

Accreditation Midterm Report 2021



SAN DIEGO MESA COLLEGE

7250 Mesa College Drive, San Diego, CA 92111
www.sdmesa.edu

San Diego Mesa College

Accreditation Midterm Report

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

SAN DIEGO
MESA COLLEGE



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

Date Submitted: January 11, 2021

Midterm Report Certification Page

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

From: Pamela T. Luster, Ed.D., President
San Diego Mesa College
7250 Mesa College Drive, San Diego, California, 92111-4998

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

Signatures:



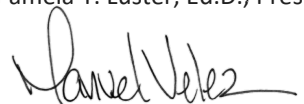
Maria Nieto Senour, Ph.D., President, San Diego Community College District Board of Trustees (Date) 3-10-2021



Constance M. Carroll, Ph.D., Chancellor, San Diego Community College District (Date) 3-9-2021



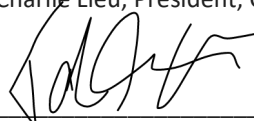
Pamela T. Luster, Ed.D., President, San Diego Mesa College (Date) 1-11-2021



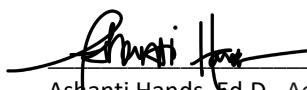
Manuel J. Vélez, President, Academic Senate, San Diego Mesa College (Date) 1-11-2021



Charlie Lieu, President, Classified Senate, San Diego Mesa College (Date) 1-11-2021



Taylor Carpenter, President, Associated Students, San Diego Mesa College (Date) 1-11-2021



Ashanti Hands, Ed.D., Accreditation Liaison Officer, San Diego Mesa College (Date) 1-11-2021



Lisa K. Shapiro, Accreditation Faculty Lead Writer, San Diego Mesa College (Date) 1-11-2021

Table of Contents

<u>Report Preparation</u>	3
<u>Plans Arising from the Self-Evaluation Process</u>	4
Professional Learning and Development	5
Intrusive Student Support	9
Communication and Collaboration	12
<u>Institutional Reporting on Quality Improvements</u>	15
Response to Recommendations for Improvement	
<u>Recommendation 1</u> – Standards: I.B.2, I.B.3, I.B.6, II.A.2, II.A.3.....	15
<u>Recommendation 2</u> – Standards: I.B.7, I.B.8, I.C.5, IV.A.7	20
<u>Recommendation 3</u> – Standards: I.B.8, I.C.3	22
<u>Recommendation 4</u> – Standards: III.B.2, III.B.3, III.B.4	24
<u>Recommendation 5</u> – Standards: IV.A.6	25
<u>Recommendation 6</u> – Standards: IV.A.6	29
Reflection on Improving Institutional Performance: Student Learning Outcomes and Institution Set Standards	30
Student Learning Outcomes (Standard I.B.2)	30
Institution Set Standards (Standard I.B.3)	33
Report on the Outcomes of the Quality Focus Projects	36
Actionable Goals Identified in QFE	36
<u>Table II</u> – Equity and Professional Development Infrastructure.....	40
<u>Table III</u> – Committees for Professional Development and Equity	41
<u>Table IV</u> – Infrastructure and Resources for Student Support	43
<u>Table V</u> – Evidence of Services Realignment and Mitigation of Barriers.....	52
Fiscal Reporting	57
<u>District Office Recommendations for Improvement</u>	57
Appendix A – Annual Fiscal Report	62

Report Preparation

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

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

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

The Report was shared and reviewed, including opportunities for discussion and feedback, with constituent across campus:

- Administrative Council
- Committee of Chairs
- Deans' Council
- Student Services Council
- Program and Institutional Effectiveness (PIE) Committee

Additionally, the report was posted online to allow campus-wide access and feedback:

<https://www.sdmesa.edu/about-mesa/accreditation/feedback.shtml>.

PDF backup: <https://www.sdmesa.edu/accreditation/midterm-report-2020/EV104-Accreditation-Feedback.pdf>

The completed report was reviewed and approved by the following governance groups:

- Academic Senate
- Classified Senate
- Associated Students
- President's Cabinet
- Board of Trustees

Plans Arising from The Self-Evaluation Process

During San Diego Mesa College's 2017 self-evaluation process, faculty, classified professionals, administrators, and students identified three areas for improvement to strengthen our alignment with ACCJC Standards:

- Professional Learning and Development
- Intrusive Student Support
- Communication and Collaboration

The following chart reports on the progress and infrastructure implemented for each part of our plan. For those items that have been fully addressed, we have described the resulting outcomes. Plans that are still ongoing are identified with the appropriate responsible parties, and the anticipated date for completion.

San Diego Mesa College Improvement Plan

SAN DIEGO MESA COLLEGE

Improvement Plan

Professional Learning and Development			
Integrate Loft and Professional Learning Into Mesa Culture			
Activity	Status/ Timeline	Progress and/or Outcomes	Evidence
• Hire full-time professional learning coordinator	Complete	• Hired Janue Johnson June 2017	
• Access needs utilizing Campus Employee Development Plan	Complete	<p>The following have been created</p> <ul style="list-style-type: none"> • Annual surveys • A pre/post survey reflection for inquiry groups • Session evaluation surveys 	<p>LOFT Surveys</p> <p>Annual Survey</p>
• Implement collegewide professional learning program	Complete	<p>The Campus Employee Learning Committee launched annual flex day activities during Fall Flex Week 2020.</p> <p>Ongoing offerings for Professional learning are on the Mesa Loft department page and Canvas site.</p>	<p>Fall Flex Week https://docs.google.com/document/d/1HMthHWM4SnlhAhMpk5khHet6nSRJ1zcrfgZrVM5SiHw/edit?usp=sharing PDF backup: https://www.sdmesa.edu/accreditation/midterm-report-2020/EV110-Fall-Flex-Schedule.pdf</p> <p>Mesa Loft Professional Learning Department page http://oumesa.sdmesa.edu/about-mesa/professional-learning/ Mesa Loft Canvas page https://sdccd.instructure.com/courses/2106437</p>

Engage In Culturally Relevant Practices			
<ul style="list-style-type: none"> ● Curriculum Redesign Institute 	<p>Pending</p> <p>Janue Johnson & Chris Sullivan Summer 2021</p>	<p>In early stages of planning:</p> <p>Redesign the Course Redesign Institute to consists of best practices and cultural relevance across disciplines</p>	<p>Curriculum Equity & Excellence Review</p> <p>or</p> <p>CCRI (Comprehensive Curricular Redesign Institute)</p>
<ul style="list-style-type: none"> ● Classified Equity Workshops 	<p>Complete</p>	<ul style="list-style-type: none"> ● Equity is infused through the New Faculty Institute (NFI) Curriculum. ● The NFI Syllabus includes a scope of instruction with presenters such as the Dean of Student Success and Equity, the Academic Senate President, the Learning Resources and Academic Support team, etc. ● Equity is embedded as a guiding principle by continually infusing/sharing/discussing strategies to realign practices, mitigate system barriers, and increase cultural competence within ourselves and across campus. ● Classified Professional Calling in to Action ● Student Services - Feel, Heal & Be Real Dialogue Series ● Classified Hacks Workshop Series ● Go2Knowledge Professional Learning Platform ● Campus Community Forum “Next Steps: A Classified Calling in to Action” ● Equity workshops are always incorporated at Classicon ● Student Services Call to Action 	<ul style="list-style-type: none"> ● NFI Canvas Shell available to NFI participants. <p>Below are examples of what is covered in the shell. The shell also includes previous presentations such as Community College 101, All About Student Services, Mentor/Mentee Presentations</p> <ul style="list-style-type: none"> ● NFI Syllabus ● NFI Information and Resources for 2019 NCORE presentation - http://acrakes.populr.me/ncore2019mesanfi <p>PDF backup: https://www.sdmesa.edu/accreditation/midterm-report-2020/EV6-NCORE-2019-New-Faculty-Institute.pdf</p> <ul style="list-style-type: none"> ● Mesa NFI Website - http://www.sdmesa.edu/about-mesa/professional-learning/new-faculty-institute.shtml <p>PDF backup: https://www.sdmesa.edu/accreditation/midterm-report-2020/EV5-New-Faculty-Institute.pdf</p> <ul style="list-style-type: none"> ● See “Join us for Classified Next Steps” email ● See “Feel, Heal, and Be Real” Dialogue Series email

			<ul style="list-style-type: none"> ● See “Classified Hacks” email ● See “Go2Knowledge” flyer ● Campus Community Forum “Next Steps: A Classified Calling in to Action”: https://youtu.be/cxdzyZmpGsM ● 2020 Classicon Virtual Event PDF backup: https://www.sdmesa.edu/accreditation/midterm-report-2020/EV112-ClassiCON.pdf ● Student Services Call to Action Goals and Action Plan: http://www.sdmesa.edu/student-services/ PDF backup: https://www.sdmesa.edu/accreditation/midterm-report-2020/EV40-Career-Center.pdf
<ul style="list-style-type: none"> ● Scholar-practitioner projects 	Pending Janue Johnson Summer 2021	<ul style="list-style-type: none"> ● Build a foundation of intentional community and relational trust that will increase our capacity for meeting our student equity and success goals in relation to the mission of Mesa College ● Understand how learning together supports designing for inclusive collaboration ● Make deeper connections within the campus community 	Equity PL Document PDF backup: https://www.sdmesa.edu/accreditation/midterm-report-2020/EV113-PL-Equity.pdf

Expand Employee Onboarding Program

<ul style="list-style-type: none"> ● Faculty (New Faculty Institute), Classified staff, Administrators 	<p>Pending</p> <p>Classified Equity Taskforce (Trina Larson/ Cloris Johnson/ Andy MacNeill)</p> <p>Fall 2022</p>	<ul style="list-style-type: none"> ● The Classified Equity Taskforce conducted the “New Classified Onboarding Workshop” and “Career Advancement Workshop”. ● Plans for an official Classified Professional onboarding program is a standing item for the Classified Equity Taskforce. ● A small number of classified professionals are participating in an AFT sponsored program “Mentoring Program for Classified Professionals”. ● The Classified Senate has been piloting a workshop series called “Classified Hacks”, in which classified professionals share work strategies and resources with fellow colleagues. This can be a launch board to a comprehensive onboarding program. ● Classified professionals, faculty, and administrators presented the “Mesa Journeys Flex Activity”. The campus, including classified professionals, were invited to participate in the event to learn about programs and services offered at Mesa College. See email “Mesa Journeys Flex Activity” 	<ul style="list-style-type: none"> ● AFT Mentoring Program for Classified Professionals PDF backup: https://www.sdmesa.edu/accreditation/midterm-report-2020/EV114-AFT-Mentoring-Program.pdf ● Classified Hacks Workshop Recordings PDF backup: https://www.sdmesa.edu/accreditation/midterm-report-2020/EV115-Classified-Senate-Resources.pdf
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Intrusive Student Support

Integrate Learning Resources And Academic Support

Activity	Status/ Timeline	Progress and/or Outcomes	Evidence
<ul style="list-style-type: none"> Establish STEM center 	Complete	The STEM Center Opened on September 20, 2017.	http://www.sdmesa.edu/resources/newsroom/posts/the_mesa_college_stem_center_opens.php PDF backup: https://www.sdmesa.edu/accreditation/midterm-report-2020/EV117-STEM-Center-Opening.pdf
<ul style="list-style-type: none"> Establish Student Engagement Center 	Complete	AVANZA Engagement Center, completed in time for the fall semester in 2018, is open every day to ALL students and staffed by Peer Navigators.	https://www.sdmesa.edu/about-mesa/hsi/hsi-programs/avanza-center.shtml PDF backup: https://www.sdmesa.edu/accreditation/midterm-report-2020/EV118-AVANZA-Engagement-Center.pdf

Create and Enhance Student Pathways

<ul style="list-style-type: none"> Continue to expand multimodal counseling and student services 	Complete Ongoing	<p>Below are examples of how we have expanded different modes of activity or occurrence in counseling.</p> <ul style="list-style-type: none"> Established the Black Faculty Counseling Collaborative. Initiatives will center on Education Planning and Financial Aid Workshops targeting Black students Established a Counseling Equity Committee. The committee hosted an equity focused Counseling Open House in Fall. This will be an annual event. Creating a canvas shell that will be open to students Prior to COVID, general Counseling started to offer Online Appointments. 	https://sdccd.instructure.com/courses/2406800 PDF backup: https://www.sdmesa.edu/accreditation/midterm-report-2020/EV119-Sawubona-Course.pdf http://www.sdmesa.edu/student-services/counseling/counseling-equity-committee.shtml PDF backup: https://www.sdmesa.edu/accreditation/midterm-report-2020/EV120-Counseling-Equity-Committee.pdf
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		<ul style="list-style-type: none"> ● Post COVID-19, we expanded our counseling appointments offered to 20% of our total appointments ● In Fall 2020, Mesa College joined the District in securing a 3 year contract with Cranium Cafe, a cloud-based platform for virtual student services and learning. 	
<ul style="list-style-type: none"> ● Expand Career Center and employment opportunities through Strong Workforce Initiative 	Complete Ongoing	<ul style="list-style-type: none"> ● The establishment of the Career Peer program, funded by Strong Workforce, has created a sustained program of peer-to-peer direct support for students' career exploration. This support includes, resume development, job searching, and interviewing assistance. ● The Work-Based Learning program, funded by Strong Workforce, has developed an internship program for direct student support leading to paid and unpaid internships and employment. 	<p>Career Peer Program Link: http://www.sdmesa.edu/student-services/career-center/career-peer-ambassadors.shtml PDF backup: https://www.sdmesa.edu/accreditation/midterm-report-2020/EV41-Career-Peer-Ambassadors.pdf</p> <p>Internship Program Links: http://www.sdmesa.edu/student-services/career-center/job-internships/job-preparation.shtml PDF backup: https://www.sdmesa.edu/accreditation/midterm-report-2020/EV121-Job-Preparation.pdf https://www.sdmesa.edu/academics/academic-support-programs/work-based-learning/STU-Intern-WE.shtml PDF backup: https://www.sdmesa.edu/accreditation/midterm-report-2020/EV122-Students-Internships-Work-Experience.pdf</p>
<ul style="list-style-type: none"> ● Support Transfer Center innovation 	Complete	<ul style="list-style-type: none"> ● We are always expanding pathways for students as the transfer landscape changes, we are adapting programs to meet transfer student needs. <p>Implementation of Intrusive supports to enhance student pathways has manifested in transfer programs such as transfer application open labs, Career Next Steps for transfer students, educating faculty through Transfer Tea, a</p>	<p>Example of transfer workshops: https://www.sdmesa.edu/accreditation/midterm-report-2020/EV123-UC-Fall-2020-Transfer-Events-Flyer.pdf</p> <p>Examples of new University Partnership: https://ces.sdsu.edu/explore/microsite-</p>

		workshop to educate faculty on transfer trends, working with university partners with niche transfer programs (such as University of Redlands, SDSU Microsite and ADT transfer to AICCU schools), working with WBL to bring back Majors Fair. We developed workshops to educate students and faculty to low impact majors. The transfer center also established tabling events, with 4-year schools, which are held in the counseling area during peak registration.	degrees/mesa-college-degree-completion-program PDF backup: https://www.sdmesa.edu/accreditation/midterm-report-2020/EV124-Mesa-College-Degree-Completion-Program-SDSU.pdf Example of Majors Fair: https://www.sdmesa.edu/calendar/index.php?elD=3979 PDF backup: https://www.sdmesa.edu/accreditation/midterm-report-2020/EV125-Career-Fest-Majors.pdf Example of virtual "tabling" events: https://www.sdmesa.edu/student-services/transfercenter/university-representative-visits.shtml PDF backup: https://www.sdmesa.edu/accreditation/midterm-report-2020/EV126-University-Representative-Visits.pdf
<ul style="list-style-type: none"> Enhance K-12 partnerships (CCAP, CRWA) 	In Progress Linda Hensley, Sharon Hughes Ongoing	<ul style="list-style-type: none"> CCAP is working with the district and partner high schools to develop more targeted pathways that align with our partner high school CCTE pathways CCAP is looking at how other community colleges incorporate guided pathways and student services into their dual enrollment models with the hopes of strengthening our outreach to CCAP students. 	
<ul style="list-style-type: none"> Continue to participate in MMAP 	Complete	Upwards of 10 administrators, faculty, and supervisors participate in monthly Districtwide Assessment Committees to ensure that we advance our MMAP efforts.	

Communication and Collaboration

Implement Governance Updates

Activity	Status / Timeline	Progress and/or Outcomes	Evidence
<ul style="list-style-type: none"> Committee review process complete, web resources available 	<p>Complete In Progress</p> <p>Bridget Herrin Holly Jagielinski Spring 2021</p>	<p>Following the administration of our Governance Assessment Survey, the planning and Institutional Effectiveness committee analyzed the results and recommended the development of a Governance 101 Canvas course that would serve to orient all new Committee Chairs, members, and administrative support to the governance structures at Mesa College. Due to the COVID shutdown, the development of this course has been put on pause and plans to resume are slated for development in Spring 2021.</p> <p>In addition, PIEC developed a Governance Committee Self-Evaluation Cycle that includes regular assessment, improvement, implementation and evaluation.</p>	<p>The schematic is linked here: https://www.sdmesa.edu/accreditation/midterm-report-2020/EV62-PIE-Governance-Survey-Evaluations-Cycle.pdf</p>
<ul style="list-style-type: none"> Training in participatory governance for constituents 	<p>Complete</p>	<ul style="list-style-type: none"> Development of committee training programs, with earned badges, on how to effectively participate in and lead committee work. Development of a committee chair orientation process by a subcommittee of PIEC. 	<p>http://www.sdmesa.edu/about-mesa/governance/committees/planning-and-institutional-effectiveness-committee.shtml PDF backup: https://www.sdmesa.edu/accreditation/midterm-report-2020/EV65-Planning-and-Institutional-Effectiveness-Committee.pdf</p>
Create Co-active Work Teams to Improve Communication and Collaboration			
<ul style="list-style-type: none"> CUE change-agent teams 	<p>Complete</p>	<p>Mesa College math faculty participated in a two-part equity project in partnership with the Center for Urban Education</p>	<p>Center for Urban Education Program Review Analysis Impact Report https://www.sdmesa.edu/accreditation/midterm-report-2020/EV87-Center-for-Urban-Education.pdf</p>

			https://www.sdmesa.edu/accreditation/midterm-report-2020/EV8-Crosswalk-for-Institutional-Equity-Reflection-Form.pdf
<ul style="list-style-type: none"> • Create tools for committees 	Complete	Institutional Effectiveness, in collaboration with the LOFT, is facilitating training for chairs and committee members.	<p>Chairs Academy: https://www.sdmesa.edu/accreditation/midterm-report-2020/EV127-Chairs-Academy.pdf</p> <p>We continually update our governance resource page: http://www.sdmesa.edu/about-mesa/governance/resources.shtml</p> <p>PDF backup: https://www.sdmesa.edu/accreditation/midterm-report-2020/EV102-Governance-Resources.pdf</p> <p>and Institutional Planning and Governance Guide: https://www.sdmesa.edu/accreditation/midterm-report-2020/EV80-IPGG-2019-2020.pdf</p>
Assess Collegewide Communication			
<ul style="list-style-type: none"> • Survey constituents 	Complete	The Planning and Institutional Effectiveness Committee (PIEC) and the PIE Accreditation Subgroup developed a governance survey which asks questions on three major topics: the degree to which committee activities were integrated into the college at large, the culture of the committee, and operational aspects of the committee.	
<ul style="list-style-type: none"> • Assess current practice 	Complete	PIEC, in collaboration with the Brave Communication Pathways subgroup developed a series of templates to streamline communication across committees and constituency groups. The Report out templates are used to send out brief and relevant action items to constituency	

		groups immediately following meetings and prior to the release of the official meeting minutes. This allows groups to see the relevant information and begin working toward any action items requested. Most Major Governance committees are utilizing a report out template for immediate communication with the campus.	
<ul style="list-style-type: none"> • Create communication spaces focused on equitable and inclusive communication 	Complete	Information provided through PIEC and President's Cabinet, to committee members, on the purpose of their committee, while emphasizing the responsibility of each member to share committee information with their representative group.	http://www.sdmesa.edu/about-mesa/governance/committees/planning-and-institutional-effectiveness-committee.shtml PDF backup: https://www.sdmesa.edu/accreditation/midterm-report-2020/EV65-Planning-and-Institutional-Effectiveness-Committee.pdf

Institutional Reporting on Quality Improvements Response to Recommendations for Improvement

Recommendation 1

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

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

Progress History

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

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

Action Plan for Improvement

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

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

improvement.

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

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

efforts by promoting a commitment to excellence and continuous quality improvement through college-wide planning, research, program review, outcomes assessment, resource allocation, and accreditation.

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

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

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

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

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

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

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

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

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

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

Evidence:

DOCs

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

PDF backup: <https://www.sdmesa.edu/accreditation/midterm-report-2020/EV60-Department-Outcomes-Coordinators.pdf>

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

PDF backup: <https://www.sdmesa.edu/accreditation/midterm-report-2020/EV61-LATF-Documents.pdf>

<https://www.sdmesa.edu/accreditation/midterm-report-2020/EV62-PIE-Governance-Survey-Evaluations-Cycle.pdf>

<https://www.sdmesa.edu/accreditation/midterm-report-2020/EV63-Outcomes-Training-Schedule-2018-2019.pdf>

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

PDF backup: <https://www.sdmesa.edu/accreditation/midterm-report-2020/EV64-Committee-on-Outcomes-and-Assessment.pdf>

PIE Committee

<https://www.sdmesa.edu/accreditation/midterm-report-2020/EV62-PIE-Governance-Survey-Evaluations-Cycle.pdf>

Link to IE webpage

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

PDF backup: <https://www.sdmesa.edu/accreditation/midterm-report-2020/EV66-Outcomes-Assessment-Training.pdf>

Outcomes Reports

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

PDF backup: <https://www.sdmesa.edu/accreditation/midterm-report-2020/EV76-Committee-on-Outcomes-and-Assessment.pdf>

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

PDF backup: <https://www.sdmesa.edu/accreditation/midterm-report-2020/EV60-Department-Outcomes-Coordination.pdf>

2019-2020 Flex Calendar Spreadsheet showing Outcomes Professional Development

<https://www.sdmesa.edu/accreditation/midterm-report-2020/EV85-2019-2020-Flex-Calendar.pdf>

LOFT Charette Outcomes Assessment tool

<https://www.sdmesa.edu/accreditation/midterm-report-2020/EV86-Assessment-Charrette-Feedback-Sheet.pdf>

ILOs and Mapping

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

PDF backup: <https://www.sdmesa.edu/accreditation/midterm-report-2020/EV61-LATF-Documents.pdf>

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

PDF backup: <https://www.sdmesa.edu/accreditation/midterm-report-2020/EV67-ILO-Dashboard.pdf>

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

PDF backup: <https://www.sdmesa.edu/accreditation/midterm-report-2020/EV68-Data-Dashboard.pdf>

Surveys and Interviews

Program Review Examples

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

PDF backup: <https://www.sdmesa.edu/accreditation/midterm-report-2020/EV69-Program-Review-Archives.pdf>

Recommendation 2

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

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

Progress History

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

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

Action Plan for Improvement

The Planning and Institutional Effectiveness Committee (PIEC) and the PIE Accreditation Subgroup developed a governance survey which asks questions on three major topics: the degree to which committee activities were integrated into the college at large, the culture of the committee, and operational aspects of the committee. Responses were made on a Likert scale. Respondents were asked to list the main achievements of the committee during the past year, as well as any barriers to successful functioning, and to make recommendations regarding additional support that might be needed for the committee to continue running effectively. The survey was distributed to fifteen governance groups, and responses were tallied by institutional researchers. The results were presented to the committee, and documented in the meeting minutes, which are posted on the Committee and Governance websites for easy access. This activity prompted the Academic and Classified Senates to begin discussions as to whether they might want to adopt a similar review process.

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

The Administrative Services Division has created an Administrative Services Leadership Group, which includes supervisors, managers, and classified professionals reporting directly to the Vice President. This group is responsible for discussion and problem resolution within administrative services, and also reports out to administrative services staff with campus-wide updates. Administrators, faculty, and classified professionals bring information from state and regional committees to the campus, and committee information is published in meeting minutes, and also aggregated into reports published by the Office of Institutional Effectiveness (OIE).

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

- Membership representation is drawn from all constituent groups, including administration, faculty, classified professionals, and students
- The culture of committees at the college is collaborative and inclusive
- Committee operations are ethical, and responsive to the needs of faculty, classified professionals, students, and administration
- Committees across campus are responsive and accountable to stakeholders on campus

and in the community

- Accurate recording of committee memberships, recording and publishing of minutes, reporting to oversight committees
- Committee activities are in alignment and in accordance with the committee mission statement.

Evidence:

Survey Results

<https://www.sdmesa.edu/accreditation/midterm-report-2020/EV70-PIEC-Governance-Eval-Results.pdf>

Past Reports

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

PDF backup: <https://www.sdmesa.edu/accreditation/midterm-report-2020/EV71-Reports-Warehouse.pdf>

Recommendation 3

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

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

Progress History

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

Action Plan for Improvement

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

Learning outcomes data is also reported through the annual program review process, and these reports are made accessible on the Mesa College website under Campus Governance, Program Review. This section of the website, including program review archives, is accessible to the

public, and assessment data can be reviewed by students and the community. Outcomes and assessment data are also shared during administrative retreats, at leadership events, and during Convocation. Outcomes summaries are also provided in presentations made to the Academic and Classified Senates, and to the Associated Students.

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

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

Mesa College dashboard pages include as many as 23 dashboards, all publicly available, covering topics including Mesa College's vision for success, enrollment trends and tools for deans, ILOs, the Hispanic Serving Institution (HIS) grant, career and strong workforce data, student success and retention metrics, awards conferred, etc. Faculty, classified professionals, administrators, students, and community stakeholders can all find relevant and helpful information on the campus dashboard sites.

Evidence:

OIE website

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

PDF backup: <https://www.sdmesa.edu/accreditation/midterm-report-2020/EV55-Institutional-Effectiveness.pdf>

Governance

<http://www.sdmesa.edu/about-mesa/governance/committees/governance-committees.shtml>

PDF backup: <https://www.sdmesa.edu/accreditation/midterm-report-2020/EV105-Governance-Committees.pdf>

Data Warehouse

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

PDF backup: <https://www.sdmesa.edu/accreditation/midterm-report-2020/EV68-Data-Dashboard.pdf>

Recommendation 4

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

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

Progress History

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

The district retained a consultant to assist with the development of the Facilities Master Plan, and meetings took place between the consultant and Mesa's Facilities Committee during the spring semester 2018, with the goal of developing a timeline for implementing changes. Mesa's Facilities Committee continues to work with the district to integrate the campus program review process, which includes recommendations for maintenance and equipment upgrades, into the Facilities Master Plan. In Fall 2019, and Spring 2020, campus-wide engagement and dialogue was initiated for the planning process. This has continued digitally.

Action Plan for Improvement

Mesa College is in the final year of its current Master Plan, and has established a Master Planning Task Force for Mesa 2030 (our new Educational and Facilities Master Plan), which includes as its co-chairs the VP of Administrative Services, and the Associate Dean of Institutional Effectiveness. This ensures that the areas under the purview of these positions are integrated into the planning process (e.g. facilities, technology, program review, resources allocation/budget, etc.).

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

During Summer 2019, the Task Force selected a consulting firm, Gensler, to assist with integrating facilities planning and educational planning for Mesa 2030. In Fall 2019 and Spring 2020, campus-wide engagement and dialogue was initiated for the planning process. This has

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

During 2019-2020, the following steps were completed:

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

Evidence:

Facilities and Safety Committees Merge Proposal document: Educational Master Plan
<https://www.sdmesa.edu/about-mesa/institutional-effectiveness/educational-master-plan/>
PDF backup: <https://www.sdmesa.edu/accreditation/midterm-report-2020/EV83-Educational-Master-Plan-Steering-Committee.pdf>

Recommendation 5

Standards: IV.A.6

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

Progress History

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

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

Each of these committees posts its meeting notes/minutes upon approval. Additional templates that meet the needs of other committees were developed and added to the Resources section in spring 2018 semester. Additionally, a governance sub-committee was formed to assess how we can make the overall accreditation evaluation, improvement, and documentation process more streamlined across campus, with special focus on consistency and communication between governance and operational committees. The sub-committee made recommendations in fall 2018.

Action Plan for Improvement

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

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

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

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

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

Table I shows Mesa College Infrastructure Supporting Joint Decision-Making

Table I Committee and/or Activity	Joint Decision-Making to Improve the Campus and Student Experience
President's Cabinet	https://www.sdmesa.edu/about-mesa/office-of-the-president/cabinet-agenda-outcomes.shtml PDF backup: https://www.sdmesa.edu/accreditation/midterm-report-2020/EV81-Presidents-Cabinet-Agenda-Outcomes.pdf
PIEC	http://www.sdmesa.edu/about-mesa/governance/committees/planning-and-institutional-effectiveness-committee.shtml PDF backup: https://www.sdmesa.edu/accreditation/midterm-report-2020/EV65-Planning-and-Institutional-Effectiveness-Committee.pdf
BARC	http://www.sdmesa.edu/about-mesa/governance/committees/budget-allocation-and-recommendation-committee.shtml PDF backup: https://www.sdmesa.edu/accreditation/midterm-report-2020/EV75-Budget-Allocation-and-Recommendation-Committee.pdf
COA	http://www.sdmesa.edu/about-mesa/governance/committees/committee-on-outcomes-and-assessment.shtml PDF backup: https://www.sdmesa.edu/accreditation/midterm-report-2020/EV76-Committee-on-Outcomes-and-Assessment.pdf
Mesa Pathways	https://www.sdmesa.edu/mesa-pathways/ PDF backup: https://www.sdmesa.edu/accreditation/midterm-report-2020/EV38-Mesa-Pathways.pdf

Strong Workforce	https://www.sdmesa.edu/about-mesa/governance/committees/strong-workforce-committee.shtml PDF backup: https://www.sdmesa.edu/accreditation/midterm-report-2020/EV78-Strong-Workforce-Committee.pdf
Governance at Mesa College	http://www.sdmesa.edu/about-mesa/governance/at-mesa.shtml PDF backup: https://www.sdmesa.edu/accreditation/midterm-report-2020/EV79-Governance-At-Mesa.pdf
Institutional Planning & Governance Guide (IPGG)	https://www.sdmesa.edu/accreditation/midterm-report-2020/EV80-IPGG-2019-2020.pdf

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

- Development of a committee chair orientation process by a subcommittee of PIEC
- Development of committee trainings, with earned badges, on how to effectively participate in and lead committee work
- Information provided, through PIEC and President's Cabinet, to committee members on the purpose of their committee, while emphasizing the responsibility of each member to share committee information with their representative group
- Governance committees are currently piloting a standardized "report out" form, on which the most important points of the meeting and any action items are recorded
- Committee members are being encouraged to use the standardized report when reporting back to constituent groups
- Guided Pathways team tasked with Leading from the Middle (LFM), and creating problem-statement communications, backed up by data, with solutions offered that connect to campus strategies.

Evidence:

Governance Webpage

<http://www.sdmesa.edu/about-mesa/governance/at-mesa.shtml>

PDF backup: <https://www.sdmesa.edu/accreditation/midterm-report-2020/EV79-Governance-At-Mesa.pdf>

Standardized Committee Report Templates

<http://www.sdmesa.edu/about-mesa/governance/resources.shtml>

PDF backup: <https://www.sdmesa.edu/accreditation/midterm-report-2020/EV102-Governance-Resources.pdf>

Recommendation 6

Standards: IV.A.6

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

This recommendation has been completed.

The following President's Cabinet information is now accessible from our Governance Page <http://www.sdmesa.edu/about-mesa/governance/>

PDF backup: <http://www.sdmesa.edu/accreditation/midterm-report-2020/Governance.pdf>

- President's Cabinet Agenda Outcomes and Meeting Documents (Minutes)
<https://www.sdmesa.edu/about-mesa/office-of-the-president/cabinet-agenda-outcomes.shtml>
PDF backup: <https://www.sdmesa.edu/accreditation/midterm-report-2020/EV81-Presidents-Cabinet-Agenda-Outcomes.pdf>
- Planning Documents
<https://www.sdmesa.edu/about-mesa/institutional-effectiveness/college-planning-documents/>
PDF backup: <https://www.sdmesa.edu/accreditation/midterm-report-2020/EV82-College-Planning-Documents.pdf>
- College Reports
<http://www.sdmesa.edu/about-mesa/institutional-effectiveness/student-learning-achievement.shtml>
PDF backup: <https://www.sdmesa.edu/accreditation/midterm-report-2020/EV94-Student-Learning-Achievement-Reports-Mesa-College.pdf>
- Educational Master Plan
<https://www.sdmesa.edu/about-mesa/institutional-effectiveness/educational-master-plan/>
PDF backup: <https://www.sdmesa.edu/accreditation/midterm-report-2020/EV83-Educational-Master-Plan-Steering-Committee.pdf>
- The President's "First Monday on the Mesa" newsletter
<https://www.sdmesa.edu/about-mesa/office-of-the-president/first-monday-mesa.shtml>
PDF backup: <https://www.sdmesa.edu/accreditation/midterm-report-2020/EV84-First-Monday-on-the-Mesa.pdf>

Reflection on Improving Institutional Performance: Student Learning Outcomes and Institution Set Standards

Student Learning Outcomes (Standard I.B.2)

"The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services."

Focus on Course and Program Learning Outcome Assessments

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

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

Creation of the Department Outcomes Coordinators (DOCs)

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

Developed Training for DOCs

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

Facilitated Discussion and Sharing Among Outcome Coordinators:

At our COA meetings, DOCs presented the findings from their department (DOCs are always welcome to attend even when they are not presenting). These presentations led to informative, interesting discussions, and the sharing of best practices between programs. As programs become more proficient in outcomes assessment, many revised their CLOs and

PLOs (course and program level outcomes) to better reflect their discipline's needs. DOCs were challenged to link outcome with program goals and to consider how resource allocation is connected to their ability to improve outcomes in their courses and programs. OIE Office developed a Canvas Course for DOCs to share best practices.

Institutionalizing CLOs and PLOs

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

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

Focus on Institutional and Administrative Unit Outcome Assessments

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

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

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

DOCs

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

PDF backup: <https://www.sdmesa.edu/accreditation/midterm-report-2020/EV60-Department-Outcomes-Coordinators.pdf>

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

PDF backup: <https://www.sdmesa.edu/accreditation/midterm-report-2020/EV61-LATF-Documents.pdf>

<https://www.sdmesa.edu/accreditation/midterm-report-2020/EV62-PIE-Governance-Survey-Evaluations-Cycle.pdf>

<https://www.sdmesa.edu/accreditation/midterm-report-2020/EV63-Outcomes-Training-Schedule-2018-2019.pdf>

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

PDF backup: <https://www.sdmesa.edu/accreditation/midterm-report-2020/EV64-Committee-on-Outcomes-and-Assessment.pdf>

PIE Committee

<https://www.sdmesa.edu/accreditation/midterm-report-2020/EV62-PIE-Governance-Survey-Evaluations-Cycle.pdf>

Link to IE webpage

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

PDF backup: <https://www.sdmesa.edu/accreditation/midterm-report-2020/EV66-Outcomes-Assessment-Training.pdf>

Outcomes Reports

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

PDF backup: <https://www.sdmesa.edu/accreditation/midterm-report-2020/EV76-Committee-on-Outcomes-and-Assessment.pdf>

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

PDF backup: <https://www.sdmesa.edu/accreditation/midterm-report-2020/EV60-Department-Outcomes-Coordinators.pdf>

2019-2020 Flex Calendar Spreadsheet showing Outcomes Professional Development

Institution Set Standards (Standard I.B.3)

"The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information."

Institution Set Standards and Stretch Goals

Data tables below reflect the date submitted as part of the 2020 ACCJC Annual Report. Job placement rates have been updated to reflect the shifts in metrics for both the Strong Workforce Programs and Student Centered Funding Formula and the most recent year has been added, which was not available at the time of the Annual Report submission. Institution Set Standards (ISS) and Stretch Goals are recommended by our Planning and Institutional Effectiveness Committee in consultation with the Strong Workforce committee, Success, Equity, and Transformation Committee, and Pathways committee. Goals are also established to align with the Vision for Success Goals required by the California Community College Chancellor's Office. Standards and goals are recommended to President's Cabinet and shared with the larger campus via presentations, governance meeting minutes and communication templates. Items in red indicate the College has not met the ISS or Stretch Goal for that category in the most recent reporting year.

Successful Course Completion

Category	Year 1 2016/17	Year 2 2017/18	Year 3 2018/19
ISS	71%	73%	73%
Aspirational Goal	72%	74%	74%
Actual	72%	73%	73%
Actual - ISS	1%	0%	0%
Actual - Goal	0%	-1%	-1%

Analysis: The college has met the standard every year and we remain within 1% of reaching our Stretch goal. There have been multiple large-scale professional development efforts around improving course success including the Course Redesign Institute, Strong Workforce Faculty Institute, ESCALA, Mesa Buddies, Catalyst! Teaching Conference, Mesa HSI Conference, and Leaders Engaging in Equity Practice (LEEP).

Associate Degree Completion

Category	Year 1 2016/17	Year 2 2017/18	Year 3 2018/19
ISS	1,200	1,800	1,613
Aspirational Goal	1,312	2,000	1,897
Actual	1,595	1,613	1,608

Actual - ISS	395	-187	-5
Actual - Goal	283	-387	-289

Analysis: In the most recent year, Mesa did not reach its Institution Set Standard for Associate Degrees, although the count was very close (<1%). In line with the Vision for Success targets, our stretch goals have been set to demonstrate significant improvement (+38% by 2021/22) and we have not yet met the stretch goal. Over the past 3 years the college has been engaged in significant reform efforts around Math and English Placement and Pathways that we believe will have a significant positive impact on degree completion in the coming years. Additionally, the college has engaged in a completion effort to identify students who are either close to completing a degree or who have completed the requirements for a degree and support them in completing the petition to graduate.

Certificate Completion

Category	Year 1 2016/17	Year 2 2017/18	Year 3 2018/19
ISS	300	325	387
Aspirational Goal	333	375	394
Actual	354	387	374
Actual - ISS	54	62	-13
Actual - Goal	21	12	-20

Analysis: In the most recent year, Mesa did not reach its Institution Set Standard for Certificates, although the count was very close (~3%). In line with the Vision for Success targets, our stretch goals have been set to demonstrate significant improvement (+28% by 2021/22) and we have not yet met the stretch goal. SDCCD is forming a committee to investigate declines in counts of awards and develop strategies to address these declines and support students to complete.

Baccalaureate Degree Completion

Category	Year 1 2016/17	Year 2 2017/18	Year 3 2018/19
ISS	--	15	11
Aspirational Goal	--	20	20
Actual	--	11	15
Actual - ISS	--	-4	4
Actual - Goal	--	-9	-5

Analysis: Mesa is one of 15 California Community Colleges that has been approved to offer a Baccalaureate degree. The first graduating class completed in 2017 and each class thereafter has grown. The most current 19/20 academic year saw 28 BS Graduates.

Transfer Volume

Category	Year 1 2016/17	Year 2 2017/18	Year 3 2018/19
ISS	1,900	2,200	2,284
Aspirational Goal	--	2,300	2,837
Actual	2,148	2,284	2,467
Actual - ISS	248	84	183
Actual - Goal	--	-16	-370

Note: 19/20 Transfer data is not yet available

Analysis: In the most recent year, Mesa did not reach its Institution Set Standard for Transfer Volume. In line with the Vision for Success targets, our stretch goals have been set to demonstrate significant improvement (+12% by 2021/22) and we have not yet met the stretch goal. Over the past 3 years the college has been engaged in significant reform efforts around Math and English Placement and Pathways, including the development of Program maps, that we believe will have a significant positive impact on Transfer.

Career and Technical Education

Licensure Examination Pass Rates	18/19	17/18	16/17	ISS	Actual-ISS
Animal Health Technology	85%	92%	93%	80%	5%
Dental Assisting	100%	100%	100%	70%	30%
Health Information Technology	93%	92%	92%	70%	23%
Health Information Management	88%	82%	88%	70%	18%
Medical Assisting	100%	100%	80%	71%	29%
Phlebotomy	100%	73%	100%	90%	10%
Physical Therapy Assistant	100%	94%	100%	85%	15%
Radiologic Technology	96%	91%	100%	100%	-4%
Job Placement Rates*	16/17	15/16	14/15	ISS	Actual-ISS
Accounting	68%	82%	75%	60%	8%
American Sign Language Interpreting	71%	--	--	50%	21%
Animal Health Technology	--	--	100%	85%	--
Architecture	70%	67%	75%	52%	18%
Child Development	86%	79%	75%	85%	1%
Construction Management	100%	100%	71%	60%	40%
Dental Assisting	--	--	80%	75%	--
Fashion	50%	56%	50%	60%	-10%
Health Information Technology	67%	100%	100%	70%	-3%
Hospitality (Hotel Management)	100%	71%	82%	75%	25%
Interior Design	--	67%	83%	50%	--
Medical Assisting	--	--	65%	65%	--
Multimedia	57%	58%	55%	40%	17%
Nutrition, Foods, Culinary Arts	86%	76%	66%	70%	16%
Office Technology	54%	85%	69%	40%	14%
Physical Therapy Assistant	100%	100%	100%	90%	10%
Radiologic Technology	100%	100%	100%	85%	15%
Real Estate	66%	60%	63%	70%	-4%
Website Design and Development	--	74%	56%	40%	--
Note: Job placement rate are obtained from the CalPASS SWP Launchboard using the metric titled "SWP Students with a Job Closely Related to Their Field of Study". This is the official metric used by both the SWP and SCFF. The year listed represents the year the student exited the program. Employment data is not					

available until 2 years after exit and is collected via the CTE Outcomes Survey, which is administered each year by Santa Rosa Junior College in partnership with the CCCC. Data is suppressed if fewer than 10 students are included. CTE programs with no job placement data for the 3 years included are removed from the list. Website: <https://www.calpassplus.org/Launchboard/SWP.aspx>
PDF backup: <https://www.sdmesa.edu/accreditation/midterm-report-2020/EV106-Cal-PASS-Plus.pdf>

Analysis: Nearly all CTE program met their ISS for both the Examination Pass rate and the Job Placement Rate. Radiologic Technology has an ISS of 100% and was very close at 96%. The data shows that for Job Placement, Fashion, Health Information Technology (HEIT), and Real Estate did not meet their ISS threshold. HEIT and Real Estate were within 5% of the ISS. Fashion is 10% below it established ISS. Data for job placement rates are limited only to students who respond to the CTEOS survey and does not track all the students who have completed the programs.

The college has implemented new programming in the areas of career readiness, internships, and employer engagement to increase the number of students employed in their field of study. The college has also partnered with the regional economic development council, as preferred providers in the talent pipeline to industry.

Report on the Outcomes of the Quality Focus Projects

Actionable Goals Identified in the Quality Focus Essay

- Professional Learning and Development
- Intrusive Student Support Programs
- Realigned Services
- Mitigation of System Barriers

Professional Learning and Development

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

Professional Development and Equity

Mesa College is working with focus and intention to realize our vision of becoming *The Leading College of Equity and Excellence*. Our actions are rooted in strong classroom instruction, comprehensive data analysis, and proactive student services. Our actions are informed by meetings and retreats with faculty, administrators, classified professionals, and students. Mesa College tracks and seeks to improve student retention and success across all demographic groups, while providing a safe, equitable, and enriching college experience in which students can succeed.

In conversations about equity, Mesa College has asked stakeholders to refocus the lens of accountability from the individual to the institutional level. This allows us to view barriers as

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

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

Workshops included:

- Racial microaggressions
- Becoming a champion for equity

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

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

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

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

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

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

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

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

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

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

Twenty-one faculty are completing this seven-month-long institute, which includes analyzing individualized course data with respect to student demographics and outcomes and developing

action plans to address areas identified for improvement. The institute includes monthly campus meetings (conducted through Zoom), with discussion and emphasis on student engagement, syllabi, classroom policies, and assessments. Faculty individual action plans are scheduled to be implemented in Fall 2020 and Spring 2021, with continued assessment and adjustments.

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

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

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

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

The NFI Syllabus (accessible through Canvas) includes a broad scope of instruction, with presenters such as the Dean of Student Success and Equity, the Academic Senate President, and

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

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

Table II shows Mesa College's Equity and Professional Development Infrastructure

Table II	Equity and Professional Development Infrastructure
LOFT (Learning Opportunities for Transformation)	<p>Badge Program https://sdccd.instructure.com/courses/2106437/pages/badge-program PDF backup: https://www.sdmesa.edu/accreditation/midterm-report-2020/EV1-Badge-Program-Mesa-LOFT.pdf</p> <p>Build with Mesa Buddies PDF backup: https://www.sdmesa.edu/accreditation/midterm-report-2020/EV2-Build-With-Mesa-Buddies.pdf</p>
Data Dashboards	<p>https://www.sdmesa.edu/accreditation/midterm-report-2020/EV3-Equity-Minded-Reflections.pdf</p> <p>https://www.sdmesa.edu/accreditation/midterm-report-2020/EV4-Scholarship-Reviewer-Workshop-2020.pdf</p>
New Faculty Institute (NFI)	<p>http://www.sdmesa.edu/about-mesa/professional-learning/new-faculty-institute.shtml PDF backup: https://www.sdmesa.edu/accreditation/midterm-report-2020/EV5-New-Faculty-Institute.pdf</p> <p>NFI Information and Resources for 2019 NCORE presentation - http://acrakes.populr.me/ncore2019mesanfi PDF backup: https://www.sdmesa.edu/accreditation/midterm-report-2020/EV6-NCORE-2019-New-Faculty-Institute.pdf</p>

Equity Crosswalk (Success Equity and Transformation Committee)	https://www.sdmesa.edu/accreditation/midterm-report-2020/EV8-Crosswalk-for-Institutional-Equity-Reflection-Form.pdf
Strong Workforce Faculty Institute	<p>Mesa College Orientation Presentation for the Strong Workforce Faculty Institute: https://www.sdmesa.edu/accreditation/midterm-report-2020/EV9-Strong-Workforce-Orientation.pdf</p> <p>Regional Site for the Strong Workforce Faculty Institute: https://myworkforceconnection.org/educator-resources/faculty-institute/</p> <p>PDF backup: https://www.sdmesa.edu/accreditation/midterm-report-2020/EV10-Workforce-Connection.pdf</p>
Classified Professionals Call to Action	<p>https://www.youtube.com/watch?v=hkht6TAGgUE</p> <p>backup: https://youtu.be/6AUuNa_ueAs</p> <p>https://www.sdmesa.edu/accreditation/midterm-report-2020/EV13-Justice-in-June.pdf</p>

Table III lists Mesa College Committees
Supporting Professional Development and Equity

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

Intrusive Student Support Programs

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

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

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

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

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

Strategies to increase student success have been implemented inside the classroom, and across the campus. For example, at Mesa College, Equity by Design includes five overarching principles (listed below) that guide our work. The principles are designed to put equity at the front and center of programs and services, including language, policies, analysis, and actions that can help close gaps and further student success. They are:

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

- questioning assumptions about relevance and effectiveness of current practices
- Equity enacted as a pervasive institution-wide principle

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

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

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

Table IV shows Mesa College Infrastructure and Resources for Student Support

Table IV Systems and Services for Student Support	Socio-Economic Resources and Community Services
Black Faculty Counselors' Collaborative	Farmers Markets
Basic Needs Summit	The Stand – for food and clothing
Basic Skills Transformation Grant	Peer Mentoring
CalWORKs	Peer Navigators
College Career Access Pathway	Promise Program
Disability Support Programs and Services	CRUISE Program
Extended Opportunity Programs and Services (EOPS)	Services and support for undocumented students
Liaison with Minority Male Community College Collaborative through SDSU	Direct support for students (books, food, transportation)
English and Math Developmental Course Redesign	OER and MOSAIC
Mesa Tutoring and Computing Centers (MT2C)	Bookeye Book Scanning to offset textbook costs and save printing fees
Pathways Navigation	Mesa Journeys
Partnership between School of Student	Mesa Academics & Athletics Program

Development and Student Success and Equity	
PERG course offerings at high schools	Olympia – interactive chat tool (24/7)
Student Success and Support Program (SSSP)	Puente
Student Success and Equity	Umoja
Strong Workforce Program	Resiliency Fund
Work-Based Learning	Serenity Space
Writing Center	Veterans’ Services

Realigned Services

Guided Pathways

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

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

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

Mesa 2030

Mesa College determined that we needed to develop a long-term strategy for the college, taking into account instruction and student services, as well as the facilities that would be needed to meet our needs, now and into the future. Toward this end, we are working on the 2030 Educational and Facilities Master Plan, called Mesa 2030. The plan seeks to address technology and facility needs, as well as focusing on identified friction points for students, with plans to mitigate or eliminate them. We have explored classroom designs to enhance learning, as well as resources needed by students and faculty in the Learning Resource Center (LRC) and have created space to infuse equity-minded teaching and learning in the classroom. In addition, the plan calls for incorporating equity in all areas and at all levels, so that our work is undertaken with an equity-minded focus, and practices become part of our equity culture. For example, Mesa College offers cultural competency training, and the dialogue for equity culture begins with an intention of diversity through hiring, and during orientations for new faculty at our New Faculty Institute (NFI).

Mesa Journeys

The Mesa Journeys initiative is a quick and easy online tool for prospective and current students to connect with support programs and services at Mesa College. It connects disproportionately impacted students to programs and services, and the online tool assists students in locating and utilizing the programs and services that are a good fit for their needs. Once a need has been identified by the student, the program can then make contact in order to further assist the student. The tool is customizable and adaptable to changing student needs over time and can continue to support students throughout their journey at Mesa College.

Tutoring

Mesa's tutoring program – MT2C – is integrated throughout the campus and provides opportunities for students to seek services. This has been done traditionally in a face-to-face format, and with embedded classroom tutors, and is now increasingly online. Tutoring information is available through Canvas shells, making tutoring even more accessible as more course offerings are now fully online.

HSI Initiatives

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

- STEM Conexiones continues to effectively assist Hispanic/Latinx and low-income students in

excelling in STEM courses so they can earn degrees and employment opportunities. Grant-funded activities continue to make a significant impact on enrollment, retention, and graduation through three grant components: (1) Student Connections; (2) Faculty Connections; (3) Pathway Connections.

- **Proyecto Exito**

Completion of grant objectives were accomplished in key focus areas (1) Redesigning Basic Skills and Gateway Courses; (2) Initiating Academic and Student Support Systems, achieved through Structured Learning Assistance (called "Classroom Tutoring"/CT Program at Mesa); (3) Providing Faculty and Staff Development, achieved through Professional Learning; (4) Creating Supportive Spaces for Students, Staff, and Faculty through the development of a Faculty & Staff Engagement Center ("The LOFT") and Student Engagement Center ("AVANZA") that support and engage our community with a cultural lens.

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

Work-Based Learning

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

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

Special events that bring industry to our students include:

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

Work-Based Learning focuses on equity through partnerships, activities, and events, supporting our students with education and assistance, including resources for undocumented students, the Veterans Internship Program, resources and information on gender bias in the workplace, and career topics and forums to address discrimination and micro-aggressions in the workplace.

Mesa College works with community partners to provide internships, such as with the San Diego Regional Economic Development Corporation's JP Morgan Chase's Advancing San Diego grant for Computer Software and Engineering.

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

Work-Based Learning has achieved:

- 406 Campus partners
- 546 Employer Connections
- 225 Events
- 2,252 Students Served

Career Center

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

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

offers culturally competent resources such as a "Diverse Career Resources Handbook" and "Black/African American Career Resources Guide."

In addition to looking at ways to realign practices to meet equitable outcomes, the Career Center continues to work in close partnership with the Student Success & Equity office to provide Mesa College students with free professional clothing at "The Stand," Mesa's food pantry and professional clothing closet.

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

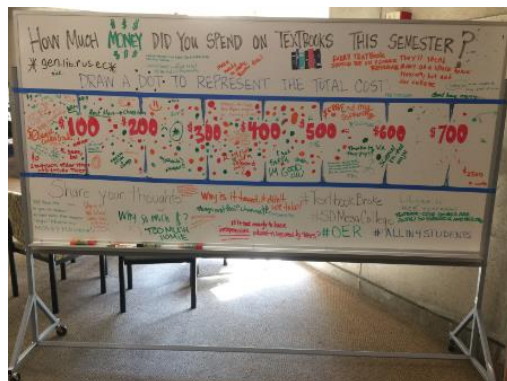
Open Educational Resources

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

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

- 2018 goal to increase the number of sections using OER to 15% achieved by 2020. Fall 2019 students were able to register for OER courses with a designated no textbook cost icon, visible in the course catalog. Campaigns to inform students of these sections of courses include presentations at Associated Student's meetings, and interactive displays in the LRC. Students have an array of OER courses to choose from including: Art History, Child Development, English including 101 and 101x, Mathematics including 96x, Geography, Physics, Astronomy, and Personal Growth.
- 2020 Mesa College will implement the Racial Justice and Equity Goal to study the impact of OER textbooks on African-American students and students from other historically marginalized communities. Art History faculty applied for and received a Carnegie

Mellon grant, which included utilizing OER to fill in the gaps of Non-Western Art. Geography faculty received \$50,000 grant to create an OER lab manual. Mesa College's class schedule now identifies OER courses with a symbol, as required, and bookstore requests now include OER options.



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

Mitigation of System Barriers

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

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

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

prominently in the program.

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

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

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

Mesa College recognizes that the barriers our students face may come from a variety of factors, including socioeconomic, cultural, and systemic dynamics, and these require myriad strategies, programs, and services in order to reduce and remove roadblocks. Faculty, administrators, and classified professionals have worked toward moving beyond compliance with mandates and initiatives into holistic planning in which the entire journey and needs of our students are considered. In this work, Mesa College continually strives to bring together all constituency groups and services, including financial aid, instruction, and student services to make sure we consider how our efforts intersect, and how everyone can be supported.

Mesa College’s Office of Institutional Effectiveness has created more than twenty data dashboards covering a broad range of domains that allow faculty, classified professionals, and administrators to explore student outcomes and equity gaps in classes, programs, and the

college as a whole. This data includes course outcomes and retention rates, as well as outcomes by modality, and enrollment management tools for deans and chairs. Each of these dashboards can be disaggregated by a number of variables including student athletes, gender, ethnicity, age, and first-generation status.

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

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

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

Mesa College has created a Crosswalk for Institutional Equity. The goal of the crosswalk is to provide an organizing tool to better understand how an initiative is contributing to student success measures broadly and more specifically in terms of equity. Once complete, the crosswalk aids educational leaders in identifying which student success measures are being supported through programming, which may be under-supported, and finally, which signature programs are directly supporting equitable outcomes along specific measures. One example of an equity analysis revealed equity gaps in applicants to Mesa's Scholarship program, award recipients, and the average size of the amount awarded. As a result, the program has undertaken systemic reform to equitize program outcomes.

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

Table V Shows Evidence of Services Realignment and Mitigation of Barriers

Table V	Evidence of Services Realignment/Barrier Mitigation
Title V HSI Grant and programs	<p>www.sdmesa.edu/HSI PDF backup: https://www.sdmesa.edu/accreditation/midterm-report-2020/EV14-Hispanic-Serving-Institution.pdf</p> <p>www.sdmesa.edu/STEM PDF backup: https://www.sdmesa.edu/accreditation/midterm-report-2020/EV15-STEM-Portal.pdf</p> <p>HSI and Equity Dashboard: https://www.sdmesa.edu/about-mesa/institutional-effectiveness/institutional-research/data-warehouse/HSIEquityDash.shtml PDF backup: https://www.sdmesa.edu/accreditation/midterm-report-2020/EV18-HSI-Equity-Dashboard.pdf</p> <p>HSI STEM Center Newsletters: https://www.sdmesa.edu/academics/stem/stem-center.shtml PDF backup: https://www.sdmesa.edu/accreditation/midterm-report-2020/EV19-STEM-Center.pdf</p> <p>STEM Peer Mentoring Program & Schedules: https://www.sdmesa.edu/academics/stem/stem-mentors.shtml PDF backup: https://www.sdmesa.edu/accreditation/midterm-report-2020/EV21-STEM-Peer-Mentor-Program.pdf</p> <p>STEM Core Program: https://www.sdmesa.edu/academics/stemcore/index.shtml PDF backup: https://www.sdmesa.edu/accreditation/midterm-report-2020/EV22-STEM-CORE.pdf</p> <p>HSI Title V "Proyecto Éxito," Grant Year 6: http://www.sdmesa.edu/about-mesa/hsi/hsi-grant/titleV-grant.shtml PDF backup: https://www.sdmesa.edu/accreditation/midterm-report-2020/EV23-Title-V-Proyecto-Exito.pdf</p> <p>Impact of HSI Funding/Support at the Department Level -- Program Reviews (2019-2020): http://www.sdmesa.edu/about-mesa/hsi/hsi-grant/titleV-grant.shtml</p>

	<p>PDF backup: https://www.sdmesa.edu/accreditation/midterm-report-2020/EV23-Title-V-Proyecto-Exito.pdf</p> <p>Innovation Research Lab Workshops: http://www.sdmesa.edu/academics/stem/irl/index.shtml PDF backup: https://www.sdmesa.edu/accreditation/midterm-report-2020/EV20-Innovation-Research-Lab.pdf</p>
Student Success Scorecard Dashboard 2019	<p>https://www.sdmesa.edu/about-mesa/institutional-effectiveness/institutional-research/data-warehouse/Scorecard.shtml</p> <p>PDF backup: https://www.sdmesa.edu/accreditation/midterm-report-2020/EV16-Placement-and-Enrollment-Dashboard.pdf</p>
Course Outcomes Dashboard	<p>https://www.sdmesa.edu/about-mesa/institutional-effectiveness/institutional-research/data-warehouse/CourseOutcomesDash.shtml</p> <p>PDF backup: https://www.sdmesa.edu/accreditation/midterm-report-2020/EV17-Course-Outcomes-Dashboard.pdf</p>
CRUISE	<p>http://www.sdmesa.edu/about-mesa/institutional-effectiveness/institutional-research/data-warehouse/CRUISEDash.shtml</p> <p>PDF backup: https://www.sdmesa.edu/accreditation/midterm-report-2020/EV26-CRUISE-Dashboard.pdf</p>
Open Educational Resources (OER)	<p>https://sdmesa.libguides.com/OER/Comparisons</p> <p>PDF backup: https://www.sdmesa.edu/accreditation/midterm-report-2020/EV30-OER-TRAC-Comparisons.pdf</p> <p>SDMC OER Plan: https://www.sdmesa.edu/accreditation/midterm-report-2020/EV28-SDMC-OER-Plan.pdf</p> <p>Open Educational Resource Guide: https://sdmesa.libguides.com/OER PDF backup: https://www.sdmesa.edu/accreditation/midterm-report-2020/EV29-Open-Educational-Resources-LibGuides.pdf</p>

	<p>Faculty comparisons of OER to publisher texts: https://sdmesa.libguides.com/OER/Comparisons PDF backup: https://www.sdmesa.edu/accreditation/midterm-report-2020/EV30-OER-TRAC-Comparisons.pdf</p> <p>OER and Equity self-paced professional learning: https://sdccd.instructure.com/courses/2106437/pages/open-educational-resources-oer-crusader-badge PDF backup: https://www.sdmesa.edu/accreditation/midterm-report-2020/EV31-OER-Crusader-Badge.pdf</p> <p>OER Commons SDMC group: https://www.oercommons.org/groups/san-diego-mesa-college/3980/ PDF backup: https://www.sdmesa.edu/accreditation/midterm-report-2020/EV32-Group-Resources-OER-Commons.pdf</p> <p>SDCCD Board Report on Open Educational Resources and Reducing Textbook Cost for Students: Progress, Improvements, and Survey Results January 30, 2020: https://go.boarddocs.com/ca/sdccd/Board.nsf/Public PDF backup: https://www.sdmesa.edu/accreditation/midterm-report-2020/EV33-SDCCD-Board-Report-OER.pdf</p> <p>SDCCD Copyright Guidelines: https://www.sdmesa.edu/accreditation/midterm-report-2020/EV34-SDCCD-Copyright-Guidelines.pdf</p> <p>San Diego Mesa College OER Initiatives (starting 43:50) presentation at the Region X OER/ZTC Showcase, November 9, 2018. PDF backup: https://www.sdmesa.edu/accreditation/midterm-report-2020/EV35-SDCCD-OER-Initiatives.pdf</p>
Course Redesign Accelerated English and Math Placements	<p>Math Placement Information:</p> <p>English Language Acquisition (ELAC): http://www.sdccd.edu/future-students/placement/elac/ Backup link: https://youtu.be/lK3fR0j8EiM</p>

	<p>Mathletics</p> <p>http://www.sdmesa.edu/about-mesa/institutional-effectiveness/institutional-research/data-warehouse/MathleticsDash.shtml</p> <p>PDF backup: https://www.sdmesa.edu/accreditation/midterm-report-2020/EV25-Mathletics-Dashboard.pdf</p>
Mesa Pathways	<p>https://www.sdmesa.edu/mesa-pathways/</p> <p>PDF backup: https://www.sdmesa.edu/accreditation/midterm-report-2020/EV38-Mesa-Pathways.pdf</p>
Work-Based Learning	<p>www.sdmesa.edu/WBL</p> <p>PDF backup: https://www.sdmesa.edu/accreditation/midterm-report-2020/EV39-Work-Based-Learning.pdf</p>
Career Center	<p>http://www.sdmesa.edu/student-services/career-center/</p> <p>PDF backup: https://www.sdmesa.edu/accreditation/midterm-report-2020/EV40-Career-Center.pdf</p> <p>http://www.sdmesa.edu/student-services/career-center/career-peer-ambassadors.shtml</p> <p>PDF backup: https://www.sdmesa.edu/accreditation/midterm-report-2020/EV41-Career-Peer-Ambassadors.pdf</p> <p>"At a Glance" Infographic Poster 18-19: Career Peer Ambassador Program</p> <p>Program Report 18-19: Career Peer Ambassador Program</p> <p>Yearbook 18-19: Career Peer Ambassador Program, Cycle I</p> <p>http://www.sdmesa.edu/student-services/career-center/career-ready-guide.shtml</p> <p>PDF backup: https://www.sdmesa.edu/accreditation/midterm-report-2020/EV45-Career-Ready-Guide.pdf</p> <p>https://www.sdmesa.edu/accreditation/midterm-report-2020/EV46-Faculty-Information-Career-Ready-Guide-Assignments.pdf</p>

	https://www.sdmesa.edu/student-services/student-success-equity/the-stand/index.shtml PDF backup: https://www.sdmesa.edu/accreditation/midterm-report-2020/EV47-The-Stand.pdf http://www.sdmesa.edu/student-services/career-center/career-counseling/Diverse%20Career%20Resources%20Booklet.pdf https://www.sdmesa.edu/accreditation/midterm-report-2020/EV48-Diverse-Career-Resources-Booklet.pdf https://www.sdmesa.edu/accreditation/midterm-report-2020/EV50-Career-Chats-on-Zoom.pdf
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QFE Additional Resources and Evidence

Mesa College Equity Definition – <https://www.sdmesa.edu/accreditation/midterm-report-2020/EV51-Student-Success-Equity.pdf>

- Prompts for Reviewing Institution Documents and Policy for Equity - When reviewing data, we provide prompts that can be used to generate equity-minded discussion and planning (<https://www.sdmesa.edu/accreditation/midterm-report-2020/EV52-Equity-Minded-Reflections.pdf>)
- Mesa College – Center for Urban Education (CUE) Partnership has established a foundation for equity and excellence. Through our partnership, we have institutionalized an innovative equity-centered focus and embedded equity-minded policies, structures, and practices across the college. CUE has helped us frame our work and assess and respond to existing equity gaps. This work has sparked discussions, leading to difficult conversations across the campus. CUE continues to assist us with defining equity, program assessment, cross walking our plans and equity, offering professional learning and support with conducting inquiry. (<https://www.sdmesa.edu/accreditation/midterm-report-2020/EV53-COP-Campus-Report.pdf>)
- Office of Research guide on equity minded reflection (<https://www.sdmesa.edu/accreditation/midterm-report-2020/EV54-Equity-Minded-Reflections.pdf>)
- Office of Research promotes the theme of Humanizing Data with the hashtag #HumanizeData to remind everyone that we cannot do equity work without looking at the data, and behind every number is an actual student. <https://www.sdmesa.edu/about-mesa/institutional-effectiveness/index.shtml>

PDF backup: <https://www.sdmesa.edu/accreditation/midterm-report-2020/EV55-Institutional-Effectiveness.pdf>

- Center for Urban Education Program Review Analysis Impact Report
<https://www.sdmesa.edu/accreditation/midterm-report-2020/EV87-Center-for-Urban-Education.pdf>
- San Diego Mesa Math January 2019 View Book
<https://www.sdmesa.edu/accreditation/midterm-report-2020/EV92-Math-Jan-2019-View-Book.pdf>
- Analysis of Equity Planning Initiatives at Mesa College
<https://www.sdmesa.edu/accreditation/midterm-report-2020/EV89-Equity-Planning-Initiatives.pdf>
- Equity Analysis of the Instructional Program Review Template
<https://www.sdmesa.edu/accreditation/midterm-report-2020/EV88-Equity-Planning-in-Program-Review.pdf>

Fiscal Reporting

The College has no fiscal concerns to report. The most recent annual fiscal report is included in Appendix A.

DISTRICT OFFICE RECOMMENDATIONS FOR IMPROVEMENT

Recommendation 1 (Improvement):

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

Data for assessment of student learning outcomes are generated by the colleges. The colleges use indirect measures for course-level assessment of student learning. Data are entered through TaskStream by faculty and staff and are evaluated by the campus assessment coordinator. Each course offered is assessed once per academic year. Once data collection is completed conversations with faculty and staff take place and plans for assessment are developed. Finally the three-year program review cycle is conducted and adjustments are made to student learning outcomes as necessary.

Course level data for the campuses are preserved through TaskStream and are viewable with account access, which is requested and granted through each college. Summary-level data, measures, and progress is available publicly through each institution's website:

City College PDF backup: <https://www.sdmesa.edu/accreditation/midterm-report-2020/EV107-City-College-taskstream.pdf>

Mesa College PDF backup: <https://www.sdmesa.edu/accreditation/midterm-report-2020/EV94-Student-Learning-Achievement-Reports-Mesa-College.pdf>

Miramar College PDF backup: <https://www.sdmesa.edu/accreditation/midterm-report-2020/EV95-SLO-Statements-Miramar-College.pdf>

Continuing Education PDF backup: <https://www.sdmesa.edu/accreditation/midterm-report-2020/EV96-Student-Learning-Outcomes-Continuing-Education.pdf>

The SDCCD District Office's role in supporting the institutions is through the Office of Institutional Research and Planning publishes information and research reports on instructional and non-instructional programs ([SDCCD OIRP](#)). (PDF backup: <https://www.sdmesa.edu/accreditation/midterm-report-2020/EV108-SDCCD-CategoricalPrograms.pdf>). The reports in the linked section are used for college-level program review, program or institutional-level student learning outcomes and assessment, learning community evaluations, as well as special or grant funded program evaluations.

In spring 2017, the Chancellor and the Board of Trustees approved a new administrative procedure to formalize review procedures for review of instructional programs ([AP 5019](#)). The program review process on each campus includes the assessment of student learning outcomes as part of the process for program review. Districtwide efforts include [environmental scanning](#), campus climate studies, and other [surveys](#) (such as human resources demographics, employee perceptions, among others) to determine effectiveness of assessment efforts. The development of an assessment plan is underway and will include input from participatory governance groups, such as the District Governance Council, Academic Senates, Classified Senates, and the Chancellor's Cabinet.

The District [Disability Support Programs and Services](#) developed the goal to enhance effectiveness of DSPS services by embracing and championing innovation and continuous improvement. District DSPS worked to increase the participation and effectiveness of departmental strategic and action planning process, resulting in the partnership between the District Institutional Research and Planning department and the District Career Education and Workforce Development department. The partnership focused on a districtwide evaluation of DSPS program effectiveness with an emphasis on student success, career technical education, and employment outcomes, including analysis of quantitative data and qualitative student and stakeholder input. The District's focus on data sharing and transparency resulted in a Tableau dashboard, which has a public view of District Factbook information with [DSPS program usage numbers](#).

In response to a student [Survey for Textbook Affordability](#), the District formed a District Textbook Affordability Committee, which serves to collaborate in developing strategies to address the high cost of textbooks and other instructional materials. The [SDCCD Online Learning Pathways](#) department developed a Canvas course for faculty which supports the development of [Open Educational Resources](#) to help students with rising educational costs. The District also established an Instructional Software Workgroup that meets regularly to leverage resources in technology across the colleges. The group supports both the needs of faculty and students, and helps to work through common and uncommon technology issues stemming from the implementation of a new student information system and learning management system.

Recommendation 2 (Improvement):

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

To ensure regular review of Board Policies and Administrative Procedures, the District subscribes to a Policy and Procedure Service, which provides bi-annual updates. In addition, Board Policies and Administrative Procedures shall undergo a comprehensive review every six years to ensure currency and compliance with state and federal laws and regulations. The Curriculum and Instructional Council and the District Policies and Procedures Committee have developed processes for approval with input and sign-offs on multiple levels.

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

A policy and procedures update calendar is developed and used by the District Governance Council (DGC) annually. The most recent calendar was shared during the February, 5 2020, DGC meeting. The calendar outlines outcomes, dates, and responsible individuals and divisions. Policies and procedures updates are conducted using the process defined in the District Policies and Procedures Flowchart. As the San Diego Community College District's Board Policies and Administrative Procedures are currently being updated, they are in the process of being renumbered to align with the Community College League of California's (CCLC) Policy and Procedure Service. When current policies are revised and new policies are written, they are approved by the governing board and posted to the web site. Administrative Procedures are signed by the Chancellor after DGC approval. During the revision process, there is occasional duplication of numbers. Once the process is completed, any duplication in numbering will be eliminated.

District DSPS began the ongoing convening of meetings with multiple stakeholder groups for purposes of strengthening linkages across the District. District DSPS convenes a bi-weekly meeting with campus DSPS Coordinators for the purpose of collaboration across the Colleges and District for policy, procedure, and emergent issues that impact stakeholders. Examples of work are collaboration for the evaluation of and advocacy for the integration of new technology through the lens of service to students with disabilities; meetings have led to the representation of DSPS Coordinators on the Instructional Software Workgroup, and the District Distance Education Committee.

Effective January, 2021, District DSPS convenes a bi-weekly meeting with campus 504 Officers for the purpose of collaboration across the Colleges and District for policy, procedure, and emergent issues that impact stakeholders related to disability compliant processes. Examples of work products are the evaluation of policies and procedures, development of training materials, convening of officers as a consultation council, and process mapping for purposes of technology integration into case processing.

Recommendation 3 (Improvement):

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

Since the 2017 visit by the Accrediting Commission for Community and Junior Colleges, the District Strategic Planning Committee has been meeting each year to prioritize strengthening linkages and alignment of plans within the colleges and District Office. The District Strategic Planning Committee serves as the districtwide vehicle for initiation and coordination of districtwide strategic planning in order to ensure good communication and effective oversight of planning processes, as well as an effective, complementary balance in planning activities between the District as a whole and the Colleges and Continuing Education.

The 2017-2021 District Strategic Plan serves as a living document for sustained, continuous quality improvement initiatives that facilitate the District's efficiency and effectiveness in achieving its mission, improving service delivery and operations, and promoting better-informed decisions for resource management.

The strategic planning process is a collaborative and comprehensive mechanism that promotes the development of a document that is assessed annually and evaluated for alignment and appropriateness in achieving the District's mission.

The San Diego Community College District (SDCCD) operates with the goal to help strengthen San Diego's economy. The SDCCD is always searching for innovative paths for collaborating with the public and private sectors to bolster the region's growing economic engine.

As the SDCCD looks to the future with this strategic plan, the District has defined five overarching goals in the broad areas below that will allow it to advance its ambitious mission.

1. Pathway to Completion
2. Institutional Effectiveness and Innovation
3. Community Collaboration
4. Fiscal Stewardship
5. Leader in Sustainability

The committee is one of nine districtwide participatory governance groups and has representation from all four institutions and the District Office. In 2018 and 2019, the Committee developed a crosswalk worksheet, which highlights linkages between the California Community Colleges Chancellor's Office (CCCCO) Vision for Success and institutional strategic priorities within the goals and priorities of the District Strategic Plan. In addition, the District Office has been engaged with the planning efforts of the College educational master plans and facilities plans through an alignment table and Strategic Planning Meetings. A human resources staffing plan has been developed to assist the District and its operational units to plan and effectively utilize its human resources. An Annual Update, developed by the District Office in collaboration with the District Strategic Planning Committee, continues to be published on the District's website and shows the progress made toward the goals and priorities of the District Strategic Plan over a four-year period. The District Strategic Planning Committee has begun the development of the 2022-2026 District Strategic Plan.

District DSPS developed a plan to improve student and academic support services strategies that better serve a more diverse community. The District DSPS department collaborated with the Online Learning Pathways department to ensure compliance with accessibility requirements, resulting in a support page for faculty with accessibility requirements and tools to develop accessible instructional material.

In 2019-2020, the district supported each institution and across intuitional planning to meet the requirements of the Perkins V CLNA and expanded consultation through a Perkins V

Comprehensive Local Needs Assessment (CLNA). This relates to District support of institutional specific and districtwide planning around needs within and across career education. A districtwide CLNA Reporting Guide and Worksheet Packet were developed in consultation with the four institutions to provide districtwide baseline requirements, structure, and consistent processes implemented within each institution. The resulting districtwide CLNA was produced and submitted to the State as part of our 2020-21 required application components and provides investment strategies for two years that are informed by gaps identified throughout the CLNA process. The plan also connects to the regional comprehensive local needs assessment and priority strong workforce sectors. All Perkins V information is housed within the District Perkins webpage.

In fall 2020, the District developed a districtwide reporting plan and process for MIS SG21 work-based learning. The institutions have invested in the development of WBL infrastructure and are now growing and expanding these resources. Practitioner level SG21 reporting will help record and track this activity further supporting the institutions in their ability to assess the impact of this work on student outcomes and the ROI on these investments.

- The plan includes five components - For each section, the reporting plan includes tasks, lead(s), status, and related notes as well as key recommendations and/or actions needed.
 1. Coordination and Communication
 2. Campus Solutions – Access to Reporting
 3. Course and Section Level Reporting
 4. Student Level Reporting
 5. Student Self Reporting

An Academic Advising sub-committee, including a District-level director, District evaluator, the counseling chair from each campus, and institutional evaluators was developed to review and update counseling and evaluations business processes or Campus Solutions needs and issues and meets once per month.

Appendix A: Annual Fiscal Report

Mesa College's Annual Fiscal Report can be found at <https://www.sdmesa.edu/accreditation/midterm-report-2020/EV109-Mesa-College-Fiscal-Report-2019.pdf>

Accreditation Midterm Report 2021

San Diego Mesa College

Pamela T. Luster, Ed.D., President

Isabel A. O'Connor, Ph.D., Vice President, Instruction

Ashanti Hands, Ed.D., Vice President, Student Services

Lorenze Legaspi, Vice President, Administrative Services

7250 Mesa College Drive

San Diego, CA 92111-4998

www.sdmesa.edu

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