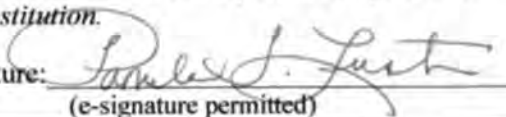
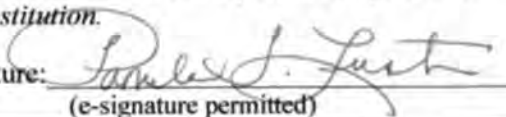
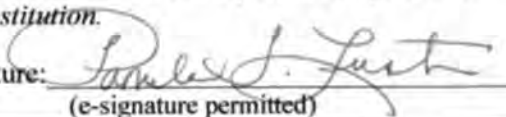
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ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES

COLLEGE STATUS REPORT ON STUDENT LEARNING OUTCOMES IMPLEMENTATION			
<p>INSTRUCTIONS</p> <p>Colleges are asked to use this report form in completing their <i>College Status Report on Student Learning Outcomes Implementation</i>. Colleges should submit a brief narrative analysis and quantitative and qualitative evidence demonstrating status of Student Learning Outcome (SLO) implementation. The report is divided into sections representing the bulleted characteristics of the Proficiency implementation level on the Rubric for Evaluating Institutional Effectiveness, Part III (Rubric). Colleges are asked to interpret their implementation level through the lens of the Accreditation Standards cited for each characteristic. The final report section before the evidence list requests a brief narrative self-assessment of overall status in relationship to the proficiency level, indicating what plans are in place to mitigate any noted deficiencies or areas for improvement. Narrative responses for each section of the template should not exceed 250 words.</p> <p>This report form offers examples of quantitative and qualitative evidence which might be included for each of the characteristics. The examples are illustrative in nature and are not intended to provide a complete listing of the kinds of evidence colleges may use to document SLO status. College evidence used for one Proficiency level characteristic may also serve as evidence for another characteristic.</p> <p>This report is provided to colleges in hard copy and also electronically, by e-mail, as a fill-in Word document. The reports must be submitted to the Commission by either the October 15, 2012 date or the March 15, 2013 date, as defined on the enclosed list of colleges by assigned reporting date. When the report is completed, colleges should:</p> <ul style="list-style-type: none">a. Submit the report form by email to the ACCJC (accjc@accjc.org); andb. Submit the full report <i>with attached evidence</i> on CD/DVD to the ACCJC (ACCJC, 10 Commercial Blvd., Suite 204, Novato, CA 94949). <p>Although evidence cited in the text of the report may include links to college web resources, the Commission requires actual copies (electronic files) of the evidence for its records.</p>			
COLLEGE INFORMATION: DATE OF REPORT; COLLEGE; SUBMITTED BY; CERTIFICATION BY CEO			
<p>Date of Report:</p> <p>Institution's Name: San Diego Mesa College</p> <p>Name and Title of Individual Completing Report: Tim McGrath</p> <p>Telephone Number and E-mail Address: (619) 388-2755</p> <p>Certification by Chief Executive Officer: <i>The information included in this report is certified as a complete and accurate representation of the reporting institution.</i></p> <table border="0"><tr><td>Name of CEO: Pamela Luster</td><td>Signature:  (e-signature permitted)</td></tr></table>		Name of CEO: Pamela Luster	Signature:  (e-signature permitted)
Name of CEO: Pamela Luster	Signature:  (e-signature permitted)		

PROFICIENCY RUBRIC STATEMENT 1: STUDENT LEARNING OUTCOMES AND AUTHENTIC ASSESSMENTS ARE IN PLACE FOR COURSES, PROGRAMS, SUPPORT SERVICES, CERTIFICATES AND DEGREES.
<p>Eligibility Requirement 10: Student Learning and Achievement</p> <p>Standards: I.A.1; II.A.1.a; II.A.1.c; II.A.2.a,b,c,f,g,h,i; II.A.3 [See II.A.3.a,b,c.]; II.A.6; II.B.4; II.C.2].</p>
<p>EXAMPLES OF EVIDENCE: Evidence demonstrating numbers/percentages of course, program (academic and student services), and institutional level outcomes are in place and assessed. Documentation on institutional planning processes demonstrating integrated planning and the way SLO assessment results impact program review. Descriptions could include discussions of high-impact courses, gateway courses, college frameworks, and so forth.</p>
<p>PROFICIENCY RUBRIC STATEMENT 1: NUMERICAL RESPONSE</p> <p>QUANTITATIVE EVIDENCE/DATA ON THE RATE/PERCENTAGE OF SLOs DEFINED AND ASSESSED</p> <p>1. Courses</p> <p>a. Total number of college courses (active courses in the college catalog, offered on the schedule in some rotation): <u>911</u></p> <p>b. Number of college courses with defined Student Learning Outcomes: <u>911</u> Percentage of total: <u>100%</u></p> <p>c. Number of college courses with ongoing assessment of learning outcomes: <u>909</u> Percentage of total: <u>99.8%</u></p> <p>2. Programs</p> <p>a. Total number of college programs (all certificates and degrees, and other programs defined by college): <u>58</u></p> <p>b. Number of college programs with defined Student Learning Outcomes: <u>58</u>; Percentage of total: <u>100%</u></p> <p>c. Number of college programs with ongoing assessment of learning outcomes: <u>58</u>; Percentage of total: <u>100%</u></p> <p>3. Student Learning and Support Activities</p> <p>a. Total number of student learning and support activities (as college has identified or grouped them for SLO implementation): <u>20</u></p> <p>b. Number of student learning and support activities with defined Student Learning Outcomes: <u>20</u> Percentage of total: <u>100%</u></p> <p>c. Number of student learning and support activities with ongoing assessment of learning outcomes: <u>20</u>; Percentage of total: <u>100%</u></p> <p>4. Institutional Learning Outcomes</p> <p>a. Total number of institutional Student Learning Outcomes defined: <u>6</u></p> <p>b. Number of institutional learning outcomes with ongoing assessment: <u>6</u></p>

PROFICIENCY RUBRIC STATEMENT 1: NARRATIVE RESPONSE
<p>The assessment of student learning is a cornerstone of the campus review process at San Diego Mesa College. The program review document also guides dialog at the department and school level with regard to high-impact and gateway courses. Data collected are portable, allowing departments and programs to discuss assessment results for future curricular and budgetary planning. Goal matrices, attached to all program reviews, form the basis for future allocation decisions (1.1).</p> <p>Student Learning Outcomes (SLOs) for the associate degree – which are also Mesa’s Institutional Learning Outcomes (ILOs) – were developed in 2003 (1.2). In 2005, program-level outcomes were developed, and these were included in the college catalog in 2009-2010 (1.3.1 & 1.3.2). Development of course-level SLOs began in 2006, and by 2010, one or more SLOs were identified for all courses (1.4). By Fall 2012, 99% of the courses had one or more SLOs assessed at least once, and all support services have identified and assessed administrative unit outcomes (AUOs) (1.5). SLOs and authentic assessments are now being continuously evaluated and refined in conjunction with the program review process.</p>
PROFICIENCY RUBRIC STATEMENT 2: THERE IS A WIDESPREAD INSTITUTIONAL DIALOGUE ABOUT ASSESSMENT RESULTS AND IDENTIFICATION OF GAPS.
<p>Standards: I.B.1; I.B.2; I.B.3; I.B.5.</p>
<p>EXAMPLES OF EVIDENCE: Documentation on processes and outcomes of SLO assessment. Specific examples with the outcome data analysis and description of how the results were used. Descriptions could include examples of institutional changes made to respond to outcomes assessment results.</p>
<p>PROFICIENCY RUBRIC STATEMENT 2: NARRATIVE RESPONSE</p> <p>In accordance with the continuous quality improvement model, dialogue on student learning assessment has evolved over time, becoming increasingly centered on assessment practices, and on analyzing and acting on the findings associated with the assessment process. SLO assessment results</p>

have been discussed at the meetings and training workshops facilitated by Mesa's SLO Coordinators (2.1). For the past two years, the college has increasingly institutionalized these discussions (2.2.1, 2.2.2, & 2.2.3), particularly by making assessment results and identification of gaps more central to the program review and planning process (2.3), which affects the allocation of resources based on student success needs. The results of assessment are summarized and reported out to various participatory governance committees. The Planning and Institutional Effectiveness (PIE) Committee utilizes the assessment data to evaluate and fine tune organizational structures and processes in order to better support student learning and college-wide planning (2.4). The PIE Committee presented its analysis and data at the Fall President's Cabinet Planning Retreat, where recommendations are made pertaining to the next college planning cycle. In addition, 2012-13 is designated as the "Year of Teaching and Learning" for the purpose of highlighting the improvement of student learning as a central focus across the institution and to support college-wide assessment of Mesa College's Strategic Goal One.

PROFICIENCY RUBRIC 3: DECISION MAKING INCLUDES DIALOGUE ON THE RESULTS OF ASSESSMENT AND IS PURPOSEFULLY DIRECTED TOWARD ALIGNING INSTITUTION-WIDE PRACTICES TO SUPPORT AND IMPROVE STUDENT LEARNING.

Standards: I.B; I.B.3; II.A.1.c; II.A.2.f; III.A.1.c; IV.A.2.b.

EXAMPLES OF EVIDENCE: Documentation of institutional planning processes and the integration of SLO assessment results with program review, college-wide planning and resource allocation, including evidence of college-wide dialogue.

PROFICIENCY RUBRIC STATEMENT 3: NARRATIVE RESPONSE

Mesa College has worked since 2005 to create and refine an integrated planning and resource allocation process (3.1.1 & 3.1.2). Strands including institutional level goals and annual priorities, college mission, Program Review, Student Learning Outcomes, assessment, and resource allocation are threaded throughout this evolutionary process. Annual review and recommended revision of these

strands are the focus of each year's President's Cabinet Retreat (3.2.1, 3.2.2, 3.2.3, 3.2.4, & 3.2.5).

In spring 2012 the College completed its first fully integrated planning, assessment, and resource allocation process, utilizing unspent discretionary funds to meet resource requests on program review (3.3.1, 3.3.2, & 3.3.3). Allocation rubrics, developed through the campus participatory governance process, demonstrate that SLOs, assessment, and planning priorities drive the program, school, and institutional dialogue (3.4.1, 3.4.2, 3.4.3, & 3.4.4).

SLO Survey (2012) results support the level of dialogue regarding SLO assessment for decision making (3.5). Respondents indicated that their program uses student learning outcomes assessment in planning, decision making, and overall program improvement. Practices in which they would like more training were using SLO assessment in program review and planning, and generating actionable data through SLO assessment. By establishing Program Review as the cornerstone of college-wide planning and resource allocation, the new process bridges the gap between program and college (3.6.1 & 3.6.2). Making SLO assessment results central to program review, institutional planning, and resource allocation ensures dialogue about them at all levels, and institutional decisions are geared towards supporting and improving student learning.

PROFICIENCY RUBRIC STATEMENT 4: APPROPRIATE RESOURCES CONTINUE TO BE ALLOCATED AND FINE-TUNED.

Standards: I.B; I.B.4; I.B.6; III.C.2; III.D.2.a; III.D.3.

EXAMPLES OF EVIDENCE: Documentation on the integration of SLO assessment results with institutional planning and resource allocation.

PROFICIENCY RUBRIC STATEMENT 4: NARRATIVE RESPONSE

The campus program review process has been revised to align with our campus budget development cycle (4.1). Rubrics for the allocation of 1) equipment, supplies, and other expenses; 2)

classified staff; and 3) faculty have been created and utilized in the Program Review process for effective and efficient review of services and resource allocation (4.2.1, 4.2.2, 4.2.3, & 4.2.4). The incorporation of SLO assessment results into resource requests are a major factor in determining allocations. Use of these rubrics is in alignment with the fall faculty hiring process and spring allocation of all other funds, including end of the year allocations.

With regard to the allocation of resources to support SLO development and assessment, campus institutional planning and resource allocation processes have evolved over the last 10 years to provide substantial support to a wide array of activities. Campus, regional, and statewide training, reassigned time for faculty SLO leadership, acquisition of technological support to store student assessment data, ongoing flex workshops incorporating extensive dialogue, and presentations by internal and external experts are examples of these efforts to allocate resources toward continuous quality improvement (4.3.1, 4.3.2, 4.3.3, & 4.3.4). Assessment of integrated planning is discussed annually at the President's Cabinet Retreat (4.4.1) and is often informed by the ongoing work of the Planning and Institutional Effectiveness Committee (4.4.2).

PROFICIENCY RUBRIC STATEMENT 5: COMPREHENSIVE ASSESSMENT REPORTS EXIST AND ARE COMPLETED AND UPDATED ON A REGULAR BASIS.

Standards: I.A.1; I.B; I.B.3; I.B.5; I.B.6; II.A.2.a; II.B.

EXAMPLES OF EVIDENCE: Documentation on the process and cycle of SLO assessment, including results of cycles of assessment. Copies of summative assessment reports, with actual learning outcomes.

PROFICIENCY RUBRIC STATEMENT 5: NARRATIVE RESPONSE

Comprehensive assessment reports exist for all active courses at Mesa College, and these are regularly updated. Assessment findings, on file in Taskstream (the proprietary software used at Mesa), include the description of the outcome that was assessed and a listing of each of the measures faculty

selected as assessment tools (5.1.1 & 5.1.2). Each measure is described, and each is supported with an itemization of the components of the target specified in a rubric, an implementation timeline, and the faculty member responsible for the assessment. The findings state the number and percentage of students who scored at or above the specified target level; the results are noted in terms of target achievement; and, recommendations, based upon the results, are provided. Attached to the findings are copies of both the measure used in the assessment and an assessment report form.

There are two other components to Mesa College's comprehensive assessment reports: Action Plans and Status Reports, both of which are stored in Taskstream (5.2.1 & 5.2.2). The Action Plan details any specific actions to be taken and includes a timeline and a statement of how and by whom the action is to be assessed. The Status Report completes the comprehensive assessment for each course and program by providing information on progress in completing the recommended action.

The SLO reports are linked to Program Review most directly in the Program Review Goal Matrix. Successful assessment of SLO, or clear action plans to achieve success, are linked in the 2012-2013 Budget Allocation Resource Committee process (5.3).

PROFICIENCY RUBRIC STATEMENT 6: COURSE STUDENT LEARNING OUTCOMES ARE ALIGNED WITH DEGREE STUDENT LEARNING OUTCOMES.

Standards: II.A.2.e; II.A.2.f; II.A.2.i.

EXAMPLES OF EVIDENCE: Documentation on the alignment/integration of course level outcomes with program outcomes. Description could include curriculum mapping or other alignment activities. Samples across the curriculum of institutional outcomes mapped to program outcomes.

Alignment of course learning outcomes with those associated with the degrees earned by students can be observed primarily in three places: the college catalog (6.1), the course outline of record, and TaskStream.

Alignment in the catalog begins in the "General Information" section (pp. 8-12), where the

<p>Associate Degree outcomes can be found. These six outcomes (Critical Thinking, Communication, Self-Awareness and Interpersonal Skills, Personal Actions and Civic Responsibility, Global Awareness, and Technological Awareness) inhabit the various program descriptions throughout the catalog. Specific course learning outcomes can be traced back to the program and associate degree outcomes.</p> <p>The following example is indicative of the entire campus:</p> <p>The course outline of record for English 101 (a course required for the associate's degree) has as one of its objectives/outcomes "apply critical thinking in reading, writing and class discussion." (6.2)</p> <p>This outcome can be mapped to a learning outcome for the English program, critical thinking: the ability to "analyze and weigh the truth value of conflicting claims" (Mesa College 2011-2012 Catalog, p. 176).</p> <p>These two outcomes map to the Associate Degree outcome of critical thinking, mentioned above.</p> <p>The assessment of student learning used for this course-level outcome is a research paper. Student performance on this assessment is stored in TaskStream, which uses a mapping system identical to that described above: course to program to degree (6.3).</p>
<p>PROFICIENCY RUBRIC STATEMENT 7: STUDENTS DEMONSTRATE AWARENESS OF GOALS AND PURPOSES OF COURSES AND PROGRAMS IN WHICH THEY ARE ENROLLED.</p>
<p>Standards: I.B.5; II.A.6; II.A.6.a; II.B.</p>
<p>EXAMPLES OF EVIDENCE: Documentation on means the college uses to inform students of course and program purposes and outcomes. Samples across the curriculum of: course outlines of record and syllabi with course SLOs; program and institutional SLOs in catalog.</p>
<p>PROFICIENCY RUBRIC STATEMENT 7: NARRATIVE RESPONSE</p> <p>Results of the 2012 Student Satisfaction Survey demonstrate a student awareness of the goals and purposes of the courses in which they were enrolled (7.1).</p> <p>Information explaining college-wide and departmental goals and programs is available to</p>

<p>students in the San Diego Mesa College Catalog (7.2). The History of the College, Institutional Student Learning Outcomes, the Vision, Mission Statement, Values and Goals of the College are all outlined in detail. Program level degree, certificate, program and course information is provided in detail, and the program-level outcomes are listed. The catalog is available in the Learning Resource Center, the associated student government office, various student service offices, and online.</p> <p>At Mesa College, each instructor provides his or her students with a syllabus outlining the goals and purpose of the course, as well as the student learning outcomes related to the course (7.3). To better facilitate up-to-date information, the course-level SLOs are available in the college's curriculum database, CurricUNET, and they are incorporated into the syllabus template faculty can download from this system (7.4). Each year when training is provided to adjunct faculty, the syllabus requirements are emphasized to the new members of the faculty (7.5). All instructors are required to review the contents of the course syllabus with their students and to provide a copy of the syllabus to the Department Chair and appropriate Dean, who keep this information on file.</p>	<p>students in the San Diego Mesa College Catalog (7.2). The History of the College, Institutional Student Learning Outcomes, the Vision, Mission Statement, Values and Goals of the College are all outlined in detail. Program level degree, certificate, program and course information is provided in detail, and the program-level outcomes are listed. The catalog is available in the Learning Resource Center, the associated student government office, various student service offices, and online.</p> <p>At Mesa College, each instructor provides his or her students with a syllabus outlining the goals and purpose of the course, as well as the student learning outcomes related to the course (7.3). To better facilitate up-to-date information, the course-level SLOs are available in the college's curriculum database, CurricUNET, and they are incorporated into the syllabus template faculty can download from this system (7.4). Each year when training is provided to adjunct faculty, the syllabus requirements are emphasized to the new members of the faculty (7.5). All instructors are required to review the contents of the course syllabus with their students and to provide a copy of the syllabus to the Department Chair and appropriate Dean, who keep this information on file.</p>
<p>SELF-ASSESSMENT ON LEVEL OF IMPLEMENTATION:</p>	<p>YOU PLANNED TO ADDRESS NEEDED IMPROVEMENTS? WHAT LEVEL OF SLO IMPLEMENTATION WOULD YOU ASSIGN YOUR COLLEGE? WHY? WHAT EFFORTS HAVE YOU PLANNED TO ADDRESS NEEDED IMPROVEMENTS?</p>
<p>SELF-ASSESSMENT ON LEVEL OF IMPLEMENTATION: NARRATIVE RESPONSE</p> <p>Mesa College is at the proficient level of the rubric and is focused on moving to sustainable continuous quality improvement. The campus has had robust dialogue on SLOs (8.1.1 & 8.1.2). SLO assessment has been integrated into the planning and resource allocation processes (8.2). Some programs have completed multiple cycles of assessment across several years, while other programs have completed one cycle. 100% of active courses have SLOs, and 99% of them have been assessed (8.3). In 2012-13 the SLO/TaskStream Coordinator role has been continued and an additional support</p>	

position, an SLO Assessment Coordinator (8.4), who will focus on supporting best practices in assessment, will be identified. The TaskStream database tool will be evaluated in accordance with our needs. Since SLOs have now been fully incorporated into the planning and resource allocation process, participatory governance bodies (which include students) will be formally evaluating the effectiveness of that integration and considering changes as appropriate according to the findings associated with the evaluation. Campus activities planned to assist in the facilitation of continuous quality improvement at the sustainable level include an assessment day (8.5), professional development opportunities focused on student learning, and the continued inclusion of the student voice in participatory governance.

TABLE OF EVIDENCE: LIST THE EVIDENCE USED TO SUPPORT YOUR NARRATIVE REPORT, SECTION BY SECTION.

TABLE OF EVIDENCE (NO WORD COUNT LIMIT)	
1.1.	San Diego Mesa College 2011-2012 Program Review Handbook
1.2.	San Diego Mesa College Student Learning Outcomes for the Associate Degree, May 2003
1.3.1.	2009-2010 Mesa College Catalog
1.3.2.	San Diego Mesa College Research Committee Minutes, February 27, 2009
1.4.	San Diego Mesa College Proposal: Student Learning Outcomes and Assessment Cycle, May 2005
1.5.	At-a-Glance Report for Course SLO Assessment and Action Plans, October 2012
2.1.	San Diego Mesa College TaskStream Workshop, Part 1 (video file)
2.2.1.	San Diego Mesa College Student Learning Outcomes Survey Report, Fall 2008
2.2.2.	San Diego Mesa College Student Learning Outcomes Survey Report, Fall 2009
2.2.3.	San Diego Mesa College Student Learning Outcomes Survey 2012 Report, May 2012
2.3.	San Diego Mesa College 2011-2012 Program Review Evaluation Report
2.4.	San Diego Mesa College Planning and Institutional Effectiveness Committee Minutes, September 11, 2012
3.1.1.	San Diego Mesa College Educational Master Plan, 2007-2011
3.1.2.	San Diego Mesa College Integrated Planning Process
3.2.1.	San Diego Mesa College 2008 President's Cabinet Retreat Minutes
3.2.2.	San Diego Mesa College 2009 President's Cabinet Retreat Minutes
3.2.3.	San Diego Mesa College 2010 President's Cabinet Retreat Minutes
3.2.4.	San Diego Mesa College 2011 President's Cabinet Retreat Minutes
3.2.5.	San Diego Mesa College 2012 President's Cabinet Retreat Minutes
3.3.1.	San Diego Mesa College President's Cabinet Committee Meeting Minutes, May 1, 2012

3.3.2.	San Diego Mesa College Equipment Request Rankings, March 2012
3.3.3.	San Diego Mesa College Facilities Request Rankings, 2011-2012
3.4.1.	San Diego Mesa College Classified Staff Hiring Priorities/Rubric, 2012-2013
3.4.2.	San Diego Mesa College Faculty Hiring Priorities/Rubric, 2012-2013
3.4.3.	San Diego Mesa College Equipment Resource Allocation Prioritization Rubric, 2012-2013
3.4.4.	San Diego Mesa College Supplies Resource Allocation Prioritization Rubric, 2012-2013
3.5.	San Diego Mesa College SLO Survey 2012 Report, May 2012
3.6.1.	San Diego Mesa College 2011-2012 Program Review Handbook
3.6.2.	San Diego Mesa College Program Review Lead Writer Training Presentation
4.1.	Revision of Program Review Cycle to Align with Budget Development Cycle, May 2012
4.2.1.	San Diego Mesa College Classified Staff Hiring Priorities/Rubric, 2012-2013
4.2.2.	San Diego Mesa College Faculty Hiring Priorities/Rubric, 2012-2013
4.2.3.	San Diego Mesa College Equipment Resource Allocation Prioritization Rubric, 2012-2013
4.2.4.	San Diego Mesa College Supplies Resource Allocation Prioritization Rubric, 2012-2013
4.3.1.	San Diego Mesa College TaskStream Training Presentation
4.3.2.	San Diego Mesa College SLO Training Presentation
4.3.3.	Norena Badway SLO Presentation to San Diego Mesa College
4.3.4.	San Diego Mesa College SLO/TaskStream Flex Workshop Documentation, 2011-2012
4.4.1.	San Diego Mesa College 2012 President's Cabinet Retreat Minutes
4.4.2.	Planning and Institutional Effectiveness Committee Minutes, April 10, 2012
5.1.1.	San Diego Mesa College Course Assessment Plan and Findings, Marketing 100 2011-2012
5.1.2.	San Diego Mesa College Program Assessment Plan and Findings, Accounting Program 2011-2012
5.2.1.	San Diego Mesa College Course Action Plan, Marketing 100 2010-2011
5.2.2.	San Diego Mesa College Program Action Plan, Accounting Program 2011-2012
5.3.	San Diego Mesa College Program Review Handbook, 2011-2012
6.1.	2011-2012 San Diego Mesa College Catalog
6.2.	San Diego Community College District Course Outline of Record, English 101
6.3.	San Diego Mesa College TaskStream SLO Alignment Report, Psychology
7.1.	San Diego Mesa College Student Satisfaction Survey Presentation, October 2012
7.2.	2011-2012 San Diego Mesa College Catalog
7.3.	San Diego Community College District Board Policy 4030 Academic Freedom
7.4.	San Diego Community College District Sample Course Syllabus Template, English 101
7.5.	San Diego Mesa College Adjunct Faculty Orientation Syllabus Presentation
8.1.1.	San Diego Mesa College Policy on the Genesis, Development, and Application of Student Learning Outcomes, May 2004
8.1.2.	San Diego Mesa College Student Learning Outcomes and Assessment Cycle, May 2005
8.2.	San Diego Mesa College Program Review Handbook, 2011-2012
8.3.	At-a-Glance Report for Course SLO Assessment and Action Plans, October 2012
8.4.	San Diego Mesa College Student Learning Outcomes and Assessment Coordinator Job Description
8.5.	San Diego Mesa College Online Assessment Forum Procedures, Fall 2012

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SAN DIEGO MESA COLLEGE

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Planning and Institutional Effectiveness Committee

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Minutes

April 23, 2013

4-23-2013

Topics Including: Report regarding membership on the PIEC for the upcoming year, the possibility of having a Classified member of the committee serve as Co Chair, informing the campus regarding the work of PIEC and other planning bodies.

Read More

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November 1, 2011

SAN DIEGO MESA COLLEGE

PRESIDENT'S CABINET

Agenda

November 1, 2011, 2 – 3:30, A104

1) GENERAL ITEMS (Pamela Luster, President)

a) Welcome

b) Consent Agenda Approval

- 1) Major Event: Focus on Black Studies (in conjunction with the 15th Annual Africa Trade and Business Conference,) Saturday, November 19, 2011, 7 a.m. – 5 p.m., G-102. An addendum is attached to this major event by Dean Zappia. A discussion on if this Saturday event would need Audio Visual staff and Dean Zappia stated he had asked this question and the faculty requested no assistance with operating the equipment in G-102. Motion to approve was made by Joi Blake; second: Cherie Deogracias. Motion was approved unanimously.

c) District-Wide Updates: Pam Luster shared that 1) SDSU is discussing changes to their transfer curriculum model (SB 1440 degrees) including adding additional degrees to the agreement. Pam asked that those involved with the Student Success Task Force to share how the recommendations might affect Mesa College and how we can be proactive to any changes being proposed, 2) the VPSS and Dean of Humanities position searches are active and the Campus-based researcher position is in process.

d) Distinguished Alumni: A document outlining the criteria and establishing goals for the San Diego Mesa College Distinguished Alumni was presented by Pam including the application form. The deadline is 12-21-11 for applications and then a nominees group will be formed and the president will make the final decision.

2) COLLEGE-WIDE PLANNING – PIE Committee

a) Update from the Assessment Conference Team: Jill Baker presented a PowerPoint on the WSAC Level II Retreat on Assessment in Practice that was attended by Jill Baker, Jonathan Fohrman, Madeleine Hinkes, Laurie Mackenzie, Toni Parsons, Angela Liewen Romeo, and Chris Sullivan October 27-29, 2011. The group shared their experience at this workshop which included in the major findings that SD Mesa College is good at the mechanics of assessment but there is need to further develop the area of resource allocation by focusing on all resources, not just financial. Jill shared that the focus was on student learning and what enhances it and not outcomes. The Commission will be looking at the dialogue surrounding student learning and how our college plans “forward.” The target goal was stated as where our college wants the program/service area to be in five years (our goals) and the Proposal was to discover what our college needs will be in five years to achieve the target goal(s). This should include all resources and emphasizing them equally as well as finding common needs among programs and service areas through shared governance dialogue. Pam thanked the attendees for their service. A link to the WASC PowerPoint document will be available on the President's Webpage located at: <http://www.sdmesa.edu/president/index.cfm>

3) INSTRUCTION

a) No report.

4) STUDENT SERVICES (Brian Stockert, Interim VPSS)

a) No report.

5) ADMINISTRATIVE SERVICES (Ron Perez, VPA)

a) Quad Design Update: Ron provided an update on the Quad Design and shared that option 2 was an overwhelming frontrunner from the votes received to date. The option was shown onscreen and Ron stated that there is a proposal to move the café designated in the “H” area to the A/B area on the map which will be a café / fruit bar to create a hub area near the athletic fitness center. On Nov. 16 and 17, campus presentations will be held on the preferred conceptual design and then the final concept will be brought back to President's Cabinet.

6) PARTICIPATORY GOVERNANCE REPORTS

- a) Academic Senate (Madeleine Hinkes) Madeleine stated the senate was working on curriculum (assigning courses to curriculum and repeatability.) An open forum is being proposed to discuss these topics.
- b) Classified Senate (Angela Liewen Romeo for Robin Watkins) Angela stated that the Dudley Bread Classified Senate fundraiser is ongoing.
- c) Associated Students Governance (Cherie Deogracias) Cheri shared the following ASG activities: 1) Quad teacher appreciation – thank you notes were delivered and some gift bags to teachers, 2) Honors Blood drive was held for two days, 3) Muslim Student Association had a booth in the quad, 4) Mesa Robotics Club was selling t-shirts, 5) student club list was finalized – 26 clubs this academic year including several new clubs, 6) ASG representatives will be attending the general assembly for the Ca. Community Colleges where they will hear presentations of statewide resolutions.

7) FUTURE PRESIDENT'S CABINET TOPICS

- a) Urban Teachers Fellows Grant
- b) Student Success Recommendations
- c) HACU Conference Update on SD Mesa College taking next steps to becoming a Hispanic Serving Institution.

8) OTHER

- a) Pam congratulated the SD Mesa College football team on their last game and win, and remarked what a great experience these games are with the attendees and pep band under the direction of James Romeo.
- b) Pam congratulated the Speech/Debate team who did well in recent competitions and will now compete in Rome, Italy next spring.

9) ANNOUNCEMENTS

- a) Quad Design Phase III: November 16, 12:30 p.m., LRC 435; and November 17, 1:30 p.m., Z-102

b) New schedule for President's Cabinet in effect beginning next week: remaining fall

2011 meetings will be held on November 15, November 29, & December 13, 2011.

c) Next PIE Committee meeting: November 8, 3:30 – 5 p.m.

10) ROUNDTABLE

Ashanti Hands shared that the MLK parade will be on a Sunday in 2012 – January 15, 2-5 p.m. and location is now Harbor Drive. Sign-ups for volunteers will be held before this semester ends.

President's Cabinet meetings are now beginning a reduced schedule – next meeting will be held on Tuesday, November 15, 2-3:30 p.m. in A-104.

Purpose/Membership/Goals

■ 2012-2013

- Jonathan Fohrman (Convener)
- Jill Baker
- Julianna Barnes
- Leela Bingham
- Ed Helscher
- Madeleine Hinkes
- Angela Liewen
- Pamela Luster
- Laurie Mackenzie
- Marichu Magana
- Michelle Parsons
- Mariette Rattner
- Chris Sullivan
- Susan Topham

■ Purpose

To facilitate meaningful dialogue and assessment practices which support the ongoing improvement of student learning and institutional effectiveness. To provide planning, support, facilitation, communication, and leadership that will enable the achievement of college goals pertaining to learning assessment.

■ Goals

- Assuring compliance with accreditation requirements, and adequate documentation of evidence
- Envision what would constitute “Sustainable Continuous Quality Improvement” at Mesa College, provide guidelines/benchmarks and support for its implementation, including:
 - Develop a draft plan for sustainable continuous assessment, which identifies the timeline and key components of a complete cycle, encompassing the varied levels of assessment from course to institutional
 - Identify, review and recommend assessment tools for campus, faculty and department use in order to support effective practices, and better integrate the use of learning assessment into our campus processes
- Define the objectives and/or duties of the Learning Assessment Facilitator role, and provide collaborative support for their achievement
- Modify web presence (incl. enhance resources and user-friendliness of web page)
- Facilitate the sharing and discussion of effective assessment practices across SLOs &AUOs, for example, Community of Practice
- Assessment of unmet needs
- Evaluation of Mesa's assessment resources and systems/mechanisms/structures, and provide recommendations in support of continuous improvement
- Establish meaningful institution-level learning assessments (e.g., at the level of general education, and the institution as a whole)
- Analyze findings of institution-level learning assessments and summary reports and recommend actions in support of continuous improvement

■ Objectives for 2012-2013

- Survey / assess needs
 - Review & discuss ACCJC SLO assessment standards, evaluate and propose action plans as needed
 - Review & Discuss SLO Survey Results
- Define LAF role
- Develop FAQs
- Run an institution level ILO assessment report from TaskStream
 - Evaluate results and make recommendations to PIE regarding future institution-level learning assessment
- Review assessment models from other colleges, devise and implement assessment of ILOs, GE, etc.

Spring 2013 Convocation Break-Out Sessions
Institutional Learning Outcomes Analysis: Executive Summary

Office of Institutional Effectiveness
(February 2013)

- 6. Review ACCJC Rubric, and define how SCQI could best be achieved at Mesa / utilize stakeholder input
- 7. Website Development
- 8. Evaluate scope and longevity of Task Force, continuation into future vs. replacement by committee
- 9. Fine tuning of TaskStream
 - Develop wish list
 - Support an enhanced ability to retrieve data from TaskStream in a useful format
- 10. Evaluation of TaskStream
- 11. Support the planning and implementation of campus-wide opportunities for the sharing of effective practices, discussion and analysis of findings, future institutional planning in this sphere

Endorsed at a 9/18/12 of the Learning Assessment Task Force (attended by: Ed Helscher, Michelle "Toni" Parsons, Angela Liewen, Marichu Magana, Madeleine Hinkes, Laurie Mackenzie, Pamela Luster, Denise Whisenhunt, Jonathan Fohrman)

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Background and Methodology

During spring convocation activities in January 2013, stakeholders from across the college, including faculty, staff, and administrators, met to discuss college-wide learning outcome assessment methods and the most recent year's assessment data. Convocation participants divided into five break-out groups to analyze aggregate institutional learning outcome (ILO) assessment data. Four of the groups focused on one ILO each (Communication, Critical Thinking, Global Awareness, and Technological Awareness), and one group focused on two ILOs (Personal Actions/Civic Responsibility and Self-Awareness/Interpersonal Skills). Participants were able to self-select into any of the five groups.

Each group was provided with an overview of the college's outcomes identification and assessment process and a dashboard of general education course outcomes mapped to the ILOs (see Appendix A). In addition, participants received a matrix of potential ILO assessment methods, and participants were asked to identify and discuss the advantages and disadvantages of each approach at the college (see Appendix B). Finally, participants were asked to complete a survey regarding their experience in the break-out sessions and make recommendations for future ILO assessments (see Appendix C).

During each session, facilitators recorded the discussion points and findings. In one session, a consensus was not reached verbally; however, the majority of participants completed and returned all worksheets to the facilitators, and responses documented in these worksheets were used to determine if the ILO was achieved. All facilitator notes, returned worksheets, and surveys were compiled to determine 1) if each ILO had been achieved, and 2) which methods might be appropriate (according to participants) for future ILO assessment. A summary of the findings is provided in the following section.

Summary of the Findings

► Achievement of ILOs Based on Mapped Course-Level Outcomes Data

Each group was asked to determine if the college had achieved the given learning outcome based on the dashboard information provided. Three of the break-out groups (Communication, Critical Thinking, and Technological Awareness) came to a consensus that, given the limited data presented in the dashboard, the college achieved the ILO. Two break-out groups (Personal Actions/Civic Responsibility and Self-Awareness/Interpersonal Skills; Global Awareness) agreed that they did not have adequate information to determine if the ILO had been achieved.

Although consensus regarding the achievement of the ILO was reached in three of the groups, participants in each of these groups shared many of the same concerns as participants in the remaining two groups. All five groups discussed a number of issues and limitations with the general education course-level outcomes mapping method. The most commonly identified issues included the following:

- Limited number and breadth of courses included in the analysis
- Course outcomes to ILO mapping is not intuitive; a more appropriate analysis would include mapping program-level learning outcomes to ILOs
- Lack of consistency in course-level outcome criteria and need for more guidance, such as a rubric

End-of-session survey results revealed that participants were interested in expanding ILO assessment to include all areas of the college, including basic skills courses, campus and community activities, non-general education courses, and administrative and student services areas.

► Potential Methods for Future ILO Assessment

Break-out session participants engaged in a detailed discussion of each of the ILO assessment methods outlined in their worksheets. Specifically, participants identified the benefits and limitations of the following methods:

- Mapped learning outcomes approach (such as the one used in the first activity)
- Student surveys
- The Writing across the Curriculum approach
- Capstone courses or projects
- Course-embedded assessment methods

Mapped Course-Level SLO Data

There was considerable consensus among participants that the current course-to-ILO mapping method was a starting point for the assessment of ILOs but was not adequate by itself. Taken in the context of multiple ILO assessment methods, many participants believed it was an efficient option but needed to include broader representation of the college (such as non-general education courses and student and administrative services units).

Survey of Students

Participants generally had positive perceptions of student surveys, and many participants said a survey would provide a method for obtaining feedback directly from students at different momentum points (at the point of matriculation, each semester of enrollment, at the point of transfer or graduation). Among the limitations identified by participants were the subjectivity of survey responses and the resources required to develop, administer, and analyze results of the survey(s).

Writing across the Curriculum

Regarding the prospect of implementing the Writing across the Curriculum approach, participants were relatively divided. While some believed the approach was appropriate for certain disciplines or specific ILO assessments, such as Communication and Critical Thinking, many indicated that it was not a viable option for assessing all six ILOs. Some participants expressed a concern regarding the retention of academic freedom if such an approach was implemented, and particularly if a common rubric was utilized.

Capstone Courses or Projects

Overall, perceptions of capstone projects were positive, although many participants expressed concern about the appropriateness of capstone courses for non-CTE programs. The concept of e-portfolios appeared to garner significant support among participants, with many indicating that it would provide an authentic assessment of student learning at the culmination of an experience or a course.

Course-Embedded Assessment

On the whole, participants were unfamiliar with course-embedded assessment methods and did not provide much commentary regarding this approach.

Other Assessment Methods and Recommendations

Among the other assessment methods discussed by participants were longitudinal or cohort studies, engagement measures for students who utilize campus support services, and holistic ILO assessments that reflect the breadth of the college experience. Participants also proposed additional guidelines for ILO development, review, and assessment. For example, one group of participants indicated that the current ILOs should be reviewed at regular intervals to determine if they are still appropriate for the college. In addition, a group of participants also suggested implementing timelines for ILO assessment and improving communication with students regarding ILOs.

Appendix A:
Assessing Institutional Learning Outcomes - San Diego Mesa College
Convocation: January 25, 2013

Assumptions:

- In 2002, ACCJC Standards were revised to place new emphasis on creation and assessment of Student Learning Outcomes in a continuous cycle
- Mesa College began this work with the creation of:
 - Institutional Learning Outcomes, which would cascade down to guide the development of Program and Service Area Outcomes
 - Which in turn cascaded down to guide the creation of Course-level Student Learning Outcomes (SLOs) and Service Area or Administrative Unit Outcomes (SAOs or AUOs)

Institutional Learning Outcomes (ILOs)
(ILOs were written and vetted with the College 2003-2005)



Program-level Student Learning Outcomes and Service Area Outcomes (PSLOs and SAOs)
(PSLOs and SAOs were written beginning in 2006 and published in the College Catalog 2008-2009)



Course-level Student Learning Outcomes and Service Area Administrative Unit Outcomes (SLOs and AUOs)
(SLOs and AUOs were written beginning in 2006 and have been on-going)

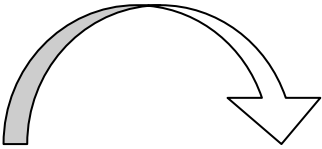
- Mesa College began the assessment process working from the **opposite direction**:
 - Assessment of Course-level SLOs and Service Area AUOs was conducted by the faculty and/or staff, and results were mapped up to the Program or Service Unit for program or service area assessment
 - For this assessment cycle, results of Course-level SLOs for GE courses that are mapped to the ILOs will be used for ILO assessment purposes

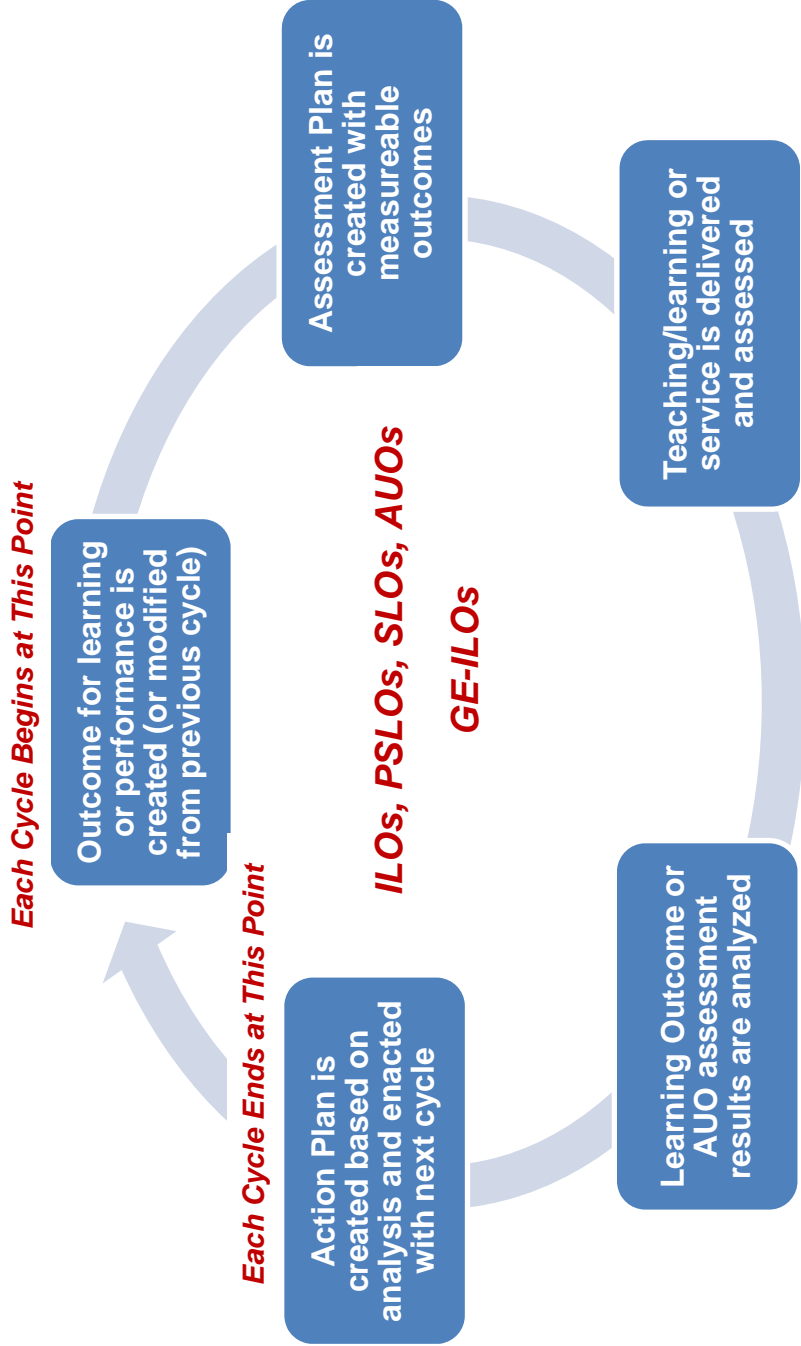
Course-level Student Learning Outcomes and Service Area Administrative Unit Outcomes (SLOs and AUOs)
(Assessment has begun and the loop has been closed: first cycle beginning 2006 and culminating 2012)



Program-level Student Learning Outcomes and Service Area Outcomes (PSLOs and SAOs)
(Assessment has begun and the loop has been closed: first cycle of program outcomes assessed in 2012)

Institutional Learning Outcomes (ILOs)
(Not yet completed: will be assessed today)





Outcomes for today’s activities:

- Assess ILOs using mapped course outcomes and determine if achievement has been met during this first assessment cycle
- Propose ILO assessment plan for next cycle

Process for today’s activities:

- Pick one of the six ILOs and go to the appropriate breakout session to assess the outcomes

Materials for today’s activities:

- Dashboard with summary assessment results by ILO of GE courses that are mapped to them (Attachment 1)
- Packet of six sample assessments for the ILO you are evaluating (Attachment 2)
- Grid with targeted questions to facilitate assessment (Attachment 3)

Office of Institutional Effectiveness (February 2013)

Attachment 1: San Diego Mesa College Institutional Learning Outcomes Dashboard

Below is a summary of course-level assessment conducted in the 2011-2012 academic year. The summary includes data for general education courses that (1) were fully and explicitly mapped to a specific institutional learning outcome (ILO), and (2) included all core components of the assessment and analysis process.

A total of 125 courses met the criteria and were organized according to Institutional Learning Outcome. The table below provides a breakdown of ILOs, the number of courses assessed and fully mapped to the ILO, the number of courses that met, exceeded or did not meet course-level targets, and the percentage of courses that met or exceeded targets. One additional column is included for group discussion. Your group will be focusing on the **one specific ILO for the first portion of the group discussion**.

Please examine the table below, focusing on the highlighted SLO results, and discuss the question below as a group. Please take notes on your group discussion and include them in the space provided below the question. You may also refer to **Attachment 2** to respond to the question below.

Institutional Learning Outcome (ILO)	Total Courses Assessed	Number of Courses that Met Target	Number of Courses that Exceeded Target	Number of Courses that Did Not Meet Target	% of Courses that Met or Exceeded Target	Did Institution Achieve Learning Outcome?
Communication	32	19	13	0	100%	
Critical Thinking	68	12	53	3	96%	
Global Awareness	4	1	3	0	100%	
Personal Responsibility	4	3	1	0	100%	
Self Awareness and Interpersonal Skills	4	3	1	0	100%	
Technological Awareness	13	6	6	1	92%	
TOTAL	125	44	77	4	97%	

Group Discussion Question: Based on the data provided above, have we as a college achieved the learning outcome? Why or why not?

Office of Institutional Effectiveness (February 2013)

Group Discussion Questions:

The following are guiding questions to keep in mind while your group is discussing the ILO assessment results.

- 1. Based on the data provided, have we as a college achieved the learning outcome? Why or why not?
- 2. Discuss the effectiveness of the SLO information provided in the spreadsheet in informing the overall assessment.
- 3. Discuss the usefulness of a target outcome and of other types of assessments and rubrics.

Appendix B
Attachment 3: Questions to guide discussion of what the Assessment Plan should be for the next ILO Assessment Cycle

The current ILO Assessment Plan is based upon the mapping of course-level SLOs to specific Institutional Learning Outcomes. Review the types of information that are included in the course level SLO information and discuss whether they provide adequate information to assess what higher level skills and knowledge our students should take with them when they complete their work at Mesa.

In this activity, your goal is to evaluate the information contained in the spreadsheet and consider the added value of “multiple measures” to assess Institutional Learning Outcomes. Use the grid below to record your thoughts and guide your discussion.

In looking at the data summary contained in the spreadsheet, assess the effectiveness and thoroughness with which it provides information on how our students are learning. Is the depth of information sufficient to tell us what we want to know about student learning?

Assessment Type	Benefits	Drawbacks	Overall Thoughts
Mapped course-level SLO data: This is an indirect measure of the ILO, but shows how it is addressed at the course level.			
Survey of students: To self-assess their learning: these can include targeted questions (addressing each ILO) about how the student has grown during his or her tenure at the college.			
Writing across the Curriculum: Classes are randomly selected across the campus to participate in a short discipline-specific writing prompt that measures ILO level learning. Faculty make use of a common rubric to assist with consistent evaluation.			

Assessment Type	Benefits	Drawbacks	Overall Thoughts
<i>Use of capstone courses</i> or projects within culminating program courses that require students to demonstrate breadth and depth of learning. Outcomes at this level would be reported by the program faculty according to a common rubric to assist with consistent evaluation.			
Embedding assessment methods into existing courses and using results to inform campus wide inquiry (i.e., providing problem solving assignments to students across multiple disciplines and then evaluating how students demonstrate their skill level; use of a common rubric assists with consistent evaluation).			
Brainstorm an assessment of your own...			

Summarize what would be an effective set of multiple measures to assess your ILO, and why.

Appendix C
General Questions on ILO Assessment

1. We are currently assessing our ILOs as part of our GE curriculum. Do you think this is adequate? YES NO
2. Are there other areas that should be included in the assessment? YES NO
3. If YES, list some areas that you think should be included in ILO assessment:

4. Would you be interested in participating in focused “Assessment Think Tanks” with the new Office of Institutional Effectiveness?
YES NO

If YES, please provide your name and email below:

Name:

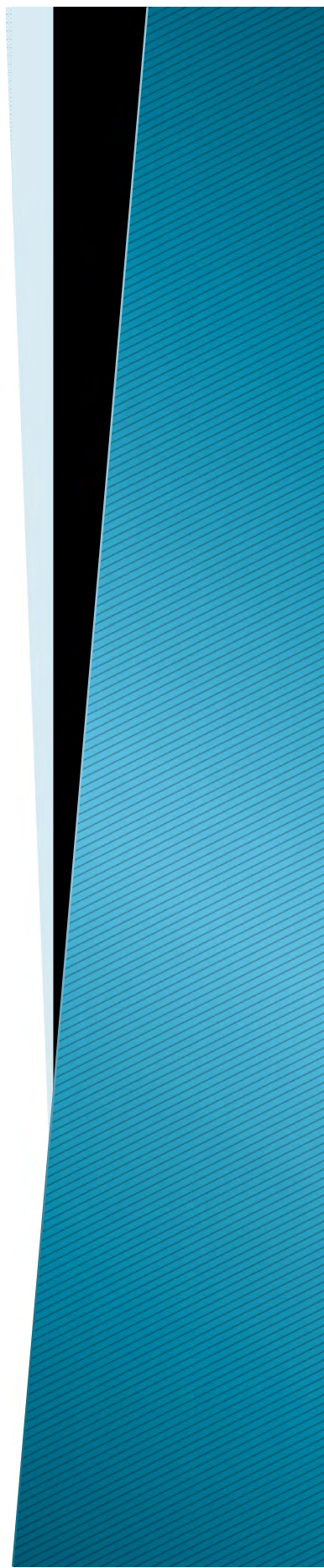
Email:

See Rec. 1-29 President's Cabinet Retreat Minutes

Mini Report Out – the RP group’s Strengthening Student Success Conference

Session on Developing and Assessing
Institutional Student Learning Outcomes
October 2012

*Presentation to Planning and Institutional Effectiveness Committee by
Jonathan Fohrman 10/09/12*



A Few General Points About Institutional Learning Outcomes:

- ❖ They typically flow from the mission statement
- ❖ They are typically also the General Education Outcomes
- ❖ Where appropriate, program outcomes typically extend and make the ILOs more specific and applied
- ❖ ILOs can also encompass the extracurricular experience
- ❖ They need to be mapped to programs and courses to know where they are promoted and learned

ILO Assessment Case Study 1: Palomar College

<http://www2.palomar.edu/slo/default.html>

- (GE/ILOs are combined)
- Learning Outcomes Council
- Adopted and adapted outcomes from the LEAP Initiative (see enormous amount of resources here: <http://leap.aacu.org/toolkit/>)
- LEAP outcomes are also used by the CSU system
- Gained a lot of assessment approaches from AACU (<http://www.aacu.org/meetings/generaleducation/gened2013/index.cfm>)
- Used VALUE–“Valid Assessment of Learning in Undergraduate Education”–Rubrics (AACU)

Case Study 1: Palomar College (continued)

- Assessed 2 ILOs in 2011–12 cycle
- Assessment was course–embedded, and involved common rubrics
- Randomly selected 20 courses for each outcome (all of which mapped to the ILO), participation was voluntary
- All participants contributed to a process evaluation via survey or focus group
- Summer work group (6 f/t, 2 p/t faculty, 2 admin’s) developed report concerning both the findings and the process
- Rec’s for improving stu. learning (e.g., online info literacy training modules)
- These will be reassessed in 12–13 using additional approaches

Case Study 2: Cuesta College

<http://www.cuesta.edu/aboutcc/planning/accreditation/index.html>
<http://academic.cuesta.edu/sloa/> <http://academic.cuesta.edu/sloa/ilo.htm>

- Used accreditation standard 2A3 as basis for ILO development
- Multiple ILOs for each of the 6 GE categories
- Sought meaningful evidence from across the disciplines for a single cohort
- Combined indirect and direct assessment via an exit survey/assessment which was tailored according to the type of major (e.g., humanities, business). 25% response rate, raffle.
- Used ScanTron
- Fall opening day: dialogue about results and improvement

Case Study 3: College of the Canyons

<http://www.canyons.edu/committees/SLO/Resources/>

- Steering Committee – used IGETC/CSU GE as a basis for ILOs, also incl. some additional requirements (e.g., personal growth)
- All 13 ILOs were assessed, either via mapping (7) or direct assessment (6) according to faculty discussion and decisions (working in groups by ILO areas) Using opening day was crucial for wide faculty engagement
- Faculty were given a choice of assessment methods (from specific options), and different rubrics were used according to whether course was lecture or lab
- Used Survey Monkey
- SLO Coordinators (3) did analysis and report
- 1st cycle – learned most about the process

Potential Next Steps for Mesa:

- Configure, extract, and review “mapped-up” report from TaskStream to ILOs for 2011–12 cycle (in process)
- Use results to inform institutional planning, IE process evaluation, and assessment planning
- (Also use school reports for the above)
- Develop, implement, and review results of other forms of intentional direct and/or indirect assessment for 2012–13
- Evaluate process/methodology & communicate findings
- Describe process and findings in Midterm Report...

How to Make it Happen?

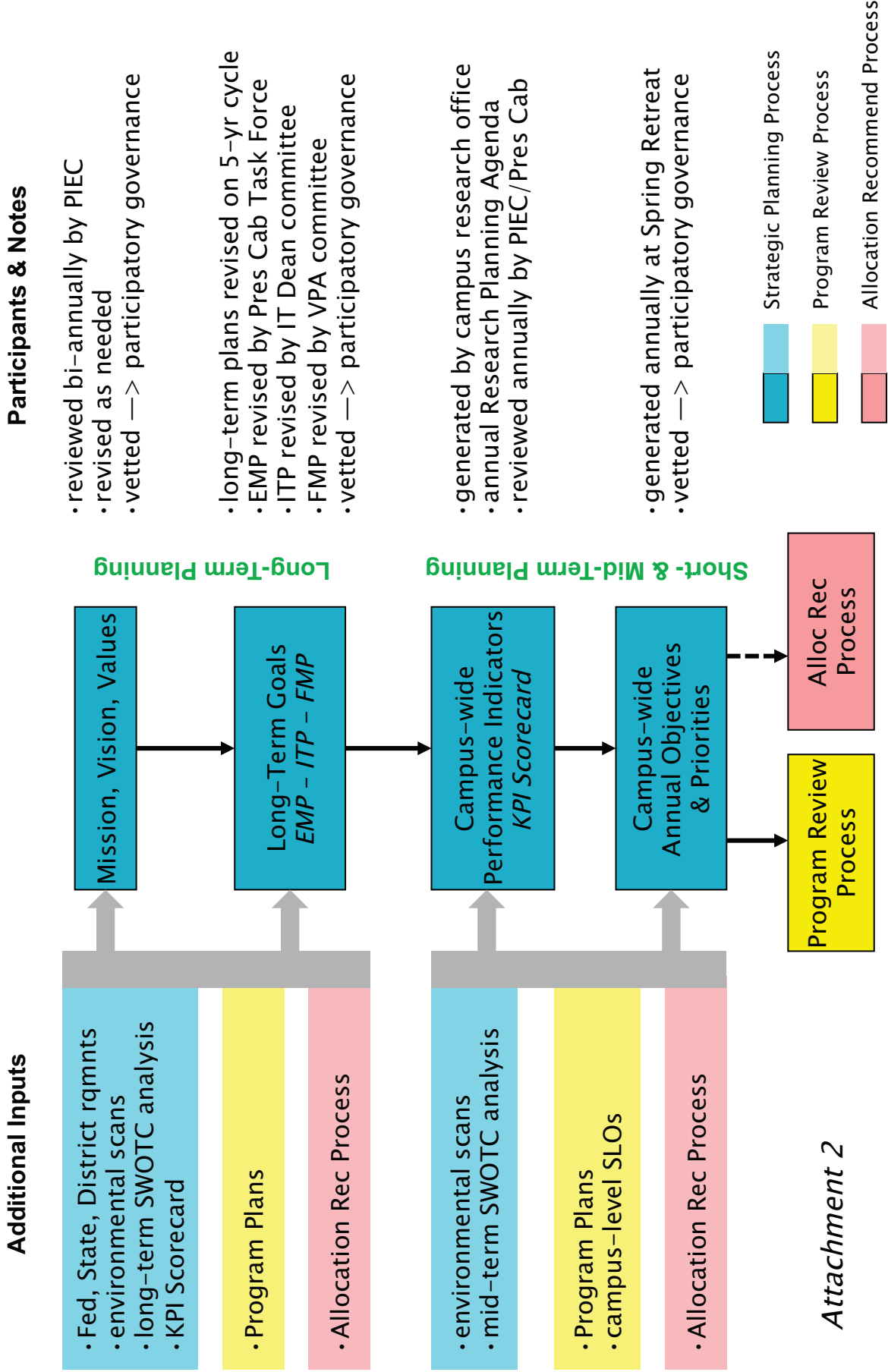
- What approach does Mesa want to use?
- How should it be developed?
- Who should be directly involved with development, implementation, and evaluation? What other stakeholder consultation is needed?
- When will/should/can each milestone be reached?
- What barriers could impede progress and what are the time constraints?



See Rec. 1-13 Equipment Resource

See Rec. 1-13 Equipment Resource

SDMC Strategic Planning Process



IT Backlog Report--projected to: 6/30/2013

	Computers Instruction	Computers Inst. Faculty	Computers LRC (Staff/Lab/Gen)	Computers SSC (Staff/Lab/Gen)	Computers (Admin./Staff)	Mesa Servers for LRC/Web	Mesa Servers for Academic Lab	Total Computers	AV LCD Projectors	AV Control Systems	Document Cameras	Total AV
Installed Now	727	258	383	369	105	10	12	1864	106	80	40	226
Out of Warranty as of 6/30/13	347	199	254	0	52	2	11	865	60	42	5	107
Per Unit Cost to Replace	\$1,110	\$1,110	\$1,110	\$1,110	\$1,110	\$1,100	\$3,500	N/A	\$2,000	\$2,000	3,500	N/A
Cost of Backlog as of 6/30/13	\$385,170	\$220,890	\$281,940	\$0	\$57,720	\$2,200	\$38,500	\$986,420	\$120,000	\$84,000	\$17,500	\$221,500
											Total Cost of Backlog As of 6/30/2013	\$1,207,920
Out of Warranty as of 6/30/14	69	40	3	0	39	7	1	159	16	11	5	32
Out of Warranty as of 6/30/15	266	9	105	0	12	1	0	393	17	17	9	43
Out of Warranty as of 6/30/16	35	0	2	0	0	0	0	37	13	10	16	39
Spares/Backups												
Out of Warranty as of 6/30/13	Out of Warranty as of 6/30/14	Out of Warranty as of 6/30/15	Out of Warranty as of 6/30/16	Total								
236	0	0	0	236								4/10/2012

Facilities

The Mesa College Facility Planning Committee is a representative committee to be appointed through the shared governance process by its constituent groups. Its purpose is to review major facility issues which impact Mesa College, provide long-range facilities planning and oversee the maintenance, repair, remodeling and building of Mesa College's Facility Master Plan. Recommendations will be brought directly to President's Cabinet. Detailed below is the specific charge to the Committee.

Purpose/Membership/Goals

■ 2012-2013

Chair:

- William Craft, Acting Vice President of Administrative Services

Vice Presidents (2 Representatives):

- Tim McGrath, Vice President of Instruction
- Denise Whisenhunt , Interim Vice President of Student Services

Deans (2 representatives: One from Instruction and one from Student Services):

- Susan Topham, Dean, Student Development and Matriculation
- Dave Evans, Dean, P.E./Health Education and Athletics

Academic Senate (9 representatives: Each School represented plus Student Services):

- Bill Brothers (Biology)
- Manny Bautista (PE)
- Ian Kay (Social/Behavioral Sciences)
- Igor Korneltchouk (Music)
- Mario Lara (Humanities)
- Karen Williams (Business)
- Jean Smith (LRC)
- Vacant (Student Services)
- Joseph Halcott (Health Science/Public Services)

Classified (3 representatives):

- Michael McLaren
- Penny Hedgecoth
- Jennifer Osborne

DSPS (1 Representative):

- Jill Jansen

Associated Student Government (1 Representative):

- Robert Will

Vice Chancellor Facilities Management or Designee (1 Representative):

- Diane Malone

Regional Facilities Officer (1 Representative):

- Vacant

Campus Police (1 Representative):

- Diana Medero

Safety Committee (1 Representative):

- Charlotta Robertson

■ Purpose

The Mesa College Facility Planning Committee is a representative committee to be appointed through the shared governance process by its constituent groups. Its purpose is to review major facilityissues which impact Mesa College, provide long-range facilities planning and oversee the maintenance, repair, remodeling and building of Mesa College's Facility Master Plan. Recomendations will be brought directly to President's Cabinet. Detailed below is the specific charge to the Committee.

Committee Charge:

- Reviews a broad range of facility issues which impact Mesa College;
- reviews all plans and makes recommendations for the construction, remodeling, and/or reassignment of existing facilities;
- studies and recommends development of future facilities including classrooms, laboratories, faculty and staff office space, and grounds;
- studies existing facilities and recommends alterations and improvements;
- reviews and ensures timely construction progress of Mesa College's Facility Master Plan;
- keeps represented constituents apprised of the facility master plan and construction timeline as needed.

Decision-making Responsibilities:

- By majority vote of the committee based upon a quorum

Advisory Responsibilities:

- The committee, through the chair, will make recommendations to President's Executive Staff and President's Cabinet.

Reporting Responsibilities:

- The committee, through the chair, reports directly to President's Cabinet.

■ Meetings

- Once per semester and on as-needed basis.

Standing Committee Report(s)

- As needed.

Minutes

- Shall be distributed to the President, President's Executive Staff, President's Cabinet, members of the Committee, and to the various governance councils.

■ Membership (23 with 22 Voting Members)

(No term limits for the VP of Administration, VPI, VPSS, Regional Facilities Officer, Regional Campus Police Lt. and the Assistant Chancellor of Facilities. One year term limit for AS representative and two year term limits for the remaining members.)

- Vice President of Administrative Services (1) - Chairperson
- Vice President of Instruction (1)
- Vice President of Student Services (1)
- Academic Senate Representative (9)
- Dean Representative (2)
- Classified Senate Representative (3)
- DSPS Representative (1)
- Associated Student Representative (1)
- Vice Chancellor of Facilities Management or Designee (1) – Non Voting
- Regional Facilities Officer (1)
- Regional Campus Police Lt. (1)
- Safety Committee Representative (1)

Original: 2007; Revised: 9/7/07; 3/28/08; 9/17/08; 10/08/10; 08/31/11; 10/17/2012; 10/22/12



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SAN DIEGO MESA COLLEGE
PRESIDENT'S CABINET
Agenda and Meeting Notes
May 7, 2013, 2 – 3:30, A104

1) GENERAL ITEMS

a) Welcome

b) Consent Agenda Approval: (Submitted for Review on 4-26-13):

*Awareness of Self Performance, May 14 / 16, 2013, 4/7 p.m., Appoliad Theatre

Added to agenda 5-6-13:

*Cash in Community College, June 1, 2013, 9a-1p, Student Services Plaza

Motion to approve the above events - *Motion: Madeleine Hinkes; Second: Dan Gutowski. The motion was approved unanimously.*

c) District-Wide Updates (Luster): Pam shared that the May revise budget will be reported on May 14, 2013.

d) President's Cabinet Retreat Minutes (Luster): Pam stated that the President Cabinet Retreat Minutes distributed will be revised and shortened to list only major components and action items and will be reposted on the President's webpage. All in attendance were asked to share their questions and revision suggestions to Pam by this Friday, May 10, 2013.

e) Participatory Governance Task Force - Recommendations (Topham) Susan presented the proposed Participatory Governance definition and template form for new committees on screen. The form includes reporting and goals, terms of membership and to which authority the proposed committee/sub-committee would report. This form will be used for current committees to complete to have their information updated on the SD Mesa College Committee webpage. Pam thanked the Task Force and asked that their work be accepted and that the group can now disband. Next steps in this process is for each participatory governance group to review the Task Force's recommendations, including holding a dialogue during August flex days, and return to President's Cabinet in the Fall for final review and forwarding the results to President Luster for approval. The work of the Participatory Governance Task Force was acceptance by group consensus. ***(President Approved-May 10, 2013)***

f) Parking Fee Increase Proposal (Luster) Pam shared the report given by Debra Picou at the May 1, 2013 District Governance Council meeting. Roberto Rosas was asked for comment from the student perspective and he reported that Miramar ASG had voted against the proposal, City College ASG voted against, and Mesa ASG will vote tomorrow. Roberto mentioned that the students were considering voting for the increase with the stipulation that the services provided with the fees need to be advertised better to the students. He also stated that some students have ideas – such as increasing flex staff parking which is available to students in the evening, to charge faculty for parking, and to have different price ranges for parking zones. Madeleine from Academic Senate and Angela from Classified Senate reported that they held discussions on the issue. ***(this issue was subsequently removed from consideration at the May 9 Board of Trustees Meeting)***

2) COLLEGE-WIDE PLANNING

a) Integrated Planning Process Evaluation (Baker) Jill stated that integrated planning underwent significant revisions during the 2012-13 academic year. An evaluation of integrated planning was held in March 2013 using two different surveys including a

survey from the Deans, Chairs, Managers and Supervisors. Jill reviewed on screen the two-page Executive Summary which lists the eleven feedback items from the surveys.

b) Program Review Committee Recommendations for Summer Work 2013 (Baker)

Jill shared the Program Review Committee's recommendations for summer work 2013 on screen which lists the nine recommendations to be worked on this summer that the group is submitting to President's Cabinet for direction and final approval from President Luster. A motion was made to accept the Program Reviews Recommendations, Motion: Andy MacNeill; Second: Laurie Mackenzie. The motion was approved unanimously. **(President Approved May 10, 2013)**

c) BARC – Draft Technology Replacement Plan (Gutowski) Dan had previously shared the Technology Replacement Plan at President's Cabinet and the group accepted the recommendations and President Luster had approved the IT Strategic Plan. Dan showed on screen the individual departments list of equipment that is now out of warranty – 833 computers are out of warranty (4+ years.) The FF&E for the new buildings will bring this number down in the future tallies, but 622 will still be out of warranty. He proposed a 50/50 plan with the District Office using a 6 year replacement plan at a cost of \$216,483. This is a proposal that will be included in the Mid-term report as a proposal only and Pam added that this replacement plan has not be approved by the District Office at this time. Pam added that this draft recommendation be shared with participatory groups and that we should also consider what technology will look like in 2018 – which is the year this inventory of computer warranties is based. Tim added that this is a proposal to consider this process to implement the IT plan which was approved. Terry Kohlenberg asked that this information be shared with faculty and explain the process. A motion to accept the technology replacement plan draft was made, Motion: Laurie Mackenzie; Second: Susan Topham. The motion was approved unanimously. **(President Approved-May 10, 2013)**

d) Mid-Term Report First Reading (Fohrman) Jonathan stated he and Chris Sullivan met with ASG and held forums for staff and faculty on campus. He now asked that the feedback from campus be closed so that the Mid-Term report could be revised and to collect additional evidence. A motion to accept the first reading of the Mid-Term report was made, Motion: Angela Liewen; Second: Dan Gutowski. The motion was approved unanimously. Pam encouraged all to read through the report and offer any evidence in support of the report to Jonathan and Chris.

3) INSTRUCTION (Tim McGrath, VPI)

a) TAACCCT Grant Review (Fritch) Margie presented on screen a logic model which included the need, priorities, partnerships and next steps needed for the TAACCCT grant. The grant application is due July 3 – District Office is providing the grant writer; SD Mesa College will be participating in this grant as a consortium member. A motion to accept the work of this grant to benefit Health IT was made, Motion: Angela Liewen; Second: Susan Topham. The motion was approved unanimously. **(President Approved-May 10, 2013)**

4) STUDENT SERVICES (Julianna Barnes, VPSS)

a) Summer Recruitment & Registration (Topham) Susan distributed a flyer on English and Math classes available this summer.

b) Commencement (Hands) Ashanti shared that 322 students have registered to participate in Commencement. A walk-through is scheduled for next Wednesday, 10 a.m. This year Commencement can be followed on Twitter.

5) ADMINISTRATIVE SERVICES (Daniel Gutowski, Interim VPA)

No additional reports.

6) PARTICIPATORY GOVERNANCE REPORTS

a) Academic Senate (Madeleine Hinkes) Resolution 13.3.1 (sent for electronic first reading on 4-26-13) Madeleine summarized the resolution stating faculty are asking to be brought into conversations and given enough time to discuss issues. She stated the last Academic Senate meeting for this semester was held yesterday.

b) Classified Senate (Angela Liewen) Resolution 13.3.1 – Angela shared that the resolution was asking that classified staff be included in decision-making processes.

c) Associated Students Governance (Roberto Rosas) Roberto shared events that ASG had participated, including the General Assembly Conference in Burlingame, CA – Sarah Farmer received an outstanding service and leadership award at this conference. ASG also participated in the campus tour visit and met with Congressman Scott Peters as well as the Outreach "College Connection" event and met with Madison High and MET students.

7) FUTURE PRESIDENT'S CABINET TOPICS

8) OTHER

a) Calendar:

Classified Service Awards, May 16, 11a – 1:30 p.m., H 117-118-119

Commencement, Saturday, May 18, 2013, 4 p.m., USD Jenny Craig Pavilion

Classified Development Conference, June 19-20, 2013

SDMC Proposed BOT Campus Meeting, October 10, 2013, 4 p.m., Room TBD

SD Mesa College Homecoming, October 19, 2013

9) ANNOUNCEMENTS

a) Tuesday, May 21, 2013, 2 – 3:30 p.m., A-104, President's Cabinet End-of-the-Year Celebration for vacating members.

10) ROUNDTABLE

March 9, 2010

SAN DIEGO MESA COLLEGE

PRESIDENT'S CABINET

Agenda

March 9, 2010, 2 – 3:30, LRC 435

Accreditation Forum - Standard Review, 3:30 – 4:30 p.m.

1) GENERAL ITEMS (Rita Cepeda)

a) Welcome and Introductions

b) Major Events Approval (Submitted for approval via email on 2--10)

- Healthy Campus 2010 Health Fair, April 15, 2010, Mesa Quad, 9 a.m. - 2 p.m.
- 7th Annual Languages Conference: Service Learning, Friday, April 23, 2010, 8:30 a.m. - 2 p.m., H117-118
- 2010 Career Opportunities Expo, April 26-29, 2010, Main Campus Quad, 9a.m. - 3 p.m.

Events were approved (Motion: Rico-Bravo; Second: Watkins.)

c) Chancellor's Update: 1) Enrollment Report (Handout), District total 2.3% above cap – the decline listed for Continuing Education was a planned cutback, 2) Summer modified schedule (Handout), due to the cutback in categorical, it is necessary to again modify hours for the support services departments. However, Mesa College is open for business Monday – Friday, including the President, VPs, and Deans offices, 3) a postcard will be mailed on April 5th for instructions on how to access the summer schedule electronically, 4) March 25th, Terry Davis is expected to reveal the preliminary budget for 2010-11, 5) Accreditation is now a standing item at the Chancellor Cabinet meetings, Dr. Cepeda provided a report at today's meeting on the current status of Mesa's accreditation.

2) ADMINISTRATIVE SERVICES (Ron Perez)

a) No new update on budget goal – waiting for T. Davis preliminary report which will show the target FTEF for next year.

b) Approximately 70 faculty/staff attended the facility forums on Prop S/N Master Plan. Ron offered to present at individual committee meetings for anyone unable to attend the forums. The PowerPoint presentation can be found on the Facilities webpage

3) INSTRUCTION (Tim McGrath)

a) Program Review Year One Report – submitted for approval. There are three major sections now - Administration unit is now part of this report. Recommendations: page 5: Program review committee to report directly to President's Cabinet and program review report to be presented to Board of Trustees. It was suggested that time could be set aside at the Mesa campus BOT meeting each year to present these summaries (focusing on the appendix pages of the report.) Donald Abbott shared that Academic Senate accepted this report. An action was called to accept the report and approval of the additional recommendations. After discussion, it was moved by Cynthia Rico-Bravo and Second by Robin Watkins to approve the Program Review Year One Report.

b) Academic Senate – Cynthia Rico-Bravo spoke on the Academic Senate resolution 10.2.4. She shared the procedure taken before the vote was taken on February 10 at the Committee of Chairs. It was brought to the Academic Senate on March 1st and then tabled for more information. On March 8, Cynthia stated she was directed by the body to bring the action to the March 11 Board of Trustees meeting.

c) Jan Ellis – concerned the Academic Senate resolution 10.2.4 – Jan shared that the School of Physical Education met this morning (March 9) and she was directed by her department to come to the President's Cabinet and share their concerns which included that no opportunity was given to her to speak to her constituents before a vote was taken at the February 10 Committee of Chairs meeting. She stated that a request had been made at this meeting to suspend the rules so that the vote could proceed and this did not allow her time to go back and speak with those in her department. She shared that she was concerned about the shared governance process and her department has moved that Mesa College re-establishes a commitment to the shared governance process. After discussion, Dr. Cepeda asked that all commit to moving forward and to note that the students are watching our shared governance practices. Dr. Cepeda also shared that communication could be improved on how information from meetings and committees are brought back to our departments and constituents – and Mesa will find ways to make this process work better. Dr. Cepeda ended the discussion with two requests: 1) stop rumors, if there are concerns, go to the immediate person to resolve them, 2) focus on the future – we will not retry issues but move forward in goodwill.

4) STUDENT SERVICES (Barbara Kavalier)

a) ASG Update (Mason Walker) 1) A rally was held on March 4 – the students were energized. 2) On March 22, a rally will be held in Sacramento, Ashanti and Mason will be attending. 3) ASG is participating in a volunteer reading assistance program. Rita acknowledged the work done by Mason and Ashanti stating that Mesa College has met and exceeded goals set for student participation.

5) OTHER

6) ANNOUNCEMENTS

• Cesar Chavez Events:

Breakfast: March 26, 7 a.m. Jacobs Center - 404 Euclid Avenue, SD 92113 (table for 5)

Parade and Festival: March 27, 10 a.m. at 24th and J Street in Sherman Heights area.

Festival with Mesa information booth located on Logan Avenue, 10 a.m. – 4 p.m.

Breakfast: March 29, San Diego Convention Center (District Office Table) 7:30 – 9 a.m.

• Student Leadership Recognition Dinner -Service Awards, April 12, 2010,

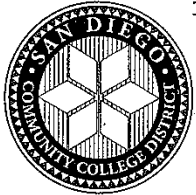
5:30 – 8:30 p.m., H117-118)

• Faculty Tenure/Promotion Reception, May 5, 2010, 5:30 – 8:30 p.m., Mesa Art Gallery

• Male Leadership Summit, April 9, 2010, 9:30 a.m. – 1:00 p.m., Mesa Campus.

		Mary Block	Richard S. Grosch	Wm. Schwandt	Maria Nieto Senour	Peter Zschiesche	Student Trustee Advisory Vote
Present		X	X	X			
Absent					X	X	
October 23, 2008		2:30 p.m.					
ATTENDANCE AT THIS <u>REGULAR</u> PUBLIC MEETING		(Board members who arrive after meeting begins will be noted as "Present" at point in this agenda at which they arrive.)					
100		It is contemplated that the Board of Trustees will, immediately upon convening this meeting <u>ADJOURN INTO CLOSED SESSION</u> in Room I-421. (The Public is allowed to attend and hear Closed Session announcement).					
101		<u>CLOSED SESSION ITEMS:</u> The following Closed Session items are scheduled: 1. Conference with labor negotiator Kim Myers, Vice Chancellor of Human Resources (pursuant to Government Code Section 54957.6) Bargaining/Meet and Confer Units under Consideration: a. AFT Guild Local 1931 (NANCE) b. AFT Guild Local 1931 Office-Technical c. AFT Guild Local 1931 Food Service d. AFT Guild Local 1931 College Faculty e. SEIU Local 221 Operations f. SDAE Chapter of Local 4289 g. Police Officers Association h. Management Association i. Association of Confidential Employees					
Continued on next page . . .							

MINUTES
Board of Trustees
San Diego Community College District
Public Meeting
SAN DIEGO MESA COLLEGE
7250 Mesa College Drive
STUDENT SERVICES CENTER
Second Floor, Rooms I-421, I-420 & I-423/424
San Diego, California 92111-4998



116

These minutes of a meeting of the Board of Trustees of the San Diego Community College District were Approved and adopted by the BOARD OF TRUSTEES on 11-25-08

ACTION AUTHORIZED BY BOARD

Adjourn into Closed Session at 2:30 p.m.

MINUTES

Board of Trustees
San Diego Community College District
Public Meeting



117

Marty Block
Richard S. Grosch
Wm. Schwandt
Maria Nieto Senour
Peter Zschiesche
Student Trustee Advisory Vote

October 23, 2008

ACTION AUTHORIZED BY BOARD

- 102 **RECONVENE INTO OPEN SESSION**
(Approximately at 3:30 p.m.) in the Mesa College - Student Services Center, Second Floor - Rooms (I-423/424) in order to report any action taken in Closed Session and the vote or abstention of every member present thereon in accordance with Government Code Section 54957.1.
- President Marty Block made the following announcement:
- In Closed Session, the Board of Trustees took the following actions:
- Item #101.2.b:
- On a motion by Trustee Grosch, seconded by Trustee Schwandt, the Board voted to ratify the offer of compensation pursuant to a property acquisition. The vote was three (3) AYES with Trustees Senour and Zschiesche absent.
- Item #101.2.h:
- On a motion by Trustee Grosch, seconded by Trustee Schwandt, the Board voted to ratify the acquisition of a property. The vote was three (3) AYES with Trustees Senour and Zschiesche absent.

Reconvene into Open Session at 3:05 p.m.

- 103 **ADJOURNMENT (2:30 p.m. MEETING)**

Adjournment of Closed Session at 3:05 p.m.

MINUTES

Board of Trustees
San Diego Community College District
Public Meeting



118

Marty Block
Richard S. Grosch
Wm. Schwandt
Maria Nieto Senour
Peter Zschiesche
Student Trustee Advisory Vote

October 23, 2008

ACTION AUTHORIZED BY BOARD

Present
Absent

X X X
X X

- 104 **CONVENE THE BOARD OPEN DOOR SESSION**
(3:30 p.m. Room, I-420 adjacent to Room I-423/424)

Convene the Board Open Door Session at 3:30 p.m.

- 105 **ADJOURNMENT - THE BOARD OPEN DOOR SESSION**

Adjournment of the Board Open Door Session at 3:57 p.m.

Present
Absent

X X X
X X

- 106 **CONVENE A REGULAR CAMPUS MEETING**
(4:00 p.m. meeting - Room I-423/424)

Convene a Regular Campus Meeting at 4:03 p.m.

- 107 **PLEDGE OF ALLEGIANCE**

MINUTES

Board of Trustees
San Diego Community College District
Public Meeting

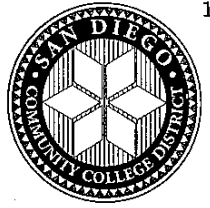


119

	Marty Block	Richard S. Grosch	Wm. Schwandt	Maria Nieto Senour	Peter Zschiesche	Student Trustee Advisory Vote		ACTION AUTHORIZED BY BOARD
							October 23, 2008	
							108	<u>CALL FOR REMOVAL OF ITEMS FROM THE AGENDA</u> None.
							109	<u>DEVELOPMENT OF CONSENT CALENDAR</u> Items removed for discussion: 140, 150, 170, 180, 190, 420, 421
							110	<u>CALL FOR ACADEMIC SENATE'S AGENDA ITEMS FOR DISCUSSION</u> None.
Motion			X				111	<u>ADOPTION OF CONSENT CALENDAR</u> Approve.
Second		X	X					In order to provide for speedy approval of routine items, the Board will review the agenda under DEVELOPMENT OF THE CONSENT CALENDAR. All items not designated for discussion will comprise the Consent Calendar. Sufficient backup material will be available in advance so the Board members will have complete data regarding the items.
Ayes	X	X	X					
Absent				X	X	X		

MINUTES

Board of Trustees
San Diego Community College District
Public Meeting



120

	Marty Block	Richard S. Grosch	Wm. Schwandt	Maria Nieto Senour	Peter Zschiesche	Student Trustee Advisory Vote		ACTION AUTHORIZED BY BOARD
							October 23, 2008	
							112	MESA COLLEGE CAMPUS MEETING BUILDING A CULTURE OF EVIDENCE: WE MEASURE WHAT WE TREASURE Acknowledge.
							I. Welcome and Overview - Rita Cepeda, President Developing an Institution's Culture of Evidence – The Mesa Journey	
						X	II. Mesa's Research Agenda – Building a Culture of Evidence to Support Informed Decision-Making Yvonne Bergland, Dean Instructional Services, Resource Development and Research Susan Mun, Campus Based Research Analyst Best Practices: Programs, Initiatives, Services Built on a Culture of Evidence III. Instruction • Introduction and Overview of the Basic Skills Initiative • BSI Current Initiatives Bill Craft, Acting Vice President, Instruction Terrie Teegarden, Academic Senate President and BSI Student Presenters IV. Student Services • Introduction to a Culture of Evidence in Student Services • Associate Degree and Commencement Campaign • Cultural Advisory Council Barbara Kavalier, Vice President Student Services Joi Blake, Dean of Student Development and Matriculation Ashanti Hands, Dean of Student Affairs and Student Presenters	Student Trustee Brittan Forester arrived at 4:20 p.m.
								Continued on next page . . .

Marty Block
Richard S. Grosch
Wm. Schwandt
Maria Nieto Senour
Peter Zschiesche
Student Trustee Advisory Vote

MINUTES

Board of Trustees

San Diego Community College District

Public Meeting



121

October 23, 2008

ACTION AUTHORIZED BY BOARD

112 (Continued)

MESA COLLEGE CAMPUS MEETING

Best Practices: Programs, Initiatives, Services
Built on a Culture of Evidence (Continued)

V. Administrative Services & Campus-Wide Efforts

- Building a Culture of Evidence in Administrative Services: Program Review and Administrative Unit Outcomes (AUOs).

Ron Perez, Vice President Administrative Services
Kathleen Wells, Senior Office Manager

- Classified Senate Building a Culture of Evidence
- Classified Staff Development Conference

Robin Martindill, Classified Senate President
Charlotta Robertson, LRC Activity Coordinator
Skyler Dennon, Work-study Coordinator

Evidence of Excellence

- Forensics International Award
 - Best of Show – Fashion Design Student Awards
 - Walk on Water Engineering Competition Award
 - American Chemical Society Endorsement
 - Outstanding Two Year College Internship/ Work Experience Award
 - Canyon Day Proclamation
 - Minority Access Award
 - CCPRO Award
- Rita Cepeda, President

Students and Faculty Presenters

113 CLOSING REMARKS

President Rita Cepeda

114 OPEN MIKE SESSION

No speakers came forward.

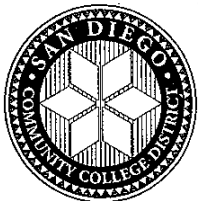
Marty Block
Richard S. Grosch
Wm. Schwandt
Maria Nieto Senour
Peter Zschiesche
Student Trustee Advisory Vote

MINUTES

Board of Trustees

San Diego Community College District

Public Meeting



122

October 23, 2008

ACTION AUTHORIZED BY BOARD

Campus Meeting recessed
at 5:15 p.m.

Campus Meeting
reconvened at 5:28 p.m.

Motion
Second
Ayes
Absent

		X			
X	X	X			
			X	X	

130 APPROVAL OF MINUTES

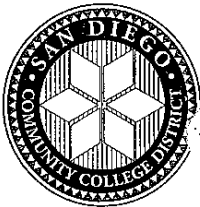
Regular Meeting - 10/09/08 - 3:00 p.m.

Approve.

Marty Block
Richard S. Grosch
Wm. Schwandt
Maria Nieto Senour
Peter Zschiesche
Student Trustee Advisory Vote

MINUTES Board of Trustees San Diego Community College District Public Meeting
October 23, 2008
140 PUBLIC/STAFF PRESENTATIONS No presentations were scheduled or requested.
<small>NOTE: In accordance with Education Code Section 72121.5, citizens are invited to participate in the governance system of the District by utilizing the PUBLIC PRESENTATIONS section of the Board meeting agenda. Citizens wishing to be listed on the agenda should call the Board office seven workdays prior to the scheduled meeting. PUBLIC PRESENTATIONS on items listed on the agenda shall be heard at the time the item is discussed and prior to Board action on the item. Each presentation shall be limited to five minutes (a total of twenty minutes on the same subject) unless this time limit is waived by action of the Board. Persons requesting a new matters presentation shall be prepared to be heard by the Board at the conclusion of all sections of the agenda. (The Board shall take no action, other than an action of referral, on the new matters subject.) Each presentation shall be limited to five minutes (total of 20 minutes on the same subject) unless this time limit is waived by action of the Board. If you wish to submit questions to the Board in your presentation, they should be in writing. At the Board's request, the Chancellor will provide written responses to your questions as soon as possible after the Board meeting.</small>

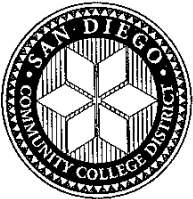
ACTION AUTHORIZED BY BOARD



Marty Block
Richard S. Grosch
Wm. Schwandt
Maria Nieto Senour
Peter Zschiesche
Student Trustee Advisory Vote

MINUTES Board of Trustees San Diego Community College District Public Meeting
October 23, 2008
145 CALL FOR PRESENTATIONS (IF ANY) BY EXCLUSIVE AGENT(S) REPRESENTING EMPLOYEES.
146A PUBLIC RESPONSE TO INITIAL PROPOSAL(S) OF EMPLOYEE ORGANIZATIONS.
146B ANNOUNCEMENT(S) OF PROPOSED TENTATIVE AGREEMENT(S) BETWEEN THE DISTRICT AND EXCLUSIVE AGENTS REPRESENTING EMPLOYEES.
146C ANNOUNCEMENT(S) OF AGREEMENT(S) BETWEEN THE DISTRICT AND EXCLUSIVE AGENTS REPRESENTING EMPLOYEES.

ACTION AUTHORIZED BY BOARD



Marty Block
Richard S. Grosch
Wm. Schwandt
Maria Nieto Senour
Peter Zschiesche
Student Trustee Advisory Vote

MINUTES
Board of Trustees
San Diego Community College District
Public Meeting

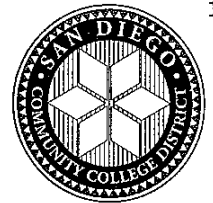


12

October 23, 2008

ACTION AUTHORIZED BY BOA

- | | |
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| 150 | <p><u>REPORT ON COMMUNICATIONS/STATEWIDE & LEGISLATIVE ISSUES</u></p> <p><u>Chancellor Carroll</u></p> <p>Chancellor Carroll reported on the State budget situation. She publicly thanked Vice Chancellor Terry Davis for the excellent job he has been doing apprising the District about the state budget. She also highlighted several changes that are now part of the statewide budget planning:</p> <ul style="list-style-type: none">▪ The deferral of January, February, and March payments to April, May, and June will likely become a permanent mechanism, which will put pressure on community college districts to increase their cash-flow reserves above the mandated 5% level in order to withstand this impact;▪ The property tax backfill will be less than originally planned, with the SDCCD receiving \$650,000 in net revenue loss instead of \$595,000;▪ FTES growth payment for 2007-2008 is likely to be at 1.14% instead of 1.36%, which will have a major impact on the District, reducing SDCCD FTES growth revenue from \$2.6 million to \$2.1 million;▪ It is possible that this year's 0.68% COLA and growth income may be affected by mid-year cuts. <p>The Governor has indicated that he will be calling a special session of the Legislature to address the problem. The District will continue to monitor the situation closely.</p> |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



MINUTES
Board of Trustees
San Diego Community College District
Public Meeting

Marty Block
Richard S. Grosch
Wm. Schwandt
Maria Nieto Senour
Peter Zschiesche
Student Trustee Advisory Vote

October 23, 2008

ACTION AUTHORIZED BY BOAR

- | | |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 170 | <p><u>REPORT OF THE TRUSTEES</u></p> |
| 171 | <p><u>Student Trustee</u></p> <p>Student Trustee Brittany Forester reported that she and several other student government leaders from the District will be attending the Student Senate Fall Assembly meeting. The students plan to present several resolutions regarding budget cuts and other matters of major concern to students.</p> |
| 172 | <p><u>Maria Nieto Senour</u> - Absent</p> |
| 173 | <p><u>Rich Grosch</u></p> <p>Trustee Grosch reported that he attended the Career Technology Center groundbreaking ceremony at City College.</p> |
| 174 | <p><u>Bill Schwandt</u></p> <p>Trustee Schwandt commended the leadership of Chancellor Carroll, Vice Chancellor Terry Davis, and others during the state budget crisis. He also commented that one of the Board's priorities is to continue to provide excellent health care benefits for its employees.</p> |
| 175 | <p><u>Peter Zschiesche</u> - Absent</p> |
| 176 | <p><u>Marty Block</u></p> <ol style="list-style-type: none">1. Trustee Block commended the Mesa College Culinary Arts Program students for the wonderful refreshments provided for today's Board meeting.2. He also asked if there were any candidates for the Board of Trustees present. Other than incumbent Trustee Schwandt, no other candidates were present. |

MINUTES

Board of Trustees
San Diego Community College District
Public Meeting



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Mary Block
Richard S. Grosch
Wm. Schwandt
Maria Nieto Senour
Peter Zschiesche
Student Trustee Advisory Vote

October 23, 2008

ACTION AUTHORIZED BY BOARD

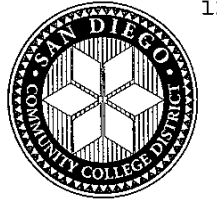
180 REPORT OF THE CHANCELLOR

Chancellor Carroll

Chancellor Carroll reported good news regarding the tax rate for Propositions S and N. Due to an error in the Tax Assessor's Office last year, i.e. not considering the \$5.9 million that the District had deposited in the bond repayment fund, the tax rate went above the District's intended ceiling of \$25 per \$100,000 assessed valuation (AV). At the time, the District indicated that this error would be corrected, resulting in a reduced tax rate for the 2008-2009 tax year. That rate will now be \$12.12 per \$100,000 AV, a drop of 56% for the taxpayers. The Chancellor indicated that the District should be proud of the cost-effectiveness of Propositions S and N and the fact that the District had kept its promise to the voters.

MINUTES

Board of Trustees
San Diego Community College District
Public Meeting



128

Mary Block
Richard S. Grosch
Wm. Schwandt
Maria Nieto Senour
Peter Zschiesche
Student Trustee Advisory Vote

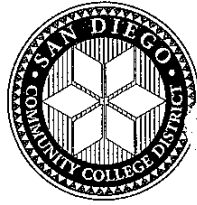
October 23, 2008

ACTION AUTHORIZED BY BOARD

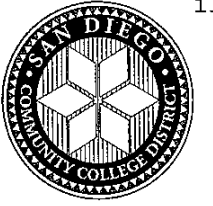
190 NEW BUSINESS

- 191 Trustee Block requested to add an item to the next meeting to consider excusing Trustee Maria Nieto Senour from the October 23, 2008, Board meeting due to an illness.

MINUTES Board of Trustees San Diego Community College District Public Meeting							CONSENT CALENDAR	ACTION AUTHORIZED BY BOARD
Marty Block	Richard S. Grosch	Wm. Schwandt	Maria Nieto Senour	Peter Zschiesche	Student Trustee Advisory Vote	October 23, 2008		
Motion						500		
Second			X			520		
Ayes	X	X	X			Consideration and approval of new or revised courses and programs.	*	Approve. Exhibit 520.1
Absent				X	X			
Motion			X			540		
Second		X				In the matter of a 5 year agreement awarded to Mesa College by the National Institutes of Health (NIH), National Institute of General Medical Sciences to participate in the implementation of an Institutional Student Training and Development Initiative for Students from Groups Underrepresented in Biomedical and Behavioral Research Enterprise, through an NIH grant titled, "Bridges to the Baccalaureate Program at San Diego Mesa College:"	*	Approve. Exhibit 540.1
Ayes	X	X	X			1. Enter into a 5-year agreement with NIH from fiscal year 2008-2009 through fiscal year 2012-2113 in the amount of \$1,069,900; and		
Absent				X	X	2. Accept, budget, and spend \$207,964 in the 2008-2009 General Fund/Restricted Budget.		
Motion			X			541		
Second		X				In the matter of a Memorandum of Understanding between Guardian Scholars/Child Abuse Prevention Foundation, to provide strengthening services to Foster Youth at San Diego City College:	*	Approve. Exhibit 541.1
Ayes	X	X	X			1. Enter into a MOU with the Child Abuse Prevention Foundation for fiscal year 2008-2009 in the amount of \$17,484; and		
Absent				X	X	2. Accept, budget and spend in the 2008-2009 General Fund/Restricted Budget \$17,484 from the Child Abuse Prevention Foundation.		



MINUTES Board of Trustees San Diego Community College District Public Meeting							CONSENT CALENDAR	ACTION AUTHORIZED BY BOARD
Marty Block	Richard S. Grosch	Wm. Schwandt	Maria Nieto Senour	Peter Zschiesche	Student Trustee Advisory Vote	October 23, 2008		
Motion						500		
Second			X			OPERATIONS (Continued)		
Ayes	X	X	X			560		
Absent				X	X	Authority to conduct the following Summer 2009 classes in San Miguel de Allende, Mexico: Dance Performance, Ethnic Dance Forms and Studio Practices: Design in Mexico. The courses will run four weeks at City College and two weeks in Mexico from July 25 - August 9, 2009.	*	Approve. Exhibit 560.1



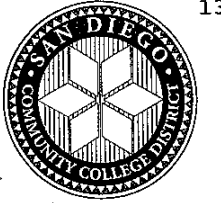
MINUTES
Board of Trustees
 San Diego Community College District
Public Meeting



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	Marty Block	Richard S. Grosch	Wm. Schwandt	Maria Nieto Senour	Peter Zschiesche	Student Trustee Advisory Vote	October 23, 2008	CONSENT CALENDAR	ACTION AUTHORIZED BY BOARD
Motion			X				600 PERSONNEL		
Second		X					610 Approval of academic, classified, substitute and student personnel actions relating to appointments, assignment changes, salary changes, status changes, leaves of absence, separations and volunteerism during the period September 1, 2008, through September 30, 2008.	*	Approve. Exhibit 610.1
Ayes	X	X	X		X	X			
Absent				X	X	X			
Motion				X			611 Certification of short-term personnel service effective on or after October 24, 2008, per California Education Code Section 88003.	*	Approve. Exhibit 611.1
Second		X							
Ayes	X	X	X		X	X			
Absent				X	X	X			

MINUTES
Board of Trustees
 San Diego Community College District
Public Meeting



134

	Marty Block	Richard S. Grosch	Wm. Schwandt	Maria Nieto Senour	Peter Zschiesche	Student Trustee Advisory Vote	October 23, 2008	CONSENT CALENDAR	ACTION AUTHORIZED BY BOARD
Motion			X				700 SUPPLIES AND EQUIPMENT		
Second		X					710 Approval of purchase orders prepared during the period of September 1, 2008, through September 30, 2008.	*	Approve. Exhibit 710.1
Ayes	X	X	X						
Absent				X	X	X			
Motion			X				730 Authority to award Bid #09-02, for a one-year requirements contract for the purchase of a professional and/or commercial-grade, four 4-color offset press, to include accessories, peripherals and supplies for use at the Educational Cultural Complex to Print and Finishing Solutions, the most responsive and responsible bidder.	*	Approve. Exhibit 730.1
Second		X							
Ayes	X	X	X		X	X			
Absent				X	X	X			
Motion			X				731 Authority to award Bid #09-08 for a requirements contract to purchase reprographic paper products for Districtwide use to Unisource; the low responsive bidder, meeting terms, conditions and specifications for the bid; and Authority for Purchasing and Contract Services Director to exercise the two, optional one-year renewal periods, if vendor's performance is judged to be satisfactory, it is in the District's best interest, and the Board has approved continuation of such funds by budget approval for the respective option period.	*	Approve. Exhibit 731.1
Second		X							
Ayes	X	X	X		X	X			
Absent				X	X	X			

MINUTES Board of Trustees San Diego Community College District Public Meeting							CONSENT CALENDAR	ACTION AUTHORIZED BY BOARD
Mary Block	Richard S. Grosch	Wm. Schwandt	Maria Nieto Senour	Peter Zschiesche	Student Trustee Advisory Vote	October 23, 2008		
Motion Second Ayes Absent			X			700 <u>SUPPLIES AND EQUIPMENT</u> (Continued)		
	X	X	X			732 Authority to award Bid #09-09, for a Districtwide requirements contract for the purchase of packaging, manifesting, classifying, profiling, marking, labeling, transporting, recycling, and disposing of hazardous waste on an as needed basis to the following: Clean Harbors Environmental Services, for Section I. Miscellaneous Hazardous Waste, and; Safety-Kleen Systems Inc., for Section II. Automotive & Paint Hazardous Waste, as the low, responsive, and responsible bidders of each section; and	* Approve.	Exhibit 732.1
				X	X	Authorize the Purchasing and Contract Services Director to exercise the four, optional one-year renewal periods if supplier's performance is judged to be satisfactory, it is in the District's best interest, and the Board has approved continuation of such funds by budget approval for the respective option periods.		
Motion Second Ayes Absent			X			733 Authority to award Bid #09-10, for a requirements contract for the acquisition of office and instructional supplies for Districtwide use to Office Max, as the lowest, responsive, and responsible bidder; and	* Approve.	Exhibit 733.1
	X	X	X			Authority for the Purchasing & Contract Services Director to exercise the two, optional one-year renewal periods if supplier's performance is judged to be satisfactory, it is in the District's best interest, and the Board has approved continuation of such funds by budget approval for the respective option periods.		
				X	X			



MINUTES Board of Trustees San Diego Community College District Public Meeting							CONSENT CALENDAR	ACTION AUTHORIZED BY BOARD
Mary Block	Richard S. Grosch	Wm. Schwandt	Maria Nieto Senour	Peter Zschiesche	Student Trustee Advisory Vote	October 23, 2008		
Motion Second Ayes Absent			X			800 <u>BUILDINGS AND REAL ESTATE</u>		
	X	X	X			810 Authority to approve a Use Permit with the Pacific Bluffs Corporation for use of its facilities by the West City Campus for a period of one year, commencing October 24, 2008, and terminating October 23, 2009.	* Approve.	Exhibit 810.1
				X	X	840 Authority to award a design-build contract for the General Classroom Building project at San Diego City College to Sundt Construction, Inc.	* Approve.	Exhibit 840.1
Motion Second Ayes Absent			X			870 Authority to award the contract for the Demolition of Various Buildings at 15 th Street and Broadway to AMG Demolition and Environmental Service, the lowest responsible bidder, on the basis of the Base Bid of Three Hundred Ninety Seven Thousand dollars (\$397,000).	* Approve.	Exhibit 870.1
	X	X	X					
				X	X			



	Marty Block
	Richard S. Grosch
	Wm. Schwandt
	Maria Nieto Senour
	Peter Zschiesche
	Student Trustee Advisory Vote



October 23, 2008

ACTION AUTHORIZED BY BOARD

901 Board Sub-Committees:

Community College/City Schools
Partnerships:
Trustees Block and Schwandt

Budget Study and Audit Committee:
Trustees Grosch and Zschiesche

Retirement Board Committee:
Trustees Grosch and Zschiesche

Citizens' Oversight Committee Liaison:
Trustees Grosch and Zschiesche

Trustee Advisory Council Cultural
Competence Subcommittee Liaison:
Trustees Schwandt and Senour

	Marty Block
	Richard S. Grosch
	Wm. Schwandt
	Maria Nieto Senour
	Peter Zschiesche
	Student Trustee Advisory Vote



October 23, 2008

ACTION AUTHORIZED BY BOARD

5:52 p.m.

Conrad A. Carr

[Signature]


2006-07 Series 6

Margaret Lamb
Recording Secretary

SAN DIEGO MESA COLLEGE
7250 Mesa College Drive
ROOMS C-119, C-108, C-116
San Diego, California 92111

These minutes of a meeting of the Board of Trustees of the San Diego Community College District were Approved and adopted by the BOARD OF TRUSTEES on 11-11-10

ACTION AUTHORIZED BY BOARD

							<div>MINUTES</div> <div>Board of Trustees</div> <div>San Diego Community College District</div> <div>Public Meeting</div> <div>SAN DIEGO MESA COLLEGE</div> <div>7250 Mesa College Drive</div> <div>ROOMS C-119, C-108, C-116</div> <div>San Diego, California 92111</div>		<div></div> <div>These minutes of a meeting of the Board of Trustees of the San Diego Community College District were Approved and adopted by the BOARD OF TRUSTEES on <u>11-11-12</u></div>	
							October 28, 2010	2:20 p.m.	ACTION AUTHORIZED BY BOARD	
							ATTENDANCE AT THIS <u>REGULAR</u> PUBLIC MEETING			
							(Board members who arrive after meeting begins will be noted as "Present" at point in this agenda at which they arrive.)			
Present	X	X		X			100	CALL TO ORDER (In Room C-119)	Call to Order 2:20 p.m.	
							101	ANNOUNCEMENT OF CLOSED SESSION ITEMS:		
								The following Closed Session items are scheduled:		
							1.	Conference with labor negotiator Kim Myers, Vice Chancellor of Human Resources (pursuant to Government Code Section 54957.6)		
								Bargaining/Meet and Confer Units under Consideration:		
								a. AFT Guild Local 1931 College Faculty		
								b. AFT Guild Local 1931 Continuing Education Faculty		
								c. AFT Guild Local 1931 Office Technical Unit		
								d. AFT Guild Local 1931 Maintenance and Operations Unit		
								e. AFT Guild Local 1931 Food Service Unit		
								f. AFT Guild Local 1931 Non-Academic Non-Classified Employees		
								g. AFT Guild Local 1931 Naval Technical Training Program (San Diego)		
								h. POA - Police Officers Association		
								i. Management Association		
								j. SPAA - Supervisory & Professional Administrators Association		
								k. ACE - Association of Confidential Employees		
								l. Technical Instructors Bargaining Organization (Corry Station, FL)		
Continued on next page . . .										

MINUTES

Board of Trustees

San Diego Community College District
Public Meeting



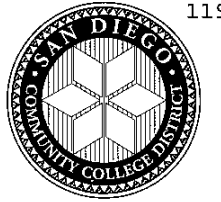
118

	Mary Graham	Rich Grosch	Bill Schwandt	Maria Nieto Senour	Peter Zschiesche	Student Trustee Advisory Vote	October 28, 2010	ACTION AUTHORIZED BY BOARD
							<p>101 <u>ANNOUNCEMENT OF CLOSED SESSION ITEMS:</u> (Continued)</p> <p>The following Closed Session items are scheduled: (Continued)</p> <p>2. Public Employee Discipline/Dismissal/Release (pursuant to Government Code Section 54957). One (1) item to discuss.</p> <p>Tenured College Faculty Member at Miramar College</p> <p>3. Conference with or receive advice from legal counsel (pursuant to Government Code Section 54956.9) concerning pending litigation. One (1) case to discuss.</p> <p>Case #37-2009-00104613-CU-BC-CTL</p> <p>Items not completed during the 2:30-3:30 p.m. Closed Session will be continued after the Open Session.</p>	<p>See Item 109 for action</p>
							<p>102 <u>PUBLIC COMMENT OR PRESENTATIONS ON CLOSED SESSION ITEMS</u></p>	<p>None.</p>
Present	X	X	X	X	X		<p>103 <u>CONVENE CLOSED SESSION</u> (In Room C-108)</p>	<p>Convene Closed Session 2:30 p.m.</p>
							<p>104 <u>ADJOURNMENT OF CLOSED SESSION</u> (Approximately 3:30 p.m.)</p>	<p>Adjournment of Closed Session 3:25 p.m.</p>

MINUTES

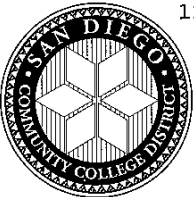
Board of Trustees


San Diego Community College District
Public Meeting



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	Mary Graham	Rich Grosch	Bill Schwandt	Maria Nieto Senour	Peter Zschiesche	Student Trustee Advisory Vote	October 28, 2010	ACTION AUTHORIZED BY BOARD
							<p>105 <u>CONVENE THE BOARD OPEN DOOR SESSION</u> (In Room C-116)</p>	<p>Convene the Board Open Door Session 3:30 p.m.</p>
							<p>106 <u>ADJOURNMENT - BOARD OPEN DOOR SESSION</u></p>	<p>Adjournment 3:58 p.m.</p>
Present	X	X	X	X	X	X	<p>107 <u>CONVENE A REGULAR CAMPUS MEETING</u> (In Room C-119, approximately 4:00 p.m.)</p>	<p>Convene a Regular Campus meeting 4:00 p.m.</p>
							<p>108 <u>PLEDGE OF ALLEGIANCE</u></p>	
							<p>109 <u>REPORT OF ACTION IN CLOSED SESSION</u></p> <p>Board President Grosch read the following statement:</p> <p>The Board of Trustees has returned from Closed Session with the following action to report:</p> <p>Under Item 3 of the Closed Session agenda, on a motion by Trustee Schwandt and second by Trustee Zschiesche, the Board unanimously approved a settlement agreement with Industrial Commercial Systems</p>	

MINUTES Board of Trustees San Diego Community College District Public Meeting						120	
							
						October 28, 2010	
						ACTION AUTHORIZED BY BOARD	
Motion Second Ayes	Mary Graham	Rich Grosch	Bill Schwandt	Maria Nieto Senour	Peter Zschiesche		
Student Trustee Advisory Vote							
						October 28, 2010	
						ACTION AUTHORIZED BY BOARD	
						110 CALL FOR REMOVAL OF ITEMS FROM THE AGENDA	
						Remove Item 875	
						111 DEVELOPMENT OF CONSENT CALENDAR	
						Remove items for discussion: 140, 150, 180, 190, 420 and 830	
						112 CALL FOR ACADEMIC SENATE'S AGENDA ITEMS FOR DISCUSSION	
						None.	
						113 ADOPTION OF CONSENT CALENDAR	
						In order to provide for speedy approval of routine items, the Board will review the agenda under DEVELOPMENT OF THE CONSENT CALENDAR. All items not designated for discussion will comprise the Consent Calendar. Sufficient backup material will be available in advance so the Board members will have complete data regarding the items.	
						Approve.	

MINUTES Board of Trustees San Diego Community College District Public Meeting						121	
							
						October 28, 2010	
						ACTION AUTHORIZED BY BOARD	
	Mary Graham	Rich Grosch	Bill Schwandt	Maria Nieto Senour	Peter Zschiesche		
Student Trustee Advisory Vote							
						October 28, 2010	
						ACTION AUTHORIZED BY BOARD	
						114 MESA COLLEGE CAMPUS MEETING	
						WE ARE MESA: HOW OUR VISION, MISSION AND VALUES COME ALIVE	
						I. Welcome and Introductions	
						Interim President	
						Liz Armstrong	
						II. Introduction to Programs	
						• Two ARRA Grants and One Co-Curricular Program	
						Academic Senate President	
						Cynthia Rico Bravo	
						• Serving Veterans: Heroes to Healthcare	
						Laurie MacKenzie and Students	
						• Regional Healthcare Training: Advanced Imaging Technologies	
						Lori Covington and Student	
						• Mesa's Award-Winning Speech & Debate Team	
						Kim Gerhardt and Students	
						• Classified Senate and Mesa's Vision, Mission and Values Campaign	
						Classified Senate President	
						Robin Watkins	
						• ASG and Student Advocacy	
						ASG President	
						Shahzeb Naqi	
						• Program Review's Role in Mesa's Planning Processes	
						Program Co-Chairs Yvonne Bergland, Kris Clark, Monica Romero and Kathy Wells	
						III. Concluding Remarks	
						Liz Armstrong	
						115 OPEN MIKE SESSION	
						Acknowledge.	

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The logo of the San Diego Community College District is a circular seal. It features a central design of three interlocking cubes or a similar geometric pattern. The words "SAN DIEGO" are written in a circle around the top, and "COMMUNITY COLLEGE DISTRICT" is written around the bottom.

MINUTES

Board of Trustees

San Diego Community College District


Public Meeting


Mary Graham
Rich Grosch
Bill Schwandt
Maria Nieto Senour
Peter Zschiesche
Student Trustee Advisory Vote

October 28, 2010

ACTION AUTHORIZED BY BOARD

Motion																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
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Mary Graham Rich Grosch Bill Schwandt Maria Nieto Senour Peter Zschiesche Student Trustee Advisory Vote	<div>MINUTES</div> <div>Board of Trustees</div> <div>San Diego Community College District</div> <div>Public Meeting</div>			124
	October 28, 2010		ACTION AUTHORIZED BY BOAI	
	145	<u>CALL FOR PRESENTATIONS (IF ANY) BY EXCLUSIVE AGENT(S) REPRESENTING EMPLOYEES.</u>	None.	
	146A	<u>PUBLIC RESPONSE TO INITIAL PROPOSAL(S) OF EMPLOYEE ORGANIZATIONS.</u>	None.	
	146B	<u>ANNOUNCEMENT(S) OF PROPOSED TENTATIVE AGREEMENT(S) BETWEEN THE DISTRICT AND EXCLUSIVE AGENTS REPRESENTING EMPLOYEES.</u>	None.	
	146C	<u>ANNOUNCEMENT(S) OF AGREEMENT(S) BETWEEN THE DISTRICT AND EXCLUSIVE AGENTS REPRESENTING EMPLOYEES.</u>	None.	

Mary Graham Rich Grosch Bill Schwandt Maria Nieto Senour Peter Zschiesche Student Trustee Advisory Vote	<div>MINUTES</div> <div>Board of Trustees</div> <div>San Diego Community College District</div> <div>Public Meeting</div>			125
	October 28, 2010		ACTION AUTHORIZED BY BOARD	
	150	<u>REPORT ON COMMUNICATIONS/STATEWIDE & LEGISLATIVE ISSUES</u> <u>Chancellor Carroll</u> Chancellor Carroll reported that the Governor had signed the outstanding trailer bills and that the state budget had been finalized. The budget is essentially as anticipated: 2.2% FTES growth; zero COLA; ARRA funding; and, regrettably, more deferrals of payment to local agencies. An additional deferral of \$129 million brings to total deferrals in the current year to \$830 million, which will have a cumulative impact of \$70 million in deferrals for the SDCCD. She indicated that she and some of the chancellors of the large urban districts would be meeting in Los Angeles on Friday to discuss budget strategies for 2011-12.		

MINUTES

Board of Trustees
San Diego Community College District
Public Meeting



126

Mary Graham
Rich Grosch
Bill Schwandt
Maria Nieto Senour
Peter Zschiesche
Student Trustee Advisory Vote

October 28, 2010

ACTION AUTHORIZED BY BOARD

170 REPORT OF THE TRUSTEES

171 Student Trustee

1. Student Trustee Shahzeb Naqi reported that Associated Student Body members from the three colleges are looking forward to participating in the Student Senate for Community Colleges general assembly that will be held in San Diego.
2. He also reported that students from all campuses will participate in a community clean-up event in Barrio Logan on November 20, and plan to hold activities to honor veterans on November 11.

172 Mary Graham

Trustee Graham reported that 3CSN, formerly known as the San Diego & Imperial Valley Regional Basic Skills Network, hosted its LINKS 2 event last Friday, and she was very pleased that several SDCCD faculty members were participants in the event.

173 Maria Nieto Senour

1. Trustee Senour noted the many excellent sessions and workshops at the recent Association of Community College Trustees (ACCT) conference, including several from the SDCCD. She also shared information regarding Houston Community College District's programs and outreach to minority males.

Continued on next page . . .

MINUTES

Board of Trustees
San Diego Community College District
Public Meeting



127

Mary Graham
Rich Grosch
Bill Schwandt
Maria Nieto Senour
Peter Zschiesche
Student Trustee Advisory Vote

October 28, 2010

ACTION AUTHORIZED BY BOARD

170 REPORT OF THE TRUSTEES (Continued)


173 Maria Nieto Senour (Continued)


2. Trustee Senour also reported on a town hall conversation she attended on student success, which featured a Mathematics Initiative where faculty members visit local high school juniors to emphasize the link between Math preparation and college success. Chancellor Carroll indicated that the District is researching the program, which appears to be a practical direction to take, and will report back at a future Board meeting.
3. She closed with a request for information about how the District's mental health services are meeting the needs of the District community, especially in light of the recent tragedy at San Diego City College. Chancellor Carroll stated that Vice Chancellor Lynn Neault would prepare a report and present the information at a Board meeting in the near future.

174 Bill Schwandt

Trustee Schwandt reported on his attendance at the Law Enforcement Appreciation Night that honored local public safety personnel. The event featured Under Sheriff Jim Cook as the guest speaker.

175 Peter Zschiesche - No Report

Mary Graham	Rich Grosch	Bill Schwandt	Maria Nieto Senour	Peter Zschiesche	Student Trustee Advisory Vote	MINUTES Board of Trustees San Diego Community College District Public Meeting		128
October 28, 2010						ACTION AUTHORIZED BY BOARD		
170 <u>REPORT OF THE TRUSTEES</u> (Continued)								
176 <u>Rich Grosch</u>								
Board President Grosch reported on the Association of Community College Trustees conference and thanked Chancellor Constance Carroll, Director of Public Information Richard Dittbenner, and Vice Chancellors Otto Lee and Dave Umstot for their hard work in preparing the presentations, "Economic Renewal Through Sustainable Practices" and "Winning Partnerships in Era of ARRA", both of which were well-received by the audiences.								

Mary Graham	Rich Grosch	Bill Schwandt	Maria Nieto Senour	Peter Zschiesche	Student Trustee Advisory Vote	MINUTES Board of Trustees San Diego Community College District Public Meeting		128
October 28, 2010						ACTION AUTHORIZED BY BOARD		
180 <u>REPORT OF THE CHANCELLOR</u>								
<u>Chancellor Carroll</u> - No report								

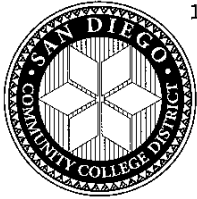
MINUTES Board of Trustees San Diego Community College District Public Meeting							CONSENT CALENDAR	ACTION AUTHORIZED BY BOARD
Mary Graham	Rich Grosch	Bill Schwandt	Maria Nieto Senour	Peter Zschiesche	Student Trustee Advisory Vote	October 28, 2010		
						190 <u>NEW BUSINESS</u>		None.

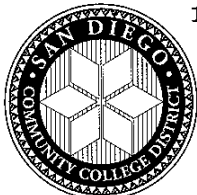


MINUTES Board of Trustees San Diego Community College District Public Meeting							CONSENT CALENDAR	ACTION AUTHORIZED BY BOARD
Mary Graham	Rich Grosch	Bill Schwandt	Maria Nieto Senour	Peter Zschiesche	Student Trustee Advisory Vote	October 28, 2010		
						400 <u>BUDGET AND FINANCE</u>		
						420 In the matter of a five-year Strengthening Student Retention, Persistence and Success at San Diego City College Grant awarded to San Diego City College, under the Strengthening Hispanic-Serving Institutions Program, authorized under Title V, Part A of the Higher Education Act of 1965, effective October 1, 2010, authority to:		
						1. Accept, budget and spend in the General Fund/Restricted budget \$637,240 from the US Department of Education in the 2010-11 budget year; and		
						2. Realign the 2010-11 Title V budget, once approval for realignment is received from the Department of Education.		
Motion								Approve.
Second								Exhibit 420
Ayes	X	X	X	X	X			



MINUTES Board of Trustees San Diego Community College District Public Meeting						CONSENT CALENDAR	ACTION AUTHORIZED BY BOARI
Mary Graham	Rich Grosch	Bill Schwandt	Maria Nieto Senour	Peter Zschiesche	Student Trustee Advisory Vote		
October 28, 2010							
Motion Second Ayes			X				
	X	X	X	X	X		
Motion Second Ayes			X				
	X	X	X	X	X		
400 BUDGET AND FINANCE (Continued)							
421 Authority to accept, budget and spend \$12,500 in the 2010-2011 General Fund/ Restricted Budget from the Yosemite Community College District, Child Development Training Consortium (YCCD/CDTC). This agreement authorizes services as defined in the Instructional Agreement from YCCD/CDTC.							* Approve. Exhibit 421
422 In the matter of the American Recovery and Reinvestment Act - ARRA (Economic Stimulus Program), authority to: Accept, budget, and spend \$125,145 in the 2010-2011 General Fund Restricted Budget from the Federal Government and received as a pass-through from the State of California. The funds will be used to backfill Districtwide categorical programs.							* Approve. Exhibit 422



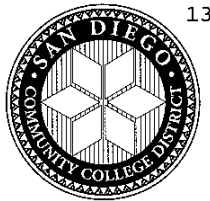
						132	
						MINUTES	
						Board of Trustees	
						San Diego Community College District	
						Public Meeting	
						CONSENT CALENDAR	
							
						ACTION AUTHORIZED BY BOARD	
						October 28, 2010	
Motion Second Ayes	Mary Graham	Rich Grosch	Bill Schwandt	Maria Nieto Senour	Peter Zschiesche	Student Trustee Advisory Vote	
	X	X	X	X	X	X	
						400 BUDGET AND FINANCE (Continued)	
						440 Authority to make a one-time transfer in the 2010-2011 General Fund/ Unrestricted Budget as follows:	
						* Approve. Exhibit 440	
						GENERAL FUND/UNRESTRICTED	
						Site/Prg Object Class/ Desc From To	
						a) City 1000 Acad Sal \$ 432,635	
						College 3000 Emp Bens \$ 43,263	
						4000 Supp & Mats \$ 1,556	
						5000 Oth Oper Exp \$ 477,454	
						Total \$ 477,454 \$ 477,454	
						b) Mesa 1000 Acad Sal \$ 587,577	
						College 3000 Emp Bens \$ 58,751	
						4000 Supp & Mats \$ 19,390	
						7000 Rsv for Cont \$ 665,718	
						Total \$ 665,718 \$ 665,718	
						c) 1000 Acad Sal \$ 178,112	
						Miramar 2000 Contract Sal \$ 3,640	
						College 3000 Emp Bens \$ 18,166	
						4000 Supp & Mats \$ 1,878	
						7000 Rsv for Cont \$ 201,796	
						Total \$ 201,796 \$ 201,796	
						d) 2000 Contract Sal \$ 39,549	
						Miramar 3000 Emp Bens \$ 21,810	
						College 7000 Rsv for Cont \$ 61,359	
						Total \$ 61,359 \$ 61,359	
						e) Chanc 1000 Acad Sal \$ 20,000	
						Office 2000 Contract Sal \$ 1,000	
						3000 Emp Bens \$ 2,300	
						4000 Supp & Mats \$ 2,300	
						5000 Oth Oper Exp \$ 21,000	
						Total \$ 23,300 \$ 23,300	
						f) Facil 5000 Oth Oper Exp \$ 20,000	
						Dept. 6000 Cap Outlay \$ 20,000	
						Total \$ 20,000 \$ 20,000	
						g) Info 5000 Oth Oper Exp \$ 10,000	
						Tech 6000 Cap Outlay \$ 10,000	
						Total \$ 10,000 \$ 10,000	
						h) Bus 6000 Cap Outlay \$ 64,823	
						Svs 7000 Rsv for Cont \$ 64,823	
						Total \$ 64,823 \$ 64,823	



MINUTES Board of Trustees San Diego Community College District Public Meeting							CONSENT CALENDAR	ACTION AUTHORIZED BY BOARD
Mary Graham	Rich Grosch	Bill Schwandt	Maria Nieto Senour	Peter Zschiesche	Student Trustee Advisory Vote	October 28, 2010		
						400 BUDGET AND FINANCE (Continued)		
		X				490 In the matter of Amending the 2010-2011 Adopted Budget, grant authority to:	* Approve.	
	X	X	X	X	X	1. Reduce the 2010-2011 General Fund Unrestricted Budget by \$2,182,849, which is comprised of \$883,449 for Part Time Faculty Compensation and \$1,299,400 for DSPS/District matching; and	Exhibit 490	
						2. Increase the 2010-2011 General Fund Restricted Budget by \$883,449 for Part Time Faculty Compensation.		



MINUTES Board of Trustees San Diego Community College District Public Meeting							CONSENT CALENDAR	ACTION AUTHORIZED BY BOARD
Mary Graham	Rich Grosch	Bill Schwandt	Maria Nieto Senour	Peter Zschiesche	Student Trustee Advisory Vote	October 28, 2010		
						500 OPERATIONS		
			X			540 In the matter of the District's health occupations programs, authority to:	* Approve.	
	X	X	X	X	X	Enter into agreements with health care agencies for use of clinical facilities by students enrolled in District health occupations programs during the 2010-2011 fiscal year.	Exhibit 540	
						541 Authority to enter into a Memorandum of Understanding (MOU) between the San Diego Community College District (SDCCD) and the County Superintendent of Schools Regional Occupational Program (ROP) for programs and services for special population adults during 2010-2011. This agreement provides funding in the amount of \$37,193 for the Carl D. Perkins Vocational and Technical Education Act of 2006.	* Approve.	
	X	X	X	X	X		Exhibit 540	

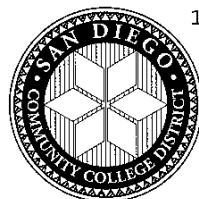


MINUTES

Board of Trustees

San Diego Community College District

Public Meeting



135

	Mary Graham	Rich Grosch	Bill Schwandt	Maria Nieto Senour	Peter Zschiesche	Student Trustee Advisory Vote	October 28, 2010	CONSENT CALENDAR	ACTION AUTHORIZED BY BOARD
Motion									
Second									
Ayes	X	X	X	X	X	X			
							600 <u>PERSONNEL</u>		
							610 Certification of short-term personnel service effective on or after October 29, 2010, per California Education Code Section 88003.		* Approve. Exhibit 610

MINUTES

Board of Trustees

San Diego Community College District

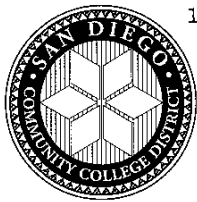
Public Meeting



136

	Mary Graham	Rich Grosch	Bill Schwandt	Maria Nieto Senour	Peter Zschiesche	Student Trustee Advisory Vote	October 28, 2010	CONSENT CALENDAR	ACTION AUTHORIZED BY BOARD
							800 <u>BUILDINGS AND REAL ESTATE</u>		
							830 In the matter of Dedicating an Interest in real property, an easement and right of way, to the City of San Diego, pursuant to Education Code Section 81310, et. seq., authority is requested to:		President Grosch opens the PUBLIC HEARING. No speakers came forward. President Grosch closes the PUBLIC HEARING.
Motion							1. Conduct a PUBLIC HEARING on the resolution to Dedicate an Interest in real property, easements and rights of way to the City of San Diego for street widening purposes at San Diego Miramar College; and		Approve. Exhibit 830
Second	X	X	X	X	X	X	2. Adopt the resolution and approve the Dedication of Interest in real property, an easement and right of way to the City of San Diego as stated above.		
Ayes	X	X	X	X	X	X	(Education Code Sections 81311-81315 require a PUBLIC HEARING on the adoption of the Resolution Dedicating the easement and a TWO-THIRDS majority vote for approval of the dedication.)		
							840 Authority to award a design-build contract for the Science Building project at San Diego Miramar College to DPR Construction, Inc.		* Approve. Exhibit 840
Motion							841 In the matter of geotechnical and material testing services as required by the Division of State Architect, authority is requested to:		* Approve. Exhibit 841
Second							1. Terminate for convenience the consultant contract with Geotechnics, Inc., and to assign any outstanding payments to Group Delta Consultants; and		
Ayes	X	X	X	X	X	X	2. Award a contract for geotechnical and material testing to Group Delta Consultants.		

MINUTES Board of Trustees San Diego Community College District Public Meeting							CONSENT CALENDAR	ACTION AUTHORIZED BY BOARD
Mary Graham	Rich Grosch	Bill Schwandt	Maria Nieto Senour	Peter Zschiesche	Student Trustee	Advisory Vote		
October 28, 2010								
Motion Second Ayes			X					
	X	X	X	X	X	X		
Motion Second Ayes			X					
	X	X	X	X	X	X		
Motion Second Ayes			X					
	X	X	X	X	X	X		
Motion Second Ayes			X					
	X	X	X	X	X	X		
Motion Second Ayes			X					
	X	X	X	X	X	X		
Motion Second Ayes			X					
	X	X	X	X	X	X		
800 BUILDINGS AND REAL ESTATE (Continued)								
870 Authority to award a contract to Kone Inc., the lowest responsible, responsive bidder, on the basis of the listed Base Bid of \$452,180 for the elevators at the Cesar Chavez/Centre City Consolidation project at the San Diego Continuing Education Cesar Chavez Campus.								* Approve. Exhibit 870
871 Authority to award a contract to JJJ Enterprises, the lowest responsible, responsive bidder, on the basis of the listed Base Bid of \$38,950 for the Fire Alarm System at Building E project at San Diego City College.								* Approve. Exhibit 871
872 Authority to award a contract to PK Mechanical, the lowest responsible, responsive bidder, on the basis of the listed Base Bid of \$1,000,000 for the Storm Drain and Sewer Replacement project at San Diego City College.								* Approve. Exhibit 872
873 Authority to award a contract to Ahrens Corporation, the lowest responsible, responsive bidder, on the basis of the listed Base Bid of \$153,336 for the Gas Line Extension project at San Diego Miramar College.								* Approve. Exhibit 873
874 Authority to enter into a Contractual Agreement with ACI Communications to provide a Directional Radio Antenna at Mesa College Parking Structure in the amount of \$34,265.70.								* Approve. Exhibit 874
875 Authority to award a contract to Blue Pacific Engineering and Construction, the lowest responsible, responsive bidder, on the basis of the listed Base Bid of \$16,800 for the Tree Relocation project at San Diego Miramar College.								Removed from the agenda See Item 110.



MINUTES Board of Trustees San Diego Community College District Public Meeting							CONSENT CALENDAR	ACTION AUTHORIZED BY BOARD
Mary Graham	Rich Grosch	Bill Schwandt	Maria Nieto Senour	Peter Zschiesche	Student Trustee	Advisory Vote		
October 28, 2010								
900 INFORMATION ITEMS								
901 Board Sub-Committees:								
Community College/City Schools Partnerships: Trustee Schwandt								
Budget Study and Audit: Trustees Grosch and Zschiesche								
Retirement Board: Trustees Grosch and Zschiesche								
Citizens' Oversight Committee Liaison: Trustees Grosch and Zschiesche								
Trustee Advisory Council Cultural Competency Subcommittee Liaison: Trustees Schwandt and Senour								
Accreditation and Student Learning Outcomes: Trustees Graham and Senour								



Mary Graham	Rich Grosch	Bill Schwandt	Maria Nieto Senour	Peter Zschiesche	Student Trustee Advisory Vote
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MINUTES

Board of Trustees

San Diego Community College District

Public Meeting



139

October 28, 2010

ACTION AUTHORIZED BY BOARD

950 ADJOURNMENT

Adjourn 5:35 p.m.

Respectfully submitted,

Constance M. Carroll
Chancellor and
Secretary of Board

Rich Grosch
President

2010-11 Series 6

Margaret Lamb
Recording Secretary

San Diego Mesa College: Tentative Integrated Planning Calendar 2011 - 2012

July 2011

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 2011

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Instructional Improvement Days
Fall Classes Begin

September 2011

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Program Review Resource
Requests Updated by Schools
(if needed) and Prioritized

PIE Committee Receives
Resource Requests

October 2011

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Planning & Institutional
Effectiveness Committee Reviews
Resource Requests
Disseminates to Appropriate
Committees
PIE Committee Retreat

November 2011

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Human Resource Requests
Prioritized by Committees
Veteran's Day Holiday

Thanksgiving: Classes Not in
Session
PIE Committee Reviews H.R.
Priorities

December 2011

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Cabinet Approval of Human
Resource Positions
Fall Classes End

Attachment 9

January 2012

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

New Year Holiday

MLK Holiday
Instructional Improvement Days
Spring Classes Begin

February 2012

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

Committees Prioritize Resource
Requests
PIE Committee Retreat
Presidents' Day Holidays

March 2012

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Annual Cabinet Retreat:
Assessment of Planning, Goals,
Objectives, Priorities for Next Year

Year 1 P.R. to Cabinet

April 2012

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Classes Not in Session
PIE Committee Reviews Resource
Allocation Priorities
Recommendation
Resource Priorities to Cabinet
Year 2-5 PR to Cabinet

May 2012

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Cabinet Finalizes Goals, Etc., for
Next Year
Spring Classes End

June 2012

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

See 1-20 Budget and Allocation Recommendation Committee

SAN DIEGO MESA COLLEGE

San Diego Mesa College

Program Review

Annual Committee Report

2012-2013

Presented and Approved by President's Cabinet


March 5, 2013


SAN DIEGO MESA COLLEGE
PROGRAM REVIEW COMMITTEE
COMMITTEE REPORT TO PRESIDENT'S CABINET
ANNUAL REPORT
2012-2013
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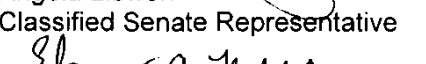
SAN DIEGO MESA COLLEGE
ACADEMIC PROGRAM REVIEW COMMITTEE
COMMITTEE REPORT TO PRESIDENT'S CABINET
ANNUAL REPORT
2012-2013

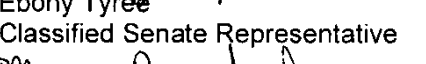
COMMITTEE MEMBERSHIP/SIGNATURE PAGE:



Jill Baker
Administrative Representative, Co-Chair



Monica Romero
Student Services Representative, Co-Chair

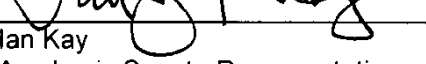

Angela Liewen
Classified Senate Representative

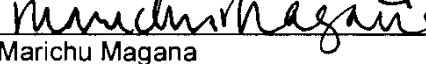

Ebony Tyree
Classified Senate Representative

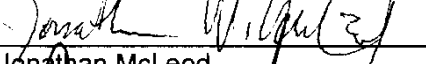

Manny Bautista
Academic Senate Representative

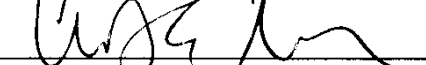

Brian Cushing
Academic Senate Representative



Ian Kay
Academic Senate Representative

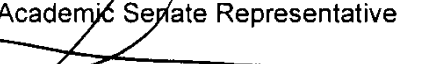

Marichu Magana
Academic Senate Representative

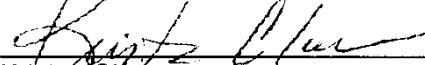

Jonathan McLeod
Academic Senate Representative

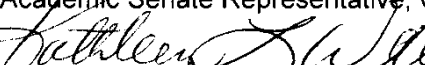

Claude Mona
Academic Senate Representative



Bruce Naschak
Academic Senate Representative



Ashanti Hands
Administrative Representative



Brianna Hays
Ex-Officio – Campus-Based Researcher



Kristan Clark
Academic Senate Representative, Co-Chair



Kathleen Wells
Administrative Services Representative, Co-Chair



Sue Saetia
Classified Senate Representative

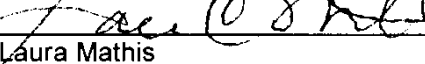

Robin Watkins
Classified Senate Representative

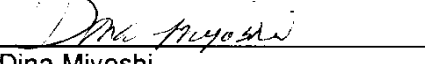

Anar Brahmhatt
Academic Senate Representative

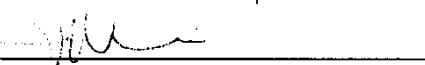

Anne Geller
Academic Senate Representative

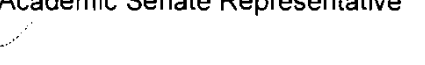

Cesar Lopez
Academic Senate Representative


Laura Mathis
Academic Senate Representative


Dina Miyoshi
Academic Senate Representative


Jill Moreno-Ikari
Academic Senate Representative


Andrew MacNeill
Administrative Representative


Caterina Palestini
Ex-Officio – Administrative Support

DATE: February 19, 2013
TO: Members of the President's Cabinet
SUBJECT: PROGRAM REVIEW ANNUAL REPORT, 2012-2013

Following this memo are the annual reports submitted by the Program Review Committee.

Each report contains the following information:

- the name of the program/service area and lead writer(s)
- the name of the assigned Program Review Committee liaison
- a summary of the program review areas completed by the lead writer, including those that were optional
- the committee's findings relative to the program review
- confirmation of review of committee findings by lead writers

PROCESS

Effective with the 2012-2013 academic year, the Program Review process transitioned to:

- a one-semester process that occurs in the fall to align with budget development in the spring
 - all resource requests except personnel will be forwarded to the Budget Allocation Recommending Committee in spring 2013
 - all personnel requests will be forwarded to the Budget Allocation Recommending Committee in fall 2013
- a fully automated process
 - hosted through Taskstream, which is available 24/7 for work and review by authorized program/service area personnel to assure collaboration and provide adequate access for inputting information
- an “update” format of the previous year’s review, rather than another full review, for this cycle

Description of 2012-2013 Cycle

For this cycle, the Program Review Committee enacted nine of the ten recommendations identified in last year’s report. The automated process was fully vetted multiple times with the Program Review Committee, Academic Senate Leadership, Classified Senate Leadership, and the full Academic Senate Executive Committee. Feedback from each presentation resulted in revisions to the interface in the online format. Following this interactive process, the finalized interface was deployed to the campus. Training sessions were offered throughout September for program review (using the interface) and data/research (using data in program review and practice). These training sessions were repeated in October and November. In the last weeks of the writing process, which culminated on November 26, 2013, several ad hoc training sessions were provided, along with targeted one-on-one assistance, in addition to the continued one-on-one support provided by the individual liaisons.

The Committee agreed to include all programs and service areas that completed last year’s revised program review or were in Year One of the previous year’s cycle in the update process. Two service areas, Academic Computing and Evaluations Office, were new this year and completed a hard copy version of a full report. Building Construction did not submit a program review last year and also completed a hard copy of the full report.

The program review update consisted of the following components:

- overall summary of the program review
- update of significant factors affecting the program/service area since the previous year
- review of Instructional Key Performance Indicator data including:
 - student demographics
 - student retention and success

- productivity
- data section for program or service area-specific analysis
- SLO and/or AUO analysis
- goals update section
- optional new goals section
- optional new faculty hiring request form
- optional new classified hiring request form

Programs and service areas had the option of rolling forward their goals and resource requests from the previous year’s document, or adding new goals. In the case of new personnel requests, many programs rewrote their goals and completed the online faculty or classified staff request forms. Rubrics were in place for all resource requests.

The timeline included targeted dates for lead writers to submit their documents to their deans/ managers and chairs/supervisors, and liaisons for mid-point review. This was to provide structure to assure collaboration. Final documents were submitted one month later. They were reviewed and signed electronically by the chair/supervisor and dean/manager, before going to the liaison for final evaluation. Once the liaisons completed their evaluations and the final report was generated, lead writers had the opportunity to review and respond to the committee’s findings.

All programs and service areas submitted their program reviews by the deadline.

Response to 2011-2012 Program Review Recommendations

In the 2011-2012 Program Review Annual Report, the Committee made ten recommendations for the coming year, based upon its evaluation of the revised process. The Committee enacted or addressed nine of the ten recommendations, and has plans to enact the tenth next year. The status is provided below:

- **Recommendation 1:** The Program Review process should be more fully integrated, simplified, streamlined, and automated by utilizing electronic resources and placing it online.
This was completed with the development of a culture-centric automated online process that fully integrates and aligns with integrated planning, evaluation, and resource allocation.
- **Recommendation 2:** Program Review Liaison and Lead Writer training should be revised so that it is systematic, step by step, timeline-oriented, and supported by web-based materials and training modules.
This was completed with the redesign of all training, the offering of “just in time” training, and the one-on-one training offered this year. Online and web-based training modules included Camtasia Relay tutorials and step by step guides.
- **Recommendation 3:** The Program Review Response Sheet should be customized to reflect the division for the program or service area, providing three templates with similar questions that reflect the differences between Instruction, Student Services, and Administrative Services.
This was completed with the creation of three templates recognizing the three college divisions and their unique processes and organizations.
- **Recommendation 4:** Student Learning Outcomes and Administrative Unit Outcomes assessment and planning should be explicitly included in the document.
This was completed this year and SLO/AUO assessment is now a specific question on the form.
- **Recommendation 5:** The Liaison Evaluation Guide should be revised to better align with the document and provide more effective, targeted feedback and evaluation. There should be consistency in interpretation and evaluation among liaisons. If at all possible the Liaison Evaluation Guide should be integrated with the online version of the Response Sheet.
This was begun this year with the redesign of the online evaluation guide and the increased level of collaboration during the writing phase; however, the Committee will work next year on gaining greater consistency between liaisons in their assessments.

- **Recommendation 6:** Goal Matrices and resource allocation applications should be clarified and embedded within the Program Review Response Sheet; all resource allocation criteria and rubrics should be in place at the beginning of the process.
This was completed with the online format; applications are integrated into the forms; and with the publication of the Faculty Hiring Priorities Rubric, all rubrics are now in place and embedded within the online interface.
- **Recommendation 7:** Training needs to be provided for lead writers, liaisons, chairs/supervisors, and deans/managers in research and the use of data to assess their practices. The training should be targeted according to division, reflecting unique needs of the various stakeholders on campus, and should cover both standard college-provided data and customized authentic assessment.
This was completed this fall, although more trainings are planned for spring. Four distinct data and research workshops were offered to the general campus; in addition, the Campus- Based Researcher provided targeted training to specific programs or divisions upon request.
- **Recommendation 8:** Standardize and centralize official Program Review Committee communications, including regular email communication, revision of the Program Review website, and revision of the timeline to reflect true due dates, and differentiation according to role (who does what and when).
This was completed this fall. A color-coded timeline was created to more clearly communicate what was due from whom and when it was due. In addition, the Committee updated its website to have role-specific pages that addressed their needs.
- **Recommendation 9:** Program Review should be extended to be inclusive of all administrative offices, including Deans, Vice Presidents, and the President.
The committee was not able to complete this recommendation for the current year; it has been designated a top priority for next year.
- **Recommendation 10:** Assure that the Program Review process is consistent with the rubrics issued by the Accrediting Commission for Community and Junior Colleges and with requirements of the US Department of Education.
This was completed with a thorough review and analysis of requirements from ACCJC and the Department of Education. Documents reviewed included primary documents from both sites and analyses provided by the Academic Senate of the California Community Colleges.

Evaluation of 2012-2013 Program Review Process:

As with last year, the Program Review Committee will conduct an evaluation of the process to determine its effectiveness and plan improvements for the future. The evaluation will include lead writers, deans/ managers, chairs/supervisors, liaisons, and planning and resource allocation committees. This evaluation will be conducted in February, 2013, and will form the basis for the Committee’s spring planning and revision of the process for next year.

Next Steps:

Upon recommendation by President’s Cabinet and approval by the President to accept this report, the Program Review Committee will provide resource allocation requests to the Budget Allocation Recommending Committee for review and prioritization.

The Committee will conduct its evaluation and act upon it with revisions to the current Program Review process. The Committee will create a follow-up report regarding the evaluation and its findings and present it to the President and President’s Cabinet in May, 2013.

**San Diego Mesa College
Program Review Committee
Committee Report to President's Cabinet
2012-2013**

Program/Service Area and Lead Writer	Liaison	Program Review Completed Information	New Goals	Evaluation Summary	Lead Writer Response
Academic Computing: Michael Davis	Jill Baker	Summary; Service Area Mission Statement; Service Area Description; Service Area Analysis; Strengths, Challenges, and External Influences; Service Area Vision; Service Area Goals; Classified Hiring Priorities Application (2)	Yes	The program/service area description provided the mission statement and described how it aligns with the college mission and goals. SLOs for the course and program levels were discussed. The program discussed Strengths, Challenges, and External Influences. The program provided required information to support resource allocation requests. The lead writer has used data appropriately throughout the responses. The liaisons noted a recurring theme of budget constraints and their impact on the program/ service area. Program/ service area needs and challenges are identified with budget cited as the reason for both.	The lead writer reviewed the final report and concurred with it.
Accelerated College Programs: Sharon Hughes	Ebony Tyree	Program Review Summary, Description of Program Changes, Program/Service Area Data Analysis, SLO/AUO Assessment Summary and Implications, Updates on Previously Proposed Goals	Yes	The program/service area provided a summary of its program review. Update information was provided by the program/service area. The program/service area addressed their data. SLO/AUOs were addressed in the update. Program/service area goals were updated and all sections of the update were answered. The program/service area indicated that they were writing new goals, and they included all required information. Data was used appropriately throughout the responses. A thorough analysis of SLO/AUOs was provided. The program/service area provided in-depth information on the status of their existing goals. The identification of New Goals was thorough and made excellent use of the SMART Goal model of an over-arching goal with specific objectives for meeting the goal. Responses to New Goal questions were comprehensive, thoroughly addressing rationale, data, SLO/AUOs, costs, planned assessment of the goal if funded or otherwise achieved, and indicated consistence with college-wide plans and goals.	The lead writer reviewed the final report and concurred with it.

Program/Service Area and Lead Writer	Liaison	Program Review Completed Information	New Goals	Evaluation Summary	Lead Writer Response
Accounting: Tracy Tuttle	Kathleen Wells	Program Review Summary, Description of Program Changes, Program/Service Area Data Analysis, SLO/AUO Assessment Summary and Implications, Updates on Previously Proposed Goals	Yes	The program/service area provided a summary of its program review. Update information was provided by the program/service area. The program/service area addressed their data. SLO/AUOs were addressed in the update. Program/service area goals were updated and all sections of the update were answered. The program/service area indicated that they were writing new goals, and they included all required information. The need for additional personnel was cited as a major issue for the program/service area. Data was used appropriately throughout the responses. A thorough analysis of SLO/AUOs was provided. The program/service area provided in-depth information on the status of their existing goals. The identification of New Goals was thorough and made excellent use of the SMART Goal model of an over-arching goal with specific objectives for meeting the goal. Responses to New Goal questions were comprehensive, thoroughly addressing rationale, data, SLO/AUOs, costs, planned assessment of the goal if funded or otherwise achieved, and indicated consistence with college-wide plans and goals. The Program Review Committee commended the lead writer for an excellent program review update and recommended that it be used as a model. The budget was cited as the major obstacle to goal progress.	The lead writer reviewed the final report and concurred with it.

Program/Service Area and Lead Writer	Liaison	Program Review Completed Information	New Goals	Evaluation Summary	Lead Writer Response
Admissions/Records/ Veterans (also International Student Component): Ivonne Alvarez	Andrew MacNeill	Program Review Summary, Description of Program Changes, Program/Service Area Data Analysis, SLO/AUO Assessment Summary and Implications, Updates on Previously Proposed Goals	Yes	The program/service area provided a summary of their program review. Update information was provided by the program/service area. The program/service area addressed their data., SLO/AUOs were addressed in the update. Program/service area goals were updated and all sections of the update were answered. The budget was cited as the major obstacle to goal progress. Data was used appropriately throughout the responses. A thorough analysis of SLO/AUOs was provided., The program/service area provided in-depth information on the status of their existing goals.	The lead writer reviewed the final report and indicated an error which was researched and resolved.
American Sign Language/ Interpreting: Leslie Styles	Kathleen Wells	Program Review Summary, Description of Program Changes, Program/Service Area Data Analysis, SLO/AUO Assessment Summary and Implications, Updates on Previously Proposed Goals	Yes	The program/service area provided a summary of its program review. Update information was provided by the program/service area. The program/service area addressed their data. SLO/AUOs were addressed in the update. Program/service area goals were updated and all sections of the update were answered. The program/service area indicated that they were writing new goals, and they included all required information. Data was used appropriately throughout the responses. A thorough analysis of SLO/AUOs was provided. Responses to New Goal questions were comprehensive, thoroughly addressing rationale, data, SLO/AUOs, costs, planned assessment of the goal if funded or otherwise achieved, and indicated consistence with college-wide plans and goals.	The lead writer received the final report but did not respond.
Animal Health Technology: Peggy Fischer	Jonathan McLeod	Program Review Summary, Description of Program Changes, Program/Service Area Data Analysis, SLO/AUO Assessment Summary and Implications, Updates on Previously Proposed Goals	No	The program/service area provided a summary of its program review. Update information was provided by the program/service area. The program/service area addressed their data. SLO/AUOs were addressed in the update. Program/service area goals were updated and all sections of the update were answered. The need for additional personnel was cited as a major issue for the program/service area. The budget was cited as the major obstacle to goal progress. Data was used appropriately throughout the responses. A thorough analysis of SLO/AUOs was provided. The program/service area provided in-depth information on the status of their existing goals.	The lead writer received the final report but did not respond.

Program/Service Area and Lead Writer	Liaison	Program Review Completed Information	New Goals	Evaluation Summary	Lead Writer Response
Anthropology: Madeleine Hinkes	Marichu Magana	Program Review Summary, Description of Program Changes, Program/Service Area Data Analysis, SLO/AUO Assessment Summary and Implications, Updates on Previously Proposed Goals	No	The program/service area provided a summary of its program review. Update information was provided by the program/service area., The program/service area addressed their data. SLO/AUOs were addressed in the update. Program/service area goals were updated and all sections of the update were answered. The need for additional personnel was cited as a major issue for the program/service area., Data was used appropriately throughout the responses. The program/service area provided in-depth information on the status of their existing goals.	The lead writer reviewed the final report and concurred with it.
Architecture: Ian Kay	Manny Bautista	Program Review Summary, Description of Program Changes, Program/Service Area Data Analysis, SLO/AUO Assessment Summary and Implications, Updates on Previously Proposed Goals	Yes	The program/service area provided a summary of its program review. Update information was provided by the program/service area. The program/service area addressed their data. SLO/AUOs were addressed in the update. Program/service area goals were updated and all sections of the update were answered. The program/service area indicated that they were writing new goals, and they included all required information. The Program Review Committee commended the lead writer for an excellent program review update and recommended that it be used as a model. The need for additional personnel was cited as a major issue for the program/service area. The budget was cited as the major obstacle to goal progress. Data was used appropriately throughout the responses. A thorough analysis of SLO/AUOs was provided. The program/service area provided in-depth information on the status of their existing goals. The identification of New Goals was thorough and made excellent use of the SMART Goal model of an over-arching goal with specific objectives for meeting the goal. Responses to New Goal questions were comprehensive, thoroughly addressing rationale, data, SLO/AUOs, costs, planned assessment of the goal if funded or otherwise achieved, and indicated consistence with college-wide plans and goals.	The lead writer received the final report but did not respond.

Program/Service Area and Lead Writer	Liaison	Program Review Completed Information	New Goals	Evaluation Summary	Lead Writer Response
Art-Fine Art (all): Wendell Kling, Alessandra Moctezuma, Denise Rogers	Laura Mathis	Program Review Summary, Description of Program Changes, Program/Service Area Data Analysis, SLO/AUO Assessment Summary and Implications, Updates on Previously Proposed Goals	Yes	The program/service area provided a summary of its program review. Update information was provided by the program/service area. The program/service area addressed their data. SLO/AUOs were addressed in the update. Program/service area goals were updated and all sections of the update were answered. The program/service area indicated that they were writing new goals, and they included all required information. The need for additional personnel was cited as a major issue for the program/service area. The budget was cited as the major obstacle to goal progress. Data was used appropriately throughout the responses. The program/service area provided in-depth information on the status of their existing goals. The identification of New Goals was thorough and made excellent use of the SMART Goal model of an over-arching goal with specific objectives for meeting the goal. Responses to New Goal questions were comprehensive, thoroughly addressing rationale, data, SLO/AUOs, costs, planned assessment of the goal if funded or otherwise achieved, and indicated consistence with college-wide plans and goals.	The lead writer received the final report but did not respond.
Biology: Paul Sykes	Monica Romero	Program Review Summary, Description of Program Changes, SLO/AUO Assessment Summary and Implications, Program/Service Area Data Analysis, Updates on Previously Proposed Goals	Yes	The program/service area provided a summary of its program review. Update information was provided by the program/service area. The program/service area addressed their data. SLO/AUOs were addressed in the update. Program/service area goals were updated and all sections of the update were answered. The budget was cited as the major obstacle to goal progress.	The lead writer reviewed the final report and concurred with it.

Program/Service Area and Lead Writer	Liaison	Program Review Completed Information	New Goals	Evaluation Summary	Lead Writer Response
Black Studies: Thekima Mayasa	Laura Mathis	Program Review Summary, Description of Program Changes, Program/Service Area Data Analysis, SLO/AUO Assessment Summary and Implications, Updates on Previously Proposed Goals	No	The program/service area provided a summary of its program review. Update information was provided by the program/service area. The program/service area addressed their data., SLO/AUOs were addressed in the update. Program/service area goals were updated and all sections of the update were answered. The need for additional personnel was cited as a major issue for the program/service area. The budget was cited as the major obstacle to goal progress., Data was used appropriately throughout the responses. A thorough analysis of SLO/AUOs was provided.	The lead writer reviewed the final report and concurred with it.
Building Construction - Carpentry/ Inspection: Larry Horsman	Jill Baker	Summary; Program Mission Statement and Discussion; Program Description with Curriculum Grid; Program Analysis, with discussion of demographic, success, and productivity data, and SLO assessment; Strengths, Challenges, and External Influences Analysis; Program	Yes	The program/service area description provided the mission statement and described how it aligns with the college mission and goals. The Program Analysis discussed all four areas of Key Performance Indicators. SLOs for the course and program levels were discussed. The program discussed Strengths, Challenges, and External Influences. The program provided required information to support resource allocation requests. The budget is cited as the major obstacle to goal progress. The lead writer has used data appropriately throughout the responses.	The lead writer received the final report but did not respond.
Business Administration/ Management: Akunna Winston	Angela Liewen	Program Review Summary, Description of Program Changes, Program/Service Area Data Analysis, SLO/AUO Assessment Summary and Implications, Updates on Previously Proposed Goals	Yes	The program/service area provided a summary of its program review. Update information was provided by the program/service area. SLO/AUOs were addressed in the update. Program/service area goals were updated and all sections of the update were answered. The program/service area indicated that they were writing new goals, and they included all required information. The need for additional personnel was cited as a major issue for the program/service area. The budget was cited as the major obstacle to goal progress. Data was used appropriately throughout the responses.	The lead writer reviewed the final report and concurred with it.

Program/Service Area and Lead Writer	Liaison	Program Review Completed Information	New Goals	Evaluation Summary	Lead Writer Response
Business Services: Kathleen Wells	Anne Geller	Program Review Summary, Description of Program Changes, Program/Service Area Data Analysis, SLO/AUO Assessment Summary and Implications, Updates on Previously Proposed Goals	No	The program/service area provided a summary of its program review. Update information was provided by the program/service area. The program/service area addressed their data. SLO/AUOs were addressed in the update. Program/service area goals were updated and all sections of the update were answered. Data was used appropriately throughout the responses. The program/service area provided in-depth information on the status of their existing goals.	The lead writer reviewed the final report and concurred with it.
Chemistry: Joe Toto	Dina Miyoshi	Program Review Summary, Description of Program Changes, Program/Service Area Data Analysis, SLO/AUO Assessment Summary and Implications, Updates on Previously Proposed Goals	No	The program/service area provided a summary of its program review. Update information was provided by the program/service area. The program/service area addressed their data. SLO/AUOs were addressed in the update., Program/service area goals were updated and all sections of the update were answered. The need for additional personnel was cited as a major issue for the program/service area. The budget was cited as the major obstacle to goal progress. Data was used appropriately throughout the responses. The program/service area provided in-depth information on the status of their existing goals.	The lead writer reviewed the final report and concurred with it.
Chicano Studies: Cesar Lopez	Monica Romero Sue Saeitia	Program Review Summary, Description of Program Changes, Program/Service Area Data Analysis, SLO/AUO Assessment Summary and Implications, Updates on Previously Proposed Goals	No	The program/service area provided a summary of its program review. Update information was provided by the program/service area., The program/service area addressed their data. SLO/AUOs were addressed in the update. Program/service area goals were updated and all sections of the update were answered. The program/service area indicated that they were writing new goals, and they included all required information. The Program Review Committee commended the lead writer for an excellent program review update and recommended that it be used as a model. The need for additional personnel was cited as a major issue for the program/service area., Data was used appropriately throughout the responses. A thorough analysis of SLO/AUOs was provided. The program/service area provided in-depth information on the status of their existing goals.	The lead writer received the final report but did not respond.

Program/Service Area and Lead Writer	Liaison	Program Review Completed Information	New Goals	Evaluation Summary	Lead Writer Response
Child Development: Susheela Narayanan, Lou Ann Gibson	Anne Geller	Program Review Summary, Program/Service Area Data Analysis, Updates on Previously Proposed Goals	Yes	The program/service area provided a summary of its program review. Update information was provided by the program/service area. SLO/AUOs were addressed in the update. Program/service area goals were updated and all sections of the update were answered. The program/service area indicated that they were writing new goals, and they included all required information. The need for additional personnel was cited as a major issue for the program/service area. Data was used appropriately throughout the responses.	The lead writer reviewed the final report and concurred with it.
Communications Studies: Linda Farnan	Kathleen Wells	Program Review Summary, Description of Program Changes, SLO/AUO Assessment Summary and Implications, Updates on Previously Proposed Goals	Yes	The program/service area provided a summary of its program review. Update information was provided by the program/service area. The program/service area addressed their data. SLO/AUOs were addressed in the update. Program/service area goals were updated and all sections of the update were answered. The program/service area indicated that they were writing new goals, and they included all required information. The Program Review Committee commended the lead writer for an excellent program review update and recommended that it be used as a model. The need for additional personnel was cited as a major issue for the program/service area. The budget was cited as the major obstacle to goal progress. Data was used appropriately throughout the responses. A thorough analysis of SLO/AUOs was provided. The program/service area provided in-depth information on the status of their existing goals. The identification of New Goals was thorough and made excellent use of the SMART Goal model of an over-arching goal with specific objectives for meeting the goal. Responses to New Goal questions were comprehensive, thoroughly addressing rationale, data, SLO/AUOs, costs, planned assessment of the goal if funded or otherwise achieved, and indicated consistence with college-wide plans and goals.	The lead writer reviewed the final report and concurred with it.

Program/Service Area and Lead Writer	Liaison	Program Review Completed Information	New Goals	Evaluation Summary	Lead Writer Response
Computer and Information Sciences: Walter Wesley	Bruce Nashak	Program Review Summary, Description of Program Changes, Program/Service Area Data Analysis, SLO/AUO Assessment Summary and Implications, Updates on Previously Proposed Goals	Yes	The program/service area provided a summary of its program review. Update information was provided by the program/service area. The program/service area addressed their data. SLO/AUOs were addressed in the update. Program/service area goals were updated and all sections of the update were answered. The program/service area indicated that they were writing new goals, and they included all required information. The need for additional personnel was cited as a major issue for the program/service area. The budget was cited as the major obstacle to goal progress. Data was used appropriately throughout the responses. The identification of New Goals was thorough and made excellent use of the SMART Goal model of an over-arching goal with specific objectives for meeting the goal.	The lead writer reviewed the final report and concurred with it.
Computer Business Technology: Karen Williams	Robin Watkins	Program Review Summary, Description of Program Changes, Updates on Previously Proposed Goals, Program/Service Area Data Analysis, SLO/AUO Assessment Summary and Implications	Yes	The program/service area provided a summary of its program review. Update information was provided by the program/service area. The program/service area addressed their data. SLO/AUOs were addressed in the update. Program/service area goals were updated and all sections of the update were answered. The program/service area indicated that they were writing new goals, and they included all required information. The identification of New Goals was thorough and made excellent use of the SMART Goal model of an over-arching goal with specific objectives for meeting the goal. Responses to New Goal questions were comprehensive, thoroughly addressing rationale, data, SLO/AUOs, costs, planned assessment of the goal if funded or otherwise achieved, and indicated consistence with college-wide plans and goals.	The lead writer reviewed the final report and concurred with it.

Program/Service Area and Lead Writer	Liaison	Program Review Completed Information	New Goals	Evaluation Summary	Lead Writer Response
Counseling: Ailene Crakes	Jill Moreno-Ikari	Program Review Summary, Description of Program Changes, Program/Service Area Data Analysis, SLO/AUO Assessment Summary and Implications, Updates on Previously Proposed Goals	Yes	The program/service area provided a summary of its program review. Update information was provided by the program/service area. The program/service area addressed their data. SLO/AUOs were addressed in the update. Program/service area goals were updated and all sections of the update were answered. The program/service area indicated that they were writing new goals, and they included all required information. The Program Review Committee commended the lead writer for an excellent program review update and recommended that it be used as a model. The need for additional personnel was cited as a major issue for the program/service area., The budget was cited as the major obstacle to goal progress. Data was used appropriately throughout the responses. A thorough analysis of SLO/AUOs was provided. The program/service area provided in-depth information on the status of their existing goals. The identification of New Goals was thorough and made excellent use of the SMART Goal model of an over-arching goal with specific objectives for meeting the goal. Responses to New Goal questions were comprehensive, thoroughly addressing rationale, data, SLO/AUOs, costs, planned assessment of the goal if funded or otherwise achieved, and indicated consistence with college-wide plans and goals.	The lead writer received the final report but did not respond.

Program/Service Area and Lead Writer	Liaison	Program Review Completed Information	New Goals	Evaluation Summary	Lead Writer Response
Culinary Arts/Culinary Management: Michael Fitzgerald	Claude Mona	Program Review Summary, Description of Program Changes, Program/Service Area Data Analysis, SLO/AUO Assessment Summary and Implications, Updates on Previously Proposed Goals	Yes	The program/service area provided a summary of its program review. Update information was provided by the program/service area. The program/service area addressed their data., SLO/AUOs were addressed in the update. Program/service area goals were updated and all sections of the update were answered. The program/service area indicated that they were writing new goals, and they included all required information. The budget was cited as the major obstacle to goal progress. Data was used appropriately throughout the responses. The program/service area provided in-depth information on the status of their existing goals., The identification of New Goals was thorough and made excellent use of the SMART Goal model of an over-arching goal with specific objectives for meeting the goal. Responses to New Goal questions were comprehensive, thoroughly addressing rationale, data, SLO/AUOs, costs, planned assessment of the goal if funded or otherwise achieved, and indicated consistence with college-wide plans and goals. The need for additional personnel was cited as a major issue for the program/service area.	The lead writer received the final report but did not respond.
Dental Assisting (RDA,CDA): Margaret Fickess	Ebony Tyree	Program Review Summary, Description of Program Changes, Program/Service Area Data Analysis, SLO/AUO Assessment Summary and Implications, Updates on Previously Proposed Goals	No	Update information was provided by the program/service area. The program/service area addressed their data. SLO/AUOs were addressed in the update. Program/service area goals were updated and all sections of the update were answered. The need for additional personnel was cited as a major issue for the program/service area. The budget was cited as the major obstacle to goal progress. Data was used appropriately throughout the responses. A thorough analysis of SLO/AUOs was provided. The program/service area provided in-depth information on the status of their existing goals.	The lead writer received the final report but did not respond.

Program/Service Area and Lead Writer	Liaison	Program Review Completed Information	New Goals	Evaluation Summary	Lead Writer Response
Dramatic Arts: Kris Clark	Ashanti Hands	Program Review Summary, Description of Program Changes, Program/Service Area Data Analysis, SLO/AUO Assessment Summary and Implications, Updates on Previously Proposed Goals	No	The program/service area provided a summary of its program review. Update information was provided by the program/service area. The program/service area addressed their data., SLO/AUOs were addressed in the update. Program/service area goals were updated and all sections of the update were answered. The Program Review Committee commended the lead writer for an excellent program review update and recommended that it be used as a model. The need for additional personnel was cited as a major issue for the program/service area., The budget was cited as the major obstacle to goal progress. Data was used appropriately throughout the responses. A thorough analysis of SLO/AUOs was provided. The program/service area provided in-depth information on the status of their existing goals.	The lead writer received the final report but did not respond.
DSPS: Dawn Stoll	Anar Brahmibhatt	Program Review Summary, Description of Program Changes, Program/Service Area Data Analysis, SLO/AUO Assessment Summary and Implications, Updates on Previously Proposed Goals	No	The program/service area provided a summary of its program review. Update information was provided by the program/service area. The program/service area addressed their data. SLO/AUOs were addressed in the update. Program/service area goals were updated and all sections of the update were answered. Data was used appropriately throughout the responses. A thorough analysis of SLO/AUOs was provided. The need for additional personnel was cited as a major issue for the program/service area. The program/service area provided in-depth information on the status of their existing goals. The Program Review Committee commended the lead writer for an excellent program review update and recommended that it be used as a model.	The lead writer reviewed the final report and concurred with it.

Program/Service Area and Lead Writer	Liaison	Program Review Completed Information	New Goals	Evaluation Summary	Lead Writer Response
Economics: Becca Arnold	Cesar Lopez	Program Review Summary, Description of Program Changes, Program/Service Area Data Analysis, SLO/AUO Assessment Summary and Implications, Updates on Previously Proposed Goals	Yes	The program/service area provided a summary of its program review. Update information was provided by the program/service area. The program/service area addressed their data. SLO/AUOs were addressed in the update. Program/service area goals were updated and all sections of the update were answered. The program/service area indicated that they were writing new goals, and they included all required information. Data was used appropriately throughout the responses. A thorough analysis of SLO/AUOs was provided. The program/service area provided in-depth information on the status of their existing goals. The identification of New Goals was thorough and made excellent use of the SMART Goal model of an over-arching goal with specific objectives for meeting the goal. Responses to New Goal questions were comprehensive, thoroughly addressing rationale, data, SLO/AUOs, costs, planned assessment of the goal if funded or otherwise achieved, and indicated consistence with college-wide plans and goals.	The lead writer reviewed the final report and indicated an error which was researched and resolved.
Employment/Career Center: Monica Romero	Robin Watkins	Program Review Summary, Description of Program Changes, Updates on Previously Proposed Goals, Program/Service Area Data Analysis, SLO/AUO Assessment Summary and Implications	Yes	The program/service area provided a summary of its program review. SLO/AUOs were addressed in the update. The program/service area addressed their data. Update information was provided by the program/service area., Program/service area goals were updated and all sections of the update were answered. The program/service area indicated that they were writing new goals, and they included all required information. The Program Review Committee commended the lead writer for an excellent program review update and recommended that it be used as a model. Data was used appropriately throughout the responses. A thorough analysis of SLO/AUOs was provided.	The lead writer reviewed the final report and concurred with it.

Program/Service Area and Lead Writer	Liaison	Program Review Completed Information	New Goals	Evaluation Summary	Lead Writer Response
Employment/Payroll and Administrative/ Technical Support and Information Services: Kathleen Wells	Monica Romero	Program Review Summary, Description of Program Changes, Program/Service Area Data Analysis, SLO/AUO Assessment Summary and Implications, Updates on Previously Proposed Goals	No	The program/service area provided a summary of its program review. Update information was provided by the program/service area. The program/service area addressed their data., SLO/AUOs were addressed in the update., Program/service area goals were updated and all sections of the update were answered. The need for additional personnel was cited as a major issue for the program/service area.	The lead writer reviewed the final report and concurred with it.
Engineering: Morteza Mohssenzadeh	Ebony Tyree	Program Review Summary, Description of Program Changes, Program/Service Area Data Analysis, SLO/AUO Assessment Summary and Implications, Updates on Previously Proposed Goals	No	The program/service area provided a summary of its program review. Update information was provided by the program/service area. The program/service area addressed their data., SLO/AUOs were addressed in the update., Program/service area goals were updated and all sections of the update were answered. The budget was cited as the major obstacle to goal progress. Data was used appropriately throughout the progress. A thorough analysis of SLO/AUOs was provided. The program/service area provided in-depth information on the status of their existing goals.	The lead writer received the final report but did not respond.
English: Jennifer Cost	Brian Cushing	Program Review Summary, Description of Program Changes, Program/Service Area Data Analysis, SLO/AUO Assessment Summary and Implications, Updates on Previously Proposed Goals	No	The program/service area provided a summary of its program review. Update information was provided by the program/service area. SLO/AUOs were addressed in the update. Program/service area goals were updated and all sections of the update were answered. The program/service area addressed their data. The Program Review Committee commended the lead writer for an excellent program review update and recommended that it be used as a model. The need for additional personnel was cited as a major issue for the program/service area. The budget was cited as the major obstacle to goal progress. Data was used appropriately throughout the responses. A thorough analysis of SLO/AUOs was provided. The program/service area provided in-depth information on the status of their existing goals. The identification of New Goals was thorough and made excellent use of the SMART Goal model of an over-arching goal with specific objectives for meeting the goal.	The lead writer reviewed the final report and concurred with it.

Program/Service Area and Lead Writer	Liaison	Program Review Completed Information	New Goals	Evaluation Summary	Lead Writer Response
EOPS: Nellie Dougherty	Bruce Naschak Sue Saetia	Program Review Summary, Description of Program Changes, Program/Service Area Data Analysis, SLO/AUO Assessment Summary and Implications, Updates on Previously Proposed Goals	No	The program/service area provided a summary of its program review. Update information was provided by the program/service area., The program/service area addressed their data. SLO/AUOs were addressed in the update. Program/service area goals were updated and all sections of the update were answered. The need for additional personnel was cited as a major issue for the program/service area. The budget was cited as the major obstacle to goal progress. Data was used appropriately throughout the responses. A thorough analysis of SLO/AUOs was provided. The program/service area provided in-depth information on the status of their existing goals.	The lead writer received the final report but did not respond.
Evaluations Office: Monica Romero	Cesar Lopez	Summary; Service Area Mission Statement; Service Area Description; Service Area Analysis; Stengths, Challenges, and External Influences; Service Area Vision; Service Area Goals and Resource Allocation Requests	Yes	The program/service area description provided the mission statement and described how it aligns with the college mission and goals. The program included information concerning program changes made within the past year. The Program Analysis discussed Key Performance Indicators. SLOs for the service area were discussed. The program discussed Strengths, Challenges, and External Influences. The program provided required information to support resource allocation requests. The lead writer has used data appropriately throughout the responses. The lead writer analyzed and used the provided data when discussing the impacts on the program/service area.	The lead writer reviewed the final report and indicated an error which was researched and resolved.
Fashion: Susan Lazear	Anne Geller	Program Review Summary, Description of Program Changes, Program/Service Area Data Analysis, SLO/AUO Assessment Summary and Implications, Updates on Previously Proposed Goals	Yes	The program/service area provided a summary of its program review. Update information was provided by the program/service area. The program/service area addressed their data. SLO/AUOs were addressed in the update. Program/service area goals were updated and all sections of the update were answered., The program/service area indicated that they were writing new goals, and they included all required information. The need for additional personnel was cited as a major issue for the program/service area. The budget was cited as the major obstacle to goal progress.	The lead writer reviewed the final report and concurred with it.

Program/Service Area and Lead Writer	Liaison	Program Review Completed Information	New Goals	Evaluation Summary	Lead Writer Response
Financial Aid: Cathy Springs	Claude Mona	Program Review Summary, Description of Program Changes, Program/Service Area Data Analysis, SLO/AUO Assessment Summary and Implications, Updates on Previously Proposed Goals	Yes	The program/service area provided a summary of its program review. Update information was provided by the program/service area. The program/service area addressed their data. SLO/AUOs were addressed in the update. Program/service area goals were updated and all sections of the update were answered. The program/service area indicated that they were writing new goals, and they included all required information. The need for additional personnel was cited as a major issue for the program/service area. Data was used appropriately throughout the responses., A thorough analysis of SLO/AUOs was provided. The program/service area provided in-depth information on the status of their existing goals. The identification of New Goals was thorough and made excellent use of the SMART Goal model of an over-arching goal with specific objectives for meeting the goal. Responses to New Goal questions were comprehensive, thoroughly addressing rationale, data, SLO/AUOs, costs, planned assessment of the goal if funded or otherwise achieved, and indicated consistence with college-wide plans and goals.	The lead writer reviewed the final report and concurred with it.
Foreign Languages: Jeff Berry	Monica Romero	Description of Program Changes, Program/Service Area Data Analysis, Program Review Summary, SLO/AUO Assessment Summary and Implications	Yes	SLO/AUOs were addressed in the update. The program/service area addressed its data. The program/service area indicated that they were writing new goals, and they included all required information., The program/service area provided a summary of their program review. Update information was provided by the program/service area. Data was used appropriately throughout the responses. A thorough analysis of SLO/AUOs was provided.	The lead writer reviewed the final report and concurred with it.

Program/Service Area and Lead Writer	Liaison	Program Review Completed Information	New Goals	Evaluation Summary	Lead Writer Response
Geographic Information Systems: Karen Owen	Bruce Naschak	Program Review Summary, Description of Program Changes, Program/Service Area Data Analysis, SLO/AUO Assessment Summary and Implications, Updates on Previously Proposed Goals	Yes	The program/service area provided a summary of its program review. Update information was provided by the program/service area., The program/service area addressed their data. SLO/AUOs were addressed in the update. Program/service area goals were updated and all sections of the update were answered. The program/service area indicated that they were writing new goals, and they included all required information. The need for additional personnel was cited as a major issue for the program/service area. The budget was cited as the major obstacle to goal progress. Data was used appropriately throughout the responses. A thorough analysis of SLO/AUOs was provided. The program/service area provided in-depth information on the status of their existing goals. The identification of New Goals was thorough and made excellent use of the SMART Goal model of an over-arching goal with specific objectives for meeting the goal. Responses to New Goal questions were comprehensive, thoroughly addressing rationale, data, SLO/AUOs, costs, planned assessment of the goal if funded or otherwise achieved, and indicated consistence with college-wide plans and goals.	The lead writer reviewed the final report and concurred with it.
Geography: Ken Berger	Jill Baker	Program Review Summary, Description of Program Changes, Program/Service Area Data Analysis, SLO/AUO Assessment Summary and Implications, Updates on Previously Proposed Goals	Yes	The program/service area provided a summary of its program review. Update information was provided by the program/service area. Program/service area goals were updated and all sections of the update were answered. The program/service area addressed their data., SLO/AUOs were addressed in the update. The need for additional personnel was cited as a major issue for the program/service area.	The lead writer reviewed the final report and concurred with it.

Program/Service Area and Lead Writer	Liaison	Program Review Completed Information	New Goals	Evaluation Summary	Lead Writer Response
Health Information Technology: Janet Janus	Anar Brahmabhatt	Program Review Summary, Description of Program Changes, Program/Service Area Data Analysis, SLO/AUO Assessment Summary and Implications, Updates on Previously Proposed Goals	Yes	The program/service area provided a summary of its program review. Update information was provided by the program/service area., The program/service area addressed their data. SLO/AUOs were addressed in the update. Program/service area goals were updated and all sections of the update were answered. The program/service area indicated that they were writing new goals, and they included all required information. The budget was cited as the major obstacle to goal progress. Data was used appropriately throughout the responses. A thorough analysis of SLO/AUOs was provided. The program/service area provided in-depth information on the status of their existing goals. The identification of New Goals was thorough and made excellent use of the SMART Goal model of an over-arching goal with specific objectives for meeting the goal.	The lead writer reviewed the final report and concurred with it.
History: John Crocitti	Andrew MacNeill	Program Review Summary, Updates on Previously Proposed Goals	No	The program/service area provided a summary of its program review. The need for additional personnel was cited as a major issue for the program/service area.	The lead writer reviewed the final report and concurred with it.
Hospitality: Andrea Luoma	Bruce Naschak	Program Review Summary, Description of Program Changes, Program/Service Area Data Analysis, SLO/AUO Assessment Summary and Implications, Updates on Previously Proposed Goals	Yes	The program/service area provided a summary of its program review. Update information was provided by the program/service area. The program/service area addressed their data. SLO/AUOs were addressed in the update. Program/service area goals were updated and all sections of the update were answered. The program/service area indicated that they were writing new goals, and they included all required information. The budget was cited as the major obstacle to goal progress. Data was used appropriately throughout the responses. A thorough analysis of SLO/AUOs was provided. The program/service area provided in-depth information on the status of their existing goals. The identification of New Goals was thorough and made excellent use of the SMART Goal model of an over-arching goal with specific objectives for meeting the goal. Responses to New Goal questions were comprehensive, thoroughly addressing rationale, data, SLO/AUOs, costs, planned assessment of the goal if funded or otherwise achieved, and indicated consistence with college-wide plans and goals.	The lead writer reviewed the final report and concurred with it.

Program/Service Area and Lead Writer	Liaison	Program Review Completed Information	New Goals	Evaluation Summary	Lead Writer Response
Interior Design: Mimi Moore, Holly Hodnick	Marichu Magana	Program Review Summary, Description of Program Changes, Program/Service Area Data Analysis, SLO/AUO Assessment Summary and Implications, Updates on Previously Proposed Goals	Yes	The program/service area provided a summary of its program review. Update information was provided by the program/service area. The program/service area addressed their data., SLO/AUOs were addressed in the update. Program/service area goals were updated and all sections of the update were answered. The program/service area indicated that they were writing new goals, and they included all required information. The Program Review Committee commended the lead writer for an excellent program review update and recommended that it be used as a model. Data was used appropriately throughout the responses. The identification of New Goals was thorough and made excellent use of the SMART Goal model of an over-arching goal with specific objectives for meeting the goal. Responses to New Goal questions were comprehensive, thoroughly addressing rationale, data, SLO/AUOs, costs, planned assessment of the goal if funded or otherwise achieved, and indicated consistence with college-wide plans and goals.	The lead writer reviewed the final report and concurred with it.
Learning Resources: Devin Milner	Ian Kay	Program Review Summary, Description of Program Changes, Program/Service Area Data Analysis, SLO/AUO Assessment Summary and Implications, Updates on Previously Proposed Goals	No	The program/service area provided a summary of its program review. Update information was provided by the program/service area. The program/service area addressed their data. SLO/AUOs were addressed in the update. Program/service area goals were updated and all sections of the update were answered. The Program Review Committee commended the lead writer for an excellent program review update and recommended that it be used as a model. The need for additional personnel was cited as a major issue for the program/service area. The budget was cited as the major obstacle to goal progress., Data was used appropriately throughout the responses., A thorough analysis of SLO/AUOs was provided. The program/service area provided in-depth information on the status of their existing goals.	The lead writer reviewed the final report and concurred with it.

Program/Service Area and Lead Writer	Liaison	Program Review Completed Information	New Goals	Evaluation Summary	Lead Writer Response
Marketing: Mariette Rattner	Marichu Magana	Program Review Summary, Description of Program Changes, Program/Service Area Data Analysis, SLO/AUO Assessment Summary and Implications, Updates on Previously Proposed Goals	No	The program/service area provided a summary of its program review. Update information was provided by the program/service area. The program/service area addressed their data. SLO/AUOs were addressed in the update. Program/service area goals were updated and all sections of the update were answered. The need for additional personnel was cited as a major issue for the program/service area. Data was used appropriately throughout the responses. The Program Review Committee commended the lead writer for an excellent program review update and recommended that it be used as a model.	The lead writer received the final report but did not respond.
Math: Terrie Teegarden	Jill Moreno-Ikari	Program Review Summary, Description of Program Changes, Program/Service Area Data Analysis, SLO/AUO Assessment Summary and Implications, Updates on Previously Proposed Goals	Yes	The program/service area provided a summary of its program review. Update information was provided by the program/service area. The program/service area addressed their data. SLO/AUOs were addressed in the update. Program/service area goals were updated and all sections of the update were answered. The program/service area indicated that they were writing new goals, and they included all required information. The need for additional personnel was cited as a major issue for the program/service area. The budget was cited as the major obstacle to goal progress. Data was used appropriately throughout the responses. A thorough analysis of SLO/AUOs was provided.	The lead writer received the final report but did not respond.

Program/Service Area and Lead Writer	Liaison	Program Review Completed Information	New Goals	Evaluation Summary	Lead Writer Response
Medical Assisting: Danielle Lauria	Brian Cushing	Program Review Summary, Description of Program Changes, Program/Service Area Data Analysis, SLO/AUO Assessment Summary and Implications, Updates on Previously Proposed Goals	Yes	The program/service area provided a summary of its program review. Update information was provided by the program/service area., The program/service area addressed their data. SLO/AUOs were addressed in the update., Program/service area goals were updated and all sections of the update were answered. The program/service area indicated that they were writing new goals, and they included all required information. The Program Review Committee commended the lead writer for an excellent program review update and recommended that it be used as a model. The need for additional personnel was cited as a major issue for the program/service area. The budget was cited as the major obstacle to goal progress. Data was used appropriately throughout the responses. A thorough analysis of SLO/AUOs was provided. The program/service area provided in-depth information on the status of their existing goals. The identification of New Goals was thorough and made excellent use of the SMART Goal model of an over-arching goal with specific objectives for meeting the goal. Responses to New Goal questions were comprehensive, thoroughly addressing rationale, data, SLO/AUOs, costs, planned assessment of the goal if funded or otherwise achieved, and indicated consistence with college-wide plans and goals.	The lead writer reviewed the final report and concurred with it.
Multimedia: Alfonso Saballett	Ashanti Hands	Program Review Summary, Description of Program Changes, Program/Service Area Data Analysis, SLO/AUO Assessment Summary and Implications, Updates on Previously Proposed Goals	No	The program/service area provided a summary of its program review. Update information was provided by the program/service area. The program/service area addressed their data. SLO/AUOs were addressed in the update. Program/service area goals were updated and all sections of the update were answered. The budget was cited as the major obstacle to goal progress. Data was used appropriately throughout the responses. A thorough analysis of SLO/AUOs was provided. The program/service area provided in-depth information on the status of their existing goals.	The lead writer received the final report but did not respond.

Program/Service Area and Lead Writer	Liaison	Program Review Completed Information	New Goals	Evaluation Summary	Lead Writer Response
Music: James Romeo, George Svoboda	Ashanti Hands	Program Review Summary, Description of Program Changes, Program/Service Area Data Analysis, SLO/AUO Assessment Summary and Implications, Updates on Previously Proposed Goals	Yes	The program/service area provided a summary of its program review. Update information was provided by the program/service area. The program/service area addressed their data. SLO/AUOs were addressed in the update. Program/service area goals were updated and all sections of the update were answered. The program/service area indicated that they were writing new goals, and they included all required information. The need for additional personnel was cited as a major issue for the program/service area. The budget was cited as the major obstacle to goal progress. Data was used appropriately throughout the responses. Data was used appropriately throughout the responses. The program/service area provided in-depth information on the status of their existing goals. The identification of New Goals was thorough and made excellent use of the SMART Goal model of an over-arching goal with specific objectives for meeting the goal.	The lead writer reviewed the final report and concurred with it.
Nutrition: Christine Dupraw	Jonathan McLeod	Program Review Summary, Description of Program Changes, Program/Service Area Data Analysis, SLO/AUO Assessment Summary and Implications, Updates on Previously Proposed Goals	Yes	The program/service area provided a summary of its program review. Update information was provided by the program/service area. The program/service area addressed their data. SLO/AUOs were addressed in the update. Program/service area goals were updated and all sections of the update were answered. The program/service area indicated that they were writing new goals, and they included all required information. The need for additional personnel was cited as a major issue for the program/service area. The budget was cited as the major obstacle to goal progress. Data was used appropriately throughout the responses. A thorough analysis of SLO/AUOs was provided. The program/service area provided in-depth information on the status of their existing goals. The identification of New Goals was thorough and made excellent use of the SMART Goal model of an over-arching goal with specific objectives for meeting the goal. Responses to New Goal questions were comprehensive, thoroughly addressing rationale, data, SLO/AUOs, costs, planned assessment of the goal if funded or otherwise achieved, and indicated consistence with college-wide plans and goals.	The lead writer reviewed the final report and concurred with it.

Program/Service Area and Lead Writer	Liaison	Program Review Completed Information	New Goals	Evaluation Summary	Lead Writer Response
Orientation/ Assessment: Jim Wales	Cesar Lopez	Program Review Summary, Description of Program Changes, Program/Service Area Data Analysis, SLO/AUO Assessment Summary and Implications, Updates on Previously Proposed Goals	No	The program/service area provided a summary of their program review. Update information was provided by the program/service area. The program/service area addressed their data. SLO/AUOs were addressed in the update. Program/service area goals were updated and all sections of the update were answered. The program/service area indicated that they were writing new goals, and they included all required information. The budget was cited as the major obstacle to goal progress. Data was used appropriately throughout the responses. A thorough analysis of SLO/AUOs was provided. A program/service area provided in-depth information on the status of their existing goals.	The lead writer reviewed the final report and concurred with it.
Outreach: Genevieve Esguerra	Kristan Clark	Program Review Summary, Description of Program Changes, Program/Service Area Data Analysis, SLO/AUO Assessment Summary and Implications, Updates on Previously Proposed Goals	No	The program/service area provided a summary of its program review. Update information was provided by the program/service area., The program/service area addressed their data. SLO/AUOs were addressed in the update. Program/service area goals were updated and all sections of the update were answered. Data was used appropriately throughout the responses. A thorough analysis of SLO/AUOs was provided. The program/service area provided in-depth information on the status of their existing goals. The Program Review Committee commended the lead writer for an excellent program review update and recommended that it be used as a model. The need for additional personnel was cited as a major issue for the program/service area. The budget was cited as the major obstacle to goal progress.	The lead writer reviewed the final report and concurred with it.
Philosophy: Dwight Furrow	Anne Geller Sue Saetia	Program Review Summary, Description of Program Changes, Program/Service Area Data Analysis, Updates on Previously Proposed Goals, SLO/AUO Assessment Summary and Implications	No	The program/service area provided a summary of its program review. Update information was provided by the program/service area., The program/service area addressed their data. SLO/AUOs were addressed in the update. Data was used appropriately throughout the responses.	The lead writer reviewed the final report and concurred with it.

Program/Service Area and Lead Writer	Liaison	Program Review Completed Information	New Goals	Evaluation Summary	Lead Writer Response
Physical Education: Kevin Hazlett	Kristan Clark	Program Review Summary, Description of Program Changes, Program/Service Area Data Analysis, SLO/AUO Assessment Summary and Implications, Updates on Previously Proposed Goals	Yes	The program/service area provided a summary of its program review. Update information was provided by the program/service area. The program/service area addressed their data., SLO/AUOs were addressed in the update. Program/service area goals were updated and all sections of the update were answered. The program/service area indicated that they were writing new goals, and they included all required information. The need for additional personnel was cited as a major issue for the program/service area. The budget was cited as the major obstacle to goal progress. Data was used appropriately throughout the responses. A thorough analysis of SLO/AUOs was provided. The program/service area provided in-depth information on the status of their existing goals. The identification of New Goals was thorough and made excellent use of the SMART Goal model of an over-arching goal with specific objectives for meeting the goal. Responses to New Goal questions were comprehensive, thoroughly addressing rationale, data, SLO/AUOs, costs, planned assessment of the goal if funded or otherwise achieved, and indicated consistence with college-wide plans and goals. The Program Review Committee commended the lead writer for an excellent program review update and recommended that it be used as a model.	The lead writer reviewed the final report and concurred with it.

Program/Service Area and Lead Writer	Liaison	Program Review Completed Information	New Goals	Evaluation Summary	Lead Writer Response
Physical Sciences: Donald Barrie	Jonathan McLeod	Program Review Summary, Description of Program Changes, Program/Service Area Data Analysis, SLO/AUO Assessment Summary and Implications, Updates on Previously Proposed Goals	Yes	The program/service area provided a summary of its program review. Update information was provided by the program/service area. The program/service area addressed their data. SLO/AUOs were addressed in the update. Program/service area goals were updated and all sections of the update were answered. The program/service area indicated that they were writing new goals, and they included all required information. The Program Review Committee commended the lead writer for an excellent program review update and recommended that it be used as a model. The need for additional personnel was cited as a major issue for the program/service area. The budget was cited as the major obstacle to goal progress. Data was used appropriately throughout the responses., A thorough analysis of SLO/AUOs was provided. The program/service area provided in-depth information on the status of their existing goals. The identification of New Goals was thorough and made excellent use of the SMART Goal model of an over-arching goal with specific objectives for meeting the goal. Responses to New Goal questions were comprehensive, thoroughly addressing rationale, data, SLO/AUOs, costs, planned assessment of the goal if funded or otherwise achieved, and indicated consistence with college-wide plans and goals.	The lead writer reviewed the final report and concurred with it.

Program/Service Area and Lead Writer	Liaison	Program Review Completed Information	New Goals	Evaluation Summary	Lead Writer Response
Physical Therapist Assistant: Tina Recalde	Robin Watkins	Program Review Summary, Description of Program Changes, Program/Service Area Data Analysis, SLO/AUO Assessment Summary and Implications, Updates on Previously Proposed Goals	No	The program/service area provided a summary of its program review. Update information was provided by the program/service area. The program/service area addressed their data. SLO/AUOs were addressed in the update., Program/service area goals were updated and all sections of the update were answered. The program/service area provided in-depth information on the status of their existing goals. A thorough analysis of SLO/AUOs was provided.	The lead writer reviewed the final report and concurred with it.
Physics: Claude Mona	Laura Mathis Sue Saetia	Program Review Summary, Description of Program Changes, Program/Service Area Data Analysis, SLO/AUO Assessment Summary and Implications, Updates on Previously Proposed Goals	No	The program/service area provided a summary of its program review. Update information was provided by the program/service area. The program/service area addressed their data. SLO/AUOs were addressed in the update. Program/service area goals were updated and all sections of the update were answered. The need for additional personnel was cited as a major issue for the program/service area. The budget was cited as the major obstacle to goal progress. Data was used appropriately throughout the responses. The program/service area provided in-depth information on the status of their existing goals.	The lead writer received the final report but did not respond.
Political Science: Michelle Rodriguez	Dina Miyoshi	Program Review Summary, Description of Program Changes, Program/Service Area Data Analysis, SLO/AUO Assessment Summary and Implications, Updates on Previously Proposed Goals	No	The program/service area provided a summary of its program review. Update information was provided by the program/service area. The program/service area addressed their data., SLO/AUOs were addressed in the update. Program/service area goals were updated and all sections of the update were answered. Data was used appropriately throughout the responses.	The lead writer received the final report but did not respond.

Program/Service Area and Lead Writer	Liaison	Program Review Completed Information	New Goals	Evaluation Summary	Lead Writer Response
Psychology: Dina Miyoshi Laurie Mackenzie	Andrew MacNeill	Program Review Summary, Description of Program Changes, Program/Service Area Data Analysis, SLO/AUO Assessment Summary and Implications, Updates on Previously Proposed Goals	No	The program/service area provided a summary of its program review. Update information was provided by the program/service area. The program/service area addressed their data. SLO/AUOs were addressed in the update. Program/service area goals were updated and all sections of the update were answered. The Program Review Committee commended the lead writer for an excellent program review update and recommended that it be used as a model. The need for additional personnel was cited as a major issue for the program/service area. The budget was cited as the major obstacle to goal progress. Data was used appropriately throughout the responses. A thorough analysis of SLO/AUOs was provided.	The lead writer reviewed the final report and indicated an error which was researched and resolved.
Radiologic Technology: Lori Covington	Ian Kay	Program Review Summary, Description of Program Changes, Program/Service Area Data Analysis, SLO/AUO Assessment Summary and Implications, Updates on Previously Proposed Goals	No	The program/service area provided a summary of its program review. Update information was provided by the program/service area., The program/service area addressed their data. SLO/AUOs were addressed in the update. Program/service area goals were updated and all sections of the update were answered. The Program Review Committee commended the lead writer for an excellent program review update and recommended that it be used as a model. Data was used appropriately throughout the responses. A thorough analysis of SLO/AUOs was provided. The program/service area provided in-depth information on the status of their existing goals.	The lead writer received the final report but did not respond.
Real Estate: Xiaochuan Song	Laura Mathis	Program Review Summary, Description of Program Changes, Program/Service Area Data Analysis, SLO/AUO Assessment Summary and Implications, Updates on Previously Proposed Goals	No	The program/service area provided a summary of its program review. Update information was provided by the program/service area. The program/service area addressed their data. SLO/AUOs were addressed in the update., Program/service area goals were updated and all sections of the update were answered. The need for additional personnel was cited as a major issue for the program/service area. The budget was cited as the major obstacle to goal progress.	The lead writer received the final report but did not respond.

Service Area Lead Writer	Liaison	Program Review Completed Information	New Goals	Evaluation Summary	Lead Writer Response
aphic mailroom: ledgeoth	Manny Bautista	Program Review Summary, Description of Program Changes, Program/Service Area Data Analysis, SLO/AUO Assessment Summary and Implications, Updates on Previously Proposed Goals	Yes	The program/service area provided a summary of its program review. Update information was provided by the program/service area. The program/service area addressed their data. SLO/AUOs were addressed in the update., Program/service area goals were updated and all sections of the update were answered. The program/service area indicated that they were writing new goals, and they included all required information. The Program Review Committee commended the lead writer for an excellent program review update and recommended that it be used as a model. The budget was cited as the major obstacle to goal progress., Data was used appropriately throughout the responses. A thorough analysis of SLO/AUOs was provided., The program/service area provided in-depth information on the status of their existing goals. The identification of New Goals was thorough and made excellent use of the SMART Goal model of an over-arching goal with specific objectives for meeting the goal. Responses to New Goal questions were comprehensive, thoroughly addressing rationale, data, SLO/AUOs, costs, planned assessment of the goal if funded or otherwise achieved, and indicated consistence with college-wide plans and goals.	The lead writer reviewed the final report and concurred with it.
ly: ravatz	Jill Moreno-Ikari	Program Review Summary, Description of Program Changes, Program/Service Area Data Analysis, SLO/AUO Assessment Summary and Implications, Updates on Previously Proposed Goals	Yes	The program/service area provided a summary of their program review. Update information was provided by the program/service area. The program/service area addressed their data. SLO/AUOs were addressed in the update. Program/service area goals were updated and all sections of the update were answered. The program/service area indicated that they were writing new goals, and they included all required information. The need for additional personnel was cited as a major issue for the program/service area. The budget was cited as the major obstacle to goal progress.	The lead writer reviewed the final report and concurred with it.

Program/Service Area and Lead Writer	Liaison	Program Review Completed Information	New Goals	Evaluation Summary	Lead Writer Response
STAR TRIO: Marichu Magana	Brian Cushing	Program Review Summary, Description of Program Changes, Program/Service Area Data Analysis, SLO/AUO Assessment Summary and Implications, Updates on Previously Proposed Goals	No	The program/service area provided a summary of its program review. Update information was provided by the program/service area. The program/service area addressed their data. SLO/AUOs were addressed in the update. Program/service area goals were updated and all sections of the update were answered. Data was used appropriately throughout the responses. A thorough analysis of SLO/AUOs was provided. The program/service area provided in-depth information on the status of their existing goals. The Program Review Committee commended the lead writer for an excellent program review update and recommended that it be used as a model.	The lead writer received the final report but did not respond.
Stockroom: Penny Hedgecoth	Ian Kay	Program Review Summary, Description of Program Changes, Program/Service Area Data Analysis, Updates on Previously Proposed Goals	No	The program/service area provided a summary of its program review., Update information was provided by the program/service area. The program/service area addressed their data. Program/service area goals were updated and all sections of the update were answered. The need for additional personnel was cited as a major issue for the program/service area. The budget was cited as the major obstacle to goal progress., Responses to New Goal questions were comprehensive, thoroughly addressing rationale, data, SLO/AUOs, costs, planned assessment of the goal if funded or otherwise achieved, and indicated consistence with college-wide plans and goals.	The lead writer reviewed the final report and concurred with it.
Student Accounting: Kathleen Wells	Angela Liewen	Program Review Summary, Program/Service Area Data Analysis, SLO/AUO Assessment Summary and Implications, Description of Program Changes, Updates on Previously Proposed Goals	No	The program/service area provided a summary of its program review. Update information was provided by the program/service area. SLO/AUOs were addressed in the update. The program/service area addressed their data. Program/service area goals were updated and all sections of the update were answered. The need for additional personnel was cited as a major issue for the program/service area. The budget was cited as the major obstacle to goal progress.	The lead writer reviewed the final report and concurred with it.

Program/Service Area and Lead Writer	Liaison	Program Review Completed Information	New Goals	Evaluation Summary	Lead Writer Response
Student Affairs: Ashanti Hands	Anar Brahmhatt	Program Review Summary, Description of Program Changes, Program/Service Area Data Analysis, SLO/AUO Assessment Summary and Implications, Updates on Previously Proposed Goals	Yes	The program/service area provided a summary of its program review. Update information was provided by the program/service area. The program/service area addressed their data. SLO/AUOs were addressed in the update. Program/service area goals were updated and all sections of the update were answered. The need for additional personnel was cited as a major issue for the program/service area. The budget was cited as the major obstacle to goal progress.	The lead writer reviewed the final report and concurred with it.
Student Health Services: Suzanne Khambata	Manny Bautista	Program Review Summary, Description of Program Changes, Program/Service Area Data Analysis, SLO/AUO Assessment Summary and Implications, Updates on Previously Proposed Goals	No	The program/service area provided a summary of its program review. Update information was provided by the program/service area. The program/service area addressed their data. SLO/AUOs were addressed in the update. Program/service area goals were updated and all sections of the update were answered. The Program Review Committee commended the lead writer for an excellent program review update and recommended that it be used as a model. The budget was cited as the major obstacle to goal progress. A thorough analysis of SLO/AUOs was provided. The program/service area provided in-depth information on the status of their existing goals.	The lead writer reviewed the final report and concurred with it.
Teacher Education: Laurie Lorence	Kristan Clark	Program Review Summary, Description of Program Changes, Program/Service Area Data Analysis, SLO/AUO Assessment Summary and Implications, Updates on Previously Proposed Goals	No	The program/service area provided a summary of its program review. Update information was provided by the program/service area., The program/service area addressed their data. SLO/AUOs were addressed in the update. Program/service area goals were updated and all sections of the update were answered. The program/service area indicated that they were writing new goals, and they included all required informations. A Data was used appropriately throughout the responses. A thorough analysis of SLO/AUOs was provided. The program/service area provided in-depth information on the status of their existing goals. The need for additional personnel was cited as a major issue for the program/service area. The budget was cited as the major obstacle to goal progress. The Program Review Committee commended the lead writer for an excellent program review update and recommended that it be used as a model.	The lead writer reviewed the final report and concurred with it.

Program/Service Area and Lead Writer	Liaison	Program Review Completed Information	New Goals	Evaluation Summary	Lead Writer Response
Transfer Center: Leroy Johnson	Angela Liewen	Program Review Summary, Description of Program Changes, Program/Service Area Data Analysis, SLO/AUO Assessment Summary and Implications, Updates on Previously Proposed Goals	No	The program/service area provided a summary of its program review. Update information was provided by the program/service area. The program/service area addressed their data. SLO/AUOs were addressed in the update. Program/service area goals were updated and all sections of the update were answered. The need for additional personnel was cited as a major issue for the program/service area. The budget was cited as the major obstacle to goal progress. A thorough analysis of SLO/AUOs was provided., Data was used appropriately throughout the responses.	The lead writer reviewed the final report and concurred with it.
Tutoring Centers: Carol Sampaga	Dina Miyoshi	Program Review Summary, Description of Program Changes, Program/Service Area Data Analysis, SLO/AUO Assessment Summary and Implications, Updates on Previously Proposed Goals	No	The program/service area provided a summary of its program review. Update information was provided by the program/service area. The program/service area addressed their data. SLO/AUOs were addressed in the update. Program/service area goals were updated and all sections of the update were answered. The need for additional personnel was cited as a major issue for the program/service area. The budget was cited as the major obstacle to goal progress.	The lead writer reviewed the final report and concurred with it.

Archived Reports and Presentations

Reports and Surveys

- [Cultural Climate Survey Report -2011](#)
- [Cultural Climate Survey Briefing -2011](#)

Briefings and Trainings

Accountability Reporting for Community Colleges (ARCC)

- [2011](#)

Classified Staff Development Needs Assessment for Planning of Professional Development Conference

- [2010](#)
- [2009](#)
- [2008](#)
- [2007](#)

Data for the Basic Skills Retreat

- [2010](#)
- [2009](#)

Program Review Lead Writer Data Integration Training Workshop

- [2010](#)
- [2009](#)

Enrollment Management

Mesa Population Density GIS Map 2010

10 Years of FTES: 2000/01 - 2009/10

Enrollment Portrait 2008

FTES by School and Program 2006 - 2007

Online v. On-campus Sections Offered 2005 - 2007

Short-Term Courses 2003 - 2006

Research Briefs on the Community College Survey of Student Engagement (CCSSE) (2007)

- [CCSSE Benchmarks](#)
- [CCSSE Support for Learners](#)
- [CCSSE Student Effort](#)
- [CCSSE Benchmarks for Basic Skills Oversample](#)

Student Research

Mesa Tutoring Center Report requested by Chris Sullivan and Carol Sampaga, 2011

Mesa College Program Review Student Outcomes Report 2010

Student-Athletes Study 2010 requested by Dean Dave Evans

Supplement to the Student-Athletes Study 2010 requested by Kristina Carson

Data for Bridges to the Baccalaureate Grant Proposal: Underrepresented Students in STEM Disciplines requested by Jodi Cortiss

Chemistry Data Reports requested by Rob Fremland, 2007

Top Transfer Institutions requested by Juliette Parker, 2004 - 2007

ENGL 051 Outcomes requested by Wendy Smith, 2001 - 2007

Math Research Report requested by Alison Damoose and Toni Parsons, 2006

SDSU Transfer Admission Status Reported by Counseling Visitation Status requested by Naomi Grisham, 2006

Profile of Basic Skills English Students requested by Chris Sullivan, 2004 - 2006

Progress of ESOL 040 Students in ENGL sequence requested by Pianta, 2003/04 cohort through Spring 2006

Survey Reports and Recommendations

Employee Perception Survey Recommendations (2009)

Student Satisfaction Survey Recommendations (2009)

Classified Staff Development Conference Evaluation

- [2009](#)
- [2008](#)

Classified Staff Development Needs Assessment Report for Planning of Professional Development Conference2007

Flex Survey Reports

- [2010/11](#)
- [2009/10](#)
- [2008](#)
- [2007](#)
- [2006](#)

SLO Survey Report

- [2009](#)
- [2008](#)

Writing in the Disciplines Survey Report(2008)

Link to Institutional Research and Planning for the San Diego Community College District

- <http://research.sdccd.edu>

Institutional Research

[Research Agenda](#)

[Recent Reports and Presentations](#)

[Archived Reports and Presentations](#)

[Request Research](#)

[External Data Sources](#)

Minutes

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3-1-2013
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February 1, 2013
2-1-2013
[Read More](#)

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12-7-2012
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11-2-2012
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October 5, 2012
10-5-2012
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9-7-2012
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8-31-2012
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May 4, 2012
- - - - -

Program Review

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- [Agendas](#)
- [Minutes](#)**
- [Documents](#)
- [Links](#)

Archive

- [April 2013 \(1\)](#)
- [March 2013 \(1\)](#)
- [February 2013 \(1\)](#)**
- [December 2012 \(1\)](#)
- [November 2012 \(1\)](#)
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- [December 2010 \(1\)](#)
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- [September 2010 \(1\)](#)

Purpose/Membership/Goals

■ 2013-2014

Co-chairs (4):

- Jill Baker, Dean, Institutional Effectiveness
- Dina Miyoshi, Academic Senate Representative
- Ebony Tyree, Student Services Representative
- Kathleen Wells, Administrative Services Representative

Administrative (4 Representatives):

- Jill Baker (Administrative Co-Chair)
- Kevin Branson, Acting Dean, Learning Resources and Technologies
- Ashanti Hands, Dean, Student Affairs
- Andrew MacNeill, Dean, Humanities

Faculty (14 Representatives):

- Manny Bautista
- Anar Brahmblatt
- Brian Cushing
- Anne Geller
- Ian Kay
- Cesar Lopez
- Marichu Magana
- Laura Mathis
- Jonathan McLeod
- Dina Miyoshi (Faculty Co-Chair)
- Claude Mona
- Vacant
- Bruce Naschak
- Saloua Saidane

Classified (4 Representatives):

- Angela Liewen
- Sue Saetia
- Ebony Tyree (Student Services Co-Chair)
- Robin Watkins

Associated Student (1 Representative):

- Vacant

Ex Officio (3 Representatives):

- Ginger Davis, Administrative Support Staff
- Brianna Hays, Campus-Based Researcher
- thleen Wells (administrative Services Co-Chair)

Consultant (1 Representative):

- Toni Parsons, Curriculum Review Committee Co-Chair

■ Purpose

- Review and modify as needed on a regular basis, and disseminate the program review handbook containing questions, criteria, guidelines and forms.
- Determine and publish the schedule of programs and service areas in the five-year cycle.
- Establish and publish timelines for the program review process.
- Provide training and guidance on a regular and as-needed basis to groups and individuals.
- Provide training workshops at least once annually to describe the program review goals and process.
- Provide structured guidance to and collaboration with lead writers, department chairs and service area supervisors through the program review process; program review committee members will be assigned as liaison to each program/service area at the start of the process, and assist writers in assuring that program reviews are appropriately documented to support subsequent budgeting and hiring decisions.
- At the conclusion of the program review process, prepare final written reports to be presented to the Academic Affairs Committee and then to the President's Cabinet.

■ Meetings

One Friday TBA each month, 11:00 a.m. - 12:30 p.m., in LRC 435 (or as noted next to meeting date)

■ Membership

Co-Chairs:

- Dean, Administrative Representative
- Academic Senate Faculty Representative
- Student Services Representative
- Administrative Services Representative

Administrative:

- 4 Representatives

Faculty:

- 14 Representatives

Classified:

- 4 Representatives

Associated Students:

- 1 Representative

Ex Officio:

- Administrative Support Staff
- Campus-Based Researcher
- Administrative Services Representative

Consultant:

- Curriculum Review Committee Co-Chair

Revised:10/04; 11/04; 9/06;10/06; 9/07; 3/08; 9/17/08; 12/1/09/ 3/17/10; 10/08/10; 12/15/10; 09/27/11; 2/8/12; 9/26/12; 11/2/12; 1/29/13; 8/26/13

Program Review

Purpose/Membership/Goals

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Documents

Links

See Rec. 1-2: Institutional Planning Manual

October 2013

accreditation

midterm • report

San Diego Mesa College

Pamela T. Luster, Ed.D., President

Tim McGrath, J.D., Vice President, Instruction

Accreditation Liaison Officer

619-388-2755

7250 Mesa College Drive

San Diego, CA 92111-4998

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www.sdmesa.edu



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.

Mary Graham, Rich Grosch, Bernie Rhinerson, Maria Nieto Senour, Ph.D., Peter Zschiesche

Constance M. Carroll, Ph.D., Chancellor