

**RESULTS OF LAST VISIT**  
**ANNUAL ACCREDITATION REPORT**  
**April 1, 2004**

**Responses to the 1998 Evaluation Team Recommendations**

**STANDARD ONE: INSTITUTIONAL MISSION**

There are no recommendations for this standard.

**STANDARD TWO: INSTITUTIONAL INTEGRITY**

***Recommendation:***

- 2.1            *The team recommends that the college conduct an institutional discussion related to academic honesty to establish a commonly understood definition of the term, which can be included in college publications and syllabi (2.5).*

**Response:**

During the spring semester 2000, representatives of the Mesa College Academic Senate initiated discussions with the Academic Senates of the other colleges in the District in order to facilitate the adoption of a comprehensive policy on Academic Honesty for the District. The adopted policy has been incorporated in appropriate College publications.

Academic Honesty is addressed in District Policy 3100, "Code of Conduct," making violators of said code subject to the "Student Disciplinary Procedures 3100.2" and entitled to utilize the "Student Grievance Procedures 3100.1." The Academic Affairs Committee, which reviewed this matter, further recommended that the College use the definition of academic honesty as contained in the "Policy and Procedures on Honest Academic Conduct" and follow Policy 3100 in such cases. The Academic Senate and the Mesa College President's Cabinet approved this approach. This term is now clearly presented in College publications and syllabi. The Academic Senate continues to review and to provide consistent oversight of the implementation of these procedures.

**Status:**            This recommendation has been fully and successfully addressed.

## STANDARD THREE: INSTITUTIONAL EFFECTIVENESS

### *Recommendation:*

- 3.1 *The team recommends that the colleges in the district, along with the central office, establish a well-coordinated and effective process for conducting research at the institutional and district level (3A.1, 3A.2).*

### **Response:**

In 1999, Mesa College established and filled the new administrative position of Dean of Instructional Services and Economic Development, first on an interim basis and later permanently. The dean has worked to structure the Office of Instructional Services, and to set up various systems and mechanisms for the collection and analysis of data. In addition, this position has facilitated grant-related projects, curriculum development and revision, and the schedule and catalog development processes.

The College's Institutional Research Committee has been reconstituted so its membership is more reflective of the participatory governance structure. The committee's charge has been expanded to include student learning outcomes, assessment, and review of institutional effectiveness. The Dean of Instructional Services and Economic Development co-chairs the committee to assure a linkage with the functions of her office.

The District Office of Research continues to collaborate with the Dean of Instructional Services and Economic Development to coordinate several institutional research projects ranging from collecting and codifying data for the Academic Program Review process to completing and analyzing surveys related to grant-sponsored College projects. Furthermore, the District Office of Research has recently been reorganized to include a campus-specific research liaison to the College, who regularly attends Research Committee meetings. Although this step was appreciated, it does not fully meet the need and Mesa College still lacks the focus and accessibility that an on-site research position would provide.

The College still hopes to create and secure funding for an additional contract position, based at the College, that will be devoted 100% to institutional research pertaining to Mesa College, especially to support its enrollment-management and program-review processes. This position will be designed to complement the approach already taken by the District Office of Research.

Until a permanent research position can be secured, the Dean has developed systems to request, file and retrieve requested research data. Working in collaboration with the President's Cabinet and the Research Committee, research needs are being identified and, through the existing channels, partially met.

All research requests are made through this Dean's office both to centralize this function and to ensure timely as well as uniformity in processing at the College and District levels.

**Status:** Significant progress continues to be made in addressing this recommendation; the College will continue to seek an on-campus research position, pending funding capability.

## **STANDARD FOUR: EDUCATIONAL PROGRAMS**

### ***Recommendation:***

4.1 *The team recommends that a careful examination be made of the management reorganization and its impact on college student services and instructional programs (4A.1, 4A.4).*

### **Response:**

The President's Cabinet thoroughly reviewed the management reorganization of 1993-94, and concluded that the major changes made at that time have had positive and effective results for the institution. The College has decided to retain this management structure, along with occasional modifications that have been made over the years.

During the 1999-2000 academic year, some organizational shifts of academic programs were made between two instructional Schools. In addition, supervision of the Vocational and Technical Education Act (VTEA) grant program was shifted from the School of Health Sciences and Public Service to the School of Business, Computer Studies, and Technologies. The College also worked in collaboration with its sister institution to shift its Apprenticeship programs to City College. These instructional reorganization changes were made in an effort to ensure a workload balance among the instructional schools. The College will continue to monitor its management structure within both the instructional and student services areas.

In 2000-2001, in order to address new program directions, the College instituted and staffed the position of Associate Dean for Teacher Education, utilizing grant funding. The College also created the position and hired a Chemistry Technician Supervisor. In spring 2002, Mesa College utilized grant funds and reallocated funds to establish and hire an Associate Dean position to lead the new Service Learning program and the Humanities Institute.

In 2003-2004, the reporting relationships and assignments for the two new associate deans were modified. The Associate Dean for Teacher Education, who still reports to the Dean for Social/Behavioral Sciences & Multicultural Studies, has assumed responsibilities within this school. The Associate Dean for Service

Learning and Humanities Institute now reports to the Dean for Humanities and has assumed additional responsibilities within this school.

While these changes have been helpful, there is recognition that further attention needs to be paid to managers' workloads. Increased responsibilities and the large size of many of the schools are still a concern.

**Status:** This recommendation has been partially addressed.

***Recommendation:***

4.2 *The team recommends that the college, in cooperation with the district, review the general education program to assure that the requirements are appropriate.*

**Response:**

During 1999-2000, the Academic Affairs Committee and the Curriculum Review Committee conducted a review of the District's general education requirements. At the conclusion of this review, the Academic Affairs Committee passed a comprehensive resolution on general education. This resolution was subsequently endorsed by the Mesa College Academic Senate and was later supported by the District-wide Curriculum and Instruction Council. This resolution affirms the District's current course guidelines on general education and further states that a course's transfer status should be considered separate from the general education review process. In addition, the resolution calls for the inclusion of the District and colleges' general education course guidelines in the college catalogs, which has been implemented. No further action has been taken.

In 2003-2004, the District Curriculum and Instruction Council (CIC) established the General Education Review Task Group. The committee's charge is to formulate recommendations addressing the following questions. Should District General Education courses: be grouped into the same categories as CSUs; vary in unit requirement according to the associate degree sought – AA or AS; be augmented and aligned with general education courses offered by CSUGE/IGETC; be transferable to CSU and articulated with CSU general education courses; be restricted to courses offered at CSU/IGETC; and, include a list of measurable student learning outcomes for general education. The task group is expected to complete its recommendations by the end of spring 2004

**Status:** This recommendation has been fully and successfully addressed.

## STANDARD FIVE: STUDENT SUPPORT AND DEVELOPMENT

### **Recommendation:**

- 5.1 *The team recommends that the college build on the strides it has made in the development of an Enrollment Management Plan by expanding outreach, retention and persistence efforts to sustain future growth (5.1, 5.6, 5.7, 5.10).*

### **Response:**

Student Services has been working to augment its outreach efforts and has recently established the Office of Relations with Schools. The College has also created an Outreach Council to coordinate all outreach activities, with an emphasis on high school outreach. To enhance activities related to retention and transfer, the College has established a comprehensive Transfer Center. Following a major remodeling effort, the new Transfer Center, housed in a 1400 square foot area, is now operational and the Career Center has also been added to this location. The Center, which opened on July 1, 2001, provides students with an array of support services related to career exploration and job development.

The College President also initiated discussions with the principals of the College's seven feeder high schools. Formal partnerships have been signed with six of these institutions, for both recruitment and instructional purposes. New programs such as a Comprehensive Orientation Program for New Students and special programs for parents and families have been instituted to complement past practices. Enrollment has increased every year since the team visit, in part due to these and similar efforts.

The College organized a comprehensive planning strategy to effectively market and promote its schedule of instructional course offerings and programs. The marketing plan includes activities ranging from posters, postcards, letters to faculty, multiple newspaper ads, custom flyers, website homepages, radio ads, movie ads to marquee announcements all to promote and increase enrollment. These activities complement similar activities in the District.

During 2003-2004, the Vice President of Student Services has initiated a high school outreach and recruitment effort with Kearny High School. The program, entitled Fast Track, provides for selected 11<sup>th</sup> and 12<sup>th</sup> graders to enroll in one or two classes at Mesa. Intensive orientation and a dedicated counselor are an important component of the plan. Summer orientation for new students has been expanded by the offering of several sections of Personal Growth 65, Orientation to College. The Dean of Student Development and Matriculation has initiated research projects to track the student learning outcomes, success and retention of students who completed summer PG 65 courses as compared to a similar cohort who did not, and of students enrolled in Puente and Mesa Academy.

**Status:** This recommendation has been fully and successfully addressed.

***Recommendation:***

- 5.2            *The college has made impressive progress in the diversification of its student body and employees and should continue efforts to ensure that these groups mirror the diversity of the community (5.3, 5.4, 5.5, 5.7, 5.8, 7D.1, and 7D.2).*

**Response:**

Mesa College continues in its strides to promote diversification of its student body and employees in a successful effort to mirror and even exceed the diversity of the community. The results of recent hirings demonstrate the effectiveness of this effort. The District Office of Human Resources has supported the College in its recruitment efforts for new contract faculty and staff positions and has worked to provide funding for a broader spectrum of recruitment advertisements and activities. In 1999, the College was publicly commended by the U.S. Department of Labor Office of Federal Contract Compliance for its efforts and commitment to diversity.

**Status:**        This recommendation has been fully and successfully addressed.

**STANDARD SIX: INFORMATION AND LEARNING RESOURCES**

There are no recommendations for this standard.

**STANDARD SEVEN: FACULTY AND STAFF**

***Recommendation:***

- 7.1            *The team recommends that the college examine utilization of present staff and management in relation to support needed for academic programs and services (7A.1, 6.5, 7D.2, 10B.3).*

**Response:**

The College continues to be seriously concerned about the level of management staffing relative to the size and complexity of the institution. The College President has worked actively to communicate this issue to the District and the Board of Trustees. Since the previous accreditation evaluation team visit, the College has witnessed some improvement in this area, notably the establishment of the positions of Dean of Instructional Services and Economic Development, a new Associate Dean position for Teacher Education and an Associate Dean position for Service Learning and the Humanities Institute. These positions have strengthened the overall management of the College while providing leadership for specific programs.

There has also been indirect improvement in the form of staff support for management functions, such as: an internal reorganization with the Instructional

and Students Services areas; the provision of 11-month contracts for some department chairpersons; the extensive conversion of non-academic hourly positions to permanent classified positions; the approval of new classified positions in the College's Learning Resource Center; and the division of computing support into two groups: one responsible for instructional computing, reporting to the Dean of Learning Resources and Instructional Support, and one for administrative computing, reporting to the College's Director of Administrative Services.

The College will continue to address management and classified staffing needs through a combination of reallocation and realignment within the institution and through direct requests to the District and the Board of Trustees. The need for an increased level of management support remains acute, especially at the individual School level. However, further improvements are unlikely in the near future due to the budget reductions mandated under the current state budget deficit.

**Status:** This recommendation has been partially addressed.

***Recommendation:***

7.2 *The team recommends that the college analyze the hiring process for adjunct faculty (7A.2).*

**Response:**

Effective November 1999, the District/AFT Guild Collective Bargaining Agreement now contains provisions that affect the hiring process for adjunct faculty. New provisions within this contract grant adjunct faculty "priority of assignment status" based on seniority. In addition, these provisions permit the appropriate manager to exclude ten percent (10%) of the total number of adjunct assignments for the express purposes of hiring new adjunct faculty who have not previously held an assignment. The Vice President of Instruction and the deans have continued to make improvements in those areas of adjunct faculty hiring that are not addressed in this Agreement.

In order to increase the applicant pool for the hiring of adjunct faculty, the District Human Resources Office has subscribed to a Web site called *HigherEdJobs.com*. This Web site allows for unlimited listings of positions for classified, academic (both contract and adjunct) and management positions. In addition to the District's web page, adjunct faculty information and available adjunct faculty positions are also posted at this site with links back to the District and the colleges.

**Status:** This recommendation has been fully and successfully addressed.

## **STANDARD EIGHT: PHYSICAL RESOURCES**

There are no recommendations for this standard.

## **STANDARD NINE: FINANCIAL RESOURCES**

There are no recommendations for this standard.

## **STANDARD TEN: GOVERNANCE AND ADMINISTRATION**

### ***Recommendation:***

*10.1 The team recommends that the board establish clearly defined policies on the duties, responsibilities of board members and the ethical conduct requirements as well as the process for annually assessing its own performance (10B.5, 10B.9, 10B).*

### **Response:**

Since the 1998 evaluation visit, the Board of Trustees has conducted a systematic and thorough review of its policies, making numerous changes designed to ensure currency. This activity included an updating of the Board's ethical-conduct policy and self-assessment practices. The Board has also discussed the responsibilities of Board members and the Board as a whole.

In an effort to improve Board relations, the Board employed the services of a consultant who worked with them on strategies to improve interactions among Board members, as well as the manner in which the Board conducts business and functions publicly. In addition, through this consultant, interviews were conducted with key individuals within the District to assess perceptions of Board members and Chancellor, and the effectiveness of professional interactions within the District.

Four new Board members have been elected since the 1998 team visit. Mesa College is heartened by the improvements that have resulted from the new Board composition, especially an improvement in the tenor and civility of Board relations. The College is heartened by the efforts taken by the Board to become knowledgeable about and involved in the accreditation process and in other processes pertaining to the institution. During 2003-2004, there have been accreditation updates presented to the Board including a study session focusing on Standard Four, Governance and Administration. The District Academic Senates also presented on participatory governance at a Board study session. Mesa College will continue its efforts to encourage the Board to become more knowledgeable about the individual colleges that comprise the District while maintaining a District-wide perspective.

**Status:** This recommendation has been partially addressed.