Building a Culture of Evidence

We Measure What We Treasure

Mesa
SAN DIEGO MESA COLLEGE

Developing an Institution's Culture of Evidence
The Mesa Journey

Rita Cepeda, Ed.D.

President

Welcome and Introductions

- "We Measure What We Treasure"
  - Rationale for Selection of this Year's Theme
    - Accountability
    - Strategic Planning
    - Accreditation
- New Faces on Campus
- Overview of Agenda

Welcome New Administrators

Bill Craft
Acting VP Instruction

Michael Reese
Interim Dean,
School of Business/
Computer Studies and
Technologies

Anthony Reuss
Interim Director,
EOPS

Hossna Sadat
Interim Associate Dean,
School of
Social/Behavioral and
Multicultural Studies

Brian Stockert
Program Activity
Manager, DSPS

First Fall Semester for...

**Barbara Kavalier
VP Student Services**

**Ashanti Hands
Dean,
Student Affairs**

**Larry Weiss
Dean,
School of Humanities**

**Jonathan Fohrman
Dean, School of Arts
and Languages**

Welcome and Introductions
New Faculty

Sharon Hughes
Assistant Professor,
Math ACP

Denise Rogers
Assistant Professor,
Fine Art/Art History

Christopher Kalck
Assistant Professor,
Counseling

Lori Covington
Assistant Professor
/Program Director
Radiologic Technology

Linda Farnan
Assistant Professor,
Speech Communications
Co-Director, Speech &
Debate Team

Nancy Bromma,
Assistant
Professor/Nurse
Practitioner

Building a Culture of Evidence
to Support Informed Decision Making
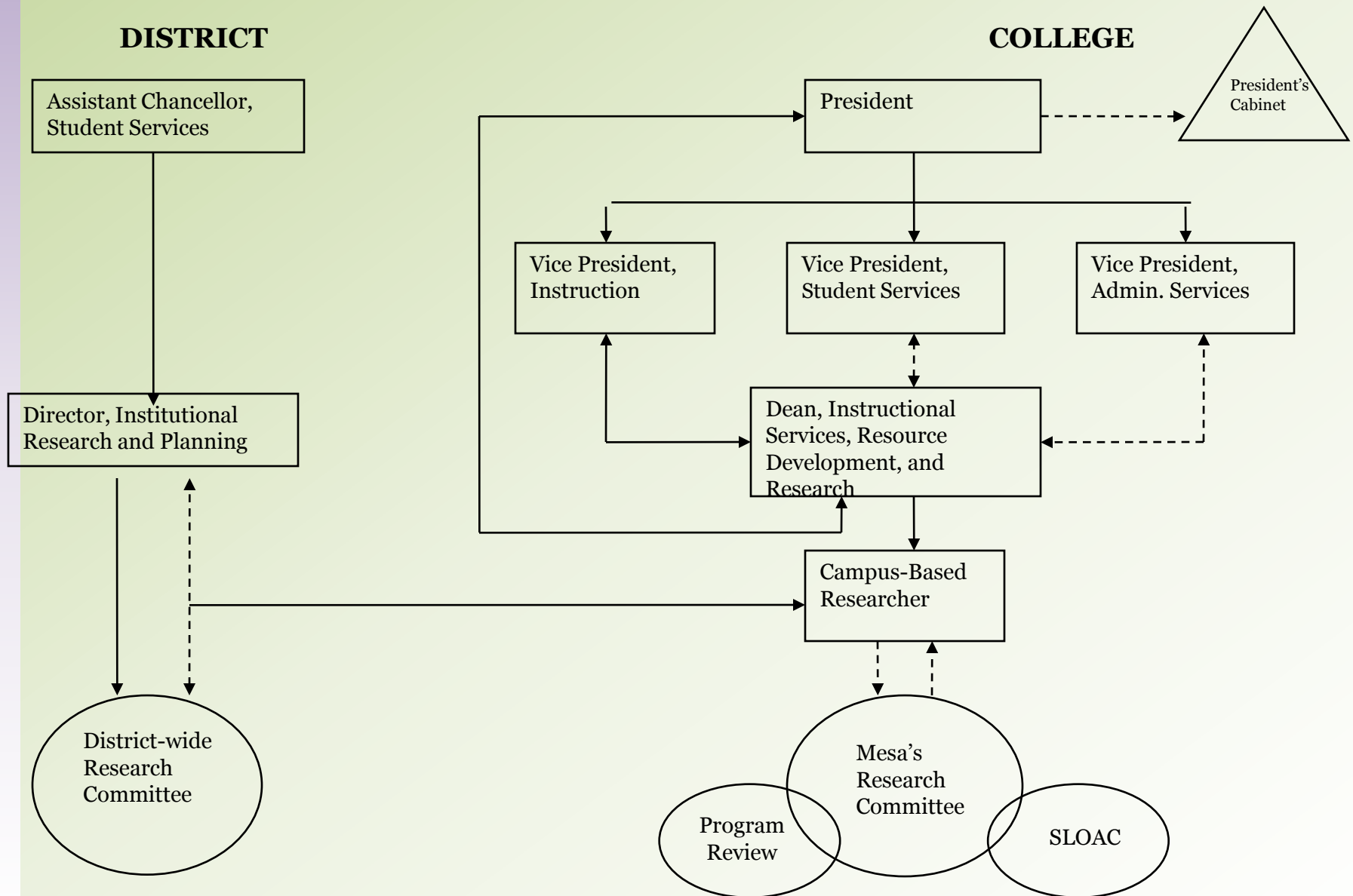# Mesa's Research Agenda

Yvonne Bergland, Ph.D.

Dean, Instructional Services,

Resource Development and Research

Building a Culture of Evidence to Support Informed Decision-Making

To build a Culture of Evidence, Mesa has many tools including:

1. Collaborative relationship - District Research and Planning
2. Campus-Based Researcher
3. Research Committee
4. Institutional Research Website
5. Research Planning Agenda
6. Guidelines for Implementing the Research Planning Agenda (GIRPA)
7. Established Processes to request research data and assistance with survey development

SAN DIEGO MESA COLLEGE
OFFICE OF INSTRUCTIONAL SERVICES, RESOURCE DEVELOPMENT AND RESEARCH
RESEARCH FUNCTION – LINES OF RESPONSIBILITY

DISTRICT

COLLEGE

Assistant Chancellor, Student Services

President

President's Cabinet

Director, Institutional Research and Planning

Vice President, Instruction

Vice President, Student Services

Vice President, Admin. Services

Dean, Instructional Services, Resource Development, and Research

Campus-Based Researcher

District-wide Research Committee

Mesa's Research Committee

Program Review

SLOAC

Research Planning Agenda 2008-2009

□ Three Goals, which are supported by the Mesa Vision, Values, and Mission Statements, will be accomplished through the Strategic Initiatives.

□ Supporting Evidence is listed for each Strategic Initiative in the form of Reports, Outcomes, and Indicators.

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

Research Planning Agenda: Goal I

Goal I: Support integrated College planning and decision-making in Instruction, Student Services, and Administrative Services

"Ensuring involvement and teamwork as we embrace the practice and policies of participatory governance to engage in ongoing dialogue about quality, learning assessment, and implementation of institutional changes to improve the student experience." – Mesa Values Statement

Strategic Initiatives	Supporting Evidence (Reports, Outcomes, Indicators)
Inform and support Program Review	1) Five years of data for each Year One program 2) Equity Report*
Inform and support Participatory Governance	1) CCSSE Basic Skills Oversample (Basic Skills Committee) - triennial 2) BSI Indicators* (Basic Skills Committee) 3) Needs Assessment / Conference Evaluation (Classified Staff Development Subcommittee) 4) Flex Evaluation (Flex Committee) 5) Year One Program Data (Program Review) 6) Research Briefs (Research Committee) 7) GIS Analyses (Marketing Committee) 8) SLO Surveys (SLO Committee)
Scan the environment to identify areas of institutional change	1) District Environmental Scan* - as needed
Inform and support enrollment management initiatives	1) FTES Report (By School / By Program) 2) FTEF Report (By School / By Program)
Inform and support the Educational Master Plan	1) TBD
Inform and support the accreditation process	1) Accreditation Surveys* 2) SLOs Survey 3) Institutional Effectiveness data*
Build a culture of evidence in which institutional research is a shared, transparent process	1) Mesa Institutional Research web site (Research Briefs, Projects Log, and Reports)

DRAFT

12

*District-Wide Report

Research Planning Agenda
Goals II and III

Goal II: Strengthen and Improve College Programs and Services to Promote Access, Retention, and Student Success

"Providing the highest quality of education and services designed to promote access, retention, and student success." – Mesa Values Statement

Goal III: Develop and promote linkages within and with the surrounding community to provide grounds for a multilateral investment in our students as they move along the continuum from academics to career.

"San Diego Mesa College cultivates relationships to assess the needs of its total community in order to offer programs and services for the benefit of a diverse student body. These community relationships provide grounds for a multilateral investment in our students as they move along the continuum from academics to career." – Mesa Mission Statement

Guidelines for Implementing the Research Planning Agenda

FERPA → GIRPA

Data sensitivity: Access, security, use, dissemination

- <u>Level I:</u> public information which is highly aggregated, or broadly categorized, such as enrollment figures, transfer rates, or any other institution-wide data
- <u>Level II:</u> General Requests for Research Reports, survey data, and data that are disaggregated, or broken out by categories, to some extent, such as success rates or student progress at the program level
- <u>Level III:</u> Special Requests for Research Reports and sensitive information that is highly disaggregated, such as student contact information, data at the Course Reference Number (CRN) level, student records

Programs, Initiatives, Activities and Services Based on a Culture of Evidence
Best Practices

Susan Mun,

Campus Based Researcher

Research Goals at Mesa

Create a culture of evidence

Assist faculty, staff, & administration with research

Reinforce data-driven decision-making

Educate the campus community

Support the Mesa College mission

What is a Culture of Evidence?

"...institutional and individual reflection and action are typically prompted and supported by data about student learning and institutional performance" (McClenney and McClenney, 2003).

"…data…"

"…institutional and individual reflection and action are typically prompted and supported by **data** about student learning and institutional performance" (McClenney and McClenney, 2003).

- Accountability Reporting for the Community Colleges (ARCC)
- District Institutional Research & Planning
  - Student Profiles
  - Enrollment
  - Program Data
  - Research Reports
  - Student Outcomes
  - Accreditation
- Campus-Based Research…

Campus-Based Research

Support for Participatory Governance

- Community College Survey of Student Engagement (CCSSE) Basic Skills Oversample - *Basic Skills Committee*

- Professional Development Needs Assessment / Conference Evaluation (Paper-Session and Online-Overall) - *Classified Staff Development Subcommittee*

- Annual Flex Evaluation - *Flex Committee*

- Year One Program Data - *Program Review*

- CCSSE Research Briefs - *Research Committee*

- GIS Maps Enrollment Density - *Marketing Committee*

- Student Learning Outcomes Survey - *SLO Committee*

Requests for Research to Support Assessment of Student Learning

Support for direct assessment of SLOs

- English 051 Portfolio Project – TBD

Indirect Assessment of SLOs

- CCSSE/CCFSSE/Basic Skills Oversample
- Silver Process with Kenneth Gonzalez, Consultant

Examination of Learning Indicators

- Successful course completion rates, retention, persistence, etc.

Requests for Research Reports

Student success
- Basic Skills, Kearny Fast Track, Personal Growth, short-term courses

Data and reports for Student Services, academic support programs, and co-curricular programs
- Student Profiles for Transfer and Career Centers, Learning Communities Project– in development

Support for marketing, outreach & recruitment
- GIS enrollment density maps, Bridges grant support

Information for enrollment management
- FTES/FTEF by School/Program

Transfer information
- CHEM 201 Transfer Volume, Top 10 Transfer Colleges for Articulation

Surveys

- CHEM 201 Base-Year Surveys

- Classified Staff Development Needs Assessment / Classified Staff Development Conference Evaluations

- Community College Survey of Student Engagement (CCSSE) & Community College Faculty Survey of Student Engagement (CCFSSE)

- Flex Evaluation

- Mesa Educational Pursuits Questionnaire

- Research Office Evaluation (T.B.D. → To Be Designed)

- SLO Survey (T.B.A. → To Be Analyzed)

- Writing in the Disciplines Survey

Developing an Institution's Culture of Evidence
Instruction

Bill Craft,
Acting Vice President, Instruction
Dean, Learning Resources,
Education Technology
and Instructional Support

Basic Skills

Using data to help our basic skills students succeed

Genesis

- **State Academic Senate**

- **Chief Instructional Officers**

- **Chief Student Services Officers**

- **State Chancellor's Office**

Why?

- **75-80% of California Community College students who take the placement test are assessing into basic skills**

- **Less than 10% of students who need developmental education and don't get it survive college**

(Source: RP Group presentation, 2007)

Three Steps

- State Center for Student Success (Done)
  - Literature and best practice review
- College Level Self Assessment   (Done)
- Implementation Status Report:
  - based upon:
    - Self Assessment
    - Professional Development

San Diego Mesa College
Fall 2006 Math Placements*

Transfer Level
16%

Basic Skills
Level
35%

Associate
Degree Level
49%
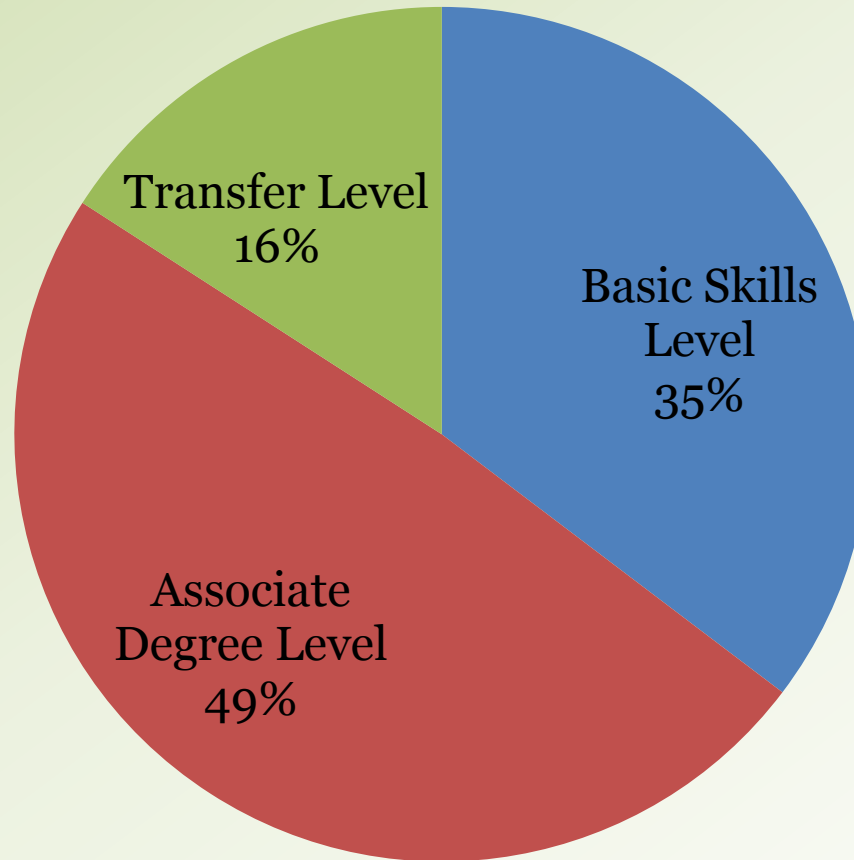
*For first-time college students who took the math placement test and were enrolled as of first census in Fall 2006 (N = 1,076). Excludes high school students, degree-holders, and students concurrently enrolled in a 4-year

San Diego Mesa College
Fall 2006 English Placements*

Take ESOL Test
4%

Need English
Advising
7%

Transfer Level
28%

Basic Skills Level
23%

Associate Degre
Level
38%
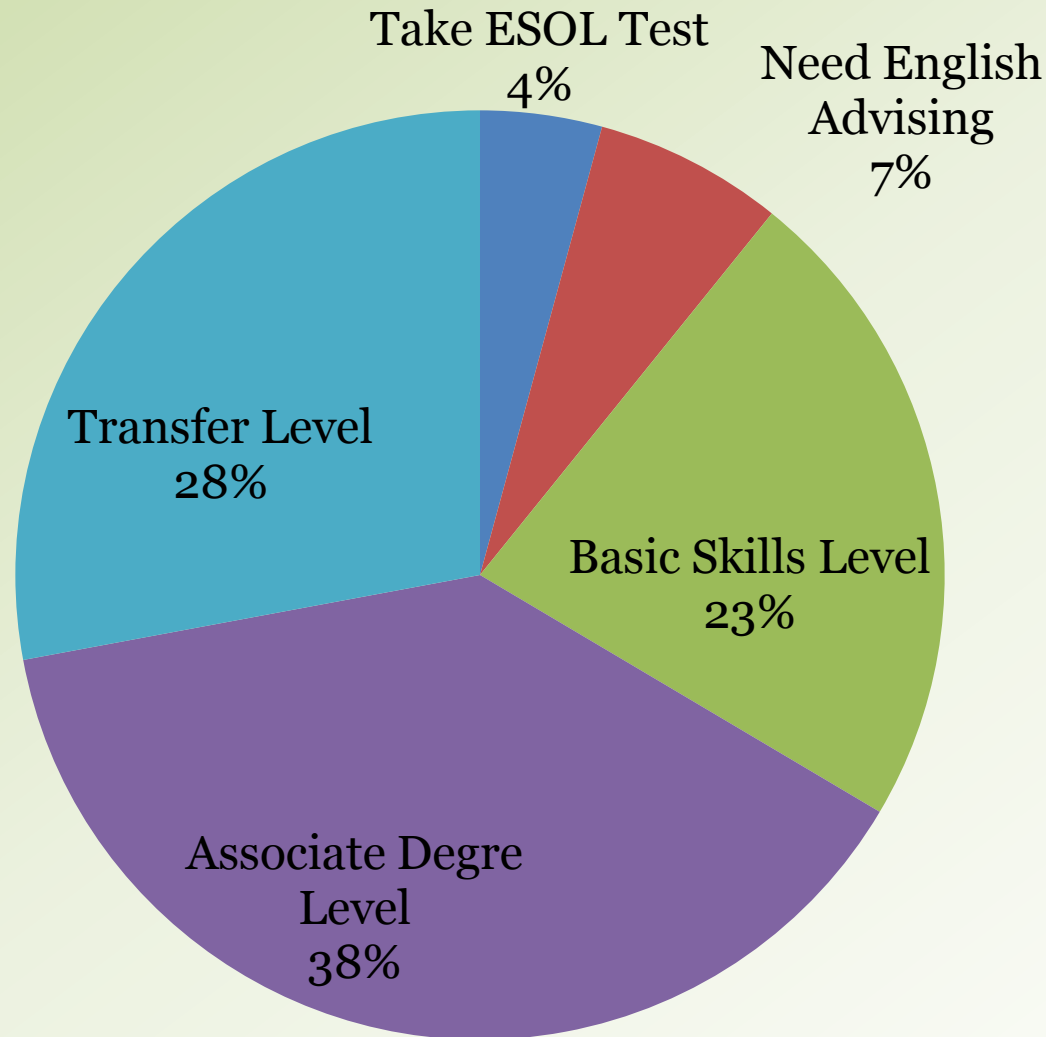
*For first-time college students who took the English placement test
and were enrolled as of first census in Fall 2006 (N = 1,110). Excludes high school
students, degree-holders, and students concurrently enrolled in a 4-year university.

Planned Actions

Although there are 32 effective practices outlined in the Literature Review, only 21 are applicable to Mesa College.

45 planned actions addressing these effective practices have been instituted.

Action Plan for Organizational/Administration Practices

□ Basic Skills is a topic for discussion at all levels from President's Breakfast to departmental meetings.

□ Representatives from the basic skills disciplines as well as others meet on a regular basis to discuss and direct the work of basic skills.

Action Plan for Program Components

- Orientation, assessment and placement are being reassessed to ensure that the basic skills students are better served.

- Program review and Student Learning Outcomes are being developed to help align the curriculum for basic skills students.

Action Plan for
Faculty and Staff Development

☐ Professional development activities are available for basic skills instructors to collaborate on curriculum, classroom activities and teaching strategies which best serve the basic skills students.

☐ Mesa college faculty collaborate with high school teachers to discuss issues affecting basic skills students

Action Plan for Instructional Practices

☐ Basic skills course curriculum is reviewed and revise to better serve our students

☐ Learning communities linking basic skills courses with personal growth ensure that basic skills students receive the support needed to be successful in college.

Action Plan for Instructional Practices

□ Specially trained tutors work in the study centers to give basic skills students the help they need to be successful.

□ Supplemental instruction in both basic skills math and English courses, gives the basic skills students additional support in their studies.

Supplemental Instructor

☐ Anthony Lattner, English Department

Developing an Institution's Culture of Evidence

A Culture of Evidence in Student Services

Barbara R. Kavalier, Ph.D.

Vice President

Student Services Monthly Report

MESA COLLEGE · STUDENT SERVICES
MONTHLY REPORT

September, 2008

Compiled by:

Dr. Barbara Kavalier
Joi Blake
Ashanti Hands
Brian Stockert
Anthony Reuss
Trina Larson

Department:	**Disability Support Programs and Services**
Date:	9/30/08

I.   Employee Update

Temporary Counselor- Yvonette Powell joins Mesa DSPS on 9/8.

Temporary Instructor – Lon Underwood joins Mesa DSPS on 8/25.

Program Activity Manager, Brian Stockert attended new DSPS Director's Training in Sacramento

II.   Policies/Procedures

District wide DSPS is currently reviewing and updating Procedure 3105.1 *Providing Academic Adjustments/Accommodations for Students with Disabilities.*

III.   Innovations/Best Practices/Research

Professor Jill Jansen is part of a committee that has developed a state-wide CCC LD Specialist Internship Program that was just approved by the CCC office.

IV.   Department Data

- 54 students began the DSPS application process.
- 24 students are in the process of completing assessments for eligibility for learning disabilities services.
- 129 examinations have been proctored for students this month.
- DSPS Program Review completed and submitted to the College.
- Completed draft of Student Services Program Review/DSPS section for categorical site visit scheduled for spring 09.

Associate Degree & Commencement Campaign

Joi Lin Blake, Dean Student Development & Matriculation

Monica Romero, Career Center

Needs Assessment

During the 2006-07 AY, Evaluations and other College faculty and administrators noticed the following:

- A decline in the number of students that petitioned for graduation.

- A decline in the number of students who were participating in the Commencement Ceremony.

- A decline in the number of faculty who participate in the Commencement Ceremony.

Building a Campaign

- Developed a web presence.
- Created a multifaceted delivery approach to increase student awareness and access to graduation and commencement information.
- Developed marketing materials with the Communications Office.
- Communicated with each faculty member and engaged them in the process.

Campaign Activities & Innovations

Student Invitation

You haven't registered yet!
Please honor us with your participation in the

San Diego Mesa College

2008 Commencement Ceremony

Sunday, May 18, 2008 at 4 p.m.
Jenny Craig Pavilion
University of San Diego (USD)
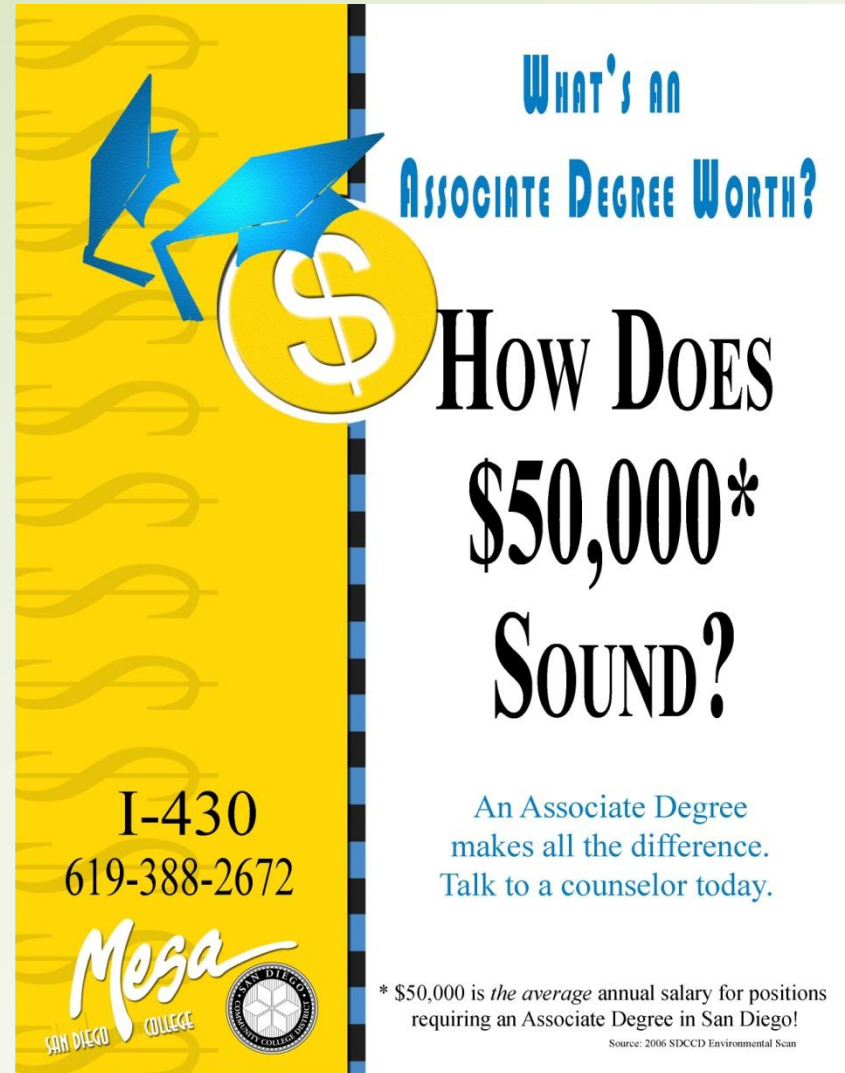
To participate, register at: www.sdmesa.edu/commencement/register.cfm

Please call 619-388-2680, or stop by the Evaluations Office (I3-201)
if you have any questions or need more information.

Commencement Website

Campaign Posters

Campaign Magnets

Campaign Banners

Evidence of Success

Outcomes – 2006 to 2008

Eligible students who petitioned to graduate that participated in commencement:

- Increase from 25% to 33%

Faculty participation in Commencement:

- Increased by 11%

Cultural Advisory Council
Health and Psychological Counseling Services

Ashanti Hands, Dean of Student Affairs
Sue Schrader Hanes, Health Services

Needs Assessment

- During 2007-08 AY, some students expressed concerns to faculty and staff in Health Services about how they were treated on campus.

- The students openly discussed that, at times, staff/faculty were culturally insensitive.

- Qualitative data – Conversations on campus, film series discussions, focus on identity: counseling sessions

- Considering the problem from a systems approach, Student Health Services recognized that their office had always been designed to "belong to" faculty and staff.

Building the Cultural Advisory Council

Communities Represented on the Council:

- Barrio Station
- LGBT Center
- Tai Chi Wellness Center
- Islamic Education Outreach
- United Pan Asian Communities
- San Diego Black Nurses Association
- Council of American-Islamic Relations

International Rescue Committee

Sikh Outreach Center

Native American Health Center

Tibetan Healing Center

Mesa faculty, administrators and students

Meeting Schedule : Monthly meetings started in July 2008.

Meetings are scheduled for 1.5 hours

Use of Results:
How we incorporated feedback
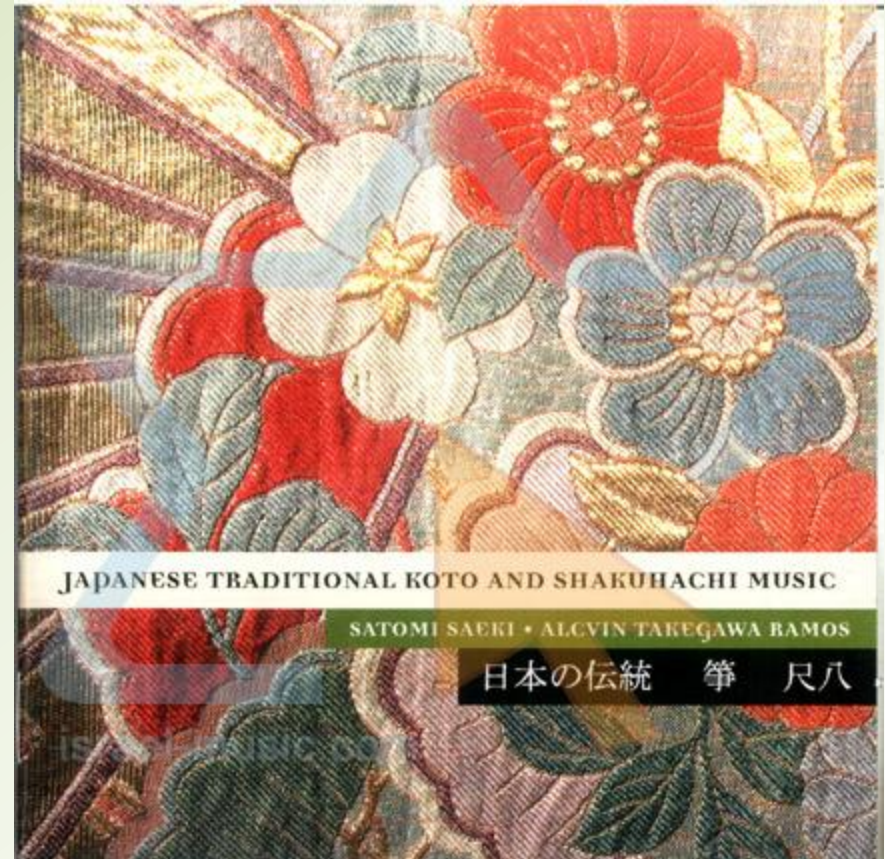

Creating a culturally sensitive environment

- World music

- Artwork

- Coffee table books with pictures from around the world

- Increased staff awareness of different cultures leading to improved customer services

- Campus-wide efforts to increase faculty and staff awareness of cultural issues

- Revisiting Mission and Goals

Student Feedback/Comments/Reactions

"I thought these books were in my way (we put them out on the lobby chairs) but I picked one up and started looking at the pictures, wow, what a connection to my life right now--and I feel relaxed".

A young male student in his early twenties was heard singing along to Japanese songs on our new CD's. He told us that the singers were singing sacred prayers and we dialoged and connected about that. He was surprised we were playing his music.

JAPANESE TRADITIONAL KOTO AND SHAKUHACHI MUSIC

SATOMI SAEKI • ALCVIN TAKEGAWA RAMOS

日本の伝統　箏　尺八

A Nigerian student felt protected as she noticed that the Nigerian mother goddess was hanging behind her in the counseling office. She considered it a good sign that she could trust the counselor.
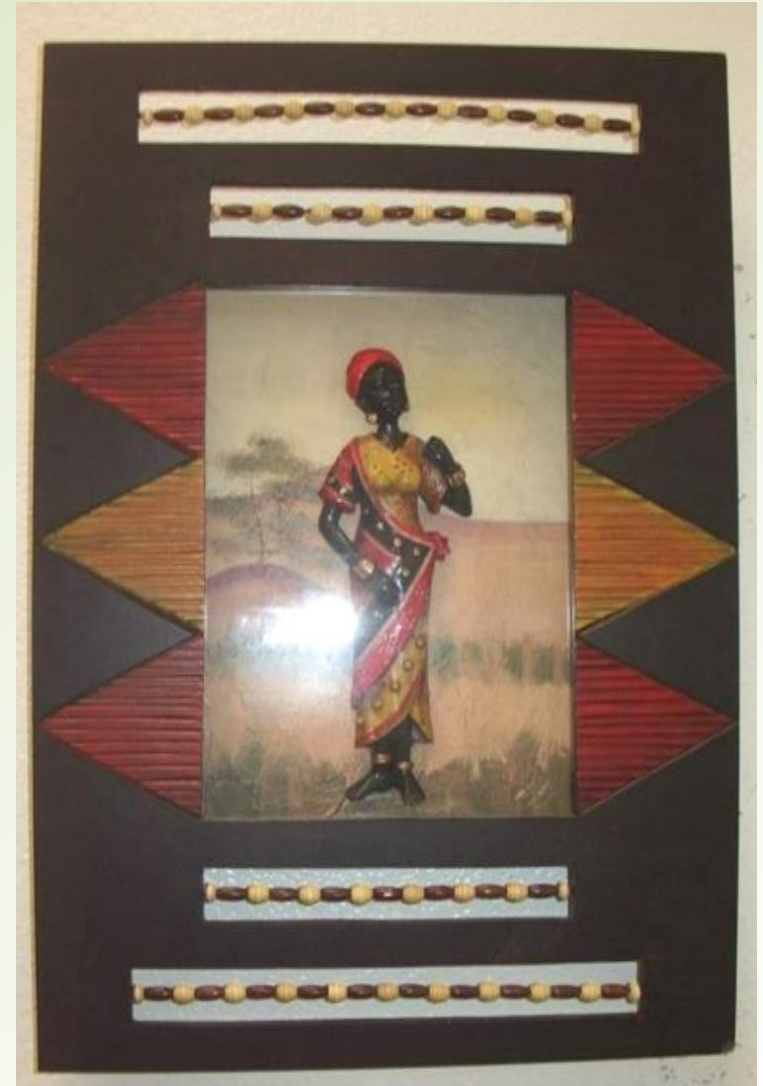
Use of Results:
How we will continue incorporating feedback

My Voice

Students tell their personal story, giving the storyteller an opportunity to teach and to be heard. The listeners learn of diverse worlds, finding relevance to their own lives.

Stress Reduction Activities

Reduction activities such as Tai Chi encourages students to keep in touch with traditions that heal their anxieties and stressors.

Education Workshops

Increase faculty and staff awareness on culturally appropriate education/interactions related to wellness.

Developing an Institution's Culture of Evidence
Administrative Services

- ☐ Accreditation
  - ◘ Administrative Services Integration
    - ■ 2006 - Accrediting Commission for Community and Junior Colleges ACCJC Directive
    - ■ Fall 2010 Accreditation Site Visit
    - ■ Model practices

  - ◘ Standard III - Resources
    - ■ The institution effectively uses its ___*human*___, physical, technology, and ___*financial*___ resources to achieve its broad educational goals, including stated student learning outcomes (SLOs), and to improve institutional effectiveness.

Developing an Institution's Culture of Evidence
Administrative Services

- ◘ Standard III.A – Human Resources
  - ▪ The institution employs qualified personnel to support student learning programs and services that improve institutional effectiveness.
  - ▪ The institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity.

- ◘ Standard III.D – Financial Resources
  - ▪ Financial resources are sufficient to support student learning programs.
  - ▪ Distribution of resources supports the development, maintenance, and enhancement of these programs and services.
  - ▪ The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability.

Developing an Institution's Culture of Evidence
Administrative Services

- Program Review & Administrative Unit Outcomes (AUOs)
  - Where Are We Now?
    - Role Model for California & Nation
    - Evidence of SLO Support
    - Mission Statements & AUOs
    - Committees
      - Accreditation
      - Program Review
      - Student Learning Outcomes (SLO)
  - Where Are We Going?
    - Timeline
      - Beyond Compliance with New ACCJC Directive to Surpass Awareness Level of Administrative Services Integration
      - Positioned for Program Review in 2009

Developing an Institution's Culture of Evidence
Classified Senate
Robin Martindill, Classified Senate President

Developing an Institution's Culture of Evidence
Classified Staff Development
Charlotta Robertson, LRC Activity Coordinator
Skyler Dennon, Work-Study Coordinator

"A D D I E"

Assessment

- Administered **276** needs assessment questionnaires to all Mesa Classified Staff. **123** employees responded (45% participation rate).

Design/Development

- Designed training sessions and developed training materials based on topics identified by staff in the needs assessment.

Implement

- Implemented **25** training sessions over a two-day period with **12** professional and District facilitators.

Evaluation

- Administered **246** post-session evaluations and **117** overall conference evaluations 30 days later. **96** employees responded (82% participation rate).

Top Ten Skills of Interest (7-point scale)

Skill	Rating
Conflict Resolution	5.40
Disaster Preparedness	5.34
Stress Management	5.21
Understanding and Adapting to Styles of Communication	5.20
Team Building	5.18
CPR/AED	5.17
Diversity: Respect in the Workplace	5.13
First Aid	5.13
Workplace Ethics	5.08
Personnel Management	4.99
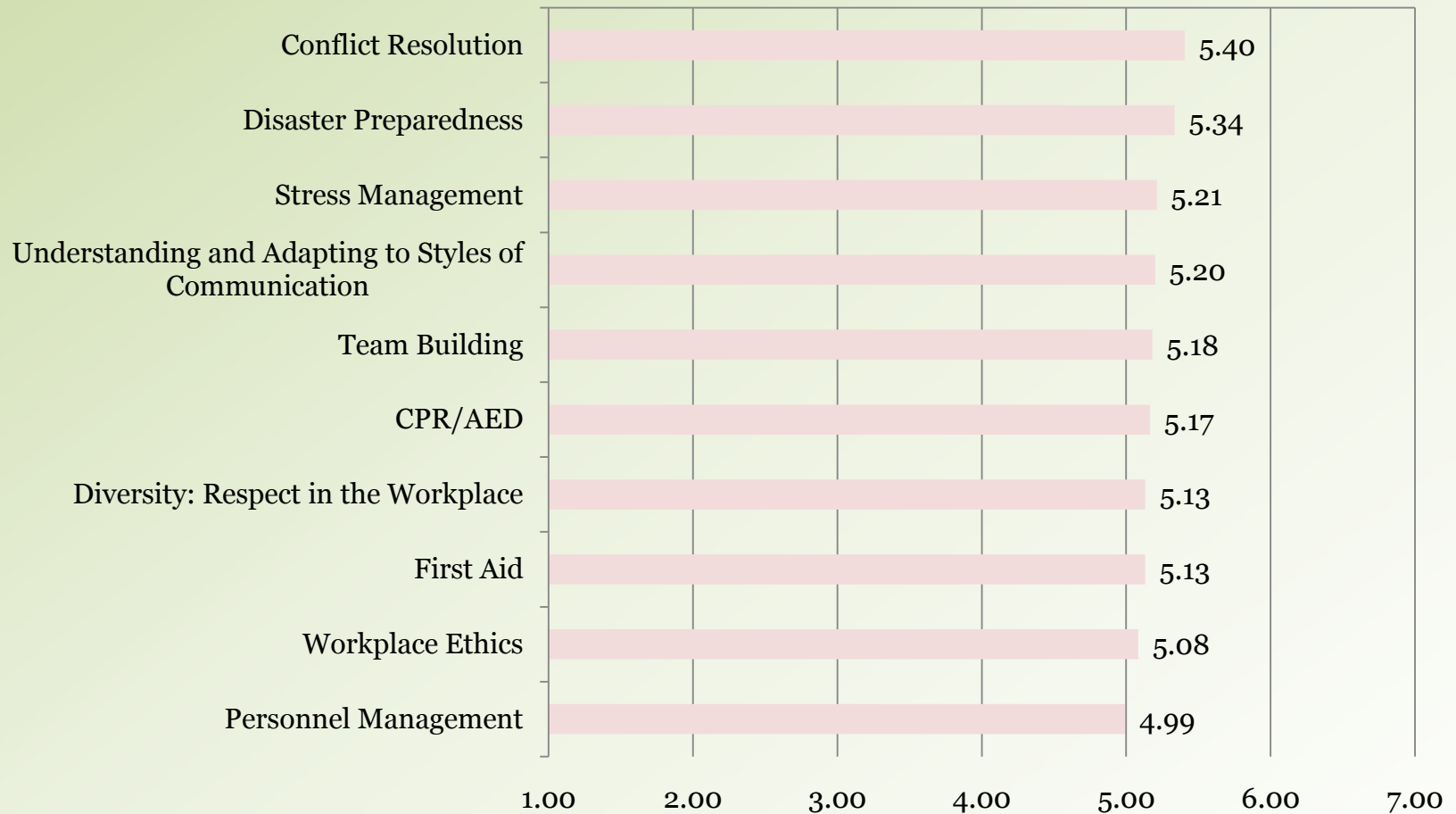
What does this mean?

Classified Staff want to...

resolve conflicts

be prepared...

for disasters, e.g., the San Diego firestorms

for health emergencies, i.e., CPR, First Aid

In other words, they want to take care of each other...

Manage stress, team build, communicate better...

Diversity: Respect in the Workplace... an ethical workplace... and Class A personnel management

What does the evidence tell us?

As a result of the Classified Conference…

- **29** employees are CPR certified

- **41** employees are better prepared for disasters and emergencies

- **25** employees know how to plan and create web pages

- **92** employees discussed work-life balance and practiced stress-reduction techniques

- **87** employees participated in team building, ethics, diversity, workplace communication and customer service workshops

- **$15,000** allocated for classified staff development 2008-09

The Strength of Many
What We Do Makes A Difference
Mesa

Developing an Institution's Culture of Evidence
Campus-wide Initiatives

Evidence of Excellence

Developing an Institution's Culture of Evidence
Evidence of Excellence

M a r c h   2 0 0 8

London --

Mesa College Speech and Debate Team competed against 35 other
colleges and universities at this international tournament to take
home top honors, including: INTERNATIONAL DEBATE
CHAMPIONSHIP TEAM.

Developing an Institution's Culture of Evidence
Evidence of Excellence

M a y   2 0 0 8

***Los Angeles* --** Mesa College Fashion students won 14 awards California State Fashion Symposium, including Best of Show Awards in all Merchandising Categories and Best of Show, Industry Design Award.

Developing an Institution's Culture of Evidence
Evidence of Excellence

April 2008

Walk on Water

Engineering Competition

Mesa engineering students beat out other 2- and 4-year schools to win the Walk on Water Competition at USD. Students were challenged to create a pair of "shoes" that could both float on water and support a person across a 25m pool. Video

Developing an Institution's Culture of Evidence
Evidence of Excellence

*The **American Chemical Society** recognizes and approves the Mesa College Chemistry Technology Program – 2008-2013.*

Developing an Institution's Culture of Evidence
Evidence of Excellence

2007 Conference Champions!

San Diego – Riding high on their laurels as 2007 Conference Champions, the Mesa Women's Water Polo team was this year named 2008 Athletics Scholar Team Recipient by the California Community College Commission – recognizing the team as having the best GPA of all California community colleges that participate in water polo.

Developing an Institution's Culture of Evidence
Evidence of Excellence

A p r i l ,   2 0 0 8

San Francisco -- California Internship and Work Experience Association (CIWEA)names Mesa College **Work Experience Program** as the Outstanding Two-Year College Internship/Work Experience Program for 2008. Pictured: Program Coordinator Lydia Signorelli-Brown.

Developing an Institution's Culture of Evidence
Evidence of Excellence

May, 2008

***Clairemont/Linda Vista* --** Mesa College launches Canyon Day, a campus/ community celebration of Tecolote Canyon. May 3 is proclaimed "Canyon Day" in San Diego. [Video](#)

Developing an Institution's Culture of Evidence
Evidence of Excellence

M a y ,   2 0 0 8

Psychology Professor

Jaye Van Kirk *wins*

Asian Heritage Award for

Education

Developing an Institution's Culture of Evidence
Evidence of Excellence

Sept. 2008

Mesa Communication Services

staff recognized by

Community College Public Relations
Organization (CCPRO) and National
Council for Marketing & Public
Relations (NCMPR)

Lina Heil: 2007 Annual Report – CCPro & NCMPR Awards

Carol Beilstein: International Student Brochure – NCMPR Award

Anabel Pulido: Sole to Soul Dance Brochure – CCPro Award

Developing an Institution's Culture of Evidence
Evidence of Excellence

September, 2008

San Diego Mesa College is honored nationally as an institution committed to diversity.

Developing an Institution's Culture of Evidence
Evidence of Excellence

Summary and Conclusion