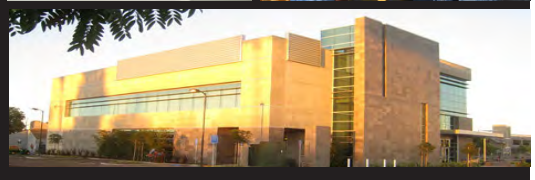
WE ARE *Mesa*

Spring 2010

Institutional self.study

For Reaffirmation of Accreditation



VISION

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

MISSION

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

VALUES

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

GOALS

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

Mesa
SAN DIEGO MESA COLLEGE

San Diego Mesa College

Institutional Self Study Report

In Support of Reaffirmation of Accreditation

Submitted by

San Diego Mesa College
7250 Mesa College Drive
San Diego, California, 92111

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

May 2010

SAN DIEGO MESA COLLEGE

INSTITUTIONAL SELF STUDY
FOR REAFFIRMATION OF ACCREDITATION

TABLE OF CONTENTS

Certifications
Certification of the Institutional Self Study Report 5

Introduction
History of the Institution 6
Demographic Information 9
Status of Self-Identified Action Plans from 2004 Self Study 18
Longitudinal Student Achievement Data 24
Program Review and Institutional Planning/Resource Allocation Process 38
Student Learning Outcomes Evidence 41
Off-Campus Sites and Distance Learning 58
Use of Federal Grant Monies 59

Abstract of the Report 60

Organization for the Self Study 64
Steering Committee 67
Committees 68
Timeline 70

Organization of the Institution
Mesa College 71
San Diego Community College District (SDCCD) Delineation of Function 87
SDCCD Organizational Map 96

Certification of Continued Compliance with Eligibility Requirements 108
Responses to Recommendations from 2004 Comprehensive Evaluation 115

Institutional Self Evaluation Using Commission Standards
Standard One: Institutional Mission and Effectiveness 137
Standard I.A Mission 137
Standard I.A.1 Alignment of Mission 138
Standard I.A.2 Approval by Governing Board 140
Standard I.A.3 Review of Mission Statement 140
Standard I.A.4 Mission and Planning/Decision-Making 140
Planning Agenda for Standard 1.A 141
Standard 1.A Evidence 142
Standard I.B Improving Institutional Effectiveness 143
Standard I.B.1 Continuous Improvement Dialogue 146
Standard I.B.2 Institutional Goals 148
Standard I.B.3 Assessment of Goals 150
Standard I.B.4 Planning Process 152
Standard I.B.5 Documented Assessment Results and Communication 154
Standard I.B.6 Review/Modification of Planning and Resource Allocation 154
Standard I.B.7 Evaluation Mechanisms 155
Planning Agenda for Standard 1.B 155
Standard 1.B Evidence 157

Standard Two: Student Learning Programs and Services 158
Standard II.A Instructional Programs 158
Standard II.A.1 Support of Mission 158
II.A.1.a 160
II.A.1.b 161
II.A.1.c 163
Standard II.A.2 Quality and Improvement 166
II.A.2.a 166
II.A.2.b 169
II.A.2.c 170
II.A.2.d 172
II.A.2.e 173
II.A.2.f 175
II.A.2.g 175
II.A.2.h 177
II.A.2.i 177
Standard II.A.3 General Education/SLOs 177
II.A.3.a 178
II.A.3.b 180
II.A.3.c 181
Standard II.A.4 Degree Programs 182
Standard II.A.5 Vocational/Occupational Certificates and Degrees 182
Standard II.A.6 Curricular Information 183
II.A.6.a 185
II.A.6.b 186
II.A.6.c 187
Standard II.A.7 Academic Integrity 187
II.A.7.a 188
II.A.7.b 189
II.A.7.c 189
Standard II.A.8 Foreign Locations 190
Planning Agenda for Standard IIA 190
Standard IIA Evidence 191
Standard II.B Student Support Services 196
Standard II.B.1 Support of Mission 197
Standard II.B.2 College Catalog 200
Standard II.B.3 Learning Support Needs 203
II.B.3.a 206
II.B.3.b 208
II.B.3.c 212
II.B.3.d 215
II.B.3.e 220
Standard II.B.4 Evaluation of Student Support 221
Planning Agenda for Standard II.B 222
Standard II.B Evidence 223
Standard II.C Library and Learning Support Services 227
Standard II.C.1 Quality 227
II.C.1.a 227
II.C.1.b 235
II.C.1.c 237
II.C.1.d 238
II.C.1.e 239
Standard II.C.2 Evaluation of Library and Learning Support 240
Planning Agenda for Standard II.C 241
Standard II.C Evidence 242

Standard Three: Resources 243
Standard III.A Human Resources 243
Standard III.A.1 Personnel Employment 243
III.A.1.a 245
III.A.1.b 247
III.A.1.c 249
III.A.1.d 252
Standard III.A.2 Personnel Numbers 252
Standard III.A.3 Personnel Policies and Procedures 254
III.A.3.a 254
III.A.3.b 255
Standard III.A.4 Equality and Diversity 255
III.A.4.a 258
III.A.4.b 258
III.A.4.c 259
Standard II.A.5 Professional Development 260
III.A.5.a 260
III.A.5.b 261
Standard III.A.6 Human Resource Planning 262
Planning Agenda for Standard IIIA 262
Standard IIIA Evidence 263
Standard III.B Physical Resources 265
Standard III.B.1 Safety and Sufficiency 265
III.B.1.a 270
III.B.1.b 272
Standard III.B.2 Planning and Evaluation 274
III.B.2.a 276
III.B.2.b 277
Planning Agenda for Standard IIIB 278
Standard IIIB Evidence 279
Standard III.C Technology Resources 281
Standard III.C.1 Technological Support 281
III.C.1.a 282
III.C.1.b 286
III.C.1.c 288
III.C.1.d 289
Standard III.C.2 Planning 291
Planning Agenda for Standard IIIC 292
Standard IIIC Evidence 293
Standard III.D Financial Resources 294
Standard III.D.1 Support of Mission 296
III.D.1.a 297
III.D.1.b 298
III.D.1.c 299
III.D.1.d 300
Standard III.D.2 Control Mechanisms 303
III.D.2.a 301
III.D.2.b 302
III.D.2.c 302
III.D.2.d 303
III.D.2.e 303
III.D.2.f 304
III.D.2.g 305
Standard III.D.3 Assessment 305
Planning Agenda for Standard IIID 306
Standard IIID Evidence 307

Standard Four: Leadership and Governance 309
Standard IV.A Decision-Making Roles and Processes 309
Standard IV.A.1 Environment for Empowerment, Innovation and Excellence 309
Standard IV.A.2 Policies for Participation in Decision-Making 311
IV.A.2.a 311
IV.A.2.b 315
Standard IV.A.3 Governance Structure, Processes and Practices 315
Standard IV.A.4 Commission Compliance 316
Standard IV.A.5 Evaluation of Governance and Decision-Making 317
Planning Agenda for Standard IVA 318
Standard IVA Evidence 319
Standard IV.B Board and Administrative Organization 321
Standard IV.B.1 Governing Board 321
IV.B.1.a 322
IV.B.1.b 323
IV.B.1.c 324
IV.B.1.d 324
IV.B.1.e 325
IV.B.1.f 326
IV.B.1.g 327
IV.B.1.h 327
IV.B.1.i 328
IV.B.1.j 329
Standard IV.B.2 Presidency 330
IV.B.2.a 331
IV.B.2.b 332
IV.B.2.c 334
IV.B.2.d 335
IV.B.2.e 336
Standard IV.B.3 Multi-College District 337
IV.B.3.a 338
IV.B.3.b 339
IV.B.3.c 341
IV.B.3.d 342
IV.B.3.e 343
IV.B.3.f 344
IV.B.3.g 347
Planning Agenda for Standard IVB 348
Standard IVB Evidence 349

A List of Evidence Available in the Team Room 352

Certifications

VISION

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

WE ARE Mesa

CERTIFICATION OF THE INSTITUTIONAL SELF STUDY REPORT

DATE: May 11, 2010

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

FROM: San Diego Mesa College
7250 Mesa College Drive
San Diego, California 92111

This Institutional Self Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status. We certify that there was broad participation by the campus community, and we believe the Self Study Report accurately reflects the nature and substance of this institution.

Mr. Rich Grosch
President, Board of Trustees

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

Dr. Rita M. Cepeda
President, San Diego Mesa College

Dr. Jill Baker
Self Study Chair

Dr. Yvonne Bergland
Self Study Chair

Ms. Juliette Parker
Self Study Chair

Ms. Cynthia Rico-Bravo
President, Academic Senate

Ms. Robin Watkins
President, Classified Senate

Mr. Mason Walker
President, Associated Students

Mr. Tim McGrath
Accreditation Liaison Officer

Introduction

VALUES

• Access • Accountability • Diversity • Equity • Excellence • Integrity

WE ARE *Mesa*

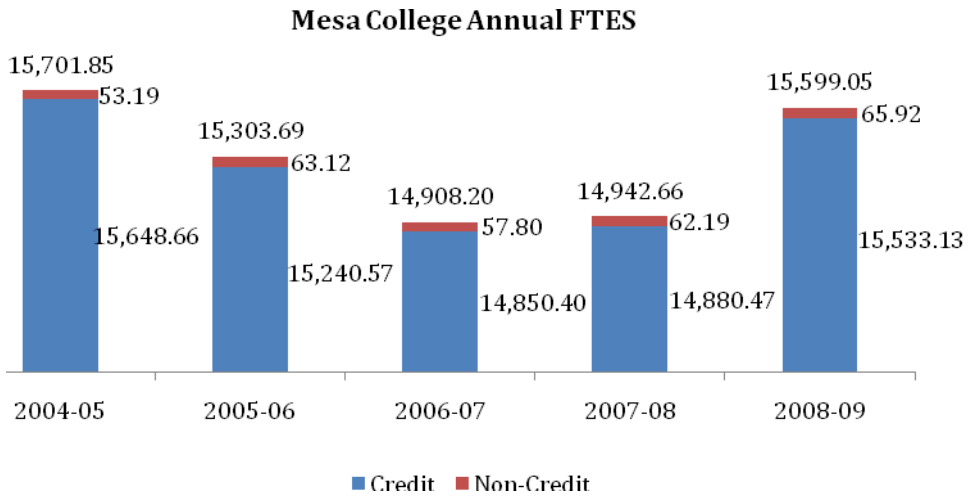
HISTORY OF THE INSTITUTION

Among the largest community colleges in California and the nation, San Diego Mesa College is a fully accredited two-year college offering more than 170 associate degree and certificate programs. With its robust language, art and music programs, and rigorous math and science curricula, Mesa ranks as San Diego's top transfer institution. The College also serves as an important economic catalyst for the region. Its career programs include allied health fields, biopharmaceutical, multimedia, animal health technology, American Sign Language, hospitality, fashion, architecture, interior design, and more. Situated on a sprawling, suburban 104-acre mesa in the geographic center of San Diego, the College's small classes, exemplary student support services, outstanding faculty, and reputation for quality offer an unparalleled academic experience.

Major Construction Projects/Improvements Underway or Planned for the Year
Mesa College began a dramatic physical transformation of the East Campus gateway. Visitors now arrive on campus through a redesigned, more user-friendly entrance, including major road realignment, a new 1,100-space parking structure, and the District's first-ever "green" police substation. The new Allied Health Building, situated at the East Entrance, is scheduled to be completed in fall 2009. This three-story instructional facility will provide training facilities and classroom space for degree and certificate programs for five healthcare fields: Dental Assisting, Health Information Technology, Medical Assisting, Physical Therapy Assistant and Radiologic Technology. The campus will also complete a world-class All-Weather Track and Field facility in fall 2009. New projects starting up include a 100,000 square foot Math & Science Building and a new 36,000 square foot Student Services Building.

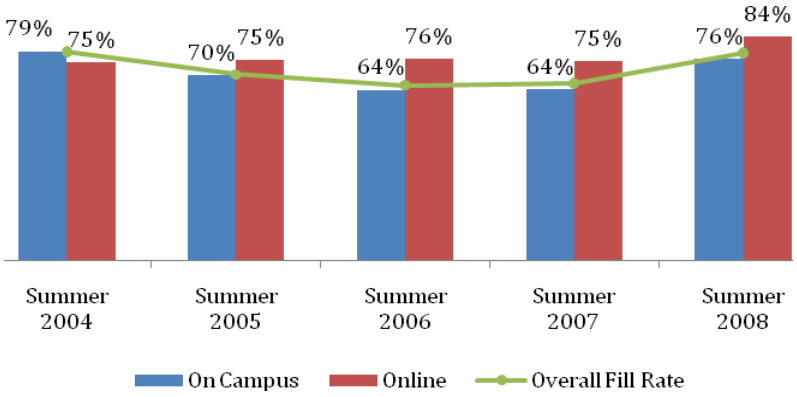
Productivity and Efficiency

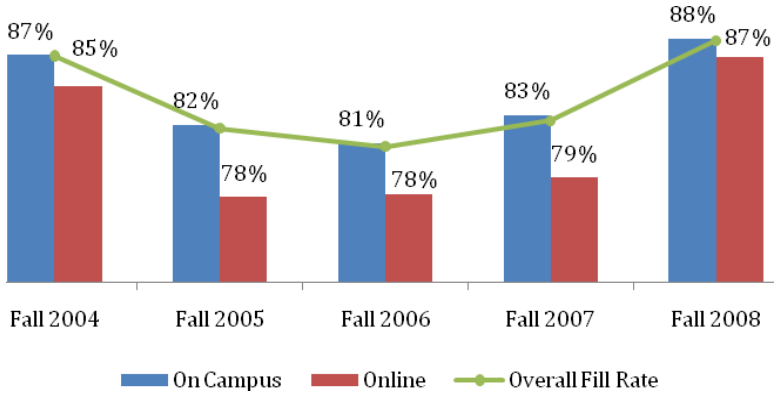
Annual FTES Summary: From 2004/05 to 2008/09, Mesa College saw a 0.6% decrease in FTES (15,701 to 15,599). For credit FTES, there was a decrease by 0.7% from 15,649 in 2004/05 to 15,533 in 2008/09. College non-credit FTES saw a 24% increase from 53 in 2004/05 to 66 in 2008/09.

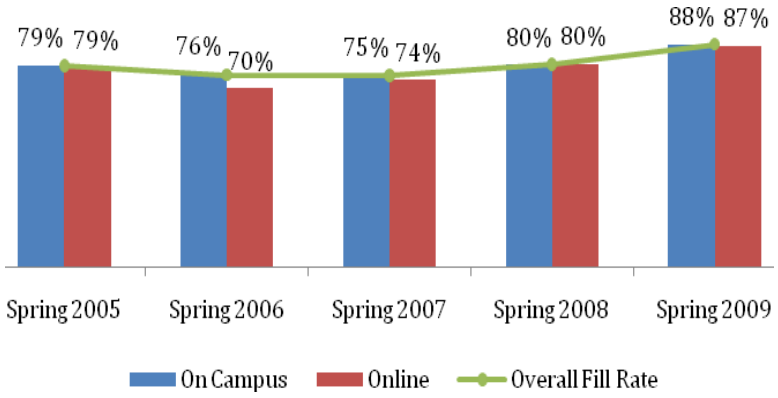


Fill Rates Summary: The average fill rates for Mesa College were the highest for the fall cohorts when compared to spring and summer cohorts (84% vs. 79% and 71%, respectively) between 2004/05 and 2008/09. Overall fill rates for all colleges in the District followed the same pattern. On average, from 2004/05 to 2008/09, fill rates were higher for online classes (78%) compared to on-campus classes (70%) during summer terms, higher for on-campus classes (84%) compared to online classes (81%) during fall

terms, and equivalent for on campus classes (79%) and online classes (79%) during spring terms. Mesa College had higher fill rates, on average, compared to the fill rates of all colleges in the District across all modes of instruction.







Enrollments Summary: The enrollment trend for the online mode of instruction increased tremendously for summer by 372%, fall by 204%, and spring by 159% between 2004/05 and 2008/09. However, the on-campus mode of instruction enrollment trend had consistently decreased for the summer by (–) 38%, fall by (–) 11%, and spring by (–) 7% between 2004/05 and 2008/09. Enrollment trends for all colleges in the District were consistent with the enrollment trends for Mesa College.

	On Campus			Online		
Term	**Enrollment**	**Capacity**	**Fill Rate**	**Enrollment**	**Capacity**	**Fill Rate**
Summer 2004	15,292	19,443	79%	802	1,075	75%
Summer 2005	13,373	19,237	70%	1,370	1,817	75%
Summer 2006	12,108	18,877	64%	2,473	3,258	76%
Summer 2007	11,872	18,414	64%	3,377	4,501	75%
Summer 2008	9,442	12,450	76%	3,784	4,495	84%
Total & Average	**62,087**	**88,421**	**70%**	**11,806**	**15,146**	**78%**
Fall 2004	53,153	61,087	87%	1,800	2,120	85%
Fall 2005	48,629	59,014	82%	2,428	3,128	78%
Fall 2006	48,054	59,180	81%	3,527	4,533	78%
Fall 2007	47,483	57,182	83%	4,416	5,597	79%
Fall 2008	47,408	53,809	88%	5,471	6,301	87%
Total & Average	**244,727**	**290,272**	**84%**	**17,642**	**21,679**	**81%**
Spring 2005	51,544	65,034	79%	2,707	3,443	79%
Spring 2006	48,387	63,650	76%	3,943	5,595	70%
Spring 2007	47,234	62,606	75%	5,246	7,129	74%
Spring 2008	45,702	57,319	80%	6,488	8,116	80%
Spring 2009	47,985	54,784	88%	7,020	8,067	87%
Total & Average	**240,852**	**303,393**	**79%**	**25,404**	**32,350**	**79%**

DEMOGRAPHIC INFORMATION

According to the 2000 census data from SANDAG, San Diego has become a "minority majority" city with no group constituting over 50% of the population (San Diego Regional Environmental Scan Report, 2006). In other words, the City of San Diego is becoming diversified due to an ever- changing demographic population. As of 2000, Whites constituted 49% of the total San Diego City population, followed by Latinos (25%) and then Asians (14%). The socio-economic structure of San Diego tends to be dichotomized. That is, there are many well-educated professionals and many less-well educated service sector workers relative to very few middle-income level jobs in the City of San Diego (San Diego Regional Environmental Scan Report, 2006). This socio-economic trend seems to be driven by both the income and educational attainment levels of the San Diego general population according to 2000 census data. In all, these tends reflect a socio-economic structure that is typical of many post-industrial cities.

San Diego is one of the fastest growing cities in the United States and is considered one of the nation's largest cities. San Diego is projected to grow over the next two decades; however, the growth will be different and significant changes to the city's population are expected to transpire (San Diego Regional Environmental Scan Report, 2006). For instance, the majority of the city's population growth is expected to occur in the Latino community. By today's demographic standards, Latinos comprise one-quarter of the San Diego City population. However, by the year 2030, Latinos are expected to account for approximately one-third of the total population (SANDAG forecast, 2000). At that time, both the White and Latino populations in San Diego are expected to be comparable to each other.

An ethnic breakdown comparison of Mesa College and its service area showed that the Latino, Asian and African American student populations at Mesa College (20%, 13% and 6%, respectively) were overrepresented compared to the Latino, Asian and African American general populations within the Mesa College service area (15%, 10% and 4% respectively). Conversely, the White student population at Mesa College (41%) was underrepresented relative to the White general population within the Mesa College service area (66%).

Headcount and Student Characteristics

Overall: Unduplicated student headcount for Mesa College showed a 1% increase between Fall 2004 (N = 23,045) and Fall 2008 (23,323) and a 4% increase between Spring 2005 (22,963) and Spring 2009 (23,967).

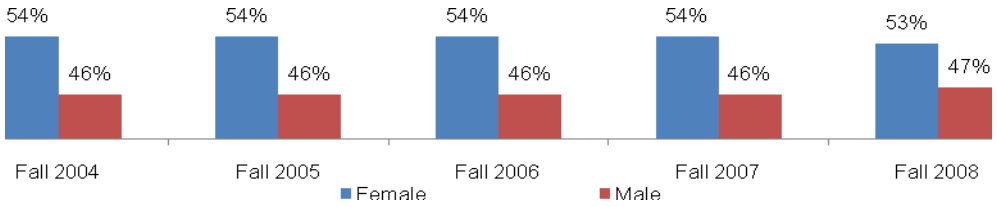
	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	% Change Fall 04-08
Total	**23,045**	**21,736**	**21,879**	**22,444**	**23,323**	**1%**

Source: SDCCD Information System

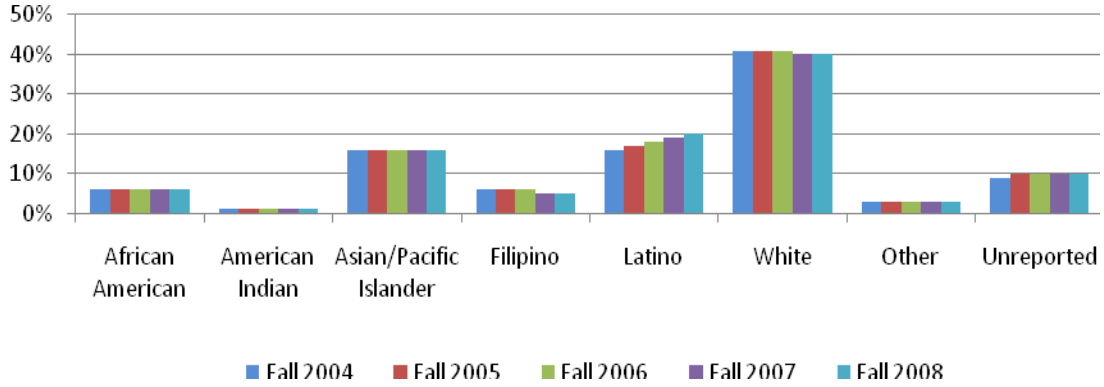
	Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009	% Change Spring 05-09
Total	**22,963**	**22,055**	**22,146**	**22,756**	**23,967**	**4%**

Source: SDCCD Information System

Gender: On average, the female student headcount (54%) was higher than the male student headcount (46%), both of which have remained consistent from Fall 2004 to Fall 2007. In Fall 2008, the female : male ratio became slightly more balanced (female = 53% and male = 47%). Both male and female student headcounts increased between Fall 2004 and Fall 2008, which was consistent with the overall student population trend.

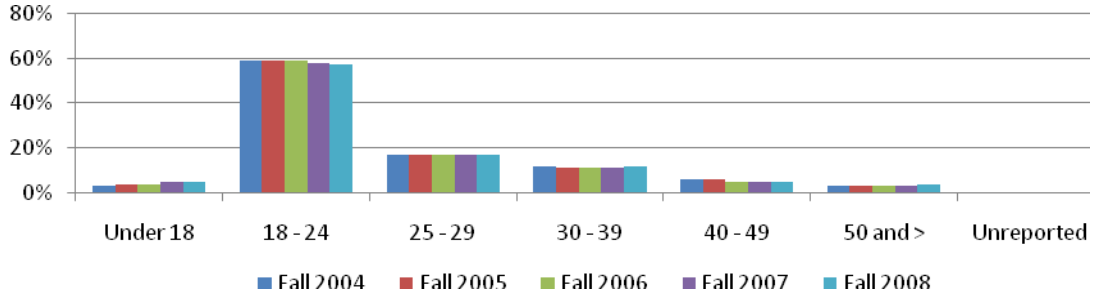


Ethnicity: The ethnic groups with the largest headcounts between Fall 2004 and Fall 2008 comprised White students (41%), Latino students (18%) and Asian/Pacific Islander students (16%). At Mesa College, the Latino student population increased by 21%, the African-American and Asian/Pacific Islander student populations remained steady with 0% change, and those who were Unreported increased by 8%, in contrast to all other ethnic groups, which declined, between Fall 2004 and Fall 2008. Between Fall 2004 and Fall 2008, the Latino student headcount increased by one percentage point annually, thus confirming the projections noted in the Environmental Scan. The Latino student headcount at Mesa College (18%) was underrepresented when compared to the District-wide Latino headcount (22%).

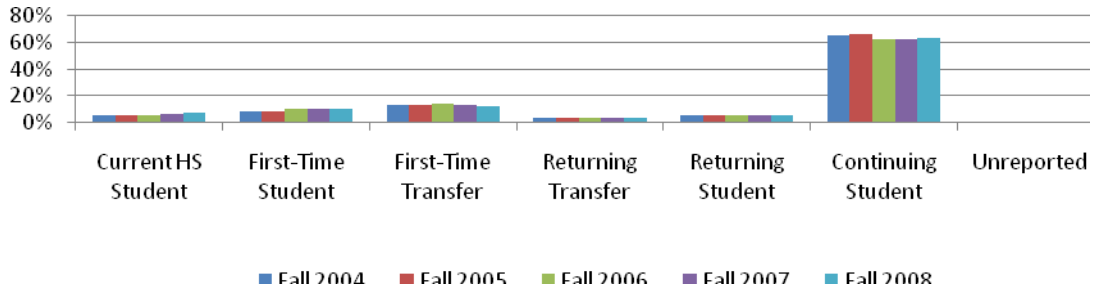


	Fall 2004		Fall 2005		Fall 2006		Fall 2007		Fall 2008	
African American	1,431	6%	1,370	6%	1,387	6%	1,362	6%	1,436	6%
American Indian	217	1%	192	1%	181	1%	204	1%	208	1%
Asian/Pacific Islander	3,678	16%	3,526	16%	3,560	16%	3,583	16%	3,623	16%
Filipino	1,456	6%	1,312	6%	1,231	6%	1,191	5%	1,183	5%
Latino	3,785	16%	3,758	17%	3,907	18%	4,244	19%	4,575	20%
White	9,522	41%	8,884	41%	8,913	41%	9,054	40%	9,318	40%
Other	778	3%	625	3%	619	3%	653	3%	627	3%
Unreported	2,178	9%	2,069	10%	2,081	10%	2,153	10%	2,353	10%
Total	**23,045**	**100%**	**21,736**	**100%**	**21,879**	**100%**	**22,444**	**100%**	**23,323**	**100%**

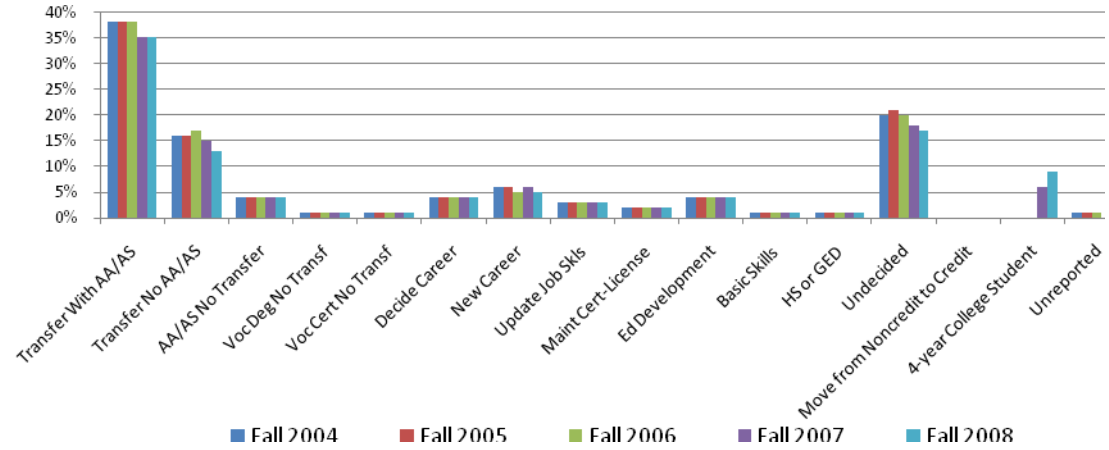
Age: Students who were between ages 18 – 24, on average, constituted more than half of the Mesa student population (58%). Of the total student population, students under age 18 increased by 57% from Fall 2004 to Fall 2008. With the exception of students under 18 years old, ages 25 – 29, and ages 50 and above, all other age cohorts exhibited a downward trend in student enrollment between Fall 2004 and Fall 2008.



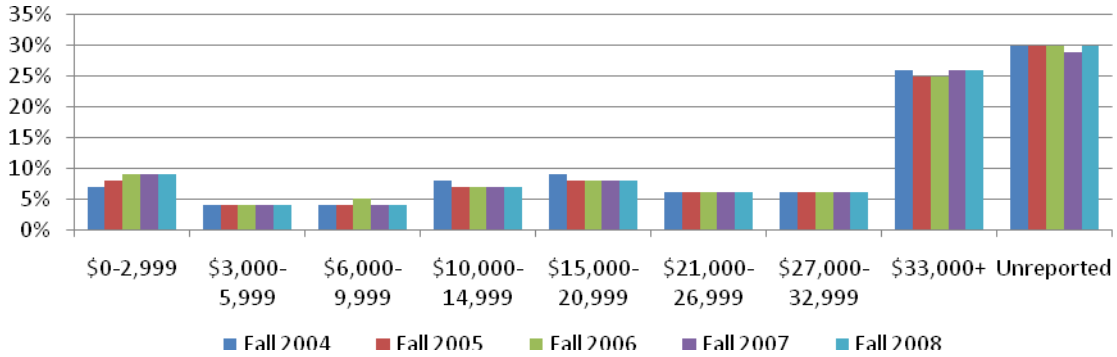
Enrollment Status: On average, sixty-four percent of the student population were continuing students. The number of current high school students who were enrolled at Mesa College increased by 39%, from 1,094 students in Fall 2004 to 1,523 in Fall 2008.



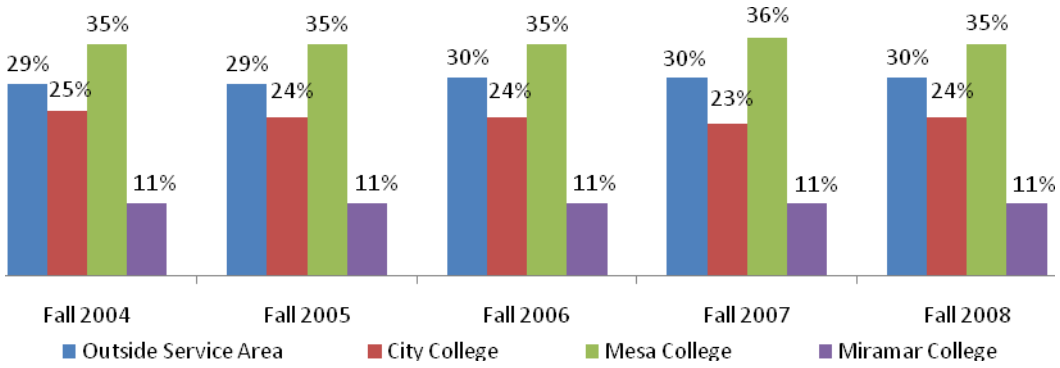
Educational Objective: Approximately half of the Mesa student population (52%) selected transfer with or without an associate degree as their educational objective. Undecided students, on average, made up 19% of the student population. In Fall 2007, 6% of the student population comprised 4-year college students, while in Fall 2008 this figure increased to 9%. Prior to Fall 2007, records did not specify four-year college students.



Income Level: Between Fall 2004 and Fall 2008, among those who reported their income levels, one-quarter (25%) of the Mesa student population reported making over $33,000 or more a year on average. The number of students who reported making between $0 – 2,999 a year on average increased by 40% between Fall 2004 and Fall 2008. It should be noted that there was a large percentage of students who did not report their income level. Thus, the data may not be representative of the income level of students at Mesa College.



Residence by Service Area: Between Fall 2004 and Fall 2008, on average, 35% of students who resided within the Mesa service area attended Mesa College. Among the three college service areas, the greatest proportion of Mesa students resided within its service area. Approximately one-third of Mesa College students (35%) resided in a non-Mesa, District service area, i.e., in City's or Miramar's service area, while 30% were from outside the District service area.



Units Attempted/Units Earned: From Fall 2004 to Fall 2008, on average, 66% of students who attempted 0.1 – 2.9 units earned a number of units within that same range and 72% of students who attempted 3.0 – 5.9 units earned a number of units within that same range. As the number of units attempted increased, the proportions of students who earned a number of units within that same range decreased as 55% of those who attempted 6.0 – 8.9 units earned number of units within that same range, 47% of those who attempted 9.0 – 11.9 units earned a number of units within that same range, and 53% of those who attempted 12.0 + units earned a number of units within that same range.

Units Attempted			0 Units	0.1 - 2.9 Units	3.0 - 5.9 Units	6.0 - 8.9 Units	9.0 - 11.9 Units	12.0 + Units
	Fall 2004	0.1 - 2.9 Units	30%	**70%**				
		3.0 - 5.9 Units	26%	2%	**73%**			
		6.0 - 8.9 Units	19%	2%	23%	**56%**		
		9.0 - 11.9 Units	16%	2%	13%	23%	**46%**	
		12.0 + Units	8%	1%	7%	12%	19%	**53%**
	Fall 2005	0.1 - 2.9 Units	34%	**66%**				
		3.0 - 5.9 Units	26%	1%	**73%**			
		6.0 - 8.9 Units	21%	2%	22%	**55%**		
		9.0 - 11.9 Units	16%	1%	15%	20%	**47%**	
		12.0 + Units	9%	1%	7%	12%	18%	**53%**
	Fall 2006	0.1 - 2.9 Units	37%	**63%**				
		3.0 - 5.9 Units	26%	1%	**72%**			
		6.0 - 8.9 Units	20%	1%	22%	**56%**		
		9.0 - 11.9 Units	16%	2%	13%	22%	**47%**	
		12.0 + Units	10%	1%	7%	12%	18%	**52%**
	Fall 2007	0.1 - 2.9 Units	37%	**63%**				
		3.0 - 5.9 Units	26%	1%	**72%**			
		6.0 - 8.9 Units	21%	2%	23%	**54%**		
		9.0 - 11.9 Units	16%	1%	15%	22%	**46%**	
		12.0 + Units	8%	1%	8%	12%	20%	**51%**
	Fall 2008	0.1 - 2.9 Units	33%	**67%**				
		3.0 - 5.9 Units	27%	2%	**72%**			
		6.0 - 8.9 Units	20%	2%	23%	**55%**		
		9.0 - 11.9 Units	15%	2%	14%	20%	**48%**	
		12.0 + Units	8%	1%	8%	12%	19%	**53%**
	% Change Fall 04-08		--	-4%	8%	3%	3%	-10%
College Average Fall 04-08			**--**	**66%**	**72%**	**55%**	**47%**	**53%**

EOPS: Ninety-seven percent of the Mesa student population had not received EOPS services on average between Fall 2004 and Fall 2008. However, there was a 10% decrease in the number of students who received EOPS services from Fall 2004 (n = 730) to Fall 2008 (n = 660).

	Fall 2004		Fall 2005		Fall 2006		Fall 2007		Fall 2008		% Change Fall 04-08	College Average Fall 04-08
Received EOPS	730	3%	774	4%	626	3%	797	4%	660	3%	-10%	3%
Not Received EOPS	22,285	97%	20,909	96%	21,211	97%	21,627	96%	22,656	97%	2%	97%
Unreported	30	0%	53	0%	42	0%	20	0%	7	0%	-77%	0%
Total	**23,045**	**100%**	**21,736**	**100%**	**21,879**	**100%**	**22,444**	**100%**	**23,323**	**100%**	**1%**	**100%**

DSPS: On average, 97% of the Mesa student population had not received any type of disability support services between Fall 2004 and Fall 2008. The number of students who received disability services increased by 7% from Fall 2004 (n = 550) to Fall 2008 (n = 588).

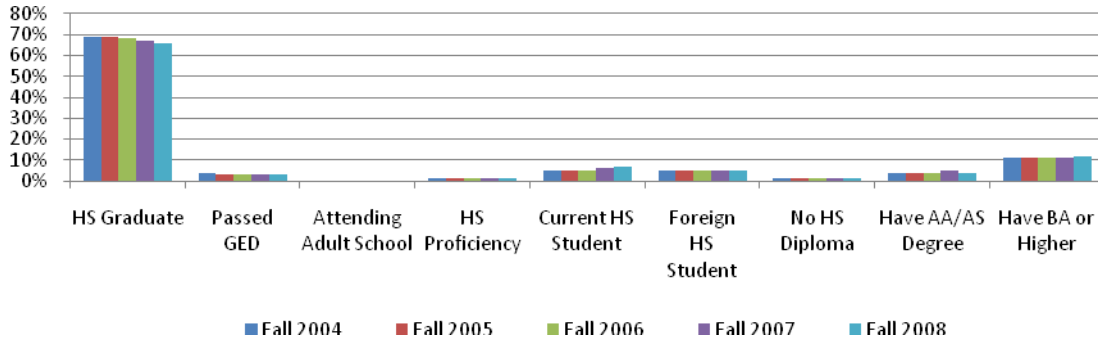
	Fall 2004		Fall 2005		Fall 2006		Fall 2007		Fall 2008		% Change Fall 04-08
Received DSPS	550	2%	510	2%	544	2%	545	2%	588	3%	7%
Not Received DSPS	22,465	97%	21,173	97%	21,293	97%	21,879	97%	22,728	97%	1%
Unreported	30	0%	53	0%	42	0%	20	0%	7	0%	-77%
Total	**23,045**	**100%**	**21,736**	**100%**	**21,879**	**100%**	**22,444**	**100%**	**23,323**	**100%**	**1%**

First Generation: From Fall 2004 to Fall 2008, on average, 22% of Mesa students reported being first generation college students. Both groups of students, those who were and those who were not first generation college students, increased in headcount between Fall 04 and Fall 08 (by 8% and 4%, respectively).

	Fall 2004		Fall 2005		Fall 2006		Fall 2007		Fall 2008		% Change Fall 04-08
Yes	4,968	22%	4,806	22%	4,936	23%	5,163	23%	5,352	23%	8%
No	17,212	75%	16,472	76%	16,678	76%	17,124	76%	17,880	77%	4%
Unreported	865	4%	458	2%	265	1%	157	1%	91	0%	-89%
Total	**23,045**	**100%**	**21,736**	**100%**	**21,879**	**100%**	**22,444**	**100%**	**23,323**	**100%**	**1%**

Primary Language: From Fall 2004 to Fall 2008, on average 94% of the Mesa student population spoke English as their primary language while 6% spoke a language other than English as their primary language.

Prior Educational Level: From Fall 2004 to Fall 2008, 68% of the Mesa College student population reported that they were high school graduates. Eleven percent of the Mesa student population had a bachelor's degree or higher, and 11% were either current high school students (5%) or graduated from a foreign high school (6%).



Human Resources

Fall 2008 Employees by Ethnicity: A total of 1,404 employees worked at Mesa College during Fall 2008. The ethnic breakdown showed that White employees made up 58% of the total employee population, followed by Latino and Asian employees (12% each) and African-American employees making up 7% of the Mesa College workforce. Among classified staff, White employees constituted nearly half of the employees (48%) and made up two-thirds (66%) of the teaching faculty positions compared to other ethnic groups. Although White employees generally constituted a higher percentage of the workforce at Mesa College, the trend decreased with management. White employees accounted for approximately one-third (36%) of management positions. Latinos constituted 14% of the management positions followed by Asians with 7%.

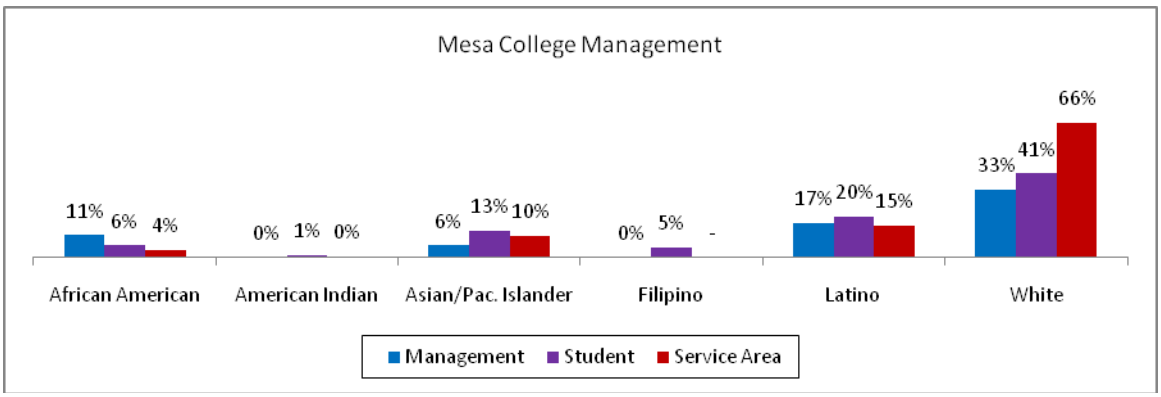
	African American		American Indian		Asian		Filipino		Latino		White		Other		Unreported		Total
Total Employees	101	7%	8	1%	172	12%	6	<1%	163	12%	812	58%	3	<1%	139	10%	1,404
Male	49	8%	4	1%	62	10%	2	<1%	72	11%	389	60%	2	<1%	71	11%	651
Female	52	7%	4	1%	110	15%	4	1%	91	12%	423	56%	1	<1%	68	9%	753
Classified Staff	21	12%	-	-	20	12%	4	2%	31	18%	82	48%	1	1%	13	8%	172
Non-Academic Hourly	18	8%	3	1%	72	34%	-	-	25	12%	65	31%	-	-	29	14%	212
Teaching Faculty	49	6%	4	<1%	68	8%	-	-	86	10%	576	66%	2	<1%	84	10%	869
Contract	15	7%	2	1%	16	8%	-	-	25	12%	129	61%	1	<1%	24	11%	212
Adjunct	34	5%	2	<1%	52	8%	-	-	61	9%	447	68%	1	<1%	60	9%	657
Counseling Faculty	6	13%	1	2	5	11%	1	2%	9	20%	21	46%	-	-	3	7%	46
Contract	4	14%	-	-	4	14%	1	3%	6	21%	13	45%	-	-	1	3%	29
Adjunct	2	12%	1	6	1	6%	-	-	3	18%	8	47%	-	-	2	12%	17
Library Faculty	-	-	-	-	-	-	-	-	-	-	10	83%	-	-	2	17%	12
Contract	-	-	-	-	-	-	-	-	-	-	6	86%	-	-	1	14%	7
Adjunct	-	-	-	-	-	-	-	-	-	-	4	80%	-	-	1	20%	5
Police Officers	-	-	-	-	-	-	-	-	-	-	8	100 %	-	-	-	-	8
Community Service Officers	-	-	-	-	-	-	-	-	2	29%	5	71%	-	-	-	-	7
Management	2	14%	-	-	1	7%	-	-	2	14%	5	36%	-	-	4	29%	14
Supervisory Staff	4	17%	-	-	2	9%	1	4%	5	22%	9	39%	-	-	2	9%	23

Mesa College Employee-Student Demographic Comparison

Management

- In Fall 2008, for management, both Latino and African-American employees at Mesa College (17% and 11%, respectively) were overrepresented proportional to the Latino and African-American general populations within the Mesa College service area (15% and 4%, respectively). Both White and Asian employees at Mesa College (33% and 6%, respectively) were underrepresented relative to the White and Asian/Pacific Islander general populations within the Mesa College service area (66% and 10%, respectively).

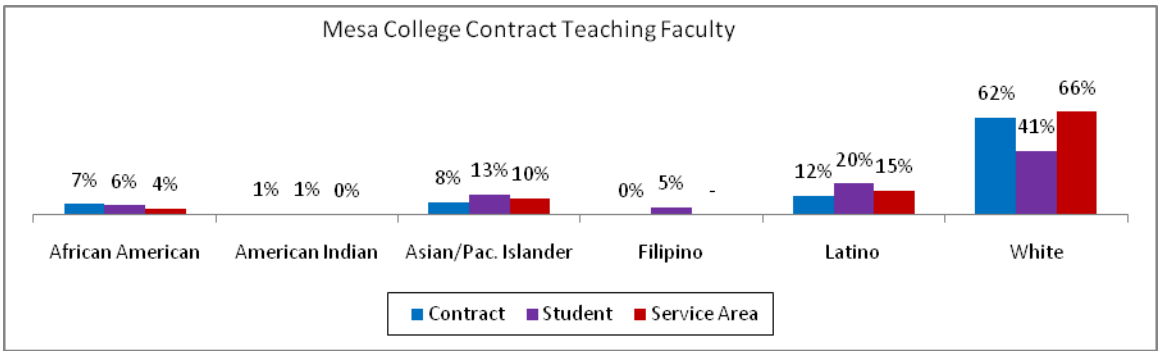
- In Fall 2008, for management, African-American employees at Mesa College (11%) were overrepresented proportional to the African-American student population at Mesa College (6%). White, Latino, and Asian employees at Mesa College (33%, 17% and 6%, respectively) were underrepresented relative to the White, Latino, and Asian student populations at Mesa College (40%, 20% and 13%, respectively).



Contract Teaching Faculty

- For contract teaching faculty, African-American employees at Mesa College (7%) were overrepresented compared to the African-American general population within the Mesa College service area (4%). Conversely, White, Latino, and Asian contract teaching faculty at Mesa College (62%, 12% and 8%, respectively) were slightly underrepresented relative to the White, Latino, and Asian general populations within the Mesa College service area (66%, 15% and 10%, respectively).

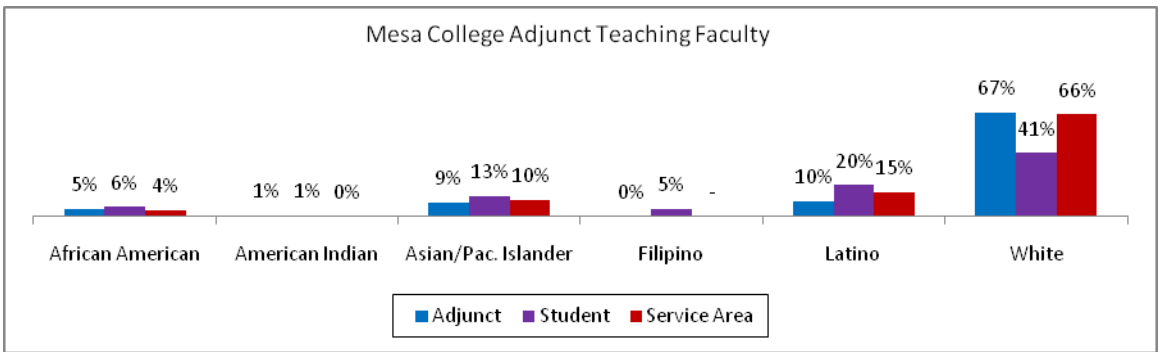
- White instructors held approximately two-thirds (62%) of the contract teaching positions at Mesa College and were overrepresented compared to the White student population at Mesa College (41%). Conversely, both Latino and Asian contract teaching faculty (12% and 8%, respectively) were slightly underrepresented relative to the Latino and Asian student populations at Mesa College (20% and 13%, respectively). African-American contract teaching faculty (7%) was representative of the African-American student population at Mesa College (6%).



Adjunct Teaching Faculty

- Among adjunct teaching faculty, White, Asian, and African-American employees at Mesa College (67%, 9% and 5%, respectively) were representative of the White, Asian, and African-American general populations within the Mesa City College service area (66%, 10% and 4%, respectively). In contrast, Latino adjunct teaching faculty at Mesa College (10%) was underrepresented relative to the Latino general population within the Mesa College service area (15%).

- White instructors held approximately two-thirds (67%) of the adjunct teaching positions at Mesa College and were overrepresented when compared to the White student population at Mesa College (41%). In contrast, both Latino and Asian adjunct teaching faculty at Mesa College (10% and 9%, respectively) were underrepresented relative to the Latino and Asian student populations at Mesa College (20% and 13%, respectively). African-American adjunct teaching faculty (5%) were representative of the African-American student population (6%).



Conclusion

- For Fall 2008, when comparing the ethnic composition of our Mesa College management to that of our service area and our student population, our leadership appears to be quite diverse in terms of race/ethnicity. However, examination of our contract and adjunct teaching faculty diversity shows that the ethnic composition of Mesa's instructors is more closely aligned with that of our service area and less aligned with that of our student population, which happens to be a minority-majority population with greater diversity.

STATUS OF SELF-IDENTIFIED ACTION PLANS FROM 2004 SELF STUDY

1. **Standard I: Integrating Student Services and Instructional programs to strengthen access, outreach, retention and publicity.** At the writing of the 2007 Mid Term Report, the College was integrating Student Services into Academic Program Review process. Beginning fall 2007, the College adopted an integrated approach by blending existing academic and student services models. A subcommittee of representatives from Student Services and the Academic Program Review Committee held several meetings during the summer 2007. During these meetings, the subcommittee defined the programs within Student Services and then placed them in the five-year cycle. Beginning fall 2008, the College implemented its revised Program Review process that integrated Administrative Services into the existing blended model for academic and student services. Using a similar approach as when integrating Student Services in 2007, a subcommittee of representatives from Administrative Services and the Program Review Committee was formed. Several meetings were held during the summer 2008 when the subcommittee defined the various support units within Administrative Services and discussed placement in the cycle. After discussion and review with the Vice President of Administrative Services, it was decided that all support areas would be placed in Year One of the cycle. The subcommittee discussed how Administrative Services would be integrated into the response sheets for Years One through Five. After considering many labels, the subcommittee agreed that the terminology "Service Area" currently used in the Program Review Handbook to designate Student Services would be expanded to include Administrative Services. In terms of access, outreach, and retention, the new emphasis on research and the hiring of the Campus-Based Researcher have served to integrate efforts. The College now has two Deans' Councils: one for the Instructional Deans chaired by the Vice President of Instruction, and another that includes the student services deans co-chaired by the Vice Presidents of Instruction and Student Services. To ensure communication, Administrative and Student Services representatives regularly attend Instructional Deans' Council.

   The Basic Skills Initiative has also brought Student Services together with Instruction through a college-wide committee and its many functions that are a part of its plan. In addition, other college participatory governance committees serve to unite Instruction and Student Services personnel. An example of a more recent committee involves the classified staff and their need for staff development.

   Integration of outreach and retention efforts are evidenced in the Student Success Day program, which is administered by Student Services and brings together representatives of both Instruction and Student Services to ensure that students get off to a good start. Other events of this nature include the African-American/Latino Male Leadership Summit, Grass Roots Health Fair, Scholarship Gala, President's Cabinet Retreat, Golden Scissors and the Mesa College Commencement. In addition, many marketing publications are produced by the Communications Office that depict joint efforts. Retention activities involving Instruction and Student Services include several classroom management projects such as add codes, enrollment information, rosters, drop sheets, grade sheets, wait list and referrals to counseling.

   Status: The full integration of planning and budgeting is detailed in the Response to Recommendation 1.1; the integration of Program Reviews is listed in the Response to Recommendation 1.2; and the inclusion of students in leadership and participatory governance is detailed in the Response to Recommendation 4.1. *This goal has been achieved, and a long-term commitment to the integration of Instruction, Student Services and now Administrative Services has become part of the campus culture.*

2. **Standard I: Expanding the development and the incorporation of institutional research in all facets of institutional planning.** This goal has clearly been addressed. For detailed discussion, see the Response to Recommendation 1.1, 1.3, and 1.4. The Educational Master Plan and the College's new strategic planning process call for data-driven decision making. Research is embedded in the Program Review process using enrollment and productivity data, student success data and diversity as well as quantitative information from Student Learning Outcomes and Assessment and from the Six-Year Curriculum Review Cycle. Research has become institutionalized since the hiring of the Campus-Based Researcher position. Committees at both the campus and District level address the use of research.

   Status: *This goal has been achieved.*

3. **Standard IIA: Implementing Student Learning Outcomes based upon continued faculty consultation and participation.** Student Learning Outcomes (SLOs) have come a long way since their inception in 2002. They are now one of the driving forces supporting each program and service area Program Review plan. Administrative Unit Outcomes (AUOs) have been developed and are currently being assessed. In addition, the purchase and use of TaskStream, a SLO management system, has provided an effective way to document, analyze, manage and archive the outcomes assessment and accountability initiatives at all levels of the institution. The College is currently exploring additional applications for TaskStream including Program Review and planning. Training faculty and staff to use TaskStream has been a major emphasis of the campus. Faculty and staff learn how to incorporate their program, course and service area SLOs into their program plans. For more information on SLOs/AUOs, see the Response to Recommendations 1.2 and 3.1.

   Faculty and staff involvement on the Research Committee, Program Review Committee, Academic Affairs Committee, and President's Cabinet ensure that they will continue to determine their program and service area SLOs/AUOs.

   Status: *This goal has been achieved as faculty and staff members are and continue to be instrumental in the implementation of SLOs/AUOs.*

4. **Standard IIA: Piloting a new methodology for the quantitative assessment of Student Learning Outcomes and making available an improved data base.** This goal is related to number 3 above and has been addressed with the hiring of the Campus-Based Researcher as well as the reformulation of the campus Research Committee. The purchase and implementation of TaskStream for use in the management of SLOs and AUOs will provide information for an improved database. A review and restructure of the SLO Committee is currently being undertaken by the Research Committee. In addition, the hiring of the Campus-Based Researcher has provided the focus with expertise and has made quantitative assessment a reality. The development of Pivot Tables and a Data Warehouse by the District Office of Research and Planning facilitates quantitative investigation at the College's program and service area level. With security controls fully in place, this resource is available for use at the program and service area level. This goal overlaps with Responses to Recommendations 1.1, 1.2, 1.3, and 1.4.

   Status: *This goal has been achieved.*

5. **Standard IIB: Establishing a periodic administration of point-of-service surveys that include questions pertaining to specific student service programs and activities using input from these constituents.** With the hiring of the Campus-Based Researcher, the support is clearly in place for proceeding with these types of survey

instruments. For this accreditation cycle, Points of Service Surveys were developed for district-wide use in both Student Services and Administrative Services. Previous surveys were referenced and then work was done with the individual service areas to develop and confirm questions. At the conclusion of the surveys, the District Office of Institutional Research and Planning prepared a set of reports for each college. At Mesa College, it was decided that these results would also be used in the 2009-2010 Program Review cycle. To facilitate this use, the Program Review Committee revisited and revised their planning instruments so this data use could be incorporated. In addition, the annual lead writer training format changed to include a general session on the use of research followed by break-out sessions for each year in the cycle. All programs and service areas were invited to attend this training given during the fall of 2009. Preliminary feedback from the lead writers indicates that the Point of Service Surveys should be revisited and revised prior to their next use.

Status: *This goal has been achieved.*

6. **Standard IIB: On-line posting so that critical information for students is more readily available. Examples include the Financial Aid Bulletin, student rights and responsibilities including Conduct and Due Process, Policy 3100 and other important information contained within the current printed Student Handbook.** Although the Mesa College website has been completely rebuilt, it continues to be revised, improved and upgraded on a regular basis. The Division of Student Services has completely revamped their website to provide a modern look and more complete information for the students. They have also outlined their plans for online delivery of matriculation and other support services in their Strategic Plan for Online Services. Pilot projects, including online counseling and orientation, will move forward during 2010-2011. In collaboration with the College's Research Committee, Student Services is designing a new online Academic Center for Campus Engagement and Support Services (ACCESS). This venture surfaced as a result of a review of the CCSSE data by the Research Committee. The resulting web-based environment will provide students with a one-stop shopping menu to student support resources. ACCESS represents a best practices approach to providing comprehensive and systematic delivery of online services.

   Status: *This goal has been achieved.*

7. **Standard IIC: Consolidating all tutoring programs under one administrator in the new Academic Skills Center to be constructed with Proposition S funds.** This goal was accomplished with the consolidation of tutoring services under the direction of the Vice President of Instruction and the co-location of the tutoring programs. Over the past year, changes including the consolidation of tutoring services and a revision to the staffing patterns as a means of cutting expenses in difficult economic times while creating a "one-stop shop" for students seeking assistance has been a challenge successfully met. The College has also incorporated the on-campus Continuing Education Bridging Laboratory into the Tutorial Center to better serve student needs and to place all tutoring venues in the same location and under one administrator.

   Status: *This goal has been achieved despite many challenges.*

8. **Standard IIIA: Developing and implementing a strategic plan to hire faculty and staff under the current budget constraints with attention to diverse backgrounds and to conform with academic program review recommendations.** This goal has been and continues to be addressed by the Faculty Priority Hiring Plan, which embeds the process to recruit and create a highly diverse applicant pool. This process is part of the Educational Master and Strategic Planning processes where all input is program and

service area driven with all information and evidence coming from the integrated Program Review process. A new computerized system permits the added use of technology into the hiring process. This approach results in a better incorporation of planning data and program plan needs into the hiring process. For more information, please see the Response to Recommendation 3.2, which delineates the full faculty hiring process and Recommendation 1.1, which addresses the integration of planning.

Status: *This goal is in progress, as discussed in the Response to Recommendation 3.2. The infrastructure is in place to encourage the creation of a diverse applicant pool, but the diversity of the new faculty hires does not reflect the level of diversity that the college is seeking. Added funding at the District Human Resources level is needed in order to advertise and recruit from diverse populations.*

9. **Standard IIIA: Identifying options that would permit classified staff to attend relevant, job-related staff development activities.** Since the creation of the Classified Staff Development Subcommittee by action of the President's Cabinet on May 1, 2007, the College continues to allocate funding for their two-day conference event. This allocation is used for the delivery of training determined by an annual needs assessment designed and administered by the Subcommittee. With the assistance of the Campus-Based Researcher, all members of the classified staff have the opportunity to provide their input concerning what types of training they want offered. Evaluations are done of each session and post-training surveys collect data used by the Subcommittee when planning for the subsequent year's event.

   In addition, the College's Staff Development Committee continues to provide funding to the classified staff to attend off-campus training that is job related.

   Status: *This goal has been achieved.*

10. **Standard IIIB: Ensuring that as facilities are planned and constructed, they will support Student Learning Outcomes.** The Facilities Committee continues its functions to ensure that all new buildings are well planned and constructed to support student learning. As a participatory governance body, this group is chaired by the Vice President of Administrative Services and reports to the President's Cabinet. Faculty members continue to play a strong role in the planning of new buildings being constructed with Propositions S and N funds. Building committees composed of discipline faculty and staff work in conjunction with their manager and architects with the goal to construct learning-centered facilities. This goal is directly related to Recommendation 3.1 and details are provided in that response.

    Status: *This goal has been achieved.*

11. **Standard IIIC: Implementing the Strategic Plan for Technology to improve the process for evaluating, standardizing, clarifying, and communicating technology improvements.** The Strategic Plan for Technology has become institutionalized at Mesa College. Annual reviews are carried out with revisions and updates and then presented to the President's Cabinet. In addition, the Mesa Information Technology Committee continues to be responsible for this plan. This participatory governance committee has been very responsive in predicting and meeting the College's technological needs.

    Status: *This goal has been achieved.*

12. **Standard IVA: That the District adopt appropriate staffing ratios for supervisors, department chairs, and managers to support the nature of the colleges and their individual missions.** After working with a consultant, the Hay Group, the District determined ratios for classified staffing throughout the District. Mesa College was found to have the appropriate level of classified staffing for its size, determined by FTES. Therefore, the District directed the College that any additional classified staff positions must come from re-allocation of vacant classified positions. As classified positions become vacant, the Mesa Executive Staff scrutinizes the need carefully before authorizing refilling the position. On occasion, the vacant position is re-allocated to another area.

    Department chairs continue to receive reassigned time in accordance with the AFT Contract provision where intersession and summer FTEF is used in the calculation of chair reassigned time. Chairs also now receive an increased salary supplement through additional extended service units that recognize the amount of work they perform.

    Although staffing ratios for managers have not been fully addressed yet, plans are underway to review and recommend changes that would reduce the span of control assigned to managers. One such change was approved and implemented with the planned separation of the current School of Humanities and Languages into two new schools, each with its own dean and secretary. The two new schools will be the School of Humanities and the School of Languages and Arts, each with equivalent enrollment and workload.

    Status: *This goal has been achieved; however, ongoing attention will be given to continuing the proper ratios.*

13. **Standard IVA: Increasing student involvement in participatory governance through publicizing the role of students.** This goal continued to be addressed by the College and with the hiring of the Dean of Student Affairs in 2008, student involvement in participatory governance has been enhanced and expanded. The President of the Associated Student Government (ASG) continues to be a voting member of the President's Cabinet. The Vice President of Instruction presented resource allocation information to ASG so they would understand the process. Campus issues were discussed by the three vice presidents at a recent ASG Retreat so the students would be informed and participate in the College's governance process. For more information, see Recommendation 4.2.

    Status: *This goal has been achieved.*

14. **Standard IVB.1: Develop a comprehensive, integrated, strategic master plan for the San Diego Community College District.** The groundwork for achieving this goal began with the creation of a district-wide strategic planning committee representing the faculty, classified staff and administrative staff. This committee developed an overarching framework that integrated the planning processes of the four institutions. This grassroots effort culminated in the San Diego Community College District Strategic Plan 2009-2012. See Recommendations 1.5 and 4.2 for more information.

    Status: *This goal has been achieved.*

15. **Standard IVB.1: Implement the recently adopted code of ethics and a self-evaluation tool and use this tool on a regular basis to assess its performance.** The adopted Board of Trustees code of ethics is District policy with continued annual assessment of the Board's performance through a self-evaluation process informed by results of a survey distributed district-wide.

    Status: *This goal has been achieved.*

16. **Standard IVB.3: The District Executive Council be reorganized as an effective participatory governance body to encourage enhanced participation of its membership and reaffirm its responsibilities for the discussion, debate and resolution of district-wide matters.** The reorganized District Governance Council continues to operate as an effective and vital governing body. Its membership is representative of all governance groups. Mesa College is represented by the College President, the President of the Academic Senate, and the President of the Classified Senate. It meets regularly each month, usually for at least two hours, and is governed by consensus, not directive. See Recommendations 1.5 and 4.2 for more detailed information.

    Status: *This goal has been achieved.*

17. **Standard IVB.3: The District Budget and Development Committee continues to be called upon during both routine and emergency fiscal times. Additionally, any reorganization of the District services or personnel will be through participatory governance with a plan that includes improved allocation of resources showing a direct correlation to student success.** The District continues with the model of the reformulated district-wide Budget Committee with representation by all colleges and continuing education, including the Vice Presidents of Administrative Services and the Academic Senate Presidents. See Recommendations 1.5 and 4.2 for more detailed information on this.

    Status: *This goal has been achieved.*

LONGITUDINAL STUDENT ACHIEVEMENT DATA

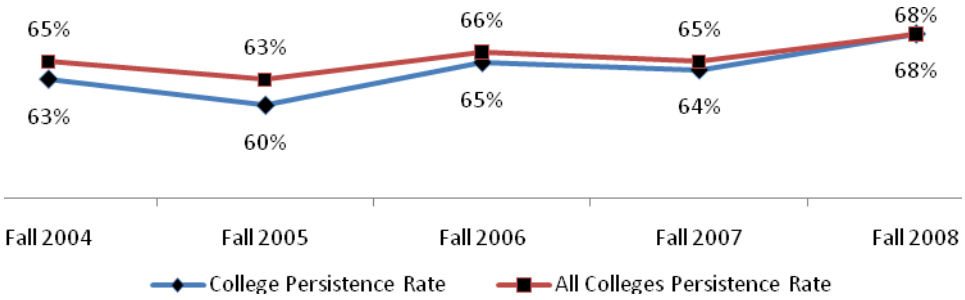
The San Diego Community College District Office of Institutional Research and Planning tracks a wide variety of data on student outcomes and achievement and creates research reports on specific topics. The reports and data are published on the District research web site at research.sdccd.edu. Longitudinal student achievement data may be found on the web site in the Fact Book 2009 that includes data for a five-year period, 2004/05 to 2008/2009, which spans the time period between Mesa's last Accreditation site visit and the most recent year of data available. The following outcomes are tracked for five years and disaggregated by gender, ethnicity, and age:

- Term-to-Term Persistence Rates
- Annual Success Rates
- Annual Retention Rates
- Annual GPA
- Annual Awards Conferred
- Annual Transfer

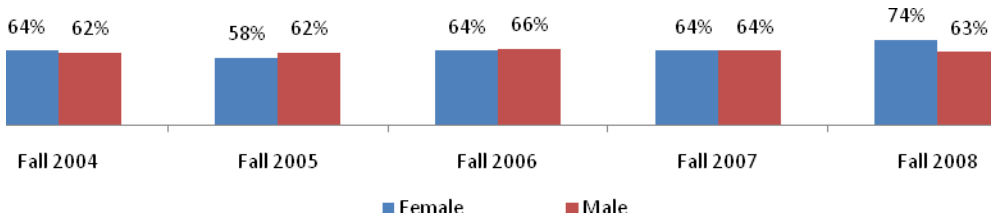
Mesa's performance on the 2010 Accountability Reporting for the Community College (ARCC) indicators is also discussed.

Term Persistence Rates

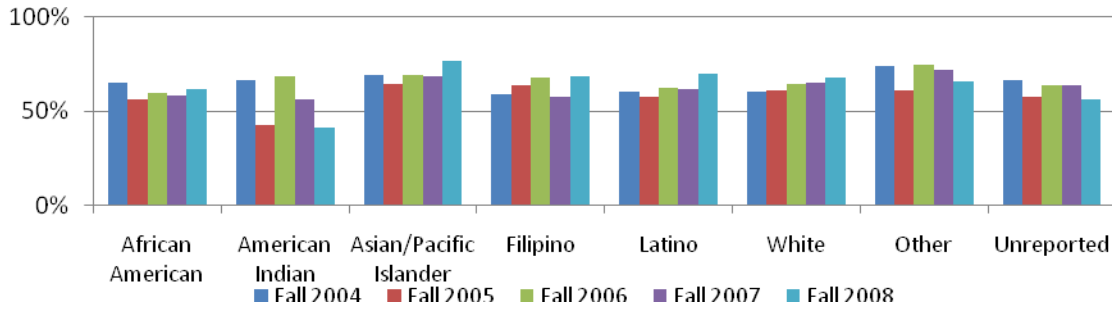
Overall: The average term persistence rate for first-time Mesa students was 64% between Fall 2004 and Fall 2008. Persistence rates dipped to a low of 60% in the Fall 2005 cohort and peaked to a high of 68% for the Fall 2008 cohort. Overall, persistence rates increased 5 percentage points from the Fall 2004 cohort to the Fall 2008 cohort.



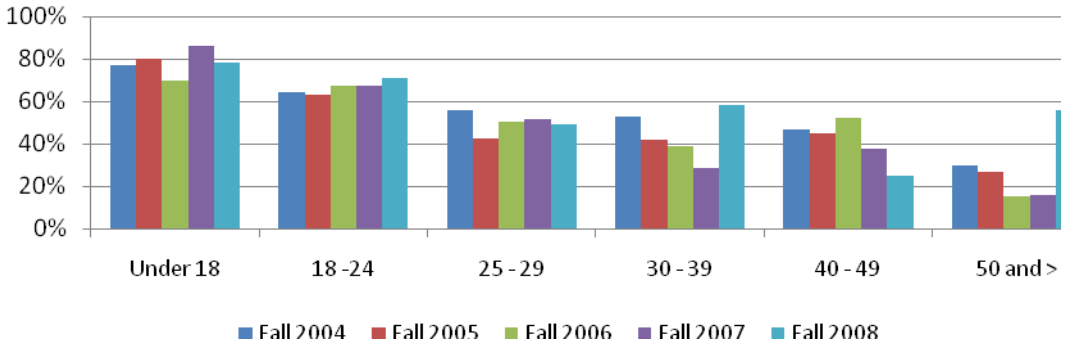
Gender: On average, term persistence rates were comparable for males (63%) and females (65%) between Fall 2004 and Fall 2008 cohorts. The persistence rates for males remained relatively stable, while the persistence rates for females ranged from a low of 58% in Fall 2005 to a high of 74% in Fall 2008.



Ethnicity: From Fall 2004 to Fall 2008, the ethnic groups with the highest term persistence rates, on average, were Asian/Pacific Islander students (70%), students who were categorized as "Other" ethnicities (69%), and White students (64%). Comparing Fall 2004 and Fall 2008 persistence rates, the greatest increase in terms of percentage points was seen for Filipino and Latino students (+9 percentage points each), with Filipino students showing a 68% persistence rate and Latino students showing a 70% persistence rate in Fall 2008.

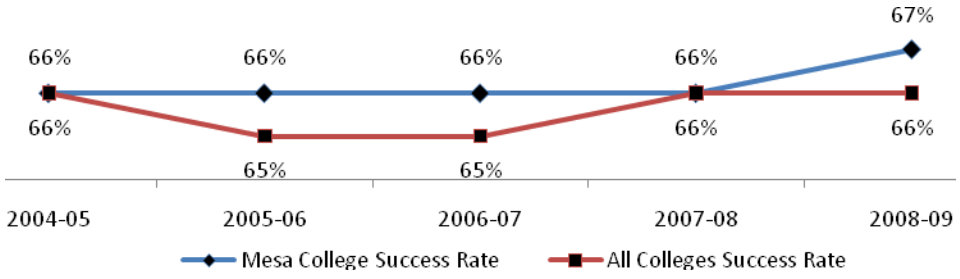


Age: From the Fall 2003 cohort to the Fall 2007 cohort, term persistence rates were the highest for students under age 18 (79%), followed by students between ages 18 – 24 (67%), and students between ages 25 to 29 (50%), on average.

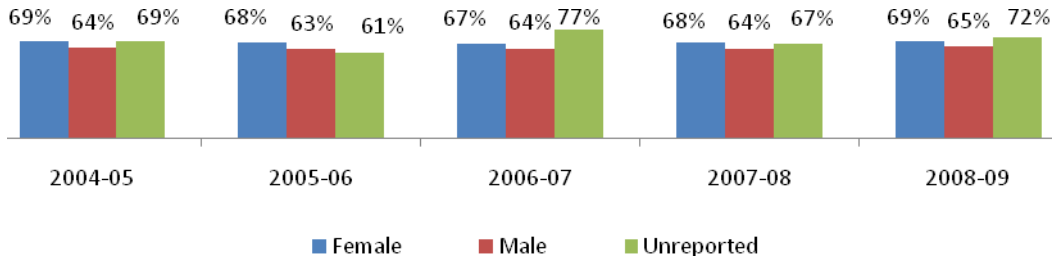


Annual Success Rates

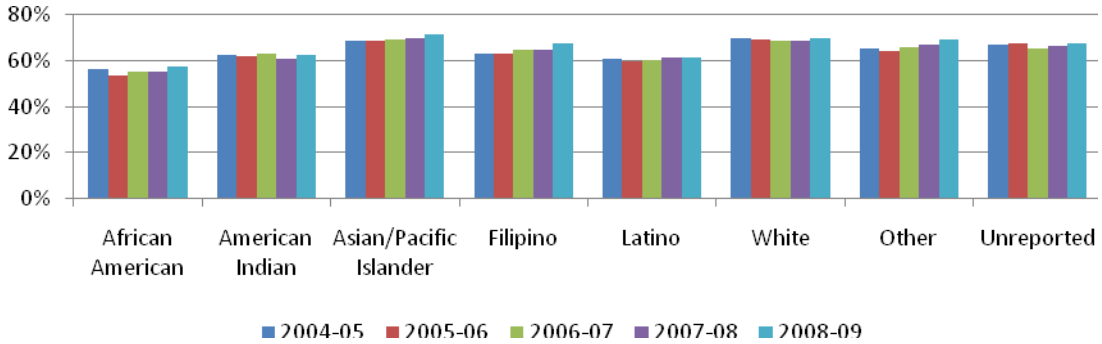
Overall: The annual success rates for Mesa College remained relatively stable from 2004/05 to 2008/09, with an average of 66%. This success rate average was comparable to the average success rate of all colleges district-wide (66%).



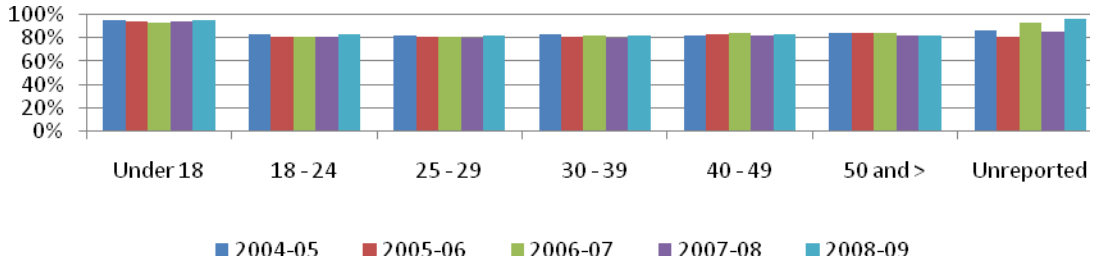
Gender: On average, female students (68%) had higher success rates compared to their male counterpart (64%) between 2004/05 and 2008/09. This average success rate for Mesa's female students was slightly higher than the average for female students within all colleges in the District (66%), while males had a slightly lower success rate when compared to male students within all colleges in the District (65%). The success rates for female students at Mesa, on average, exceeded both the Mesa and the college-wide success rate averages of 66%, while success rates for male students fell below the same averages.



Ethnicity: On average, the ethnic groups with the highest success rates were Asian/Pacific Islander students (70%), White students (69%) and students whose ethnicities were Unreported (67%) between 2004/05 and 2008/09. Success rates for African American, American Indian, Filipino and Latino students were below both the Mesa College and the all colleges in the District success rate average of 66%.

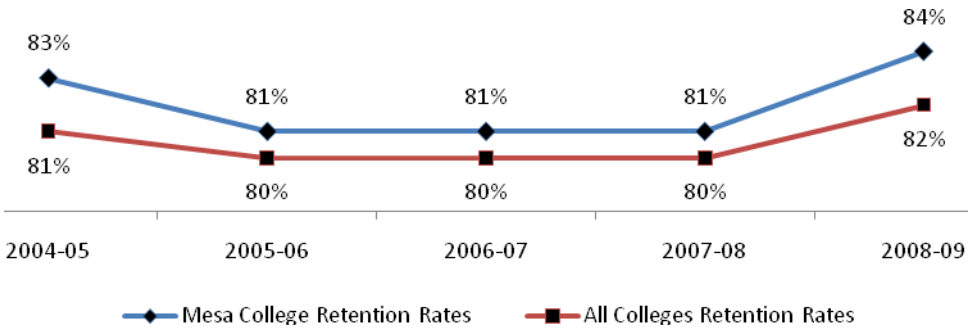


Age: On average, with the exception of students under 18 years of age, success rates increased as age increased. Success rates for students under age 18 decreased from 85% in 2004/05 to 78% in 2008/09.



Annual Retention Rates

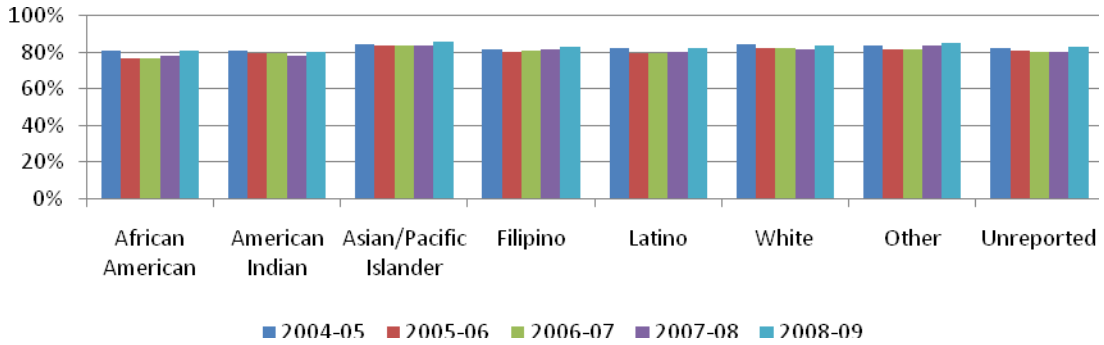
Overall: The annual retention rates for Mesa College increased between 2004/05 and 2008/09, with a five-year average of 82%. This retention rate average was comparable to the average retention rate for all colleges in the District (81%).



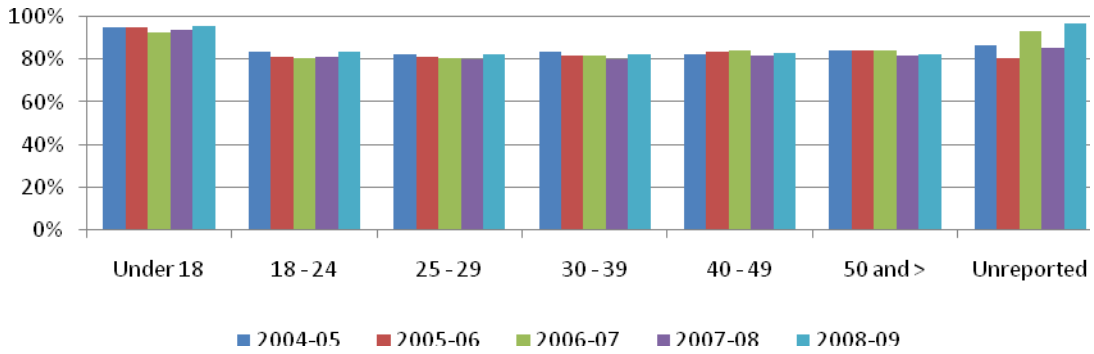
Gender: For both male and female students, retention rates dipped slightly and then recovered from 2004/05 to 2008/09.

	2004-05	2005-06	2006-07	2007-08	2008-09	College Average 2004-09	All Colleges Average 2004-09
Female	84%	82%	81%	82%	84%	83%	82%
Male	83%	81%	81%	81%	83%	82%	80%
Unreported	87%	81%	92%	82%	91%	86%	80%
Average	**83%**	**81%**	**81%**	**81%**	**84%**	**82%**	**81%**

Ethnicity: From 2004/05 to 2008/09, the ethnic groups with the highest retention rates on average were Asian/Pacific Islander students (84%), White students (83%) and students categorized as "Other" ethnicities (83%). African-American, American Indian, Filipino and Latino students had lower retention rates compared to both the overall averages at Mesa and all colleges in the District (82% and 81%, respectively). Retention rates for Asian/Pacific Islander and White students exceeded the same averages. On average, when compared to all colleges in the District, Mesa College displayed similar retention rates among all ethnic groups.

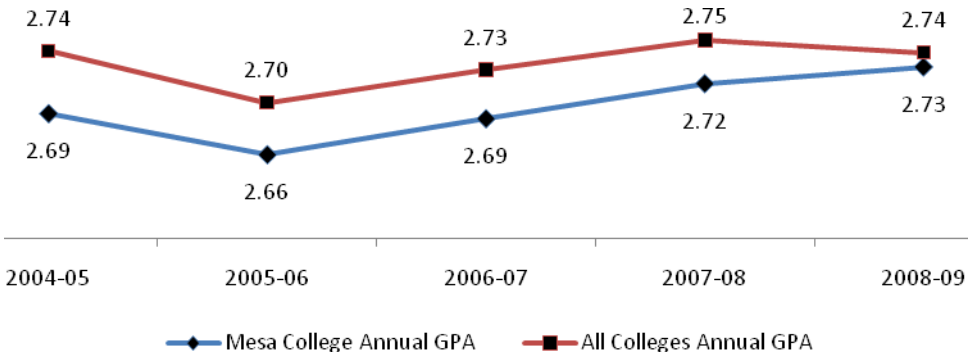


Age: From 2004/05 to 2008/09, students under age 18 and older than 50 years old, on average, had the highest retention rates of 95% and 87%, respectively. For students who were between ages 18 – 49, although retention rates varied slightly year to year, a comparison of 2004/5 retention rates with 2008/09 retention rates showed no difference between the two endpoints of the five-year period.



Annual GPA

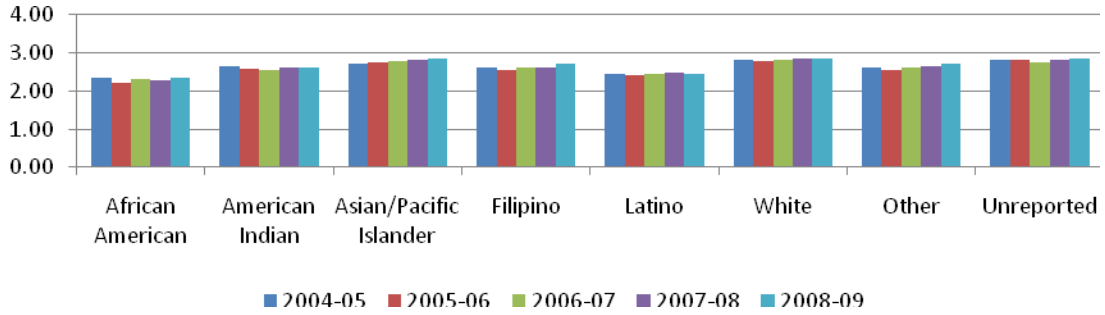
Overall: The annual GPA for Mesa College remained relatively stable between 2004/05 and 2008/09, with an average of 2.70. The annual GPA average for Mesa College was slightly lower than the average GPA of all colleges in the District (2.73).



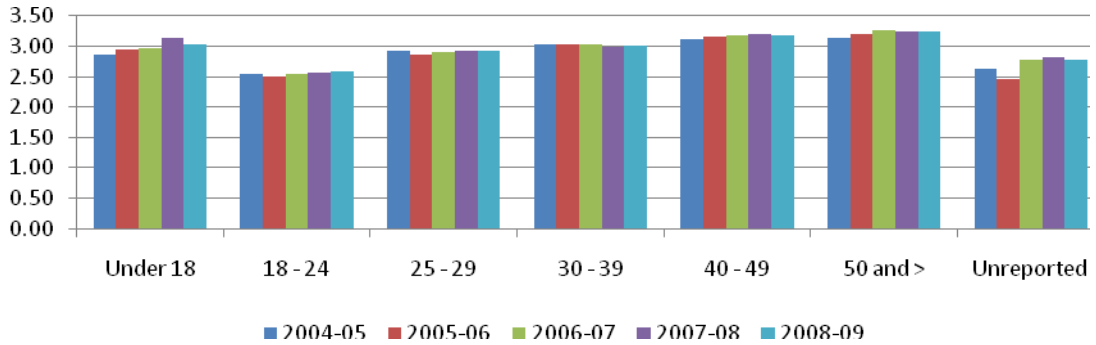
Gender: From 2004/05 to 2008/09, female students, on average, had higher GPAs than their male counterpart (2.79 and 2.60, respectively). The average annual GPA for male students fell below the average annual GPAs for the Mesa student population and all colleges in the District averages, while the average annual GPA for females exceeded both averages.

	2004-05	2005-06	2006-07	2007-08	2008-09	College Average 2004-09	All Colleges Average 2004-09
Female	2.78	2.77	2.79	2.82	2.81	2.79	2.76
Male	2.60	2.55	2.58	2.61	2.64	2.60	2.70
Unreported	2.53	2.40	2.73	2.63	2.64	2.56	2.80
Average	**2.69**	**2.66**	**2.69**	**2.72**	**2.73**	**2.70**	**2.73**

Ethnicity: White students (2.83), Asian/Pacific Islander students (2.78), and those whose ethnicities were Unreported (2.81) had the highest GPAs on average between 2004/05 and 2008/09. Annual GPAs for African American, American Indian, Filipino and Latino students fell below the average annual GPAs for the Mesa student population and all colleges in the District (2.70 and 2.73, respectively), while GPAs for Asian/Pacific Islander and White students exceeded the same averages.



Age: A general trend between 2003/04 and 2007/08 showed that, with the exception of students under age 18, as age increased so did GPA. Average annual GPAs for students who were between ages 18 – 24 (2.55) fell below the Mesa student population and all colleges in the District GPA averages (2.70 and 2.73, respectively).



Annual Awards Conferred

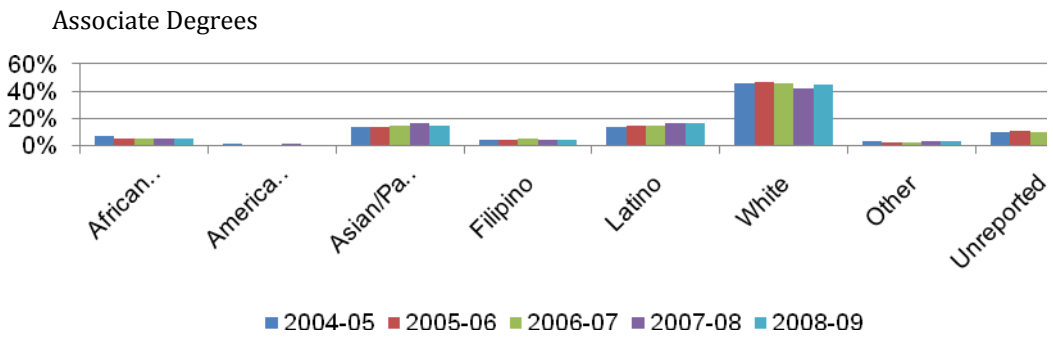
Overall: Overall, the trends for the type of awards conferred showed large fluctuations between 2004/05 and 2008/09. On average, 77% of the total awards conferred at Mesa College were associate degrees. The number of certificates requiring 60 or more units showed the greatest increase of 360%, from 5 in 2004/05 to 23 in 2008/09. In contrast, the certificates that require 29 or fewer units decreased by 35%, from 145 in 2004/05 to 94 in 2008/09 and showed the greatest disparity between percentages of awards conferred at Mesa College (9%) compared to all colleges in the District (18%). However, on average, the proportion of awards that were associate degrees at Mesa College (77%) was 10 percentage points higher than the proportion of awards that were associate degrees within all colleges in the District (67%).

	2004-05		2005-06		2006-07		2007-08		2008-09		% Change 04/05-08/09	College Average 04/05-08/09
AA/AS Degree	1,126	76%	1,146	78%	1,058	78%	1,003	77%	915	75%	-19%	77%
Certificate 60 or More Units	5	0%	16	1%	31	2%	22	2%	23	2%	360%	1%
Certificate 30 to 59 Units	205	14%	172	12%	139	10%	167	13%	190	16%	-7%	13%
Certificate 29 or Fewer Units	145	10%	137	9%	130	10%	106	8%	94	8%	-35%	9%
Total	**1,481**	**100%**	**1,471**	**100%**	**1,358**	**100%**	**1,298**	**100%**	**1,222**	**100%**	**-17%**	**100%**

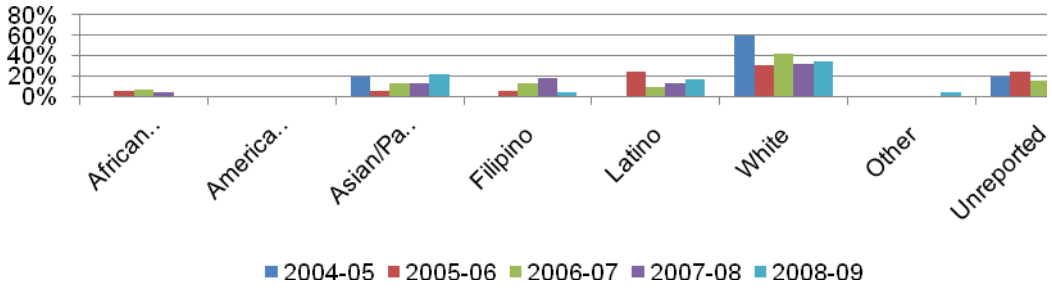
Gender: Of the total awards conferred at Mesa College, female students (58%) received more associate degrees, on average, than their male student counterpart (42%) between 2003/04 and 2007/08. For certificates requiring 60 or more units, both males and females showed an increased trend of 400% and 350%, respectively, between 2004/05 and 2008/09. This was in contrast to all the other types of awards conferred, which displayed a decreasing trend between 2004/05 and 2008/09. From 2004/05 to 2008/09, male students consistently earned a disproportionately lower percentage of the total awards conferred at Mesa College compared to all colleges in the District. Females exhibited the opposite pattern.

		2004-05		2005-06		2006-07		2007-08		2008-09	
AA/AS Degree	Female	659	59%	646	56%	617	58%	567	57%	538	59%
	Male	467	41%	500	44%	441	42%	436	43%	377	41%
	Unreported	0	0%	0	0%	0	0%	0	0%	0	0%
	Total	**1,126**	**100%**	**1,146**	**100%**	**1,058**	**100%**	**1,003**	**100%**	**915**	**100%**
Certificate 60 or More Units	Female	4	80%	10	63%	17	55%	14	64%	18	78%
	Male	1	20%	6	38%	14	45%	8	36%	5	22%
	Unreported	0	0%	0	0%	0	0%	0	0%	0	0%
	Total	**5**	**100%**	**16**	**100%**	**31**	**100%**	**22**	**100%**	**23**	**100%**
Certificate 30 to 59 Units	Female	135	66%	108	63%	93	67%	117	70%	133	70%
	Male	70	34%	64	37%	46	33%	50	30%	57	30%
	Unreported	0	0%	0	0%	0	0%	0	0%	0	0%
	Total	**205**	**100%**	**172**	**100%**	**139**	**100%**	**167**	**100%**	**190**	**100%**
Certificate 29 or Fewer Units	Female	95	66%	91	66%	84	65%	68	64%	61	65%
	Male	50	34%	46	34%	46	35%	38	36%	33	35%
	Unreported	0	0%	0	0%	0	0%	0	0%	0	0%
	Total	**145**	**100%**	**137**	**100%**	**130**	**100%**	**106**	**100%**	**94**	**100%**

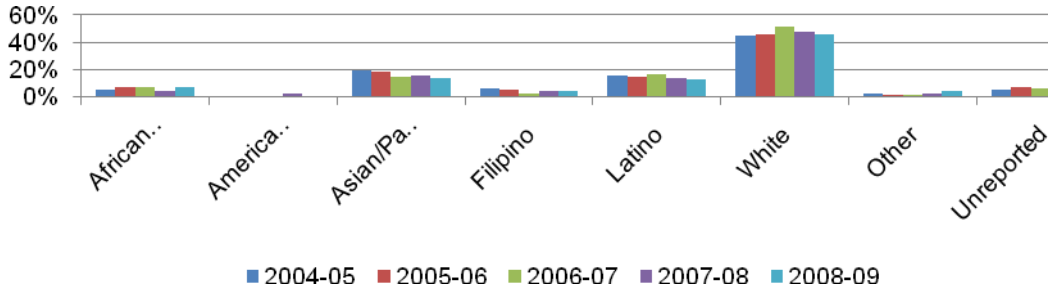
Ethnicity: The number of associate degrees conferred at Mesa College decreased most markedly for American Indians and African-Americans (by 50% and 34%, respectively) between 2004/05 and 2008/09. From 2004/05 to 2008/09, White students received the most awards across all award categories. Latino students and Asian/Pacific Islanders students had the second highest percentage of associate degrees and certificates requiring 60 or more units conferred. These trends reflect the fact that these three ethnicities (White, Latino, and Asian/Pacific Islanders students) constitute the greatest proportions of the student headcount population at Mesa College. Latino students at Mesa College were underrepresented in associate degrees conferred when compared to all colleges in the District, while Asian/Pacific Islanders were overrepresented.



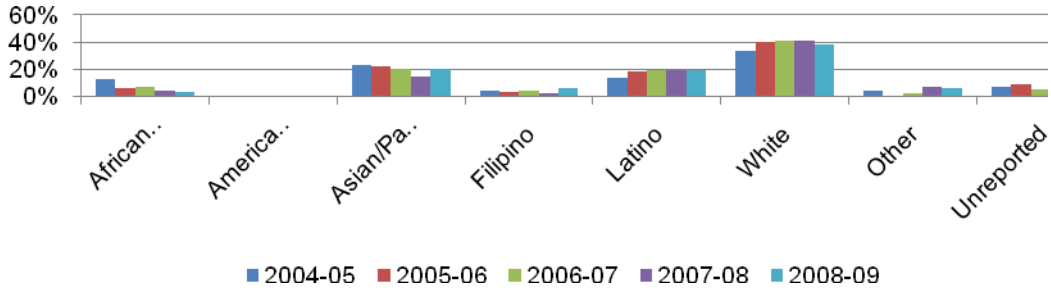
Certificates 60 or More Units



Certificates 30 to Fewer Than 60 Units

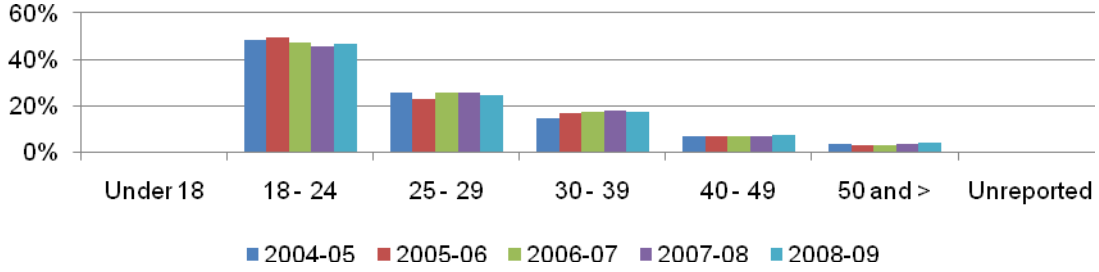


Certificates 29 or Fewer Units

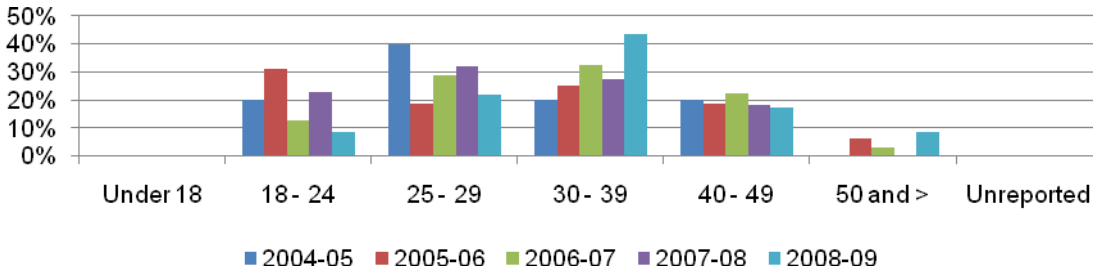


Age: Approximately three-quarters of the total number of associate degrees awarded between 2004/05 and 2008/09 were to students between ages 18 – 29 years old (73%). Students between ages 25 and 29 years old consistently displayed a trend of receiving approximately one-quarter of the awards within each award category. The proportion of students who were ages 18 – 24 that received associate degrees at Mesa (48%) was higher when compared to those ages 18 – 24 at all colleges in the District (40%).

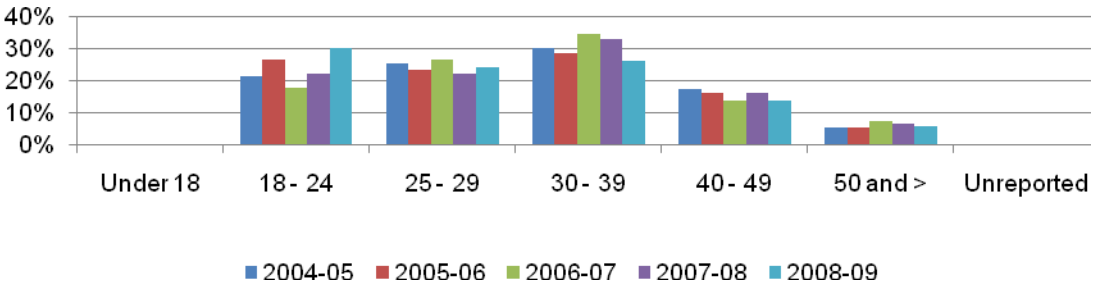
Associate Degrees



Certificates 60 or More Units



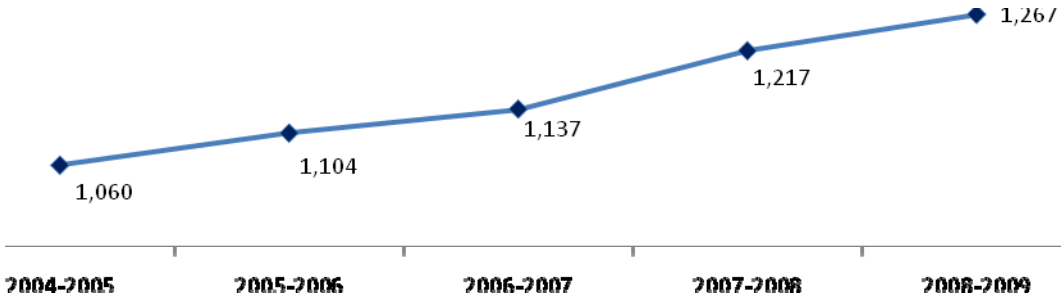
Certificates 30 to Fewer Than 60 Units



Certificates 29 or Fewer Units

Annual Transfer

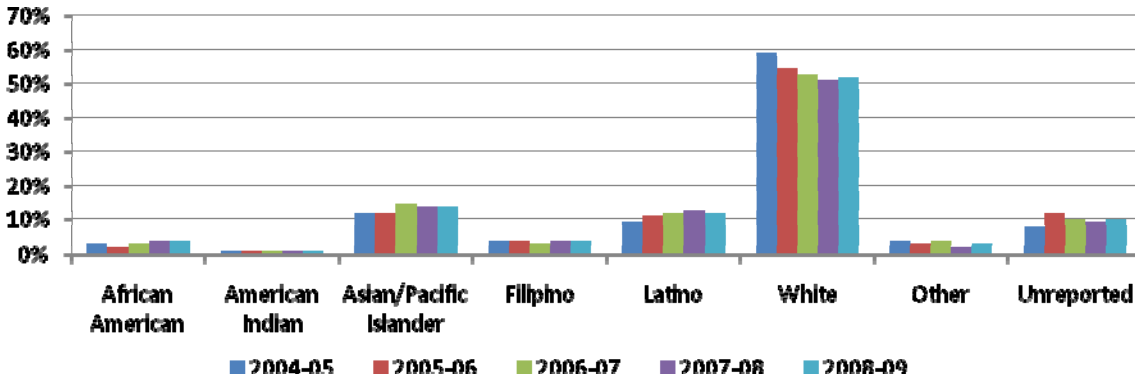
Overall: The annual transfer volume for Mesa College increased by 20%, from 1,060 in 2004/05 to 1,267 in 2008/09.



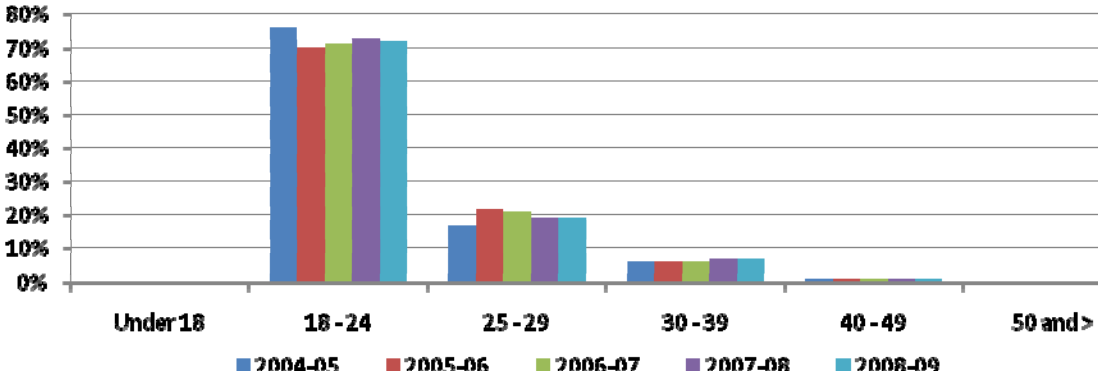
Gender: From 2004/05 to 2008/09, female students (51%) had a higher transfer volume, on average, compared to their male student counterpart (49%). The transfer volume for both male and female students increased between 2004/05 and 2008/09 (15% and 24%, respectively)

	2004-05		2005-06		2006-07		2007-08		2008-09		% Change 04/05-08/09
Female	564	53%	548	50%	566	50%	608	50%	649	51%	15%
Male	496	47%	555	50%	571	50%	609	50%	617	49%	24%
Unreported	0	0%	1	0%	0	0%	0	0%	1	0%	0%
Total	**1,060**	**100%**	**1,104**	**100%**	**1,137**	**100%**	**1,217**	**100%**	**1,267**	**100%**	**20%**

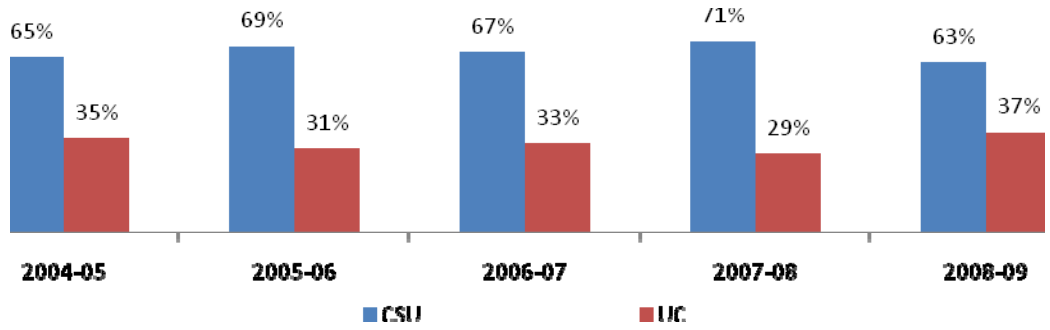
Ethnicity: Of all the students who transferred from Mesa College, more than half were White students (54%) on average. Ethnic groups with the second and third highest transfer volume were Asian/Pacific Islander students (13%) and Latino students (12%) between 2004/05 and 2008/09. All ethnic groups displayed an increased trend in transfer volume with the exception of students categorized as "Others" decreasing by 15%. Transfers by Latino students increased by 68% and transfers by African-American students increased by 47% from 2004/05 to 2008/09.



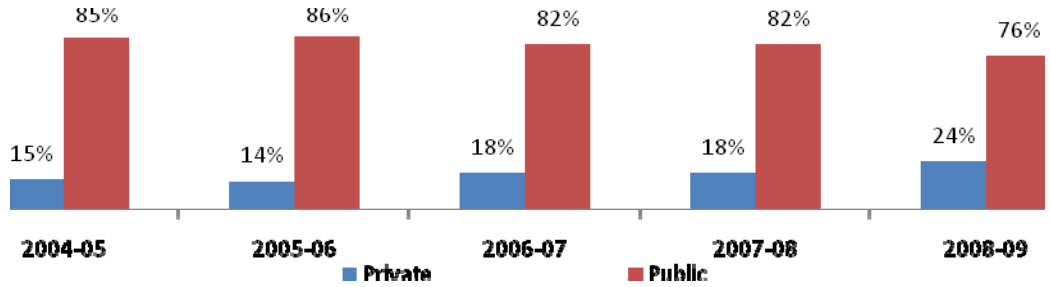
Age: The age cohorts with the highest transfer volume on average were students ages 18 – 24 years old (73%), students between ages 25 and 29 years old (20%) and students ages 30 – 39 years old (6%) between 2004/05 and 2008/09. Transfer by students who were 50 years and older decreased by 33% between 2004/05 and 2008/09.



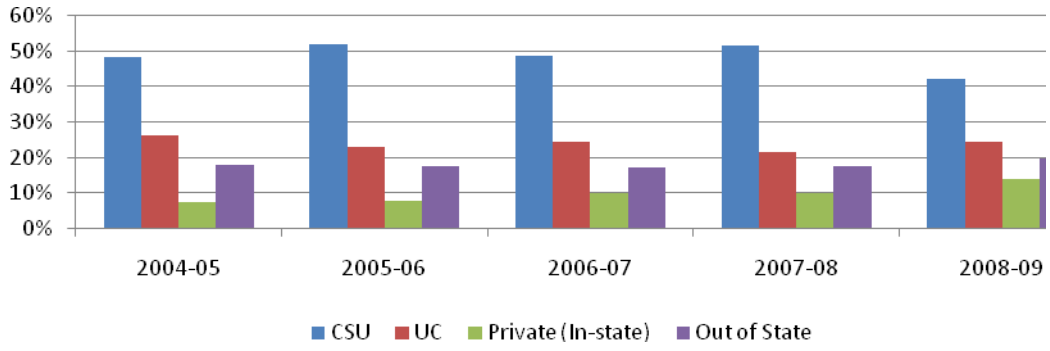
CSU/UC: From 2004/05 to 2008/09, on average, 67% transferred into the California State University (CSU) system and 33% transferred into the University of California (UC) system. The CSU system saw a 4% increase in the number of students that transferred from Mesa College, while the UC system saw a 10% increase in the number of students that transferred from Mesa College between 2004/05 and 2008/09.



Private vs. Public: From 2004/05 to 2008/09, on average, 18% transferred to a private institution and 82% transferred to a public institution. Both private and public institutions saw an increased trend in the number of students that transferred from Mesa College (increased by 95% and 7%, respectively) to their respective institutions between 2004/05 and 2008/09.



In-State vs. Out-of-State: Of all the students who transferred from Mesa College, 82% transferred to an in-state institution and 18% transferred to an out-of-state institution. Both in-state and out-of-state institutions saw an increased trend in the number of students that transferred from Mesa College (17% and 32%, respectively) to their respective institutions between 2004/05 and 2008/09.



2010 Accountability Reporting for the Community Colleges (ARCC) Indicators

San Diego Mesa College's overall performance in the 2010 ARCC Report resonates with the theme of its Annual Report to the Community, "Lean and Green: Our Path to Sustainability and Stability in an Unstable Time," as the College has asked itself, "What can we do?" rather than "What can't we do?" during a time in which our enrollment is increasing (+7% change increase in headcount and +6% change increase in FTES over the past three years), our budget is diminishing, and our local four-year institutions are turning eligible students away.

In a time of fiscal uncertainty, Mesa strengthened and streamlined its strategic planning to be a more sustainable process of "continuous quality improvement" that uses performance indicators, including ARCC, to collectively set institutional goals. Overall, despite year-to-year fluctuation, Mesa made modest, positive gains over the past three cohorts/years on six of the seven ARCC indicators: SPAR, Percent of Students Who Earn At Least 30 Units, Persistence Rate, Annual Successful Course Completion Rates for Credit Vocational Courses and Credit Basic Skills, and Improvement Rate for Credit Basic Skills. Mesa's Improvement Rate for ESL saw a modest decrease over the past three cohorts. This result, however, may be an artifact of the Basic Skills mis-codings in the MIS data used by ARCC.

One area for improvement is the College's performance on the peer-grouped indicators: Mesa performed above average on the SPAR and performed 0.1 to 5.5 percentage points below its peer group average on the remaining indicators. Mesa commits to improving performance on the peer-grouped indicators in upcoming years.

Mesa College's performance on the 2010 ARCC Indicators

Cohort Tracking	2001/02 to 2006/07	2002/03 to 2007/08	2003/04 to 2008/09
Student Progress and Achievement Rate	59.7%	64.0%	60.9%
Percent of Students Who Earn at Least 30 Units	67.9%	68.4%	70.9%
Persistence	**Fall 05 to Fall 06**	**Fall 06 to Fall 07**	**Fall 07 to Fall 08**
Persistence Rate	62.5%	65.5%	63.3%
Success	**2006/07**	**2007/08**	**2008/09**
Successful Course Completion for Credit Vocation Courses	69.8%	68.7%	71.1%
Successful Course Completion for Credit Basic Skills Courses	58.4%	59.4%	62.1%
Improvement	**2004/05 to 2006/07**	**2005/06 to 2007/08**	**2006/07 to 2008/09**
Credit Basic Skills	47.6%	45.2%	49.1%
ESL	55.6%	58.1%	53.9%

Mesa College's performance on the 2010 ARCC peer groupings

	Mesa	Peer Average	Peer Low	Peer High
SPAR	**60.9%**	59.7%	52.4%	70.5%
Earned at Least 30 Units	**70.9%**	72.1%	63.0%	81.7%
Persistence Rate	**63.3%**	68.8%	50.1%	77.3%
Successful Course Completion for Credit Vocation Courses	**71.1%**	74.7%	64.5%	81.9%
Successful Course Completion for Credit Basic Skills Courses	**62.1%**	65.7%	56.6%	84.1%
Improvement Rate for Credit Basic Skills	**49.1%**	49.2%	32.9%	64.2%
Improvement Rate for ESL	**53.9%**	59.3%	36.2%	78.4%

Licensure

As part of its varied curricula, Mesa College offers six (6) allied health programs with special criteria that are determined by the state of California and/or a national accrediting body. The students graduating from these programs write licensure examinations and upon passing are recognized to practice in the respective professions. Each year, Mesa College reports the licensure exam pass rate data in its Annual Report to the Accrediting Commission.

The Animal Health Technology Program is approved by the California Department of Consumer Affairs, Veterinary Medical Board. Graduates may become Registered Veterinary Technicians (RVT) upon passing an examination offered by the California Department of Consumer Affairs. For the 2008/2009 academic year, the pass rate was 94%, and in 2008/2009, it was 83%.

The Dental Assisting program is accredited by the Dental Board of California and the Commission on Dental Accreditation of the American Dental Association. It is also supported by the San Diego County Dental Association and the San Diego County Dental Assistants Society. Graduates of the program are eligible to take the California Registered Dental Assistant (RDA) State written and practical boards and the Certified Dental Assistant (CDA) National written examination. A pass rate of 100% was reported for 2007/2008. Eighty-six percent (86%) of the graduates passed in 2008/2009.

The Health Information Technology program is accredited by the Commission on Accreditation for Health Informatics and Information Management (CAHIIM). Graduates of the program are eligible to write the national accreditation examination of the American Health Information Management Association and upon passing become designated as a Registered Health Information Technician (RHIT). In 2007/2008, 80% of the program's graduates passed the national accreditation examination. The following year, in 2008/2009, a pass rate of 50% was reported.

At this time, there is no special accreditation for Medical Assisting other than the Western Association of Schools and Colleges (WASC). Graduates are eligible to take the Registered Medical Assistant (RMA) national certification exam and the California Certified Medical Assistant (CCMA) exam with this WASC accreditation. In 2007/2008 and again 2008/2009, 100% was reported as the pass rate.

The Physical Therapist Assistant program is accredited by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association and approved by the Physical Therapy Board of California. Graduates are eligible to take the examination for licensure as a physical therapist assistant. A pass rate of 100% was reported in 2007/2008 while 91% passed in 2008/2009.

Upon completion of the Radiologic Technology program, graduates may apply for registration by the American Registry of Radiologic Technology and for certification by the State of California. This program is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT). Pass rates of 100% are reported for 2007/2008 and 2008/2009.

PROGRAM REVIEW AND INSTITUTIONAL PLANNING/RESOURCE ALLOCATION PROCESS

Using the Commission's Rubric for Evaluating Institutional Effectiveness, Mesa College has initiated many changes to its Planning and Program Review processes. The following information, also reported in Standard IIB, describes how the College has worked very diligently to reach the sustained continuous quality improvement level for these twin measures of institutional effectiveness.

The groundwork for an integrated planning process was described in the College's 2007 Mid Term Report. At that time, a strong Academic Program Review process was in place. Beginning fall 2007, the College adopted an integrated approach to Program Review by blending the existing academic and student services models. A subcommittee of representatives from Student Services and the Academic Program Review Committee held several meetings during the summer 2007. During these meetings, the subcommittee defined the programs within Student Services and then placed them in the five-year cycle. Due to the projected site visit scheduled by the Systems Office, categorical programs were placed in Year One with the remaining service areas placed in Years Two to Five.

In the fall 2008, the College implemented its revised Program Review process that integrated Administrative Services into the existing blended model for academic programs and student service areas. A subcommittee of representatives from Administrative Services and the Program Review Committee was formed. Several meetings were held during the summer 2008 where the subcommittee defined the various support units within Administrative Services and then discussed placement in the cycle. After discussion and review of a previous meeting with the Vice President of Administrative Services, it was decided that all support services would be placed in Year One of the cycle. The subcommittee also discussed how Administrative Services would be integrated into the response sheets for Year One through Five. After considering many labels, the subcommittee agreed that the terminology "Service Area" currently used in the Program Review Handbook to designate Student Services would be expanded and include Administrative Services.

Upon review in spring of 2008, it was decided that an overarching strategic plan needed to be developed in order to provide the integration needed for the educational master plan. In fall 2008, the Educational Master Planning Subcommittee was reformulated to become the new Strategic Planning Committee. This action ultimately led to the creation of a strategic plan, now in place, that reflects the comprehensive cyclical processes consistent with continuous quality improvement planning models. The conception of this plan began at the annual President's Cabinet Retreat in April 2008, as they reviewed the Educational Master Plan and the rubric and then progressed during the school year. It became more fully articulated the following year at the next President's Cabinet Retreat, which was held in April 2009. Much work has been done within this participatory governance process to refine the many practices and processes put in place with the earlier Educational Master Plan. The components of the strategic plan are consistent with those already in place, but an overarching structure now ties it all together and clearly links the cycle with measures of accountability and resource allocation. As the College developed its new mission, vision and values statements and the revised planning process evolved, its goals were revisited and revised to more accurately reflect the institution's direction and respond to and meet the needs of its internal and external communities. The new strategic planning process, including a distinct link to resource allocation, was approved by the President's Cabinet in October 2009. Following this approval, the College embarked upon a pilot program to test the new planning model.

Student Learning Outcome assessment is administered and tracked within the individual departments, programs, and service units, and their status is reported to the College through Program Review. In addition, Program Review reports on the program's curriculum review cycle for instruction and provides a detailed plan listing its goals, the resources necessary to reach

those goals, the personnel responsible for each goal, and the timelines for achieving these goals. It also requires a detailed data analysis for institutional effectiveness in the year one report and a subsequent data analysis in year three. As part of continuous quality improvement, the Program Review Committee regularly evaluates and makes changes to its process and reports. The most recent revisions occurred during the summer of 2009 when a subcommittee studied the Program Review Handbook for Instructional Programs, Student and Administrative Services using a three-pronged goal of clarifying, streamlining and maximizing the benefits to the participants and the College. As part of the review, *Outcomes-Based Academic and Co-Curricular Program Review* by Dr. Marilee Bresciani, a collection of good practices and principles, was consulted. The resulting changes included the systematic integration of data into the program plans and a strengthening of the pivotal role of Program Review in the College's planning process. Members of the Program Review Committee continue to offer lead writer training sessions to assist programs and service areas with the completion of their program planning documents. Clearly, Program Review has become the locus for program planning, and it is based upon this level of planning that resources are ultimately allocated.

Program Review consists of a five-year cycle that includes annual review and updates. In terms of communicating this information to the College, a one-to-two paragraph summary presenting an overview of the plan is now required for each Year One Program Review. These summaries become part of the Year One Report presented to the President's Cabinet during the spring semester. Program Review Reports are approved by President's Cabinet and made publicly available for review in the Learning Resource Center. The purpose of the summaries is to provide a cogent at-a-glance overview that can be disseminated to the campus at large and to resource allocation committees. The power of the College's Program Review and its applicability to planning and resource allocation is seen in its level of integration. All three college divisions, including Instructional Programs, Student Services, and Administrative Services, are integrated into one process and fall under the guidance of a single Program Review Committee. As evidence of the Committee's commitment to continuous quality improvement, recommendations for process improvements are included in its annual report, which is approved by President's Cabinet each spring. In reviewing Mesa's Program Review process with the commission's Rubric for Evaluating Institutional Effectiveness – Part I: Program Review, it clearly reaches the Sustainable Continuous Quality Improvement level.

Currently under review, and tied in with the new, integrated strategic planning process, is the clear relationship of how the Program Review process informs resource allocation and links it to planning. The two processes are related, but the level of integration is a work in progress, and is being addressed within the strategic plan through the institution of a pilot project conducted during the fall 2009. With the assistance of President's Cabinet, the Strategic Planning Committee completed its work on the Mesa College Integrated Planning Framework. A crucial part of this planning process involves the Program Review cycle, specifically the allocation of resources. To test and inform the process, a pilot project was developed and conducted during the fall 2009 semester. To implement this pilot, a Resource Allocation Committee (RAC) was formed with representatives from the participatory governance bodies including the three Vice Presidents, six Program Review members (three Academic, two Student Services, and one Administrative Services), and one student. A representative sample of programs and service areas from the 2008/2009 Program Review cycle were selected with the specifications that there be at least one from the arts, the sciences, career/technical, and one service area. Appropriate documentation including past Program Review plans, data and other pertinent information were provided to the RAC membership and those participating in the pilot.

During the month of November 2009, representatives from the selected programs and service areas presented their resource requests to the RAC. At the conclusion of the pilot, feedback from all participants concerning the process was collected and incorporated into a report to be

presented to the President's Cabinet for review prior to distribution to the College for use and to inform the spring 2010 resource allocation process.

The College's Academic Affairs Committee will play a pivotal role in the development of this report incorporating feedback from a meeting held December 8, 2009 for the specific purpose of eliciting comments and suggestions for improvement from those who participated in the RAC process. In addition, a survey was developed with the assistance of the Office of Instructional Services, Resource Development and Research to collect data from the programs and service areas that participated in the pilot. During the spring 2010 semester, these findings will be assessed and evaluated by the Academic Affairs Committee. In addition to the development of an educational component for the Program Review lead writers, the creation of a rubric and guidelines for the implementation of the resource allocation process is planned. The goal will be to meet the needs of the planning and resource allocation model without increasing the workload of those participating in it. Upon adoption of the revised model by the President's Cabinet and other participatory governance bodies, the next steps will be decided.

The planning and allocation of physical resources is overseen by the participatory governance Facilities Committee, which reviews the Facilities Master Plan and makes recommendations to the President's Cabinet. This committee is especially important in terms of the two construction bonds that were passed by the District and have direct implications for Mesa. Of note is the level of participation by the various schools in planning the structure and equipage for their new buildings. The new Allied Health Building is an example of how planning drives allocation. Because of the nature of this discipline, the faculty members were critical in designing the layout of their teaching spaces and the furnishings, fixtures, and equipment that went into them. The Math and Science Building is currently in the planning phase and has had extensive input and planning by the faculty who will teach there. They received a district grant to design a methodology for planning new buildings, and they later received funding to hire a consultant to help maximize teaching space according to square footage.

The planning and allocation of human resources is done through President's Cabinet, and the process for Faculty Hiring Priorities reveals a close relationship between planning and informing allocation. The process involves an application that addresses ten principles of teaching and practice that are evaluated and ranked by a subcommittee of the Cabinet. In this way, the department puts forth its plan, as articulated by the hiring priorities, and the applications are placed in rank order of addressing these priorities. This rank ordered list is instrumental in the allocation of faculty positions. Currently, due to budget constraints, there is no new hiring, but the process remains in place for the time when funding returns. A similar process exists for the hiring of classified staff but through the Executive Staff. Like the allocation of other resources, both these processes use the Program Review plans as part of their decision-making.

Revised 04/27/10

STUDENT LEARNING OUTCOMES EVIDENCE

INTRODUCTION

San Diego Mesa College is in varying stages of developing and assessing Student Learning Outcomes (SLOs) and Administrative Unit Outcomes (AUOs) at the course, program, service area and degree level. The following report describes evidence gathered to date, how it is being used, and what plans exist for the continued expansion of this effort. The College initiated its SLOs and AUOs at the program and service area levels. Faculty and staff are using TaskStream to map program/service area level SLOs and AUOs to the course and degree levels. More detail concerning SLOs and AUOs can be found in the appropriate parts of Standard IB and IIA.

The goal of the Student Learning Outcomes (SLO) Survey 2009 was to gauge the progress, needs, and perceptions of all Instructional, Student Services, and Administrative Services programs/service areas, referred to in this report as units, concerning Administrative Unit Outcomes (AUOs) and Student Learning Outcomes (SLOs). For the sake of brevity, the term "SLO" is used in a broad sense throughout this report to refer to both AUOs and SLOs. The purpose of the last year's survey was to collect baseline data. The College administers the survey annually to measure progress over time.

METHODOLOGY

The original survey instrument was created in Spring 2008 and administered to the Research Committee, SLO Subcommittee, and Program Review Committee for feedback. Based on feedback from the Dean of Research and SLOAC Coordinator, the 2008 instrument was refined, and the finalized version of the SLO Survey 2009 appears in Appendix C. The survey was primarily conducted online via web-based survey software, and a follow-up paper survey administration also occurred. Survey invitations were distributed via email to all designated unit SLO contacts on October 26, 2009. Two reminder emails were sent, and the survey closed on November 20, 2009, for a four-week administration timeframe.

As this was a census survey, non-respondents were contacted after the official survey timeframe and encouraged to respond. Since the online survey had closed by this time, late respondents completed paper surveys. Responses were received from the designated SLO contacts for all 70 units by January 2010. Programs were unlikely to have made marked progress with SLOs from late November through January due to holiday breaks. Therefore, the extended timeframe for data collection is not of significant concern.

Of the 70 units that responded, 53 (76%) were Instructional, 12 (17%) were from Student Services, and 5 (7%) were from Administrative Services. Changes from last year's respondent profile include the addition of the Cooperative Work Experience Program (Instructional) and the addition of five Administrative service areas.

HIGHLIGHT OF THE FINDINGS

Progress in the Student Learning Outcomes Assessment Cycle (SLOAC)

The Mesa College Student Learning Outcomes Assessment Cycle (SLOAC) for 2009 comprises four steps, reduced from the five steps in 2008 due to the assumption that all units have written their SLOs:

> Step1. The program-level/service area-level SLOs to be assessed and ways to assess them have been identified, i.e., your unit has discussed assignments or activities through which the outcomes can be assessed.

Step 2. Assessment of the program-level/service area-level SLOs for at least one course or service area activity/event has been conducted. A shared rubric has been adopted and used to measure the students' levels of facility with the SLO.

Step 3. Results of the assessment have been documented and analyzed and any necessary changes determined, i.e., the results have been translated into "action plans" for improved learning in the future via changes in program design, instruction or service.

Step 4. The next iteration of the SLO assessment cycle, starting again with Step 1, has begun.

With regard to the four steps in the SLOAC, respondents were instructed as follows: *For your unit, please indicate whether each step in the program-level / service area-level SLO assessment cycle is COMPLETED, IN PROGRESS, or NOT STARTED. If you are unsure or unaware for any of these steps, please select PROGRESS UNKNOWN.*

Of the 70 units, 32 units (46%) have "Completed" Step 1, while 27 units (39%) have "Completed" Step 2. Units were in varying stages of development with regard to Step 3, and half (n = 34 out of 68 item respondents) have "Not started" Step 4 (see Table 4). Compared to the 2008 baseline data, marked progress has been made in all areas of SLOAC. Tables 1 and 2 in Appendix A provide a snapshot of where each unit stands with regard to the four steps in SLOAC, while Table 3 provides an overall view of the College's progress compared to the 2008 baseline data.

SLO Assessment

Based on their responses to unit progress in the SLOAC, respondents were routed to the appropriate questions. Respondents were only asked questions pertaining to those steps in the SLOAC with which their units were "COMPLETED". Please note that Administrative Services adopted their AUOs in 2009 and have not yet begun the assessment portion of SLOAC.

On the Instructional side of the house, when asked, "Have course-level SLOs been adopted for the courses listed?" 18 of the 20 (90%) item respondents replied "yes" while 2 of the 20 (10%) item respondents replied "no." In Student Services, 2 of the 3 (67%) item respondents replied "yes" and 1 of the 3 (33%) item respondents replied "no" (see Table 4).

Of the 21 Instructional units that completed Step 2 in SLOAC, 17 units (81%) indicated that they used a shared, unit-wide rubric to measure their SLOs and 4 units (19%) indicated that they did not (see Table 4). Of the 6 Student Services units that completed Step 2 in SLOAC, 2 units (valid 40%) indicated that they used a common, unit-wide rubric to measure their SLOs and the remaining 3 (valid 60%) indicated that they did not while 1 unit declined to respond (see Table 5).

Respondents were asked to indicate whether their units conducted direct assessment, which involves observable demonstrations of student learning; indirect assessment, which involves self-reported student learning; or both. Of the 27 College units that completed Step 2 in SLOAC, 17 units conducted direct assessment only (15 Instructional units and 2 Student Services units), 4 units conducted indirect assessment only (3 Instructional units and 1 Student Services unit), and 6 units conducted both kinds of assessment (3 Instructional units and 3 Student Services units) (see Table 6).

Among the 23 units that conducted direct assessment, the most popular direct assessment activities were common exam questions and written or oral reports, used by 10 units each (43%), followed by course-embedded assessment and "other activities not listed", both of which were used by 7 units each (30%) (see Table 7). Units may have used a variety of direct assessment activities.

Among the 10 units that conducted indirect assessment, 9 units administered surveys and 1 unit conducted interviews (see Table 8). Units may have used more than one type of indirect assessment activity.

Of the 15 units that completed a full cycle of SLO assessment and began another cycle, 7 units (47%) kept the same SLOs and assessment methods from one iteration of the cycle to the next while 8 units (53%) modified their SLOs and/or assessment methods (see Table 9).

Dialogue and Praxis

Seven Likert-scale items were constructed based on the Student Learning Outcomes rubric provided by the Accrediting Commission of Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC). These items focus on dialogue and praxis, defined as the intersection of reflection and action.

Descriptive data for these seven items are shown in Table 10 and are compared with the 2008 baseline data in Table 11. According to a paired-samples t-test, the 2009 means on four of the seven items were significantly higher ($p < .05$) than last year's 2008 baseline means, bringing the means for all seven items above 3.0 in 2009 (based on a 4-point Likert rating scale). The items which showed statistically significant improvement from last year to the current year of 2009 stated (in order of appearance on the survey instrument): 1) dialogue about student learning involves all faculty/staff in my unit; 2) the dialogue that occurs in my unit about student learning is robust; 3) Student Learning Outcomes assessment occurs in a systematic fashion in my unit; and 4) results of Student Learning Outcomes assessment are used for continuous quality improvement in my unit.

Units Requesting Assistance from the SLO Committee

Table 12 lists the units that requested assistance with the various stages of the SLOAC. Five units requested assistance from the Committee with selecting an SLO to be assessed and a way to assess it (Step 1), 15 units need help assessing the selected SLO (Step 2), 12 units would like assistance documenting and analyzing the data (Step 3), and 14 units requested assistance with starting the next iteration of the SLOAC (Step 4).

Decisions Informed and Actions Prompted by SLO Assessment Results

Respondents from all units were asked, *Please describe any decisions informed or actions prompted by your documented program-level / service area-level SLO assessment results*. Verbatim responses are listed in Appendix B.

Unique Circumstances or Challenges

Respondents from all units were asked, *Please use this space to elaborate on any of your responses to the [survey] questions. You may also use this space as an opportunity to tell us about any unique circumstances or challenges your unit has faced*. Verbatim responses are listed in Appendix B.

SUMMARY

The SLO Survey gathered data regarding progress among all College units on the four steps of the Student Learning Outcomes Assessment Cycle (SLOAC) listed below:

Step1. The program-level/service area-level SLOs to be assessed and ways to assess them have been identified, i.e., your unit has discussed assignments or activities through which the outcomes can be assessed.

Step 2. Assessment of the program-level/service area-level SLOs for at least one course or service area activity/event has been conducted. A shared rubric has been adopted and used to measure the students' levels of facility with the SLO.

Step 3. Results of the assessment have been documented and analyzed and any necessary changes determined, i.e., the results have been translated into “action plans” for improved learning in the future via changes in program design, instruction or service.

Step 4. The next iteration of the SLO assessment cycle, starting again with Step 1, has begun.

Of the 70 units, 32 units (46%) have “Completed” Step 1 – Choose an SLO and a way to assess it, while 27 units (39%) have “Completed” Step 2 – Conduct assessment of your chosen SLO. Units were in varying stages of development with regard to Step 3 – Document and analyze SLO assessment data, and half (n = 34 out of 68 item respondents) have “Not started” Step 4 – Begin the next iteration of SLOAC (see Table 4). Compared to the 2008 baseline data, marked progress has been made in all areas of SLOAC. Of those units that have completed Step 2 – Conduct assessment of SLOs, the strong majority of College units have adopted course-level SLOs and used a shared unit-level rubric to assess their chosen SLOs. Units used a mix of direct and indirect assessment methods. Direct assessment activities varied from unit to unit, whereas almost all units who engaged in indirect assessment conducted surveys. Regarding the items on a four-point Likert scale pertaining to dialogue and praxis about SLOs, the results of a paired-sample t-test comparing the 2008 baseline means and the 2009 means suggest that the College has made significant progress in four areas, all of which happen to be the areas in which the College scored lowest on the 2008 SLO Survey. The four items stated, “Dialogue about student learning involves all faculty/staff in my unit”; “The dialogue that occurs in my unit about student learning is robust”; “Student learning outcomes assessment occurs in a systematic fashion in my unit”; and “Results of student learning outcomes assessment are used for continuous quality improvement in my unit.” Also, compared to 2008 survey results, in 2009, many more units requested assistance with all steps of the SLOAC.

APPENDIX A. TABLES

Table 1 of 2
Unit progress in SLOAC: Step 1 completed

STEP 1	STEP 2	STEP 3	STEP 4	What is the official title or name of your unit?
Completed	Completed	Completed	Completed	Chemistry
				Communication Studies (Speech)
				Languages
				Mathematics
				Student Health Services
				Transfer Center
			In progress	Accounting
				Business
				Disability Support Programs and Services
				Economics
				Financial Aid
				Marketing
				Music
				Radiologic Technology
				Real Estate
			Not started	Physical Education
		In progress	Not started	Assessment and Orientation
				Fine Art
				Philosophy
				Physical Therapist Assistant
				Teacher Education
			In progress	Dance
				Dramatic Arts
		Not started	Progress unknown	Physics Program
			Not started	History
	In progress	Completed	Completed	Cooperative Work Experience Program
		Not started	Not started	Biology
				Computer Business Technology Education (CBTE)
				Physical Sciences (Astr, Geol, Phyn)
			Progress unknown	Computer and Information Sciences
		Progress unkown	Progress unkown	ACP - Math
	Not started	Not started	Not started	Multimedia

Table 2 of 2
Unit progress in SLOAC: Step 1 not completed

STEP 1	STEP 2	STEP 3	STEP 4	What is the official title or name of your unit?
In progress	In progress	In progress	In progress	American Sign Language / Interpreter Training Program
				Anthropology
				Engineering
				Evaluations
				Medical Assisting
				Nutrition
			Not started	ACP - Political Science
				Consumer Studies
		Not started	Not started	Black Studies
				Hospitality
				Learning Resources Center
				Psychology
				Student Affairs
			Progress unknown	Animal Health Technology
			In progress	Admissions/Records & Veterans
				Fashion Program
	Not started	Not started	Not started	Chicano Studies
				Child Development
				Counseling
				Geographic Information Systems
				Political Science
				Sociology
		In progress	Not started	EOPS
	Completed	Completed	In progress	Career Center
			Not started	Dental Assisting
	Progress unknown	Not started	Not started	Reprographics
				Stockroom
		Progress unknown	Not started	Tutoring
Not started	Not started	Not started	Not started	Employment/Payroll/Admin/Tech Support & Information Services
				Architecture
				Business Services
				Interior Design
	In progress	Not started	Not started	English
Progress unknown	In progress	In progress	In progress	Geography
	Progress unknown	Progress unknown	Progress unknown	Building Construction Technology
				Health Information Technology
				Student Accounting Office

Table 3
Overall institutional progress in SLOAC

	Completed		In progress		Not started		Progress unknown		Total	
	% in 2008	% in 2009	% in 2008	% in 2009	% in 2008	% in 2009	% in 2008	% in 2009	Total # in 2008	Total # in 2009
Step1. The program-level / service area-level SLOs to be assessed and ways to assess them have been identified, i.e., your unit has discussed assignments or activities through which the outcomes can be assessed.	35%	**46%**	56%	**41%**	8%	**7%**	1%	**6%**	66	**70**
Step 2. Assessment of the program-level / service area-level SLOs for at least one course or service area activity/event has been conducted. A shared rubric has been adopted and used to measure the students' levels of facility with the SLO.	20%	**39%**	38%	**34%**	39%	**19%**	3%	**9%**	66	**70**
Step 3. Results of the assessment have been documented and analyzed and any necessary changes determined, i.e., the results have been translated into "action plans" for improved learning in the future via changes in program design, instruction or service	12%	**28%**	15%	**25%**	70%	**42%**	3%	**6%**	66	**69**
Step 4. The next iteration of the SLO assessment cycle, starting again with Step 1, has begun.	8%	**10%**	18%	**31%**	70%	**50%**	5%	**9%**	66	**68**

Table 4
Course-level SLOs

		Instructional Programs		Student Services	
		Count	Row %	Count	Row %
Has your unit adopted course-level SLOs?	Yes	18	90%	2	67%
	No	2	10%	1	33%
	Total	20	100%	3	100%

Table 5
Use of unit-wide rubric in completion of SLOAC Step 2

		Instructional Programs		Student Services	
		Count	Row %	Count	Row %
Were your SLOs measured using a common, unit-wide rubric? (Although the assessment activities may have varied, the rubric was the same).	Yes	17	81%	2	40%
	No	4	19%	3	60%
	Total	21	100%	5	100%

Table 6
Use of direct and indirect assessment in completion of SLOAC Step 3

		Instructional Programs		Student Services		Total College-Wide	
		Count	Column %	Count	Column %	Count	Column %
What kind of program-level / service area-level SLO assessment did your unit conduct?	Direct assessment ONLY	15	71%	2	33%	17	63%
	Indirect assessment ONLY	3	14%	1	17%	4	15%
	BOTH direct and indirect assessments	3	14%	3	50%	6	22%
	Total	21	100%	6	100%	27	100%

Table 7
Direct assessment conducted in SLOAC Step 3 (23 programs / service areas)

	Count	Row %
Capstone projects (final projects which synthesize essential course objectives)	3	13%
Common exam questions (items designed to elicit student understanding of essential course objectives)	10	43%
Course-embedded assessment (representative student work generated in response to typical course assignments)	7	30%
Performance exams (e.g., external licensing examinations)	3	13%
Portfolios (collections of student work which demonstrates growth and development over time)	2	9%
Reports, written or oral	10	43%
Other activities not listed above	7	30%

Table 8
Indirect assessment conducted in SLOAC Step 3 (10 programs / service areas)

	Count	Row %
Surveys	9	90%
Focus groups	0	0%
Interviews	1	10%

Table 9
Restarting the cycle in completion of SLOAC Step 4

		Count	Column %
As you began another SLO assessment cycle this year, what happened to your program-level / service area-level SLOs and the methods you chose to assess them?	We kept the same program-level / service area-level SLOs and assessment methods from one iteration of the cycle to the next.	7	47%
	We modified our program-level / service area-level SLOs and/or assessment methods from one iteration of the cycle to the next.	8	53%
	Total	15	100%

Table 10
Dialogue and praxis: Frequencies

	Strongly disagree		Disagree		Agree		Strongly agree		Total
	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count
Dialogue about student learning occurs on an ongoing basis in my unit.	0	0%	9	13%	34	50%	25	37%	68
Dialogue about student learning involves all faculty/staff in my unit.	0	0%	8	12%	36	54%	23	34%	67
The dialogue about student learning that occurs in my unit is robust.	1	2%	8	12%	36	55%	21	32%	66
Student learning improvement is a visibly high priority in my unit.	0	0%	6	9%	32	47%	30	44%	68
Student learning outcomes assessment occurs on an ongoing basis in my unit.	0	0%	12	18%	30	45%	25	37%	67
Student learning outcomes assessment is conducted in a systematic fashion in my unit.	1	2%	14	21%	32	48%	19	29%	66
Results of student learning outcomes assessment are used for continuous quality improvement in my unit.	0	0%	11	17%	30	45%	25	38%	66

Table 11
Dialogue and praxis: Comparison of 2008 and 2009

*Note: n represents number of paired responses from 2008 and 2009. Please note that Administrative Services was not included in the 2008 SLO Survey administration.

	Comparison of 2008 (Baseline) Means and 2009 Means		
	2008 MEAN	2009 MEAN	Sig.
Dialogue about student learning occurs on an ongoing basis in my unit. (n = 65)	3.20	3.22	No
Dialogue about student learning involves all faculty/staff in my unit. (n = 64)	2.97	3.22	$p < .05$
The dialogue about student learning that occurs in my unit is robust. (n = 61)	2.79	3.15	$p < .05$
Student learning improvement is a visibly high priority in my unit. (n = 64)	3.33	3.36	No
Student learning outcomes assessment occurs on an ongoing basis in my unit. (n = 63)	3.06	3.22	No
Student learning outcomes assessment is conducted in a systematic fashion in my unit. (n = 62)	2.82	3.06	$p < .05$
Results of student learning outcomes assessment are used for continuous quality improvement in my unit. (n = 61)	2.90	3.26	$p < .05$

Table 12
Units requesting assistance from SLO Committee

Step in which assistance is requested	Unit requesting assistance
Step1. The program-level / service area-level SLOs to be assessed and ways to assess them have been identified	Child Development Health Information Technology Student Accounting Office Student Health Services Tutorial Centers
Step 2. Assessment of the program-level / service area-level SLOs for at least one course or service area activity/event has been conducted	Employment/Payroll/Admin/Information Services & Tech Support Architecture and Environmental Design Black Studies Business Services Chicano Studies Department Child Development Computer Business Technology Educ Dental Assisting Geography Health Information Technology Stockroom Student Accounting Office Student Affairs Student Health Services Tutorial Centers
Step 3. Results of the assessment have been documented and analyzed and any necessary changes determined	Admissions/Records & Veterans Anthropology Architecture and Environmental Design Chicano Studies Department Child Development Dental Assisting Health Information Technology Student Accounting Office Student Affairs Student Health Services Testing and Orientation Tutorial Centers
Step 4. Continue the cycle	Animal Health Technology Architecture and Environmental Design Child Development Counseling Dance Dental Assisting Fashion Program Health Information Technology Physical Sciences (Astr, Geol, Phyn) Physical Therapist Assistant Student Accounting Office Student Health Services Teacher Education Program Tutorial Centers

APPENDIX B. OPEN-ENDED RESPONSES

All comments are verbatim and have not been edited except to protect the identity of a specific person. Identifiable information has been replaced with asterisks (***).

Please describe any decisions informed or actions prompted by your documented SLO assessment results.

Assessment still in progress
assessments have not yet begun. Process still in progress.
Change of workshop format to more interactive small group sessions. Focus more on student autonomy rather than simply providing information. Focus on access to resources.
Changes in assessment questions and addition of learning activities to one course
Completed 5 year assessment cycle in 2008. Met with our program assessment committee and revamped our goals (SLO's) and restructured some measurement tools. In process of new assessment cycle #1.
Decided to use same test in different PE classes during Spring semester 2010. Same SLO will be assessed in spring. 2nd SLO will begin assessment in Fall 2010.
Issue arose through analysis of spring 2009 presurvey results. While students taking work experience for the second time did rate their ability to write SMART learning objectives higher than students who had not taken the course before, the difference was minimal. We discussed this at our fall instructor meeting. Then, implemented the following: Instructors were to review how the orientation presentations and program materials could be improved in order to help students with the development of SMART objectives. Actions included putting the student handbook in PDF format and sending it to students so they could read it prior attending orientation. We are also changing the format of our learning objectives worksheet.
No decisions made at this time
One instructor found that student repeat performance of homework improved exam results. Another instructor will increase the question and answer sessions to improve learning opportunities; also, assignments will be changed to assure a better grasp of financial statement analysis and lecture on select topics will be increased.
Prompted training for writing rubrics
Still discussing data collection methods. Have held surveys for 2 semesters. We are comparing results and deciding if the measuring tool is effective.
The FA office collects a great deal of data, the question is how best to use that data, what does the data show us, and what data should we collect to provide a clearer picture of what our students may be learning from their FA experiences. It was decided to create and track data in the area of Student Academic Progress. The ability of the student to analyze their academic issues, seek counseling advice, communicate their issues in writing clearly and devise a plan of action is essential for a successful outcome of the Appeal process. A log template was devised where each of the Financial Aid Technicians would be able to keep statistics on these various elements as they relate to Appeal denials and approvals. The number of Appeal approvals, denials and reasons for denial are logged after each weekly Appeal meeting. The logs are examined at the end of each semester by the Financial Aid Officer and statistics are compiled. After the statistics are analyzed and discussed, recommendations are made to change elements of the Appeal communication process to help lower the percentage of Appeal denials due to unclear student communication, or any other issue which becomes apparent.
We also used the state exam results

Please use this space to elaborate on any of your responses to the above questions. You may also use this space as an opportunity to tell us about any unique circumstances or challenges your unit has faced.

As a result of the evidence several new tactics were used to help students with their Appeal process: -A “Helpful Hints” sheet was prepared to make sure students realize why they need to appeal, and to help guide them in writing their Appeal letter. Issues covered include: Completion rate, Low GPA, Prior Degree and attempting more than 90 units. The effectiveness of this handout has been tracked through many semesters and the form is adjusted when the SLO analysis results indicate a need. -Additional information was added to the Appeal Cover Sheet and the actual Appeal Form to continue to make the Appeal process as transparent and comprehensible as possible. -Financial Aid Adjunct counselors have been hired to work specifically with Appeal students. In former years Counseling was unable to complete Student Education Plans for Appeal students during several months in the summer due to their own high office impact. Counselors were also unavailable to assist on the Appeal committee from mid-July, when students are initially notified that they need to appeal, until mid-September. In order to make sure all student appeals were treated with academic equality it was decided that an academic counselor needed to be present for each Appeal Committee meeting. -Communication at the Financial Aid front counter has been enhanced as a result of the new written material included with the Appeal Form. Students are instructed to read the information, make sure they understand why they need to appeal and ask questions of the office staff. They are now able to receive their Appeal decision verbally without having to wait for e-mail or letter confirmation. Challenges: Every year the pieces of information which students seem to have difficulty with seem to change. We are constantly having to identify new student perception issues and try to amend verbage for better understanding. It is an on-going process. Whenever we think we have an element ideally worded, the government makes a change and we need to start over.

Assessing a course per term as originally proposed by *** appears manageable. Putting the assessments on Task Stream, which I believe will consume much time and help desk assisstance is another matter. Also, the goal of having all courses assessed by the end of 2010 and put on Task Stream is not feasible in light of the work load issue. In this department, 30 courses are offered of which 21 (70%) are taught solely by adjuncts. In our view, only the teacher can assess the course. The developing consensus is that the current SLO assessment process needs serious reevaluation.

Budget initiations have scaled back the types of outreach done and adjustments had to be made which has slowed the process. Also, the move to the Modular Village interrupted the flow of the offce as adjustment to the new environment continues

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I DO NOT REMEMBER WHAT THE SLO FOR THE COURSES WERE, OR IF THEY WERE EVEN DEVELOPED. WE HAVE DISCIPLINE SLO THAT CAN BE FOUND IN THE MESA CATALOG. NOR DO I REMEMBER WHICH COURSES WERE ASSESSED. ANOTHER PERSON IN THE DEPARTMENT HAS THAT INFORMATION AND HE IS UNAVAILABLE RIGHT NOW. I DO NOT HAVE THE SLO RESULTS; SOMEONE ELSE IN THE DEPARTMENT HAS THEM AND HE IS UNAVAILABLE RIGHT NOW.

I have no idea how SLOs for tutoring can be measured

I only teach in the Fall semester, so I've been out of the loop.

*** met with our department 11/16/09. Immensely helpful and will help again as needed. We will be tying in our implementation steps with our january department meeting.

Last two items not filled out due to previous answers regarding status. I will be discussing with Dept. Chair.

My department is one of the ones with a fair amount of resistance to the SLO process and assessment cycle; because ***, perhaps they expect me to "do it all for them." Planning has been sporadic at best. Perhaps if we had a liaison from the "new" SLO Committee, complete with due dates, we could get moving.

Our area affects student learning outcomes indirectly. We strive to provide best customer service so faculty & staff can concentrate on student needs & success.

Q9 - Laboratory practice exams

Regarding the questions below: Student learning outcomes and their assessment have always been a vital part of our teaching and learning even before the current accrediting cycle. Long before SLOs were a fad, we developed and modified courses, creating teaching and leaning techniques that addressed student needs to assure their success. We accomplished this in a more timely and comprehensive manner than prescribed by the current SLO cycle mandate. The SLO cycle as prescibed by the ACCJC is a time consuming,gross over simplification of our traditional assessment and is thererfore detrimental to our teaching. The assessment of three or four concepts in our department is perfuctory at best and could never replace our current methods of assessment. Therefore when we choose to agree with the following statements it is congruent with our time tested methods not with the current mandated and marginally tested SLO cycle.

Sorry but I'm new at this program. My supervisor retired and so I'm not sure where she left off. I would have to find her stuff and we moved recently so I'm not sure if I can find them

The language used in this survey should be made very simple to understand regarding the data your seeking to obtain departments. My department makes extended efforts to address many of these issues outside of defined SLO's so its confusing as to what your seeking to obtain. We engage what you define as SLO's into our core curriculum values & standards.

There are many adjunct faculty in CBTE. It is a challenge to train them in taskstream. It is also not clear what the work flow of adjuncts would follow to have the SLO's assessed and recorded. As of now, we think the contract faculty are responsible but we unsure of how to gather the SLO assessment data, judge it and input it for a class we didn't teach.

There are no contract faculty in GIS. I am taking the responsibility for the SLO's for GIS as this program is included in my department (CBTE/MULT/GIS). We were able to write the program SLOs. I cannot assess SLO's in the classroom as I teach in CBTE and MULT.

There are two SLO that I will need help on in assessing.

There is no current discussions being conducted on the status of SLOs in the department. I'm not sure that the courses offered are being are measuring student learning outcomes or if they are utilizing assessment measures. The original energy has waned.

WE ARE MEETING WITH *** TO LEARN MORE ABOUT THE SLO PROCESS.

We need to see how we can assess the AUOs. The rest of the survey does not realte to us. There should have been another box entitled "N/A."

We plan to expand to assess a fourth course

We requested help earlier in the semester, but have worked through the problems and now have a pilot assessment in place for the end of the semester.

We started the inital SLO list during our program review amd identified 5 SLO's. We have attended a SLO workshop/ webinar this semester. Our entire department is moving to new offices and we are totally overwhelmed with planning and are unable to do anything more on SLO's at this time. However, we all are involved with student learning just not in the systematic fashion that this process has asked us to use. (see below)

APPENDIX C. SURVEY INSTRUMENT

San Diego Mesa College
Student Learning Outcomes (SLO) Survey 2008

The goal of this survey is two-fold: to learn about the progress that your unit has made in the area of Student Learning Outcomes (SLOs) and to identify any areas of SLOs in which the Mesa SLO Committee might be of assistance to your unit.

In what area of the College does your unit (program or service area) reside?

- ❑ *Administrative Services*
- ❑ *Instructional Programs*
- ❑ *Student Services*

What is the official title or name of your unit? ***For units comprising two or more disciplines / service areas, please see your department chair / supervisor if coordination questions arise.***

_____

_____

As of Summer 2009, all college units have adopted their program-level / service area-level SLOs. For your unit, please indicate whether each step in the SLO assessment cycle is COMPLETED, IN PROGRESS, or NOT STARTED. If you are unsure or unaware for any of the steps, please select PROGRESS UNKNOWN.

	❑ Completed	❑ In progress	❑ Not started	❑ *Progress unknown*
Step1. The program-level / service area-level SLOs to be assessed and ways to assess them have been identified, i.e., your unit has discussed the assessment of your SLOs and chosen assignments or activities through which they will be assessed.				
Step 2. Assessment of the program-level / service area-level SLOs for at least one course or service area activity/event has been conducted. A common, unit-wide rubric has been adopted and used to measure the students' levels of facility with the SLO.				
Step 3. Results of the assessment have been documented and analyzed and any necessary changes determined, i.e., the results have been translated into "action plans" for improved learning in the future via changes in program design, instruction or service delivery.				
Step 4. Continue the cycle, i.e., begin the next iteration of the SLO assessment cycle, starting again with Step 1.				

Please list the program-level / service area-level SLOs your unit has chosen to assess this year. *You may list up to five SLOs.*

SLO A: _____

SLO B: _____

SLO C: _____

SLO D: _____

SLO E: _____

In which courses has your unit conducted SLO assessment? *You may list up to five courses.*

SUBJECT ABBREVIATION + COURSE NUMBER _____

SUBJECT ABBREVIATION + COURSE NUMBER _____

SUBJECT ABBREVIATION + COURSE NUMBER _____

SUBJECT ABBREVIATION + COURSE NUMBER _____

SUBJECT ABBREVIATION + COURSE NUMBER _____

Have course-level SLOs been adopted for the courses listed above?

- ❑ *Yes*
- ❑ *No*

Were your SLOs measured using a common, unit-wide rubric? (Although the assessment activities may have varied, the rubric was the same).

- ❑ *Yes, we used a unit-wide rubric.*
- ❑ *No, we did not use a unit-wide rubric.*

What kind of SLO assessment did your unit conduct?

- ❑ *Direct assessment ONLY (observed demonstrations of student learning)*
- ❑ *Indirect assessment ONLY (reported perceptions of student learning, including surveys, interviews, and focus groups)*
- ❑ *BOTH direct and indirect assessments*

Which of the following activities did you use to observe students' facility with the outcome in your direct assessment? *Please select all that apply.*

- ❑ *Capstone projects (final projects which synthesize essential course objectives)*
- ❑ *Common exam questions (items designed to elicit student understanding of essential course objectives)*
- ❑ *Course-embedded assessment (representative student work generated in response to typical course assignments)*

- ❑ *Performance exams (e.g., external licensing examinations)*
- ❑ *Portfolios (collections of student work which demonstrates growth and development over time)*
- ❑ *Reports, written or oral*
- ❑ *Other activities not listed above*

Which of the following activities did you use to gather information for your indirect assessment? *Please select all that apply.*

- ❑ *Surveys*
- ❑ *Focus groups*
- ❑ *Interviews*

Please describe any decisions informed or actions prompted by your documented SLO assessment results.

_____

_____

_____

_____

As you began another SLO assessment cycle this year, what happened to your program-level / service area-level SLOs and the methods you chose to assess them?

- ❑ *We kept the same program-level / service area-level SLOs and assessment methods from one iteration of the cycle to the next.*
- ❑ *We modified our program-level / service area-level SLOs and/or assessment methods from one iteration of the cycle to the next.*

Please indicate the areas of the SLO assessment cycle in which you would like assistance from the SLO Committee. *Please select any or all that apply. If no assistance is needed, please leave the items blank.*

- ❑ *Step 1. Identify the SLOs to be assessed.*
- ❑ *Step 2. Identify a way to assess the selected SLOs in particular courses or service area activities/events.*
- ❑ *Step 3. Conduct assessment of the program-level / service area-level SLOs.*
- ❑ *Step 4. Close the loop: analyze the documented results of the assessment and determine whether any changes should be made.*

Please use this space to elaborate on any of your responses to the above questions. You may also use this space as an opportunity to tell us about any unique circumstances or challenges your unit has faced.

_____

_____

_____

_____

_____

_____

_____

_____

Please indicate your level of agreement or disagreement with the following statements about your unit's stages of development with regard to SLOs.

	Strongly agree	*Agree*	*Disagree*	*Strongly disagree*
Dialogue about student learning occurs on an ongoing basis in my unit.	❑	❑	❑	❑

	Strongly agree	*Agree*	*Disagree*	*Strongly disagree*
Dialogue about student learning involves all faculty/staff in my unit.	❑	❑	❑	❑
The dialogue about student learning that occurs in my unit is robust.	❑	❑	❑	❑
Student learning improvement is a visibly high priority in my unit.	❑	❑	❑	❑
Student learning outcomes assessment occurs on an ongoing basis in my unit.	❑	❑	❑	❑
Student learning outcomes assessment is conducted in a systematic fashion in my unit.	❑	❑	❑	❑
Results of student learning outcomes assessment are used for continuous quality improvement in my unit.	❑	❑	❑	❑

Thank you for participating in the SLO Survey!

After clicking below to "submit" your survey, you will be immediately redirected to the Mesa SLO web site.

OFF-CAMPUS SITES AND DISTANCE LEARNING

Mesa College assures the quality of its programs offered at off-campus sites and centers as well as distance-learning efforts by applying the same standards, criteria, and processes used for its on-campus programs. The largest off-campus offering is the Accelerated College Program (ACP) at ten (10) San Diego high schools, which is a long-term program that has linked our college with our high school partners. High school students may enroll in college-level political science and/or calculus classes. These students may earn up to 15 semester units of transferrable college credit without leaving their high school campuses.

As reported throughout Standard IIA, Instructional Programs, Mesa College has criteria in place to assure the quality of instruction regardless of type, delivery mode or location. Like its on-campus counterparts, the Accelerated College Program addresses the mission of the institution. The curriculum offered at the high schools is of the same rigor and content required by Title 5 so students can successfully transfer to universities. Mesa College faculty members, experts in their fields of knowledge, teach these courses using appropriate delivery modes and meet the same minimum qualifications required for all community college classes. It is critical to note that all curriculum is the same as that taught on-campus, by faculty who carry the same credentials as other Mesa faculty. Furthermore, ACP professors also teach those same courses on campus. Faculty evaluation is done using the same process and instrument.

ACP faculty have developed Student Learning Outcomes and use the same approach and methodology as their on-campus colleagues. They perform Program Review using the same instrument and engage in the planning process. Our enrollment of approximately 800 students provides evidence of the continued need in our community for high-quality college-credit courses provided by academic specialists to accelerated students in San Diego's high schools.

Off-site courses offered by the School of Health Sciences and Public Services in Medical Assisting and Child Development and those offered by the School of Physical Education, Health Education and Athletics assure quality in the same manner as described above.

The same requirements must be met for distance learning. Online faculty members are subject to the same standards and scrutiny in hiring and evaluation as all other faculty at Mesa College and must also demonstrate that they are adequately prepared to teach using this delivery system as well as to meet the same minimum qualifications required for all community college classes. Because online courses are approved and administered with the same standards as face-to-face instruction, they meet the same standards articulated in Standard IIA including SLO identification and assessment. Approval by the Accrediting Commission of Mesa's 2007 Substantive Change Proposal for Distance Learning provides evidence of this quality.

Quality is assured through the use and maintenance of materials developed by the San Diego Community College District Office of Instructional Services and Planning. A District website, Online Learning Pathways, provides faculty with assistance to be successful in preparing and teaching fully online, partially online and web-enhanced on-campus courses. A portion of the website is designed for students to give them access to information they need to be successful in the online learning environment. Both faculty and students have 24/7/365 help through a Technical Support Center that offers live chat, online tutorials, phone contact, or “submit-a-ticket” options.

USE OF FEDERAL GRANT MONIES

The San Diego Community College District ensures that external independent audits are performed and provides information demonstrating integrity in the use of federal grant monies. The results of the most recent external audit are reported below.

The Basic Financial Statements and Independent Auditors' Report for the year ending June 30, 2009, was conducted by Caporicci and Larson and submitted to the Board of Trustees and Management of the San Diego Community College District on October 30, 2009. The report included the Schedule of Expenditures of Federal, State, and Local awards for purpose of additional analysis, as required by the U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and no-for-Profit Organizations.* The auditors found that the financial statements were fairly stated for these funds. The schedule included information on federal, state, and local funds, by budget element, federal catalog number, grantor or pass-though agency ID, allocation/entitlements for the current year, program revenues, program expenses, and the status of funding source. The District is in good standing for these awards.

Evidence: San Diego Community College District Basic Financial Statements and Independent Auditors' Report for the year ended June 30, 2009.

Abstract of the Report

VALUES

• Respect • Scholarship • Sustainability • Freedom of Expression.

WE ARE *Mesa*

ABSTRACT OF THE REPORT

In the six years since the last accreditation Self Study, San Diego Mesa College has worked toward continuous quality improvement in each of the standards. Immediately following receipt of the 2004 Self Study evaluation report, work began to address recommendations; results were reported in the 2007 Focused Midterm Report which was accepted by the Commission. As with most public colleges during the current economic downturn, San Diego Mesa College has been tasked in recent years to do more with less and to meet the needs of its many students with their varied educational goals. The College has remained true to its mission in response to these challenges.

While dealing with state funding cutbacks, the College has also been the beneficiary of two Proposition 39 bond measures, which have provided funds to update and upgrade facilities throughout the District. Nearly $500 million has been dedicated to San Diego Mesa College for the purpose of building and equipping new facilities to support instruction and student services. Planning of these facilities has followed a model driven by the practitioners who will teach and provide services in these facilities. Again, mission has driven planning and decision making.

Themes have been prevalent in the Self Study, including institutional commitments; evaluation, planning, and improvement; Student Learning Outcomes; organization; dialogue; and institutional integrity. Beginning with institutional commitments, the College worked to further define its mission in the past two years to assure that the College was clear in terms of *what we do* to serve our community and our students. Mission is at the center of planning, including Strategic Planning and other institutional plans at the college level, and Program Review at the program, service area, and administrative unit levels. Mission drives instruction and services, informing curriculum, student services, support services, and resource allocation. In short, it informs all decision making.

The theme of evaluation, planning, and improvement was pervasive throughout all of the standards. The College has worked hard to build its culture of evidence over the past six years and now has its own Campus-Based Researcher. Program Review has continued to evolve and is now integrated into one process across all organizational divisions. The new strategic plan has key indicators of effectiveness that are clearly delineated in the Research Planning Agenda, which is updated annually. Decision making is focused upon data-informed practices.

The theme of Student Learning Outcomes is seen in each of the standards. Established in Standard II, it was also clearly present in each of the resources in Standard III: human resources, with hiring priorities; physical resources, with facilities' design; technology, with assurance of standards for online instruction, district-wide infrastructure, and applications; and finance, with mission-driven decision making. Student Learning Outcomes, created first at the associate level and then at the program and course levels, are in place and moving forward as indicated with the two annual SLO Survey results, conducted in fall 2008 and fall 2009.

The theme of organization is clear in the manner in which learning and learning outcomes are planned, orchestrated, measured, and communicated to the public. Curriculum is driven, evaluated, and modified when necessary by faculty, as described in Standard II. All institutional planning and evaluation processes are considered in Standard I. Standard IV makes clear that decision making is based upon a participatory process that is evaluative. Standard III reflects a structure that follows this process and provides the resources necessary to achieve optimum outcomes.

Dialogue is a recurrent theme in each of the standards and is an essential component of all decision making. The College has a strong culture of participatory governance, which is based upon dialogue. Numerous committees addressing various standards, and including processes such as strategic planning, budget development, information technology, curriculum, research, Student Learning Outcomes, and Program Review, exist for the purpose of broad dialogue and informed decision making. This same philosophy exists for dialogue at the program, service

area, and administrative unit levels. Research reports and data inform this dialogue, with numerous reports created in response to requirements of governing bodies, internal measures at the institutional level, and measures specific to programs and service units, all of which are identified in the Research Planning Agenda.

Institutional integrity is seen in each area of the standards, with the participatory governance structure providing the checks and balances that assure integrity in all that the College does. The values of the College include integrity, equity, respect, diversity, access, and accountability. These set the tenor for *how* the College does what it does.

Standard One: Institutional Mission and Effectiveness

IA. Mission

The College revisits its mission, vision, values, and goals statements every two years, or more often if determined necessary, to assure that they are consistent with the purpose of the institution. The process for evaluation is institutionalized and carried out on a regular basis, culminating with approval through the Academic Affairs Committee, shared governance groups, President's Cabinet, and ultimately the Board of Trustees. Two years ago, in conjunction with strategic planning, the College determined that the mission, vision, values, and goals statements needed to be revisited before the planned two year review cycle in order to more accurately inform strategic planning, which was being initiated at the time. Mission is an organic process and is responsive to the College community and its needs.

IB. Improving Institutional Effectiveness

Institutional effectiveness has been and continues to be a major area of focus for the College. Since the previous Self Study and the Focused Midterm Report, Mesa has devoted significant time and effort to respond to the recommendations received relative to institutional effectiveness. An overarching new strategic planning process was developed to provide the integration needed as well as to link planning to resource allocation. To test this new model, a pilot was conducted during fall, 2009. The results of this pilot will guide the next steps in the planning process.

The College's long-established Program Review process has matured into an integrated approach and that now encompasses Instruction, Student Services, and Administrative Services. Program Review continues to be the locus of campus planning and resource allocation. Student learning outcomes (SLOs) have followed a similar path with programs and service areas making good progress. TaskStream, a software SLO management package, continues to assist with the implementation of the SLOAC cycle.

Working with the Campus-Based Researcher, the Research Committee continues to address issues pertaining to Program Review, Student Learning Outcomes, and planning. This committee oversees the annual revision of the College's Research Planning Agenda, which brings together in one document all institutional planning as it informs each aspect of the mission.

Standard Two: Student Learning Programs and Services

IIA. Instructional Programs

The College's instructional program continues to be guided and supported by the Program Review process, Student Learning Outcomes, and District policies/procedures. The Mesa College Curriculum Committee continues to apply state and district standards to courses and programs. The use of TaskStream SLO management software was initiated in 2009 and assists faculty and staff with the management and assessment of student learning and administrative unit outcomes.

IIB. Student Support Services

Although the current economic crisis in California has had a devastating effect on the Student Services' budget, this College division has continued to provide a high level of student support. Dialogue and cooperation among the various Student Services areas and the remainder of the college community have permitted the Division to meet its mission. Numerous programs, including matriculation, learning communities, EOPS, DSPS, outreach, counseling, transfer services, and the career center provide the needed support necessary for student success.

Since the 2004 Self Study, Student Services has developed and is assessing Student Learning Outcomes for all of its service areas. They have become a part of the College's robust and integrated Program Review process. Point of Service surveys were conducted in 2009, and results were reported in the appropriate sections of this Self Study. These surveys will continue to be administered and evaluated as part of the Program Review process to support the College's planning process. As evidenced by the Strategic Plan for Online Matriculation Services, the need for offering all matriculation services in the online modality continues to be a priority.

IIC. Library and Learning Support Services

The College has a rich history of meeting the library and learning support needs of the College community. Library services are available face-to-face and online, including 24/7 reference service and a rich offering of databases and e-books in addition to the print collection, and a website designed to serve students both on campus and online. Tutoring services were reorganized to bring together in one central location all services, including those in support of basic skills. Campus computer labs, including the DSPS High Tech Center, support student computing needs. On-going planning, documented in Program Review, provides the direction for library and learning support efforts.

Standard Three: Resources

IIIA. Human Resources

The College employs methods consistent with state education law, District policy and bargaining agreements relative to hiring and evaluation of all its personnel. Professional development for all employees continues to be strongly supported. The College's integrated Program Review process provides planning direction and supports decision making in allocation of human resources. To further inform these processes, program plans report the results of the SLOAC cycle. The College will strive to find a solution to the concerns surrounding the uses of assessment data and not intrude into the collective bargaining arena.

IIIB. Physical Resources

The College has developed a strong, integrated planning process relative to its physical resources to ensure that the needs of programs and service areas are met. In the case of new facility construction, the schools or divisions that will provide services therein work extensively with architects and other planners to assure that student learning and success is at the core of all decision making. The College also works to assure the upkeep and safety of physical resources.

IIIC. Technology Resources

The College has had a formal strategic plan in place for its technology resources since 2004-2005 with supporting processes for the development, maintenance, and enhancement of this infrastructure. This extensive planning is expressed in the Mesa College Information Technology Strategic Plan, which serves as the vision and vehicle for determining what is needed to accomplish program and service area missions. The District IT Department provides improved infrastructure and administrative support to assure consistent, reliable, responsive services, including those in support of distance learning.

IIID. Financial Resources
The College has a long history of financial stability. During the current economic downturn, Mesa has been proactive by assessing its needs and seeking alternative sources of funding, including the establishment of a Grants Office and full-time reassigned Grant writer. The Mission, Vision, and Values statement, along with an evolving integrated planning process, continues to guide the College through these turbulent waters. The College's participatory decision-making process assures that constituents from all participatory governance groups participate in financial planning and budget development. Of particular note in terms of financial stability, the District received no exemptions in its most recent audit, and was identified as a low-risk audit. Practices at the District and College levels assure that the College meets all District, state, and federal financial requirements.

Standard Four: Leadership and Governance

IVA. Decision-Making Roles and Processes
The College has a history of strong participatory governance and continues to make efforts to assure that all constituents understand their roles. These efforts, described throughout the standard, demonstrate a strong commitment to the use of governance processes to support and enhance student learning.

IVB. Board and Administrative Organization
The SDCCD Board of Trustees is an independent policy-making body that reflects the public interest in their activities and decisions. They have established and monitor policies that support student learning and the financial stability of the District's institutions. Current policies uphold the mission statement and ensure members act with integrity. As a legal entity, the SDCCD governing board polices itself through its bylaws and policies including member orientation, development, self-evaluation, and a code of ethics. They are informed about and involved in accreditation.

The current Chancellor was selected and continues to be evaluated using existing policies. She is delegated appropriate authority and responsibilities as defined by policy. Policy also guides the College President, who is responsible for planning, organizing, budgeting, selecting and developing personnel as well as assessing institutional effectiveness using appropriate statutes and regulations. In her role, the President delegates appropriate responsibility and authority to her Vice Presidents, who in turn administer their own divisions. With participatory governance in place, there is support for effective conduct of business and decision-making at the college level.

Since the 2004 accreditation visit, the District has made many changes to meet the recommendation received from the ACCJC. The delineation of functions for the colleges relative to those of the District has been addressed through the creation and distribution of a "functions map," which was evaluated and revised to reflect input from both the District and the colleges. To review its services in support of the colleges' missions and functions, the District has implemented a new self-assessment process to determine effectiveness.

Organization for the Self Study

MISSION

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

WE ARE Mesa

ORGANIZATION FOR THE SELF STUDY

Organization for the development of Mesa College's Self Study began in the fall 2007. The first activity was the selection of two co-chairs: one, a faculty member and the other, a manager. The duties and responsibilities of these two positions were determined, including the provision of reassigned time for the faculty co-chair. A memo was sent inviting applications for the faculty co-chair and included a description of duties. By the spring 2008, both co-chairs had been selected and assigned by the Vice President of Instruction. Reassigned time was provided to the faculty co-chair from spring 2008 through fall 2010 during the preparation of the Self Study.

A totally different approach to develop the Self Study was taken. Using the "Guide to Evaluating Institution," templates of the questions for the four standards were created by the faculty co-chair. To assist the self-study teams, an accreditation website was designed to house reference materials as well as a repository for their work products. In addition, a set of materials for each standard was produced for use by the self-study teams.

Because the President's Cabinet is the College's participatory governance council, it was decided this body would serve as the basis for the steering committee for the accreditation process. The administrative and faculty co-chairs as well as the standard coordinators and section leaders would augment the President's Cabinet membership. The Cabinet is chaired by the College President and includes members of the Executive Staff, the vice presidents of Instruction, Student Services and Administrative Services. Representatives from the Deans' Council, the Academic Senate, the Classified Senate and the Associated Student Body are also voting members of the Cabinet. Many others, including all administrators, routinely attend the weekly meetings. Accreditation became a standing item on the President's Cabinet agenda. In addition, the Self Study co-chairs were invited to present to the Executive Staff on a regular basis.

At the request of the President’s Cabinet in the fall 2007, the recruitment of members for the standard subcommittees began with the Self Study co-chairs attending faculty, classified staff and administrative meetings. In the spring 2008, the Self Study teams for the four standards were formed. Meetings were scheduled for each of the standards and coordinators as well as section leaders were identified. During these meetings, accreditation materials, including timelines, were discussed. The co-chairs explained the use of the templates and the importance of collecting evidence relative to the standard. After the review of the 2004 Self Study and the 2007 Focused Midterm Report, important principles concerning accreditation, including the themes, were emphasized. The role of dialogue was reviewed. The subcommittees were encouraged to contact the co-chairs with questions. Finally, all subcommittees arranged their meeting schedules, and their work began and continued through the fall semester.

As standard subcommittees completed their work, it was submitted to the co-chairs for review. The writing of the narrative began during the spring 2009. Due to the sabbatical of the faculty co-chair/lead writer, an additional faculty co-chair was selected at this time. During the summer 2009, the Self Study chairs wrote the first drafts of the Self Study and started the compilation of a central evidence file. This work continued during the fall semester, and with the faculty co-chair’s return in the spring 2010, the three co-chairs began to finalize the Self Study draft. They had regular weekly meetings to assure that the process was progressing in a timely fashion, to address issues, to provide guidance to the subcommittees and to plan for the next steps.

Mesa College welcomed a new Vice President of Instruction during the summer 2009, and he assumed the role of ALO from the Administrative co-chair and briefed President’s Cabinet on the status of our Self Study. He provided support and guidance to the Self Study chairs. He received weekly updates from the Administrative co-chair concerning the status of the Self Study.

As part of the San Diego Community College District, the Self Study chairs and the Accreditation Liaison Officer (ALO) attended district-wide meetings involving the three colleges and Continuing Education. In addition to developing survey instruments to collect student and employee data for the necessary research support of the Self Study, monthly meetings focused on district/college matters affecting the accreditation process. Procedures were developed and implemented for the requesting of evidence. Regular reports and briefings were developed and presented to the Board of Trustees, the Chancellor's Cabinet, and District Governance Council.

The Standard IV Coordinators for all three colleges attended a special Board of Trustees study session held April 2009. A common set of questions was developed and used to elicit valuable information for the preparation of the Self Study. A similar process with District Human Resources was organized so that information for Standard IIIA could be collected. A district-wide workshop on linking budgeting and planning was held in September 2009 to develop a common understanding of integrated planning and the resource allocation process as well as provide information for the appropriate parts of the Self Study.

To ensure that the entire Mesa College community was aware of the contents of the Self Study and had ample opportunity for involvement and input, a series of eleven forums was organized for the spring 2010 semester. These forums were scheduled Tuesday afternoons for one hour, and included the last half hour of President's Cabinet. After the design of a common agenda, "ground rules" were developed for the presentation of the standards. One week prior to the forum, the standard to be reviewed was sent via email to the Steering Committee and the entire College. Those who could not attend the forum in person were encouraged to send feedback to the Administrative co-chair. At the forum, the Coordinator and Section Leader for the standard under review presented a brief description of the standard and introduced team members. Any feedback received from the College was presented, and then the standard itself was reviewed and discussed page-by-page. Feedback, comments and issues were recorded with decisions made by the Steering Committee on the revisions to be made to the standard. If an issue could not be resolved, it was referred either for further research by the ALO and Self Study chairs or for additional discussion at a Friday meeting. At the conclusion of each forum, edits were made to the reviewed standard, and then this revision was posted to the Accreditation Website for review by the college community. In addition, the post-forum standard was forwarded to the Chancellor by the President for input by the appropriate Vice Chancellor and district-level personnel. The Steering Committee and the college community reviewed the front matter of the Self Study and had an opportunity for feedback and comment during a final forum on May 4, 2010. A campus-wide meeting for review of the entire Self Study was held on May 7, and during the May 11 President's Cabinet, a "signing ceremony" was held upon approval of the document.

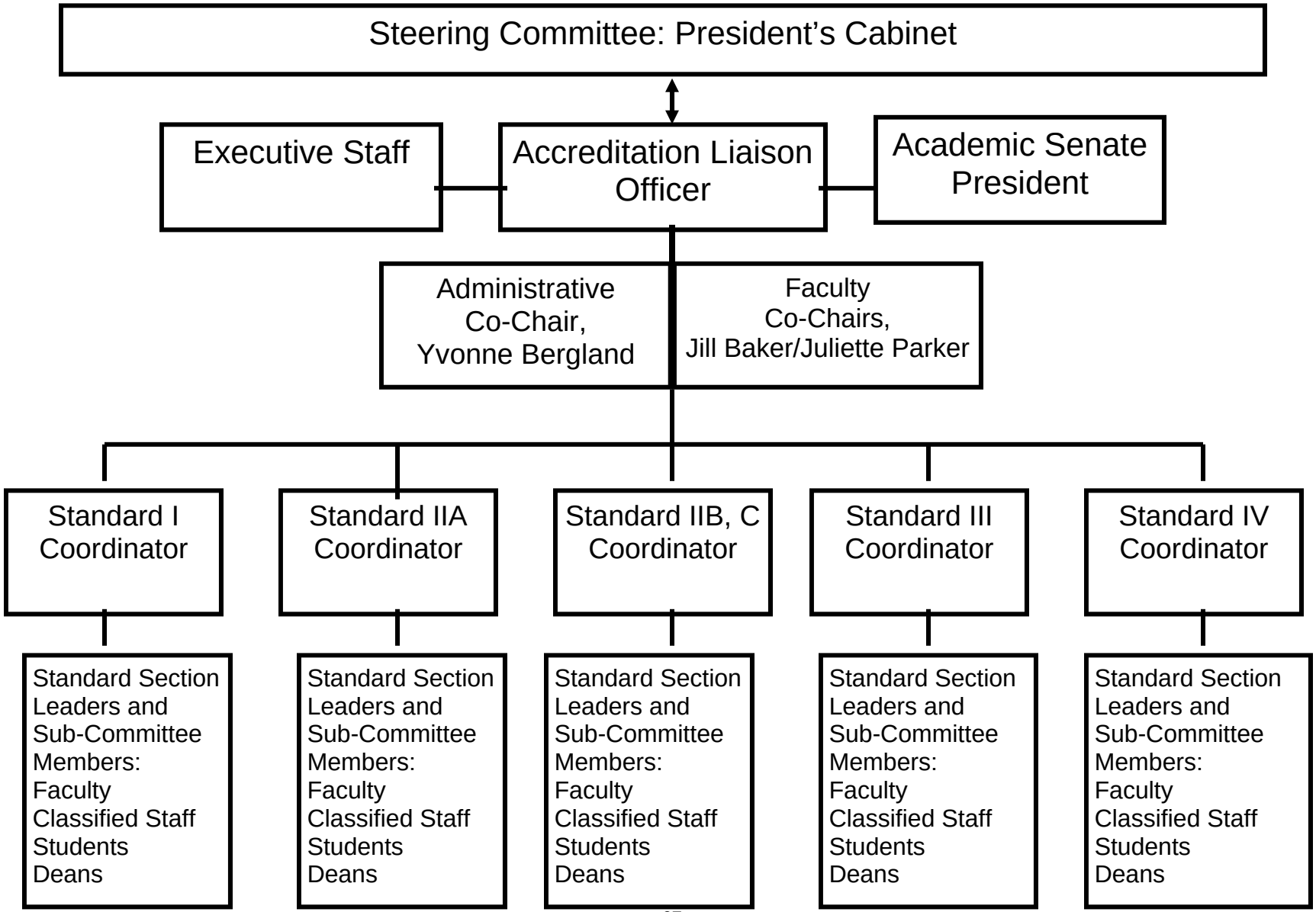
The final draft was prepared in late May and then reviewed by the Chancellor's Cabinet June 1, 2010. This draft was also reviewed and discussed by the District Governance Council in June. The final document was submitted for inclusion on the Board of Trustee agenda for July 8, 2010. The final document was also posted on the College's website in late July. Following acceptance by the Board, the Self Study was sent to the printer and then mailed to Accrediting Commission in August.

SAN DIEGO MESA COLLEGE
SELF STUDY PROCESS FOR ACCREDITATION EVALUATION
ACCREDITATION FORUMS
STEERING COMMITTEE/PRESIDENT'S CABINET REVIEW
SELF STUDY REVIEW SCHEDULE, SPRING 2010, TUESDAYS FROM 3:30 TO 4:30 P.M., LRC 435 (*)

DATE (*)	STANDARD/TITLE	COORDINATOR/SECTION LEADER	MEETING WITH COORDINATOR & SELF STUDY CHAIRS
February 16	IIC - Library and Learning Support Services	Brian Stockert /Jack Forman	February 19 (10:00 – 11:00 am)
February 23	IIB - Student Support Services	Brian Stockert /Art Boyd	February 26 (10:00 – 11:00 am)
March 2	IIA - Instructional Programs	Juliette Parker/Denise Rogers	March 5 (10:00 – 11:00 am)
March 9	IA – Mission	Terrie Teegarden/Ivonne Alvarez	March 12 (10:00 – 11:00 am)
March 9	IB - Improving Institutional Effectiveness	Terrie Teegarden/Susan Mun	March 12 (11:00 am – 12:00 pm)
March 16	IIIA - Human Resources	Charlotta Robertson/Kathy Wells	March 26 (10:00 – 11:00 am)
March 23	IIIC – Technology Resources	Charlotta Robertson/Jean Smith	March 26 (11:00 am – 12:00 pm)
March 29-April 3 Spring Break			
April 6	IIIB - Physical Resources	Charlotta Robertson/Kevin Branson	April 9 (10:00 – 11:00 am)
April 13	IIID - Financial Resources	Charlotta Robertson/Kathy Wells	April 16 (10:00 – 11:00 am)
April 20	IVA - Decision-Making Roles and Processes	Kris Clark/Monica Romero	April 23 (10:00 – 11:00 am)
April 27	IVB - Board and Administrative Organization	Kris Clark/Monica Romero	April 30 (10:00 – 11:00 am)
May 4	Steering Committee/President's Cabinet Final Review of Self Study	ALL	N/A
May 7 Campus-wide Meeting for Review of Self Study			
May 11	Steering Committee/President's Cabinet Final Approval of Self Study	ALL	N/A
June	DISTRICT GOVERNANCE COUNCIL; CHANCELLOR'S CABINET	Respective Representatives	N/A
July	Board of Trustee's Approval of Self Study	ALL (including President, ALO, Self Study Chairs)	N/A

YB/cp 01/14/10; Revised 01/15/10; 01/19/10; 1/25/10; 1/27/10; 3/11/10; 3/26/10

San Diego Mesa College Accreditation Self Study, 2010
Accreditation Steering Committee



ACCREDITATION SELF-STUDY COMMITTEES

Tim McGrath (Vice President, Instruction) Accreditation Liaison Officer
Jill Baker (Faculty), Self Study Chair
Yvonne Bergland (Manager), Self Study Chair
Juliette Parker (Faculty), Self Study Chair
John Gregg (Faculty) Editor
Chris Sullivan (Faculty) Editor
Caterina Palestini (Classified), Administrative Assistant

Standard I: Institutional Mission and Assessment of Effectiveness

Terrie Teegarden (Faculty) Coordinator
Ivonne Alvarez (Supervisor), Section Leader, IA
Susan Mun (Campus-Based Researcher), Section Leader, IB
William Brothers (Faculty)
Adrienne Dines (Faculty)
Jonathan Fohrman (Manager)
Jonathan McLeod (Faculty)
Saloua Saidane (Faculty)

Standard II: Student Learning Programs and Services

IIA: Juliette Parker (Faculty), Coordinator
Denise Rogers (Faculty), Section Leader
Elizabeth Chu (Faculty)
Jennifer Cost (Faculty)
Michael Fitzgerald (Faculty)
Leroy Johnson (Faculty)
Angela Oberbauer (Faculty)
Michael Reese (Interim Manager)
Judy Ross (Faculty)
Joe Safdie (Faculty)
Arlis Svedberg (Classified)
Larry Weiss (Manager) (Retired)

IIB: Brian Stockert (Manager), Coordinator
Art Boyd (Faculty), Section Leader
Naomi Grisham (Faculty)
Chris Kalck (Faculty)

IIC: Brian Stockert (Manager), Coordinator
Jack Forman (Faculty), Section Leader
Val Ontell (Faculty)
Carol Sampaga (Supervisor)
Erica Specht (Faculty)

Standard III: Resources

IIIA: Charlotta Robertson (Supervisor), Coordinator
Kathleen Wells (Supervisor), Section Leader
William Craft (Manager)
Dave Evans (Manager)
Suzanne Khambatta (Supervisor)
Gilda Maldonado (Supervisor)
Joyce Skaryak (Classified)

IIIB: Charlotta Robertson (Supervisor), Coordinator
Kevin Branson (Classified), Section Leader
Donna Budzynski (Faculty)
William Craft (Manager)
Michael Gast (Classified)
Paul Gomez (Supervisor)
Anthony Reuss (Interim Manager)

IIIC: Charlotta Robertson (Supervisor), Coordinator
Jean Smith (Faculty), Section Leader
Karen Owen (Faculty), Section Leader
Michael Davis (Classified)
Dwayne Gergens (Faculty)
Ken Hargreaves (Student)
Paul Lukaszevig (Classified)
Steve Manczuk (Classified)

IIID: Charlotta Robertson (Supervisor), Coordinator
Kathleen Wells (Supervisor), Section Leader
William Craft (Manager)
Dave Evans (Manager)
Chris Horvath (Classified)
Michele Rodgers (Classified)
Paul Sykes (Faculty)

Standard IV: Leadership and Governance

IVA: Kristan Clark (Faculty), Coordinator
Monica Romero (Supervisor), Coordinator
Jan Ellis (Faculty)
Margie Fritch (Manager)
Guadalupe Gonzalez (Faculty)
Ashanti Hands (Manager)
Michael McLaren (Classified)
Cynthia Rico-Bravo (Faculty)
Robin Watkins (Classified)

IVB: Kristan Clark (Faculty), Coordinator
Monica Romero (Supervisor), Coordinator

SAN DIEGO MESA COLLEGE
SELF STUDY PROCESS FOR ACCREDITATION EVALUATION

FALL 2010 Revised 02/01/10

Timeline	Activities
Fall 2007	Select Co-Chairs
Spring 2008	Form Self Study Teams for the Four Standards; Identify Coordinators for Standards teams for Steering Committee; Organize and begin work; Review last Self Study and focused midterm report responses
Fall 2008	Start compiling the narrative, evaluation, and planning sections, and begin collecting evidence
January-May 2009	Narrative, evaluation, planning, and evidence sections for all four standards completed and submitted to Co-Chairs. Selection of additional co-chair/ lead writer.
June – August 2009	Self Study Chairs (Lead Writers) develop draft Self Study and begin to compile central evidence file. Administrative self-study chair reassignment.
Fall 2009 (October to December)	Pilot – Linking Planning and Resource Allocation
Fall 2009 (November – December)	Self Study Chairs (Lead Writers) continue to develop and edit Self Study draft. Continue compilation of evidence file.
January 2010	Self Study Chairs (Lead Writers) Finalize Self Study Draft
February to April 2010	Self Study Draft to Standard Coordinators and Subcommittees for review and feedback. Self Study Co-Chairs to incorporate revisions.
February to April 2010	Steering Committee to review Self Study and hold open campus forums to collect input and feedback.
April to May 2010	Self Study Chairs (Lead Writers) finalize, edit, format, and print final draft and complete evidence file.
May 4, 2010	Steering Committee/President's Cabinet review of final draft
May 7, 2010	Campus-wide Meeting for Review of Self Study
May 11, 2010	Steering Committee/President's Cabinet Approval of final draft
June 2010	Board of Trustees approval of Self Study
August 2010	Mail Self Study to Commission
August 2010-October 2010 Site Visit	Assemble documentation; organize visit. Serve as liaison to team for team arrangements.
October 11 – 14, 2010	Onsite Visit.

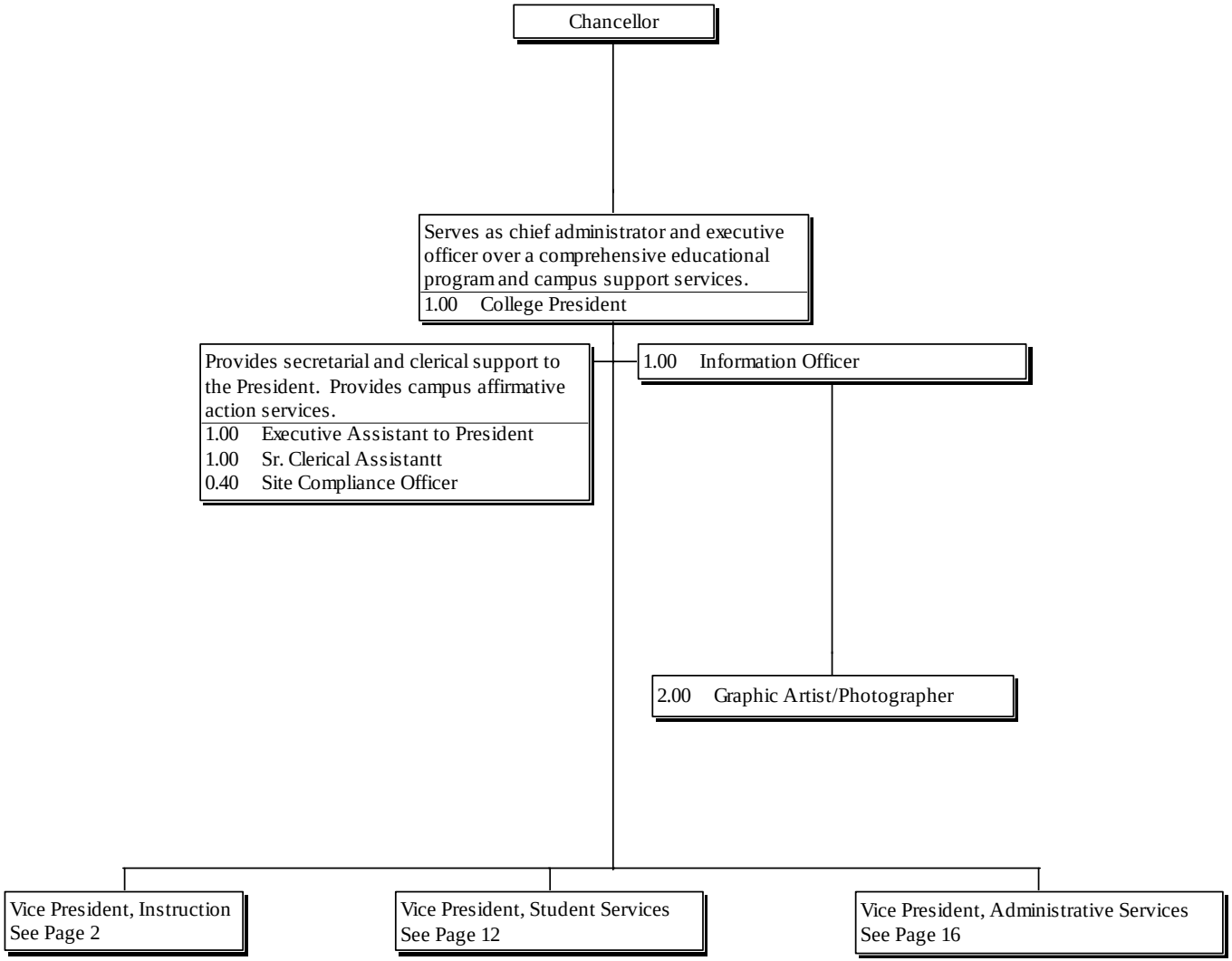
Organization of the Institution

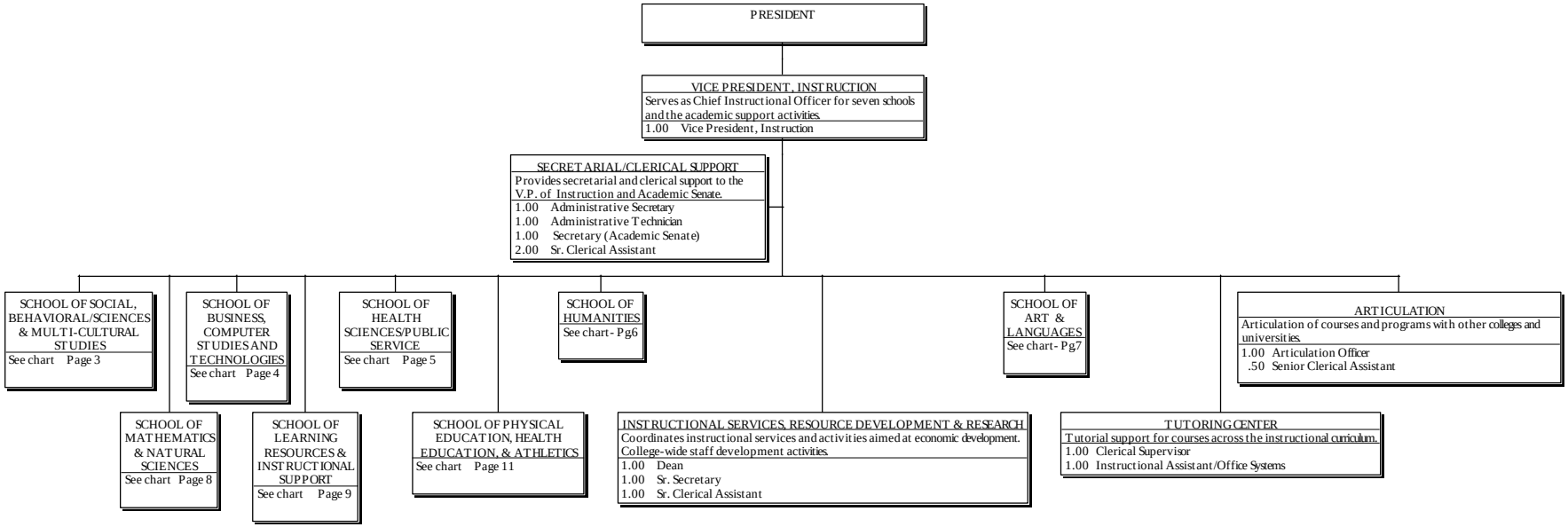
GOALS

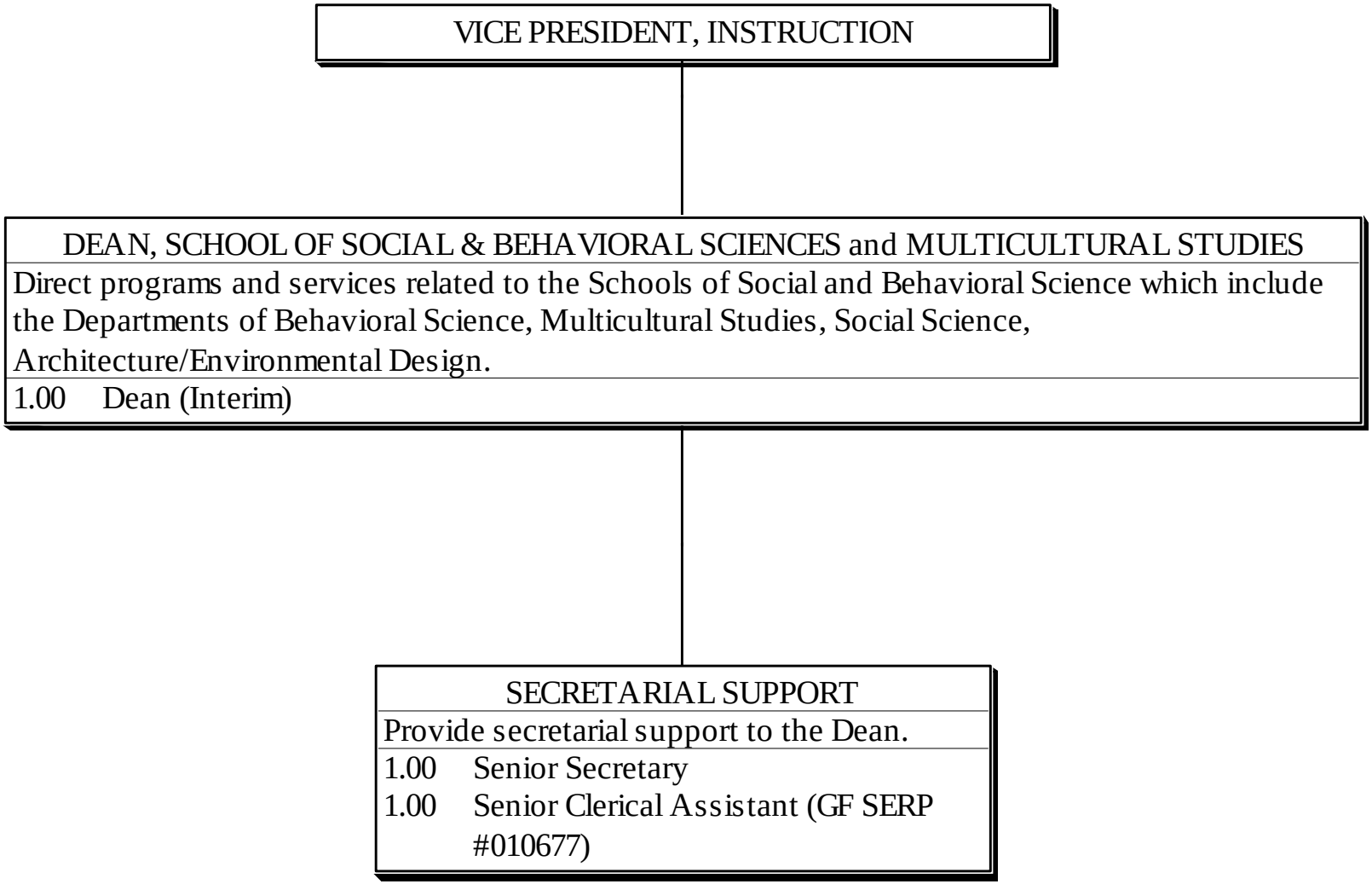
To provide a learning environment that maximizes student access and success, and employee well-being.

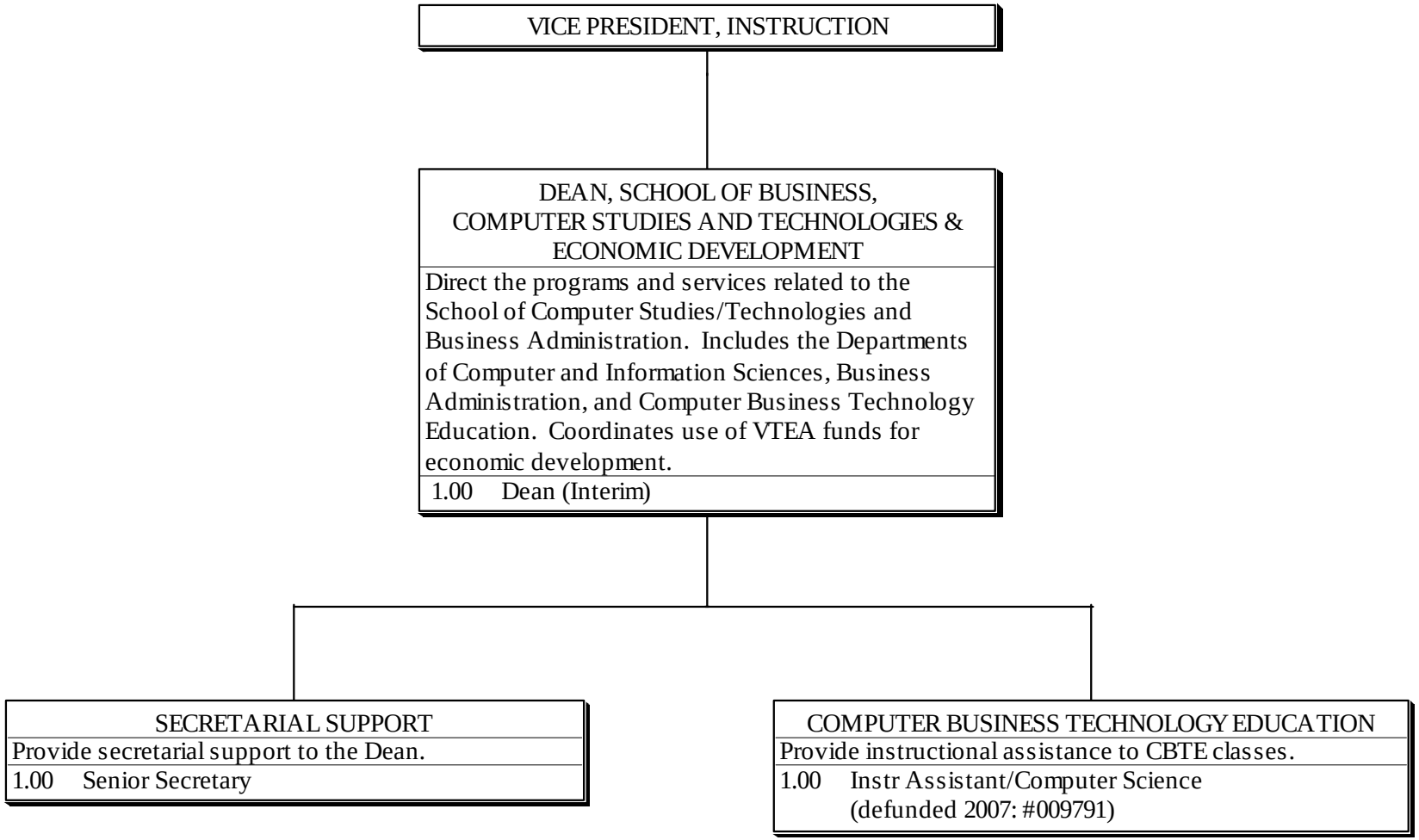
WE ARE Mesa

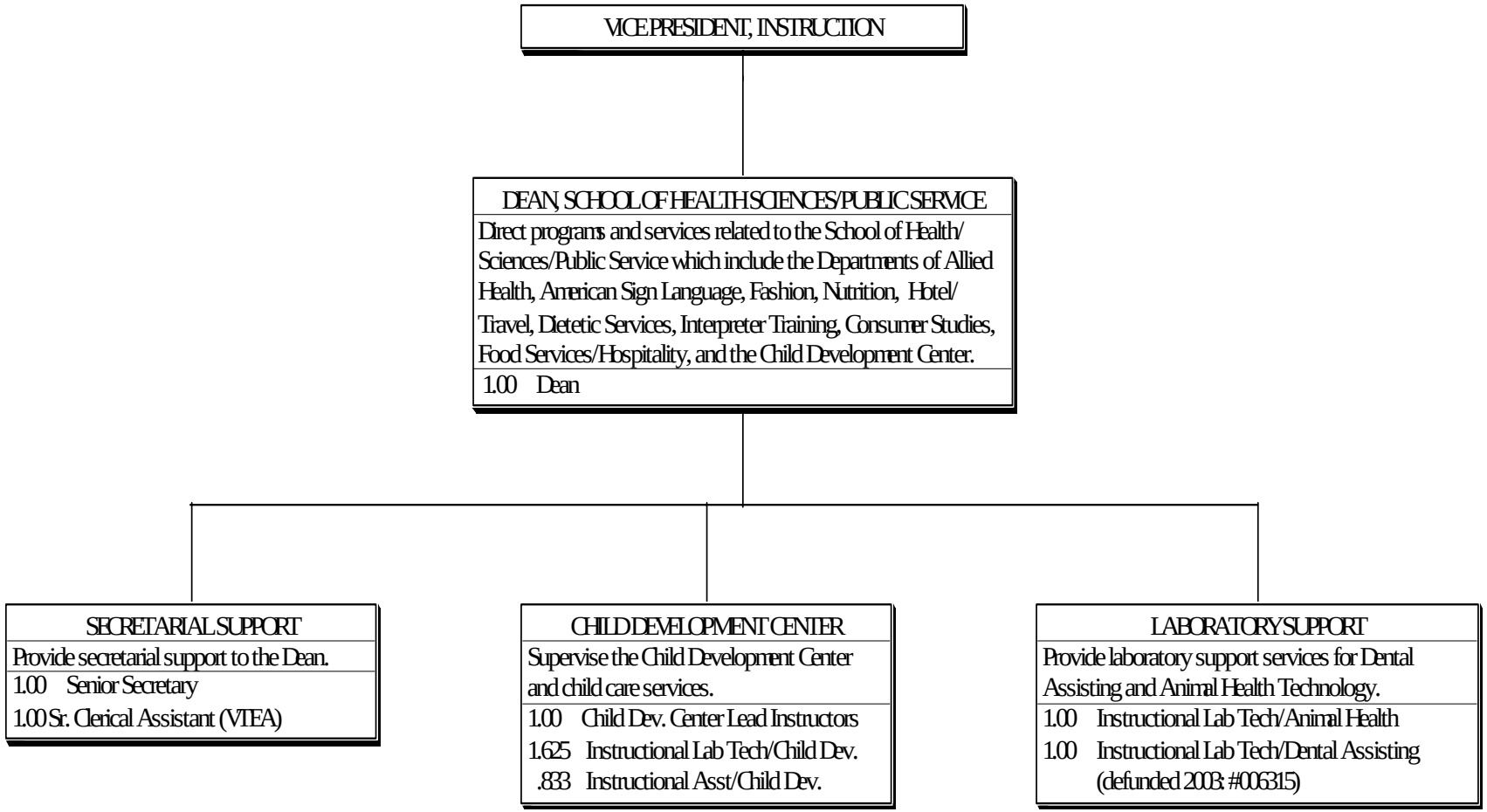
ORGANIZATION OF THE INSTITUTION – MESA COLLEGE (Evidence, OMC.1-1)

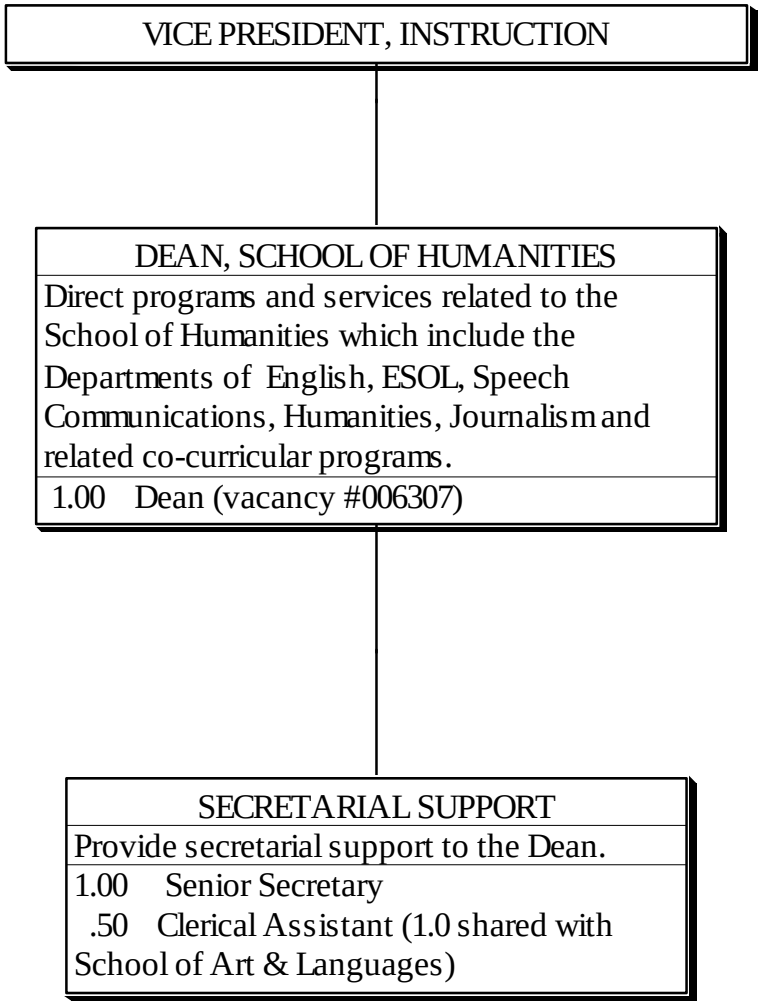


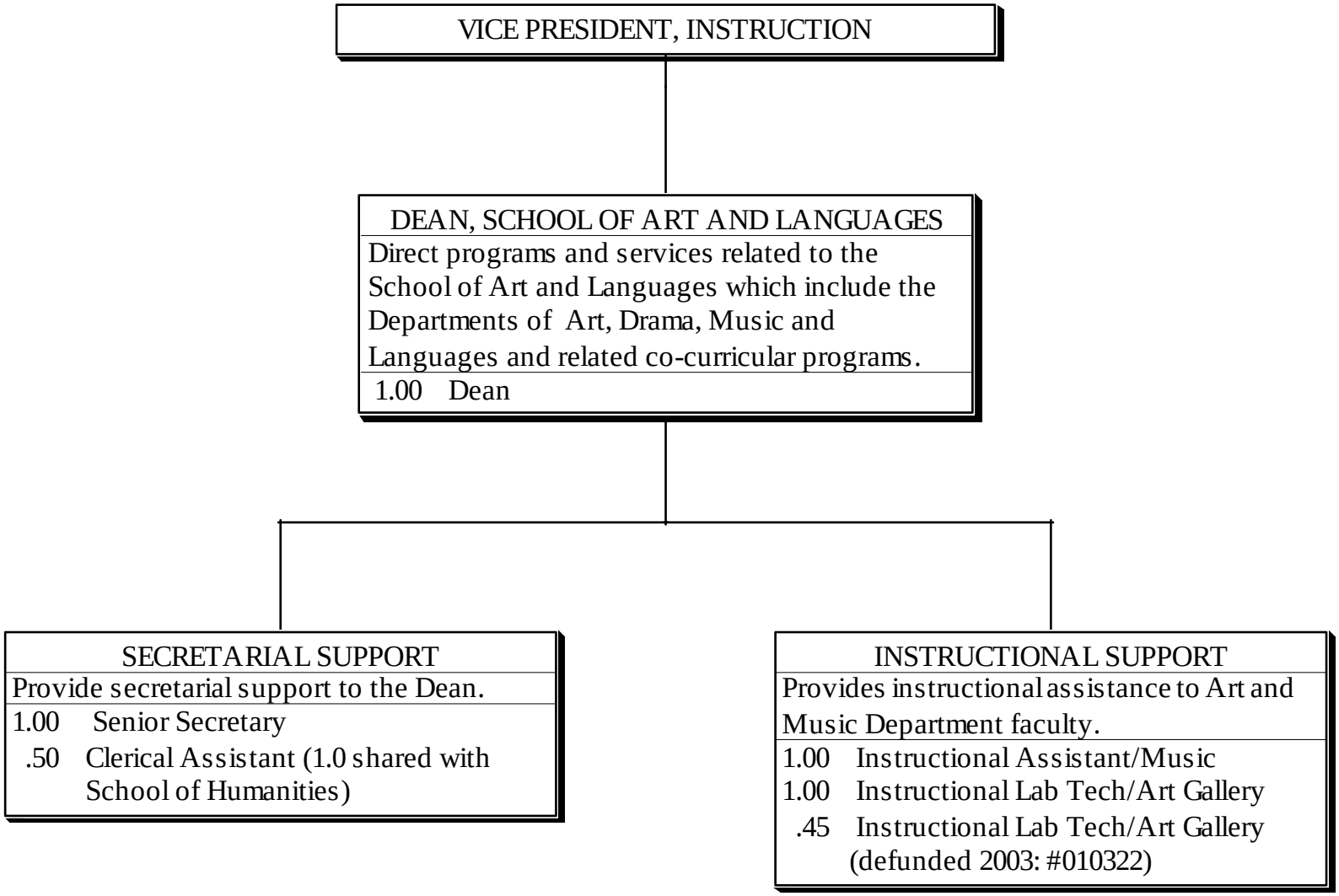

PRESIDENT
VICE PRESIDENT, INSTRUCTION
Serves as Chief Instructional Officer for seven schools and the academic support activities.
1.00 Vice President, Instruction
SECRETARIAL/CLERICAL SUPPORT
Provides secretarial and clerical support to the V.P. of Instruction and Academic Senate.
1.00 Administrative Secretary
1.00 Administrative Technician
1.00 Secretary (Academic Senate)
2.00 Sr. Clerical Assistant
SCHOOL OF SOCIAL, BEHAVIORAL/SCIENCES & MULTI-CULTURAL STUDIES
See chart Page 3
SCHOOL OF BUSINESS, COMPUTER STUDIES AND TECHNOLOGIES
See chart Page 4
SCHOOL OF HEALTH SCIENCES/PUBLIC SERVICE
See chart Page 5
SCHOOL OF HUMANITIES
See chart - Pg6
SCHOOL OF ART & LANGUAGES
See chart - Pg7
ARTICULATION
Articulation of courses and programs with other colleges and universities.
1.00 Articulation Officer
.50 Senior Clerical Assistant
SCHOOL OF MATHEMATICS & NATURAL SCIENCES
See chart Page 8
SCHOOL OF LEARNING RESOURCES & INSTRUCTIONAL SUPPORT
See chart Page 9
SCHOOL OF PHYSICAL EDUCATION, HEALTH EDUCATION, & ATHLETICS
See chart Page 11
INSTRUCTIONAL SERVICES, RESOURCE DEVELOPMENT & RESEARCH
Coordinates instructional services and activities aimed at economic development.
College-wide staff development activities.
1.00 Dean
1.00 Sr. Secretary
1.00 Sr. Clerical Assistant
TUTORING CENTER
Tutorial support for courses across the instructional curriculum.
1.00 Clerical Supervisor
1.00 Instructional Assistant/Office Systems

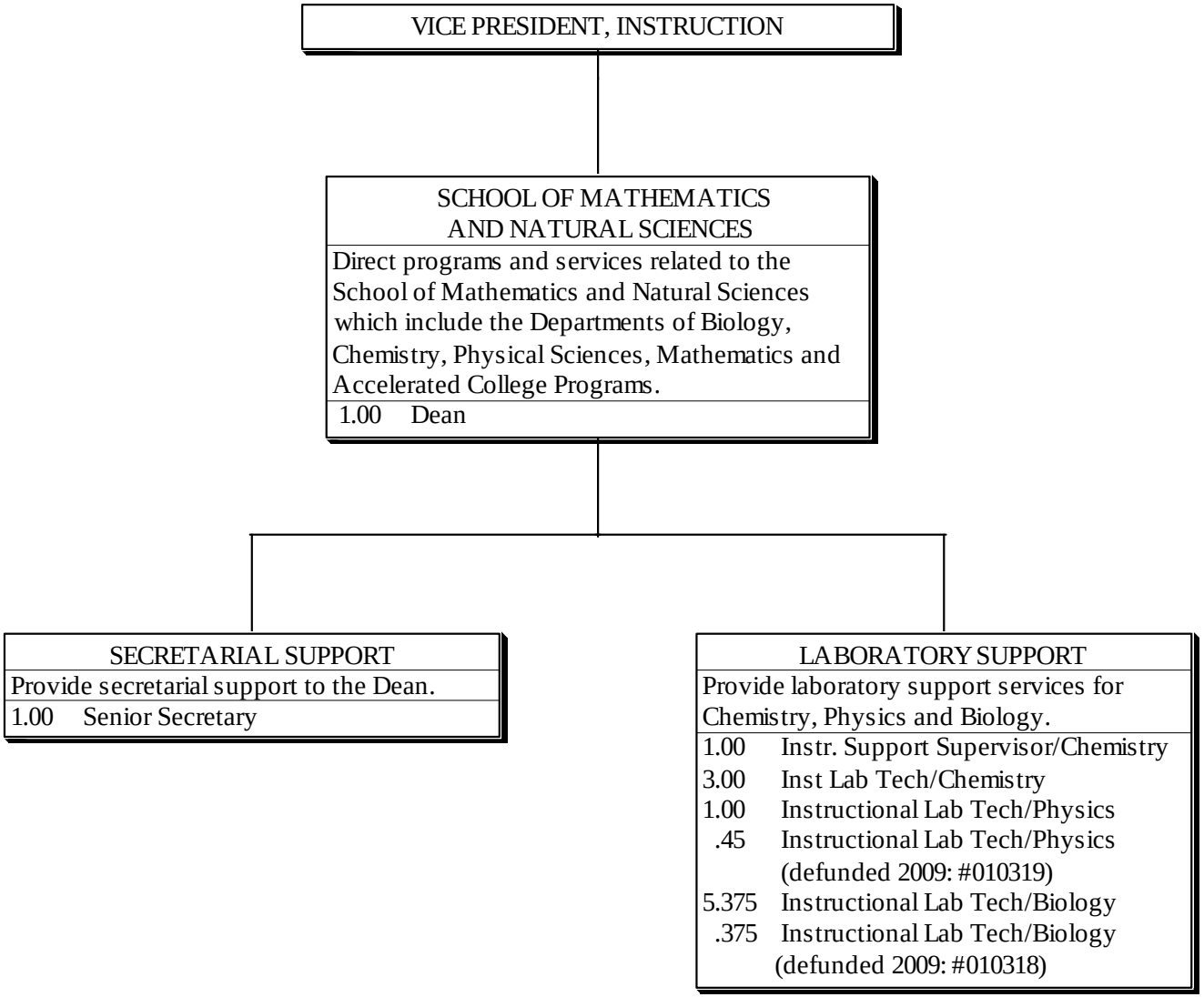

VICE PRESIDENT, INSTRUCTION
DEAN, SCHOOL OF SOCIAL & BEHAVIORAL SCIENCES and MULTICULTURAL STUDIES
Direct programs and services related to the Schools of Social and Behavioral Science which include the Departments of Behavioral Science, Multicultural Studies, Social Science, Architecture/Environmental Design.
1.00 Dean (Interim)
SECRETARIAL SUPPORT
Provide secretarial support to the Dean.
1.00 Senior Secretary
1.00 Senior Clerical Assistant (GF SERP #010677)

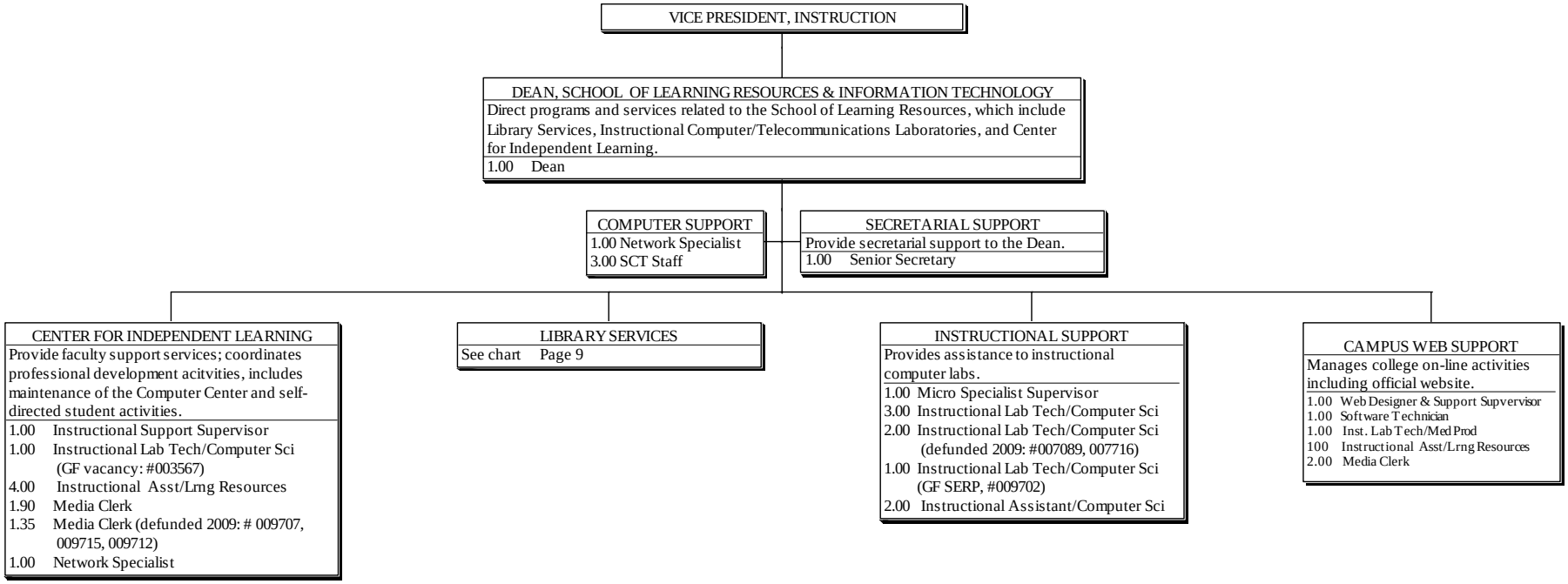

VICE PRESIDENT, INSTRUCTION
DEAN, SCHOOL OF BUSINESS, COMPUTER STUDIES AND TECHNOLOGIES & ECONOMIC DEVELOPMENT
Direct the programs and services related to the School of Computer Studies/Technologies and Business Administration. Includes the Departments of Computer and Information Sciences, Business Administration, and Computer Business Technology Education. Coordinates use of VTEA funds for economic development.
1.00 Dean (Interim)
SECRETARIAL SUPPORT
Provide secretarial support to the Dean.
1.00 Senior Secretary
COMPUTER BUSINESS TECHNOLOGY EDUCATION
Provide instructional assistance to CBTE classes.
1.00 Instr Assistant/Computer Science (defunded 2007: #009791)

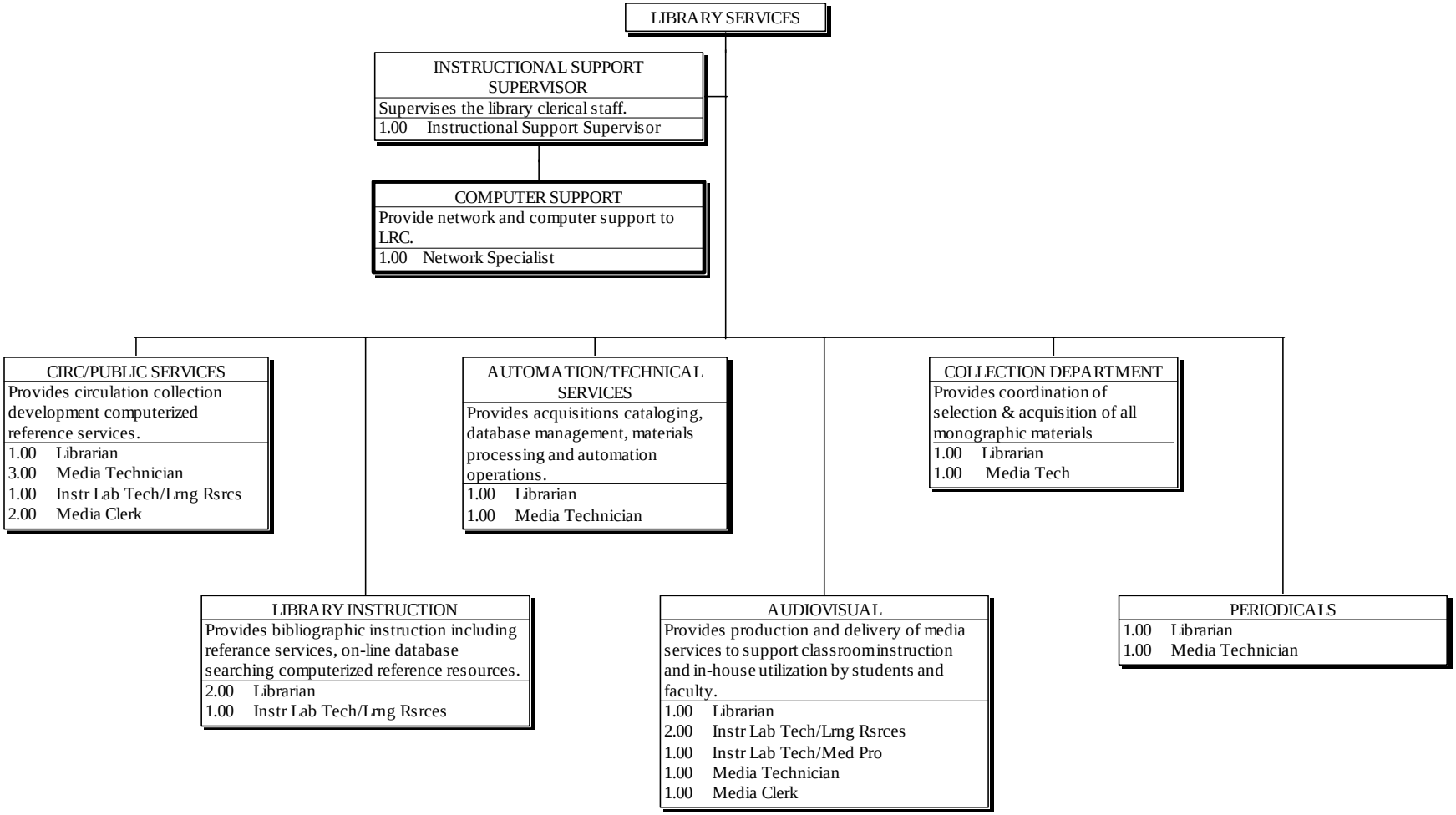

VICE PRESIDENT, INSTRUCTION
DEAN, SCHOOL OF HEALTH SCIENCES/PUBLIC SERVICE
Direct programs and services related to the School of Health/ Sciences/Public Service which include the Departments of Allied Health, American Sign Language, Fashion, Nutrition, Hotel/ Travel, Dietetic Services, Interpreter Training, Consumer Studies, Food Services/Hospitality, and the Child Development Center.
1.00 Dean
SECRETARIAL SUPPORT
Provide secretarial support to the Dean.
1.00 Senior Secretary
1.00 Sr. Clerical Assistant (VTEA)
CHILD DEVELOPMENT CENTER
Supervise the Child Development Center and child care services.
1.00 Child Dev. Center Lead Instructors
1.625 Instructional Lab Tech/Child Dev.
.833 Instructional Asst/Child Dev.
LABORATORY SUPPORT
Provide laboratory support services for Dental Assisting and Animal Health Technology.
1.00 Instructional Lab Tech/Animal Health
1.00 Instructional Lab Tech/Dental Assisting (defunded 2003: #006315)

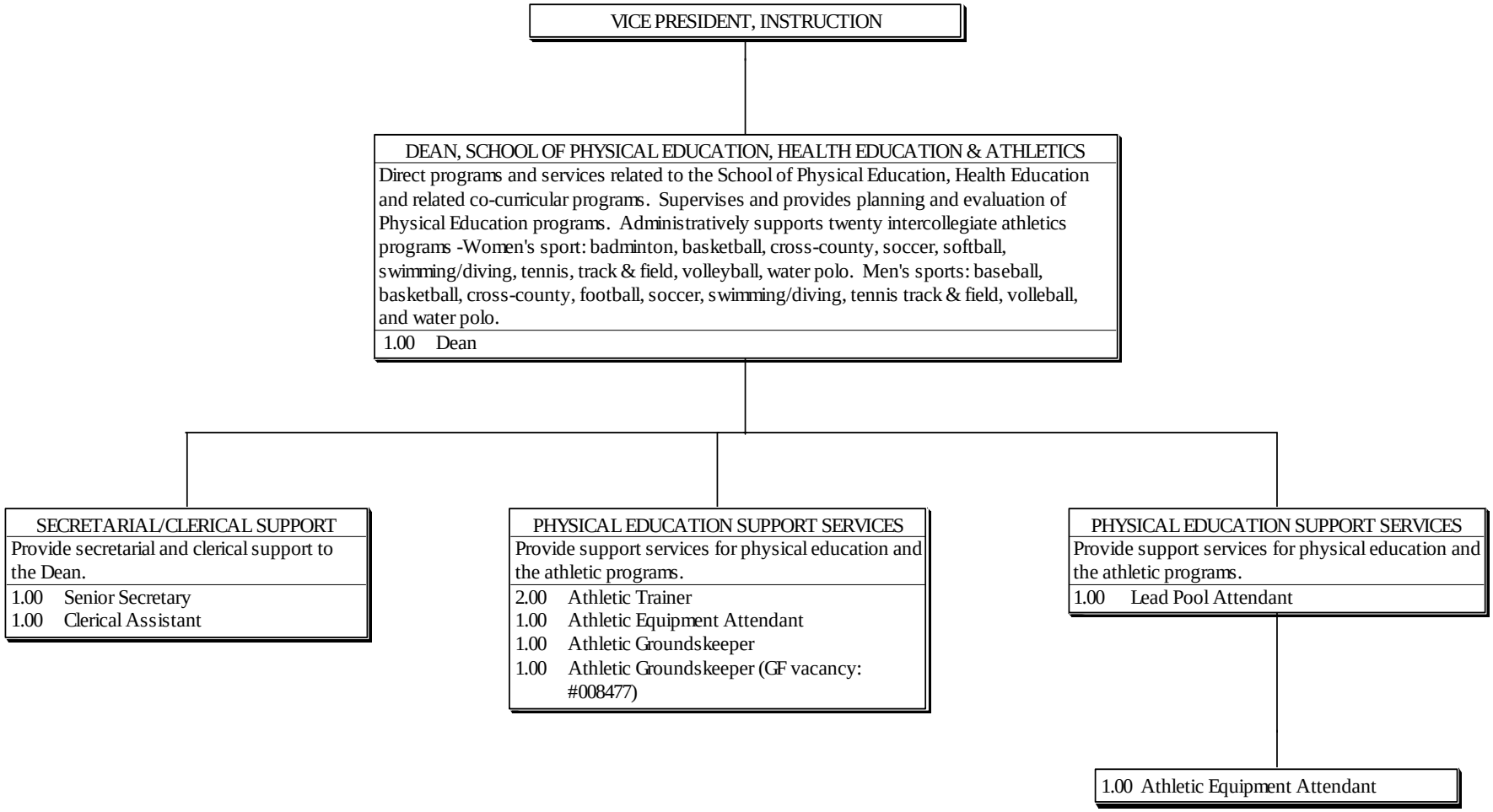

VICE PRESIDENT, INSTRUCTION
DEAN, SCHOOL OF HUMANITIES
Direct programs and services related to the School of Humanities which include the Departments of English, ESOL, Speech Communications, Humanities, Journalism and related co-curricular programs.
1.00 Dean (vacancy #006307)
SECRETARIAL SUPPORT
Provide secretarial support to the Dean.
1.00 Senior Secretary
.50 Clerical Assistant (1.0 shared with School of Art & Languages)

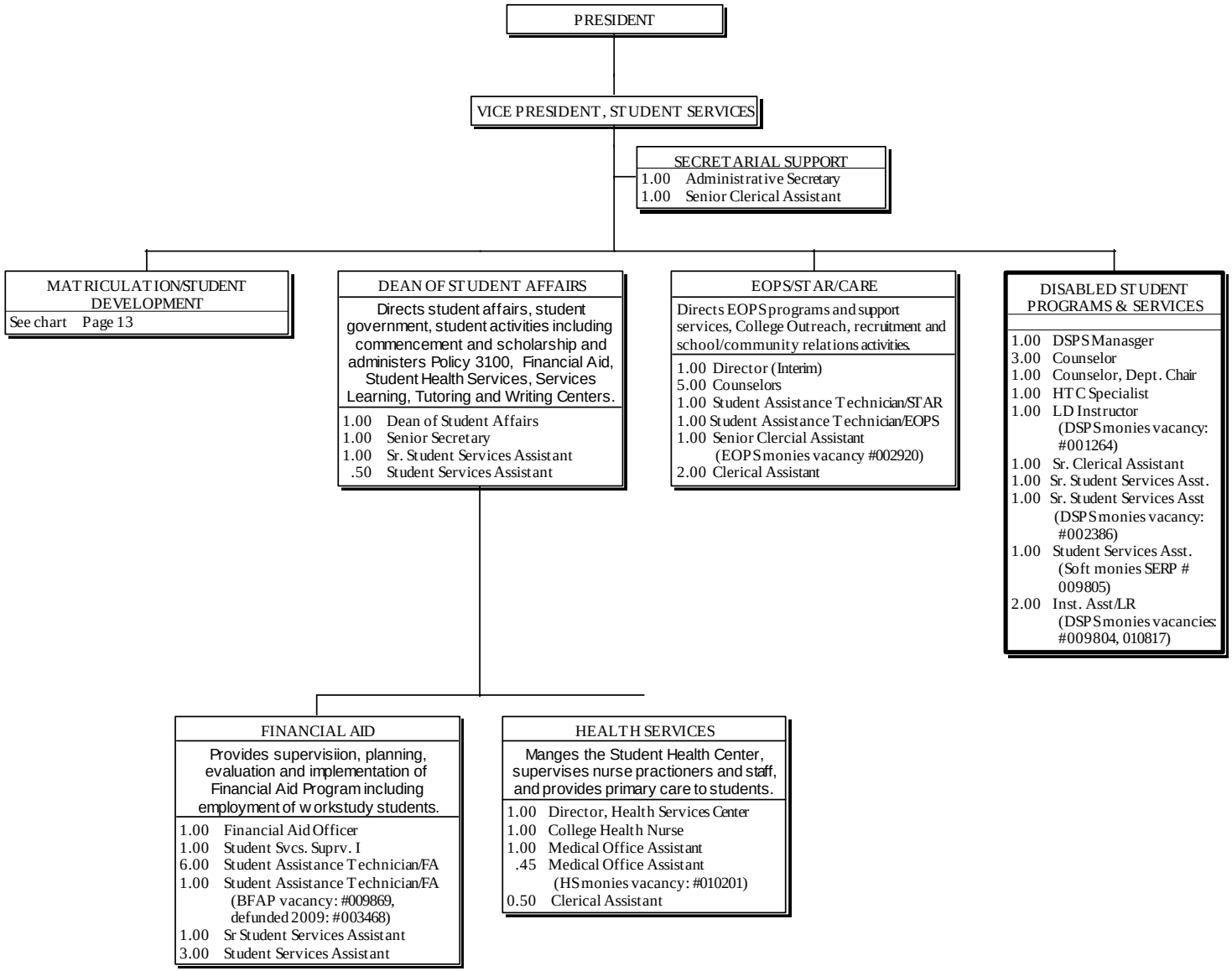

VICE PRESIDENT, INSTRUCTION
DEAN, SCHOOL OF ART AND LANGUAGES
Direct programs and services related to the School of Art and Languages which include the Departments of Art, Drama, Music and Languages and related co-curricular programs.
1.00 Dean
SECRETARIAL SUPPORT
Provide secretarial support to the Dean.
1.00 Senior Secretary
.50 Clerical Assistant (1.0 shared with School of Humanities)
INSTRUCTIONAL SUPPORT
Provides instructional assistance to Art and Music Department faculty.
1.00 Instructional Assistant/Music
1.00 Instructional Lab Tech/Art Gallery
.45 Instructional Lab Tech/Art Gallery (defunded 2003: #010322)

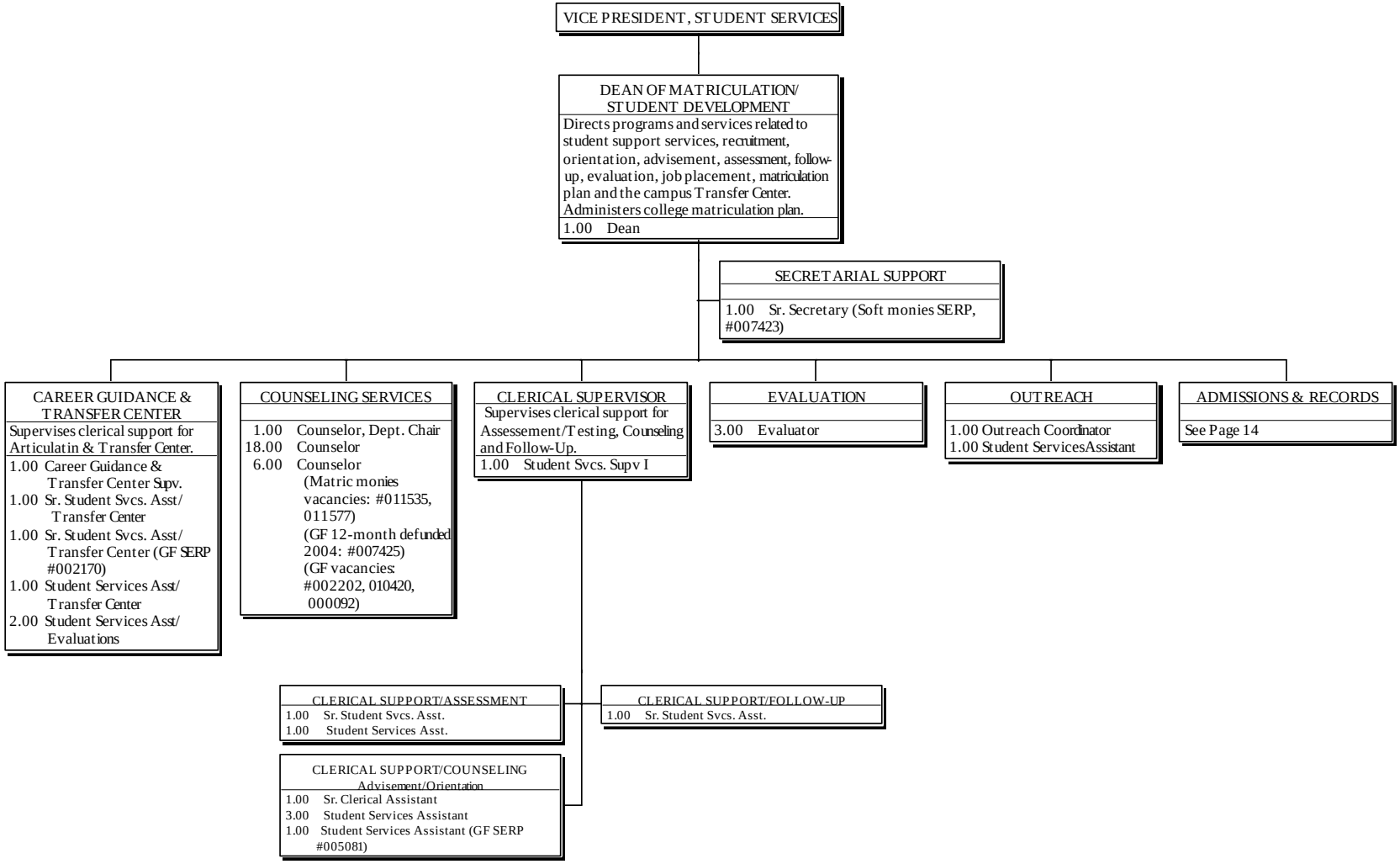

VICE PRESIDENT, INSTRUCTION
SCHOOL OF MATHEMATICS AND NATURAL SCIENCES
Direct programs and services related to the School of Mathematics and Natural Sciences which include the Departments of Biology, Chemistry, Physical Sciences, Mathematics and Accelerated College Programs.
1.00 Dean
SECRETARIAL SUPPORT
Provide secretarial support to the Dean.
1.00 Senior Secretary
LABORATORY SUPPORT
Provide laboratory support services for Chemistry, Physics and Biology.
1.00 Instr. Support Supervisor/Chemistry
3.00 Inst Lab Tech/Chemistry
1.00 Instructional Lab Tech/Physics
.45 Instructional Lab Tech/Physics (defunded 2009: #010319)
5.375 Instructional Lab Tech/Biology
.375 Instructional Lab Tech/Biology (defunded 2009: #010318)

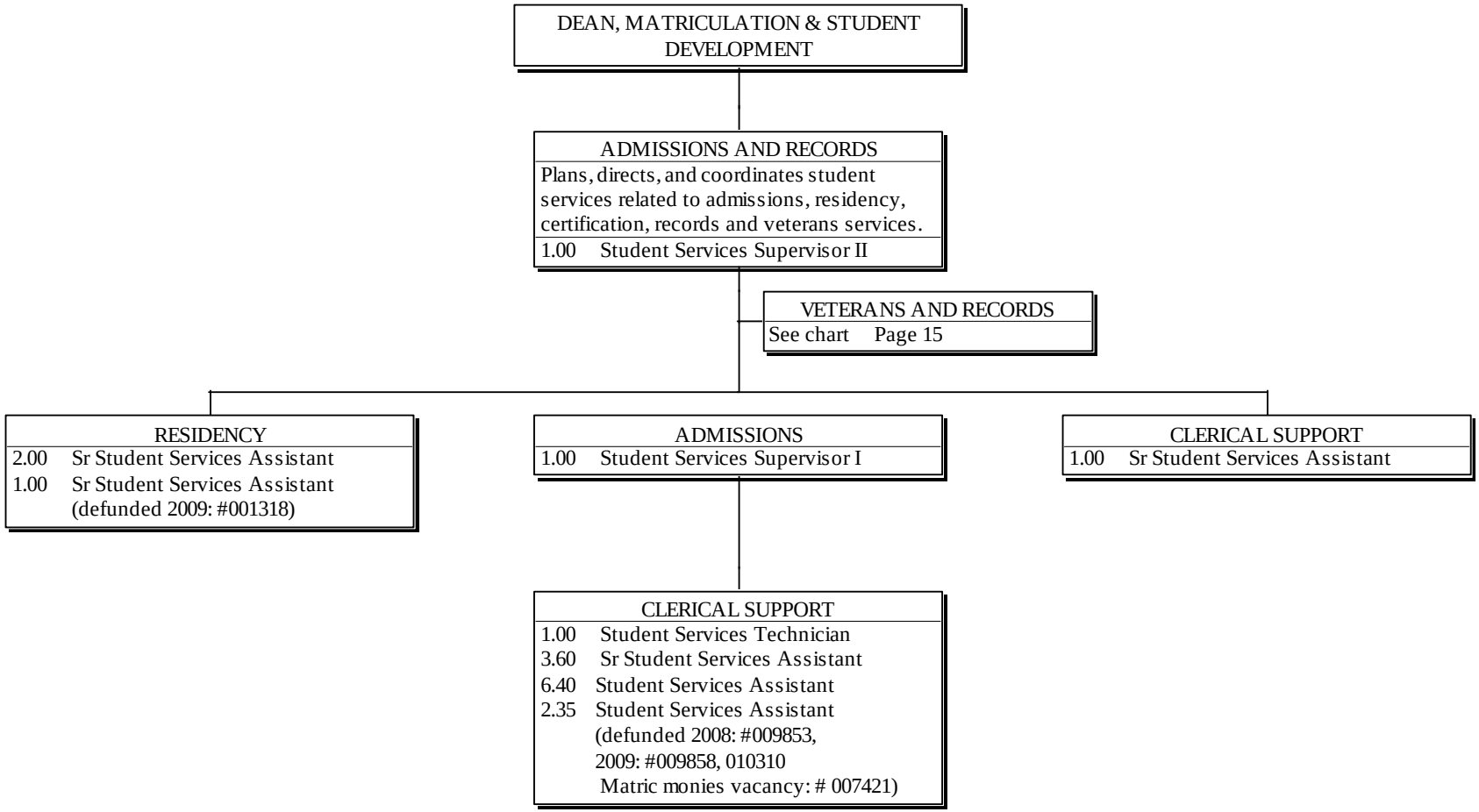

VICE PRESIDENT, INSTRUCTION
DEAN, SCHOOL OF LEARNING RESOURCES & INFORMATION TECHNOLOGY
Direct programs and services related to the School of Learning Resources, which include Library Services, Instructional Computer/Telecommunications Laboratories, and Center for Independent Learning.
1.00 Dean
COMPUTER SUPPORT
1.00 Network Specialist
3.00 SCT Staff
SECRETARIAL SUPPORT
Provide secretarial support to the Dean.
1.00 Senior Secretary
CENTER FOR INDEPENDENT LEARNING
Provide faculty support services; coordinates professional development acitvities, includes maintenance of the Computer Center and self-directed student activities.
1.00 Instructional Support Supervisor
1.00 Instructional Lab Tech/Computer Sci (GF vacancy: #003567)
4.00 Instructional Asst/Lrng Resources
1.90 Media Clerk
1.35 Media Clerk (defunded 2009: # 009707, 009715, 009712)
1.00 Network Specialist
LIBRARY SERVICES
See chart Page 9
INSTRUCTIONAL SUPPORT
Provides assistance to instructional computer labs.
1.00 Micro Specialist Supervisor
3.00 Instructional Lab Tech/Computer Sci
2.00 Instructional Lab Tech/Computer Sci (defunded 2009: #007089, 007716)
1.00 Instructional Lab Tech/Computer Sci (GF SERP, #009702)
2.00 Instructional Assistant/Computer Sci
CAMPUS WEB SUPPORT
Manages college on-line activities including official website.
1.00 Web Designer & Support Supvervisor
1.00 Software Technician
1.00 Inst. Lab Tech/Med Prod
100 Instructional Asst/Lrng Resources
2.00 Media Clerk

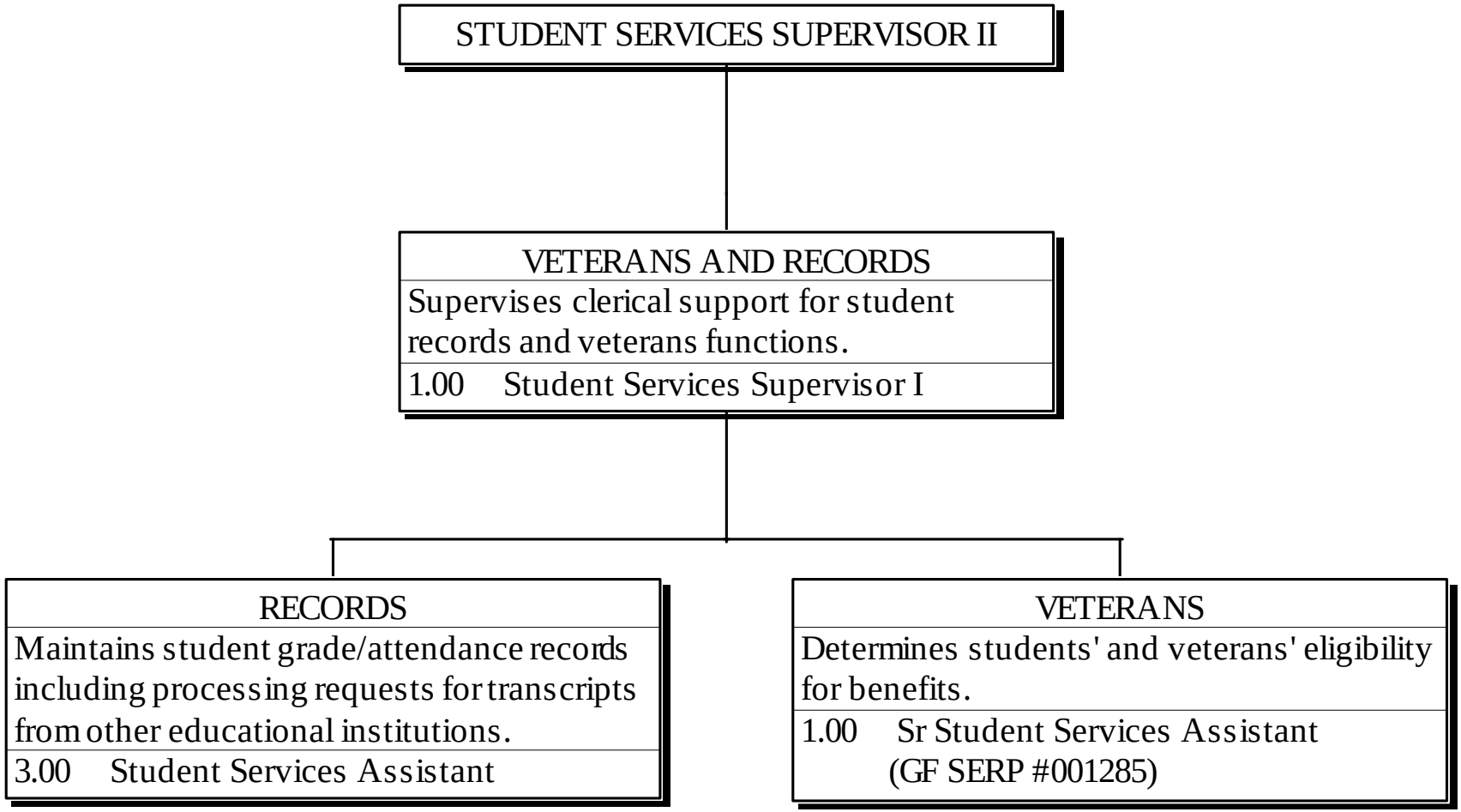

LIBRARY SERVICES
INSTRUCTIONAL SUPPORT SUPERVISOR
Supervises the library clerical staff.
1.00 Instructional Support Supervisor
COMPUTER SUPPORT
Provide network and computer support to LRC.
1.00 Network Specialist
CIRC/PUBLIC SERVICES
Provides circulation collection development computerized reference services.
1.00 Librarian
3.00 Media Technician
1.00 Instr Lab Tech/Lrng Rsrcs
2.00 Media Clerk
AUTOMATION/TECHNICAL SERVICES
Provides acquisitions cataloging, database management, materials processing and automation operations.
1.00 Librarian
1.00 Media Technician
COLLECTION DEPARTMENT
Provides coordination of selection & acquisition of all monographic materials
1.00 Librarian
1.00 Media Tech
LIBRARY INSTRUCTION
Provides bibliographic instruction including referance services, on-line database searching computerized reference resources.
2.00 Librarian
1.00 Instr Lab Tech/Lrng Rsrces
AUDIOVISUAL
Provides production and delivery of media services to support classroom instruction and in-house utilization by students and faculty.
1.00 Librarian
2.00 Instr Lab Tech/Lrng Rsrces
1.00 Instr Lab Tech/Med Pro
1.00 Media Technician
1.00 Media Clerk
PERIODICALS
1.00 Librarian
1.00 Media Technician

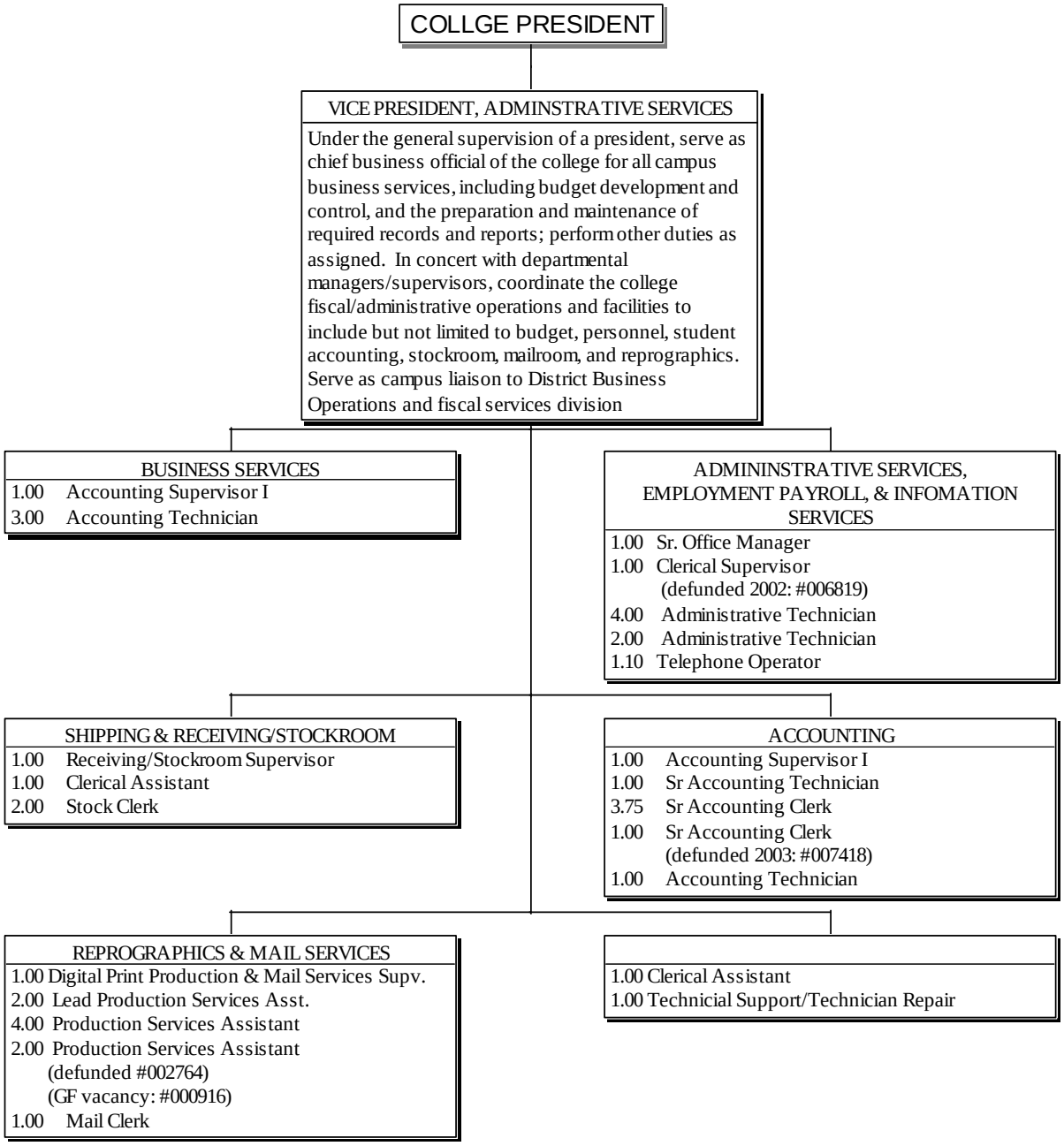

VICE PRESIDENT, INSTRUCTION
DEAN, SCHOOL OF PHYSICAL EDUCATION, HEALTH EDUCATION & ATHLETICS
Direct programs and services related to the School of Physical Education, Health Education and related co-curricular programs. Supervises and provides planning and evaluation of Physical Education programs. Administratively supports twenty intercollegiate athletics programs -Women's sport: badminton, basketball, cross-county, soccer, softball, swimming/diving, tennis, track & field, volleyball, water polo. Men's sports: baseball, basketball, cross-county, football, soccer, swimming/diving, tennis track & field, volleball, and water polo.
1.00 Dean
SECRETARIAL/CLERICAL SUPPORT
Provide secretarial and clerical support to the Dean.
1.00 Senior Secretary
1.00 Clerical Assistant
PHYSICAL EDUCATION SUPPORT SERVICES
Provide support services for physical education and the athletic programs.
2.00 Athletic Trainer
1.00 Athletic Equipment Attendant
1.00 Athletic Groundskeeper
1.00 Athletic Groundskeeper (GF vacancy: #008477)
PHYSICAL EDUCATION SUPPORT SERVICES
Provide support services for physical education and the athletic programs.
1.00 Lead Pool Attendant
1.00 Athletic Equipment Attendant


PRESIDENT
VICE PRESIDENT, STUDENT SERVICES
SECRETARIAL SUPPORT
1.00 Administrative Secretary
1.00 Senior Clerical Assistant
MATRICULATION/STUDENT DEVELOPMENT
See chart Page 13
DEAN OF STUDENT AFFAIRS
Directs student affairs, student government, student activities including commencement and scholarship and administers Policy 3100, Financial Aid, Student Health Services, Services Learning, Tutoring and Writing Centers.
1.00 Dean of Student Affairs
1.00 Senior Secretary
1.00 Sr. Student Services Assistant
.50 Student Services Assistant
EOPS/STAR/CARE
Directs EOPS programs and support services, College Outreach, recruitment and school/community relations activities.
1.00 Director (Interim)
5.00 Counselors
1.00 Student Assistance Technician/STAR
1.00 Student Assistance Technician/EOPS
1.00 Senior Clercial Assistant
(EOPS monies vacancy #002920)
2.00 Clerical Assistant
DISABLED STUDENT PROGRAMS & SERVICES
1.00 DSPS Manasger
3.00 Counselor
1.00 Counselor, Dept. Chair
1.00 HTC Specialist
1.00 LD Instructor
(DSPS monies vacancy: #001264)
1.00 Sr. Clerical Assistant
1.00 Sr. Student Services Asst.
1.00 Sr. Student Services Asst
(DSPS monies vacancy: #002386)
1.00 Student Services Asst.
(Soft monies SERP # 009805)
2.00 Inst. Asst/LR
(DSPS monies vacancies: #009804, 010817)
FINANCIAL AID
Provides supervisiion, planning, evaluation and implementation of Financial Aid Program including employment of workstudy students.
1.00 Financial Aid Officer
1.00 Student Svcs. Suprv. I
6.00 Student Assistance Technician/FA
1.00 Student Assistance Technician/FA
(BFAP vacancy: #009869, defunded 2009: #003468)
1.00 Sr Student Services Assistant
3.00 Student Services Assistant
HEALTH SERVICES
Manges the Student Health Center, supervises nurse practioners and staff, and provides primary care to students.
1.00 Director, Health Services Center
1.00 College Health Nurse
1.00 Medical Office Assistant
.45 Medical Office Assistant
(HS monies vacancy: #010201)
0.50 Clerical Assistant


VICE PRESIDENT, STUDENT SERVICES
DEAN OF MATRICULATION/ STUDENT DEVELOPMENT
Directs programs and services related to student support services, recruitment, orientation, advisement, assessment, follow-up, evaluation, job placement, matriculation plan and the campus Transfer Center. Administers college matriculation plan.
1.00 Dean
SECRETARIAL SUPPORT
1.00 Sr. Secretary (Soft monies SERP, #007423)
CAREER GUIDANCE & TRANSFER CENTER
Supervises clerical support for Articulatin & Transfer Center.
1.00 Career Guidance & Transfer Center Supv.
1.00 Sr. Student Svcs. Asst/ Transfer Center
1.00 Sr. Student Svcs. Asst/ Transfer Center (GF SERP #002170)
1.00 Student Services Asst/ Transfer Center
2.00 Student Services Asst/ Evaluations
COUNSELING SERVICES
1.00 Counselor, Dept. Chair
18.00 Counselor
6.00 Counselor
(Matric monies vacancies: #011535, 011577)
(GF 12-month defunded 2004: #007425)
(GF vacancies: #002202, 010420, 000092)
CLERICAL SUPERVISOR
Supervises clerical support for Assessement/Testing, Counseling and Follow-Up.
1.00 Student Svcs. Supv I
EVALUATION
3.00 Evaluator
OUTREACH
1.00 Outreach Coordinator
1.00 Student ServicesAssistant
ADMISSIONS & RECORDS
See Page 14
CLERICAL SUPPORT/ASSESSMENT
1.00 Sr. Student Svcs. Asst.
1.00 Student Services Asst.
CLERICAL SUPPORT/FOLLOW-UP
1.00 Sr. Student Svcs. Asst.
CLERICAL SUPPORT/COUNSELING
Advisement/Orientation
1.00 Sr. Clerical Assistant
3.00 Student Services Assistant
1.00 Student Services Assistant (GF SERP #005081)


DEAN, MATRICULATION & STUDENT DEVELOPMENT
ADMISSIONS AND RECORDS
Plans, directs, and coordinates student services related to admissions, residency, certification, records and veterans services.
1.00 Student Services Supervisor II
VETERANS AND RECORDS
See chart Page 15
RESIDENCY
2.00 Sr Student Services Assistant
1.00 Sr Student Services Assistant
(defunded 2009: #001318)
ADMISSIONS
1.00 Student Services Supervisor I
CLERICAL SUPPORT
1.00 Sr Student Services Assistant
CLERICAL SUPPORT
1.00 Student Services Technician
3.60 Sr Student Services Assistant
6.40 Student Services Assistant
2.35 Student Services Assistant
(defunded 2008: #009853,
2009: #009858, 010310
Matric monies vacancy: # 007421)


STUDENT SERVICES SUPERVISOR II
VETERANS AND RECORDS
Supervises clerical support for student records and veterans functions.
1.00 Student Services Supervisor I
RECORDS
Maintains student grade/attendance records including processing requests for transcripts from other educational institutions.
3.00 Student Services Assistant
VETERANS
Determines students' and veterans' eligibility for benefits.
1.00 Sr Student Services Assistant
(GF SERP #001285)


COLLGE PRESIDENT
VICE PRESIDENT, ADMINSTRATIVE SERVICES
Under the general supervision of a president, serve as chief business official of the college for all campus business services, including budget development and control, and the preparation and maintenance of required records and reports; perform other duties as assigned. In concert with departmental managers/supervisors, coordinate the college fiscal/administrative operations and facilities to include but not limited to budget, personnel, student accounting, stockroom, mailroom, and reprographics. Serve as campus liaison to District Business Operations and fiscal services division
BUSINESS SERVICES
1.00 Accounting Supervisor I
3.00 Accounting Technician
ADMININSTRATIVE SERVICES, EMPLOYMENT PAYROLL, & INFOMATION SERVICES
1.00 Sr. Office Manager
1.00 Clerical Supervisor
(defunded 2002: #006819)
4.00 Administrative Technician
2.00 Administrative Technician
1.10 Telephone Operator
SHIPPING & RECEIVING/STOCKROOM
1.00 Receiving/Stockroom Supervisor
1.00 Clerical Assistant
2.00 Stock Clerk
ACCOUNTING
1.00 Accounting Supervisor I
1.00 Sr Accounting Technician
3.75 Sr Accounting Clerk
1.00 Sr Accounting Clerk
(defunded 2003: #007418)
1.00 Accounting Technician
REPROGRAPHICS & MAIL SERVICES
1.00 Digital Print Production & Mail Services Supv.
2.00 Lead Production Services Asst.
4.00 Production Services Assistant
2.00 Production Services Assistant
(defunded #002764)
(GF vacancy: #000916)
1.00 Mail Clerk
1.00 Clerical Assistant
1.00 Technicial Support/Technician Repair

San Diego Community College District
City College, Mesa College, Miramar College
and
Continuing Education

Delineation of Functions
Map of District and College/Continuing Education
Functional Organization

The San Diego Community College District is comprised of five major operational components: City College, Mesa College, Miramar College, Continuing Education and the District administrative departments that support campus and overall operations, including Business Services, Facilities Management, Human Resources, Instructional Services & Planning and Student Services.

Functions that are the responsibility of the District administrative departments are intended to provide for efficiency and continuity of services and programs. Compliance and functions that are statutorily required are also the responsibility of various District operations. The provision of educational programs, student support services, staff development, direct campus operations, and various ancillary functions are the responsibility of each College and Continuing Education.

Following is a delineation of the areas of functional responsibility between the District administrative departments, the Colleges and the Continuing Education program within the San Diego Community College District.

It should be understood that all administrative departments and operations in the District Office are under the final authority of the Chancellor, and the College/Continuing Education operations are under the final authority of the President, who reports to the Chancellor. The Board of Trustees is the final level of authority for all functions within the District.

- **Board Policy & Administrative Regulations**
  Board of Trustees

  The Board of Trustees is responsible for establishing policies that govern all activities related to conducting the business of the District, the Colleges, and Continuing Education. Development and review of policies and procedures are collegial efforts involving a variety of participatory governance groups. For policies and regulations that affect academic and professional matters, the Board relies primarily on the Academic Senates; on matters defined as within the scope of bargaining interests, the Board follows the requirements of negotiations. For administrative matters, the Board relies primarily on the recommendations of staff with input from various constituencies in the development and review process. The general public may comment at public Board meetings on any policy consideration before the Board.

  - **Chancellor**
    The Chancellor is the Chief Executive Officer of the District and is responsible for the administration of the District in accordance with the policies established by the Board. The execution of all decisions made by the Board concerning operations of the District is the responsibility of the Chancellor.

  - **Presidents**
    The President is the institutional Chief Executive Officer of the College/Continuing Education. The President reports to the Chancellor. The President is responsible for the day-to-day operation of the total College/Continuing Education program and provides leadership and coordination for the College/Continuing Education community. The

Presidents and Chancellor provide overall leadership and authority on all of the functional areas that follow.

- **Budget Development**
  District – Executive Vice Chancellor, Business Services
  College/Continuing Education – Vice President of Administrative Services

  The Board of Trustees delegates budget development to the District administration, under the leadership of the Executive Vice Chancellor, Business Services. While the Board retains its fiduciary responsibility for fiscal oversight, the District office is responsible for establishing and maintaining the budget, in consultation with the Vice Presidents of Administrative Services as well as other College and Continuing Education leadership. Budget is developed in a collaborative manner. A formula for the distribution of funds to the Colleges, Continuing Education and other District operations has been established through a participatory process. This formula has been refined annually with input from the district-wide budget development committee, comprised of faculty leaders and administrators from throughout the District. Once funds are distributed, the colleges and administrative departments are responsible for the expenditure and monitoring of funds within the constraints of local, state and federal laws. Audits and fiscal controls are the responsibility of the District administrator.

- **Bookstore/Cafeteria (ABSO)**
  District – Executive Vice Chancellor, Business Services
  College/Continuing Education – Vice President of Administrative Services

  The cafeteria and bookstore are managed and operated as a separate business enterprise of the District - the Auxiliary Business Services Organization (ABSO). ABSO is the responsibility of the Executive Vice Chancellor, Business Services. All cafeteria and bookstore operations are managed centrally and have indirect consultative relationships with the Colleges and Continuing Education Vice Presidents of Administrative Services. The Vice Presidents of Administrative services are responsible for indirect oversight of the orderly, day-to-day bookstore and cafeteria operations.

- **Information Technology**
  District – Executive Vice Chancellor, Business Services
  Director of Information Technology

  Information Technology and computing services support have been contracted out for many years. This organization has provided support for the District's administrative computing, networking/telephony, data center operations, web services, desktop computing, and a 24/7 Help Desk. Beginning July 2010, Information Technology will be incorporated into a District-level organizational structure reporting to the Director of Information Technology. The Information Technology department will continue to support administrative computing, networking/telephony, data center operations, web services support for all faculty and staff computers as well as a 24/7 Help Desk. Application support for the District's library is provided under contract by the vendor of the library system. Support for instructional labs in the Colleges and Continuing Education is provided by technicians from Information Technology that report to the Colleges and Continuing Education leadership. Additional Instructional Technicians, located on the campuses, also provide support for Instructional computing.

  The Director of Information Technology reports to the Executive Vice Chancellor, Business Services. Operational responsibility for the Administrative Finance System, the Human Resources System and the Student Information System resides with the respective Vice Chancellor for each functional area.

- **Legal Services & EEO**
  District – Vice Chancellor, Human Resources; Director, Legal Services & EEO
  College/Continuing Education – Site Compliance Officer

  The Director, Legal Services & EEO is responsible for legal mandates related to compliance and employment. EEO reporting, monitoring, and training are the responsibility of the District Office. Discrimination complaint investigations and resolutions are also the responsibility of the District Office in consultation with the Site Compliance Officer at each College and Continuing Education. The Site Compliance Officer is the first responder to complaints and issues on campus, in consultation with the President, and may resolve certain complaints as appropriate.

- **Facilities and Planning**
  District – Vice Chancellor, Facilities Management
  College/Continuing Education – Vice President of Administrative Services

  The District administration has responsibility for procurement, construction, maintenance and operations of all District facilities and construction projects. The Vice Chancellor, Facilities Management coordinates contracts, leases, facilities planning, construction and maintenance and operations. The District uses the consultation process to provide broad participation in maintenance and construction of all facilities to ensure campus needs are met. The Colleges and Continuing Education develop facilities master plans and scheduled maintenance priorities that reflect the educational and student support needs of the institutions. These plans form the basis for master planning and facilities development in the District.

  The Vice President of Administrative Services is responsible for facilities maintenance and operations along with facilities planning at each College and Continuing Education. The Vice President of Administrative Services oversees the daily operation of the physical plant of the campus, including maintenance, construction projects and operations of facilities.

  The District administration is also responsible for two major construction bond projects (Propositions S & N), including the procurement and construction of several major facilities throughout the District. The District office works very closely with the Colleges and Continuing Education, under the leadership of the President and Vice President of Administrative Services, along with faculty and staff, in the design, planning and build-out of each project. The District administration is also responsible for reporting and responding to the Propositions S & N Citizens' Oversight Committee on all matters pertaining to the bond projects.

- **College Police**
  District – Chief of Police; Vice Chancellor, Facilities Management
  College/Continuing Education – Police Lieutenant; Vice President, Administrative Services

  Campus safety and parking operations are the responsibility of the District Office. The College Police Department is a centralized operation reporting to a Chief of Police who reports to the Vice Chancellor, Facilities Management. The Police Department includes P.O.S.T. Certified Police Officers assigned to each College and Continuing Education and a central dispatch for emergency operations. The College Police staff on site at the Colleges and Continuing Education interfaces directly with the President and Vice President of Administrative Services who serves as the college administrative officer responsible for campus safety and parking operations. Resources are managed and deployed centrally to the Colleges and Continuing Education, with twenty-four hour coverage, seven (7) days a week. The Chief of Police is also responsible for the development, maintenance and execution of emergency response operations for the District.

- **Fiscal Oversight**
  District – Executive Vice Chancellor, Business Services
  College/Continuing Education - Vice President of Administrative Services

  The District Office has the primary responsibility for administering policy and procedures related to the expenditure of funds and has full audit compliance responsibility. Once a budget is developed and approved by the Board of Trustees, the Colleges and Continuing Education have autonomy in determining campus expenditures so that they can fulfill the College and Continuing Education missions. The District Office is responsible for the annual audit and works with the Colleges and Continuing Education to ensure that revenue and expenditure management conforms to model accounting practices and statutes. The District Office provides for central coordination of purchasing, accounting, grants and contract management and accounts payable activities. The District Office also has an internal auditor who is responsible for monitoring accounting practices and internal controls throughout the organization. The District is fiscally independent.

- **Public Information and Government Relations**
  District – Director, Public Information and Government Relations
  College/Continuing Education – Public Information Officer

  The District has substantial involvement with city, county, state, and federal agencies along with other representatives that interact with and impact the needs of the District. The Director of Public Information and Government Relations works directly with the Chancellor to build partnerships, guide legislative advocacy and maintain relations with federal, state and local agencies and officials, including the media. Direct assistance has been given to the Colleges and Continuing Education to enhance public awareness. Each College and Continuing Education has a Public Information Officer who works closely with the President and also maintains liaison with local, city and county organizations, as well as state and national agencies, to promote public and media relations and activities. The District Office is responsible for several major publications designed to ensure that the community is informed of College and Continuing Education operations and initiatives, including an *Annual Report,* an *Economic Impact Report*, *Propositions S & N Report, Board and Chancellor's Cabinet Reports* (monthly) and the *WE – With Excellence*, a quarterly report on current programs and activities. The District Office also maintains the content of the District website, a source of information for both external and internal constituents.

- **Institutional Research & Planning**
  District – Vice Chancellor, Student Services; Director, Institutional Research & Planning
  College/Continuing Education – President; College Researcher

  Institutional Research is a district-wide operation reporting to the Vice Chancellor, Student Services. It consists of a central component responsible for district-wide studies and information as well as a college-based researcher at each College and Continuing Education. (Currently, only two of the college-based researchers are filled). The college-based researchers report to the Colleges and Continuing Education for work direction and research priorities, along with a formal reporting relationship with the District Office for training, evaluation, research protocols, database management and additional support for projects. The central office is responsible for annual accountability reporting, enrollment projections, state reporting and developing a culture of evidence for the District. It provides data and information support to District and College/Continuing Education planning efforts, including Program Review, Accreditation, Basic Skills, Strategic Planning, ARCC and Enrollment Management. The office maintains a comprehensive website, and the staff provide support to the Chancellor and Board of Trustees. The department is also responsible for establishing an annual Research Agenda for the District and supporting the Colleges and Continuing Education in development of their Research agendas.

- **Instructional Services & Planning**
  District – Vice Chancellor, Instructional Services and Planning
  Colleges/Continuing Education – Vice President of Instruction/Vice President of Instruction & Student Services (Continuing Education)

  Curriculum development, as well as provision of the academic program, is the responsibility of the Vice Presidents of Instruction at the Colleges and Vice President of Instruction and Student Services at Continuing Education. Coordination and alignment of curriculum, including compliance with Title 5 and policy and procedure development related to instruction is the responsibility of the District Office, in consultation with the Colleges and Continuing Education's academic leadership and administration. Coordination of grants and contracts, economic development, online education, International Education, Military Contract Education and several categorically funded career technical programs are also the responsibility of the District Office. Grant development is a collaborative responsibility between the Colleges and the District Office with resources provided by the District Office. The District administration has primary responsibility for developing and maintaining relationships with industry and a Corporate Council to address workforce needs. Oversight of the District's large online education program, including training, website development, and maintenance, is the responsibility of the District Office in coordination with the Colleges and Continuing Education.

- **Human Resources**
  District – Vice Chancellor, Human Resources
  Colleges/Continuing Education – Vice President of Administrative Services

  The Board of Trustees has delegated the responsibilities for Human Resources management to the District administration. The functional responsibilities include negotiations, contract management, hiring procedures and processes, workers' compensation, benefits, employee records, payroll, legal services and risk management. The Vice Chancellor, Human Resources, serves as the chief negotiator for the District, representing the Board of Trustees. Policy and procedure development affecting Human Resources is also coordinated through this office. Job classifications and descriptions are developed and maintained by the District Office. The hiring process is managed and monitored by the District Office. The Presidents and Chancellor are responsible for final hiring decisions. College, Continuing Education and District departments have defined responsibilities for participating in hiring procedures, staff evaluation, and contract administration as it relates to supervisory responsibilities. Payroll is also a collaborative effort between the District Office and the Vice Presidents of Administrative Services at each College and Continuing Education. Legal services related to personnel issues are coordinated through the Vice Chancellor, Human Resources, in consultation with the Chancellor.

- **Risk Management**
  District – Vice Chancellor, Human Resources; Risk Manager
  College/Continuing Education – Vice President of Administrative Services

  Risk management, including workers' compensation claims and legal matters related to District operations are the responsibility of the Vice Chancellor, Human Resources. The Risk Management office works in consultation with the Chancellor's Cabinet for all legal matters as well as with the Vice President of Administrative Services at each college for workers' compensation and liability matters.

- **Student Services**
  District – Vice Chancellor, Student Services
  Colleges/Continuing Education – Vice President of Student Services/Vice President of Instruction & Student Services (Continuing Education)

  Student Services program development and operations are the responsibility of the Vice Presidents of Student Services at the Colleges and Continuing Education Vice President of Instruction & Student Services. Policy development and oversight, program development, student records, state reporting, state and federal compliance and audit and Institutional Research are the responsibility of the Vice Chancellor, Student Services. Policy review and development are coordinated with the Colleges and Continuing Education's academic and student services leadership. Administrative computing related to students and services, including self-service systems (web-based) and access to student information, is also the responsibility of the Vice Chancellor, Student Services, in coordination with the Vice Presidents of Student Services. Compliance with state and federal laws, including legal services related to students and records, is also the responsibility of the District Office.

The following standing collegial Councils and Committees provide a means for effective decision-making throughout the District.

District

- **Budget Development and Institutional Planning Advisory Committee**
  The Budget Development Committee is a participatory governance committee comprised of representation from faculty, administration, staff and students from the Colleges and District office.

  The role of the Budget Development Committee is to make recommendations to the Chancellor and Chancellor's Cabinet on district-wide budget and planning issues. The Committee does not address matters that are within the purview of collective bargaining or personnel matters.

- **Chancellor's Cabinet**
  The Chancellor's Cabinet is the executive leadership body of the District. It consists of the Presidents, Vice Chancellors and Director of Public Relations. Chaired by the Chancellor, the Chancellor's Cabinet meets weekly to discuss and make decisions on policy matters, planning and budget, fiscal operations, legal affairs and other important matters of the District.

- **Curriculum Instructional Council**
  The Curriculum Instructional Council consists of the Vice Chancellor, Instructional Services & Planning, the Vice Presidents of Instruction from each College and Continuing Education and Articulation Officers and Curriculum Committee Chairs from the Colleges and Continuing Education.

  The role of the Curriculum Instructional Council is to provide coordination district-wide of curriculum and instructional matters, to develop policies and guidelines for improvement of instruction and to review all procedures and activities related to instructional programs.

- **District Governance Council**
  The District Governance Council serves as the district-wide communication, planning and review forum on matters pertaining to major issues affecting the District. It consists of students, faculty and staff representatives from each College and Continuing Education along with representatives from each of the District administrative offices.

  The role of the Council is to review the Board agenda and make recommendations, to share information on major activities in process throughout the District and to review matters related to educational programs and services district-wide. The Council does not address matters within the purview of collective bargaining.

- **District Marketing & Outreach Committee**
  The District Marketing & Outreach Committee consists of the Governmental Relations Manager, the District Outreach Officer and Information Officer from each College and Continuing Education.

  The role of the Committee is to serve as the vehicle for reviewing, planning and coordinating marketing and outreach activities to ensure good communication and an effective, complementary balance in marketing and outreach activities between the District and the Colleges and Continuing Education.

- **District Strategic Planning Committee**
  The Strategic Planning Committee serves as the district-wide vehicle for initiation and coordination of district-wide strategic planning to ensure good communication and effective oversight of the planning process. The Committee is comprised of faculty and administrative representatives from throughout the District. The Committee serves as an effective, complementary balance in planning activities between the District and the Colleges and Continuing Education.

- **Management Services Council**
  The Management Services Council consists of representation from each of the District administrative offices and the Vice President of Administrative Services from each College and Continuing Education.

  The role of the Council is to review matters and make recommendations to the Chancellor's Cabinet related to business services, human resources and facilities policy development and implementation. The Council does not address matters that are negotiable.

- **Student Services Council**
  The Student Services Council consists of the Vice Chancellor of Student Services, the Vice President of Student Services from each College and Continuing Education, and a representative of the Academic Senate from each College and Continuing Education.

  The role of the Council is to develop, review, monitor and maintain all student services policies and procedures, and processes district-wide and to develop and review programs and related student services matters to ensure continuity and consistency of the provision of services to students throughout the district.

- **United Student Council**
  The United Student Council is comprised of the Student Trustee from each College along with the District advisor. The role of the Council is to review the Board agenda and to serve as the participatory voice of students on district-wide matters. The Council is facilitated by the Vice Chancellor, Student Services.

Colleges and Continuing Education

- **Academic Senates**
  The role of the Academic Senate is to represent the College and Continuing Education faculty to management at the College and Continuing Education as an integral part of decision-making and problem resolution. The Academic Senates make recommendations to the Governing Board on all academic and professional matters outside of collective bargaining.

- **Associated Students**
  The Associated Student Council is the governing body of the students that promote and represent the best interests of the students and the College and Continuing Education. The

Associated Students organize and direct many student-sponsored programs and activities on campus as well as provide services, which are designed to meet student needs.

- **Classified Senates**
  The Classified Senate is a governance organization that represents the classified staff on matters not related to collective bargaining. The Classified Senate is included in the College and Continuing Education participatory governance councils, holds special events and professional development activities for the staff, and provides opportunities and forums for the sharing of information, ideas and concerns.

- **Participatory Governance Councils**
  The President's Cabinet at Mesa College is the participatory governance council of the institution. Chaired by the College President, its membership includes representatives of the Academic Senate (four), Senior Administration (four), Classified Senate (two), Middle Management (one) and Associated Students (two). The President's Cabinet is responsible for college plans, budget development, major decisions, problem-solving and other matters not related to collective bargaining.

  The function of the President's Council at City College is similar to that of Mesa College, but the membership composition is slightly different. Membership includes the College President, Senior Administration (three), Academic Senate Officers (three), Institutional Technology Council (one), and Classified Senate (one).

  The Miramar College Executive Council (CEC) is the College's primary participatory governance body. Representatives from administration, the Academic Senate, the Classified Senate, and the Associated Students deliberate and seek consensus on issues facing the College; additionally, the CEC orchestrates the College's major initiatives in Strategic Planning, Budget and Planning, Grants and Projects, Institutional Effectiveness and Learning Outcomes, among others. The CEC also oversees the work of the College's participatory governance committees and facilitates communication among College constituency groups.

  The Continuing Education Executive Governance Council is the overarching participatory governance council for the institution. It consists of Presidents (1) and Vice Presidents (2) from each of the three constituency groups, respectively, the Administration, the Academic Senate, and the Classified Senate. This body receives recommendations from more than 30 subcommittees and is ultimately charged with making recommendations to the Continuing Education President.

Community Involvement

- **Auxiliary Organization**
  The San Diego Community College Auxiliary Organization is a 501(c) (3) nonprofit organization that provides support to the education needs of the Colleges and Continuing Education, annually. The Auxiliary Board consists of the College Presidents, Academic Senate representatives, a Student Trustee and District administrators.

- **College and Continuing Education Foundations**
  The College and Continuing Education Foundations are 501(c) (3) charitable organizations that support and advance the educational and student support services provided by the Colleges and Continuing Education. At each College and Continuing Education, the Foundation Board of Directors includes both public members and institutional members and is the organizational authority for the Foundation. The Foundations raise and distribute funds for student scholarships and special college projects, annually.

- **District Corporate Council**
  The Corporate Council is a group of San Diego's leading business professionals who have committed financial and professional support to the District. The Corporate Council was created to match the needs of the business community with the professional team working to train and educate San Diego's workforce. It serves as a forum for the business perspective and helps the District plan the best educational strategies for students. There are currently 23 corporate members.

- **Citizens' Oversight Committee**

  The Citizens' Oversight Committee (COC) was established as a result of the successful passage of Proposition "S," a $685 million bond issue, and Proposition "N," an $870 million bond issue. The Committee is responsible for informing the public concerning the District's expenditure of bond proceeds and ensuring that all the expenditures are in accordance with the law and the ballot measures. The Oversight Committee is also responsible for the preparation and presentation of an annual report of the activities and expenditures for the Board. The law requires a minimum of seven members; five of which must represent specific groups, such as student government, business organizations, senior citizens' organization, taxpayers' organization and a foundation or advisory council supporting a College or the District. There are currently 17 members.

- **Trustee Advisory Council**

  The role of the Trustee Advisory Council is to facilitate communication among citizens, Board members and educators. Members of the Council can be nominated by any Trustee, subject to the approval by the Board as a whole. The current membership is 26.

Student Services – May 2010

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Revised - May 2010

San Diego Community College District Organizational Map		
Function	**District Responsibilities**	**College/Continuing Education Responsibilities**
Board Policy and Administrative Regulations	**Responsible: Board of Trustees** • Establish policies and procedures that govern all activities of the district • Reply primarily on the academic senates for policies and procedures that affect academic and professional matters • Rely primarily on staff, with input from various constituencies, on administrative matters • Provide fiscal oversight for the district • Work in collegial fashion Board of Trustees Policy: BP 0020 Governance, District Functional Organization Board of Trustees Policies: BP 2010, 2015, 2100, 2105, 2110, 2210, 2220, 2305, 2310, 2315, 2320, 2330, 2340, 2345, 2350, 2355, 2360, 2365, 2410, 2430, 2610, 2720, 2725, 2730, 2735, 2740 **Responsible: Chancellor** • Serve as Chief Executive Officer of District • Administer the district in accordance with policies established by Board of Trustees • Execute decisions made by the Board concerning operations • Play a key role in the collective bargaining process • Provide leadership on all functional areas of the district Board of Trustees Policy: BP 0010, Governance, District Administrative Organization	**Responsible: President** • Serve as Chief Administrative Officer of the college/Continuing Education • Responsible for the day-to-day operation of the total educational program • Provide leadership and coordination for college/Continuing Education community • Provide leadership on all functional areas of the college

Budget Development	**Responsible: Executive Vice Chancellor, Business Services** • Provide leadership for budget development • Establish and maintain the budget in consultation with colleges and Continuing Education • Ensure collaborative budget development process • Provide a formula for distribution of funds through a participatory process • Chair District Budget Development Committee • Provide leadership for fiscal controls and audits Board of Trustees Policy: BP 2510, Participation in Local Decision-Making Administrative Procedure: AP 0003.8 Shared Governance Budget Development & Institutional Planning Advisory Committee	**Responsible: Vice President, Administrative Services** • Provide leadership on behalf of colleges and Continuing Education in budget development process • Provide leadership in distribution of funds on campus • Assume responsibility for expenditure of all college/Continuing Education funds within constraints of state and federal law and district fiscal controls
Bookstore/ Cafeteria	**Responsible: Executive Vice Chancellor, Business Services** • Responsible for operation of the Auxiliary Services Organization (ABSO) for bookstore and cafeteria • Responsible for management of cafeteria and bookstore operations in consultation with colleges and Continuing Education	**Responsible: Vice President, Administrative Services** • Provide indirect oversight of orderly day-to-day operation of the bookstore and cafeteria • Ensure follow-up on student concerns regarding all bookstore and cafeteria matters
Information Technology	**Responsible: Executive Vice Chancellor, Business Services** **Director, Information Technology** • Provide leadership for centralized IT support for administrative computing, network/telephone, web services, desktop computing and Data Center operations, including a 24/7 IT Help Desk • Provide support for library system under separate contract Board of Trustees Policy: BP 0020 Governance, District Functional Organization	**Responsible: IT staff reporting to the colleges** • Provide Information Technology support for all faculty, staff members and instructional labs in the credit and non-credit programs

Legal Services and EEO	**Responsible: Vice Chancellor, Human Resources** **Director, Legal Services and EEO** • Responsible for legal mandates related to compliance and employment • Responsible for EEO reports, discrimination complaints, investigations and resolutions in consultation with the site compliance officer • Responsible for EEO training Board of Trustees Policy: BP 3410 Nondiscrimination Administrative Procedure: AP 3430 Prohibition of Harassment; AP 3435 Discrimination and Harassment Investigations	**Responsible: Site Compliance Officer** • Serve as "first responder" to complaints regarding EEO matters on campus • Consult with district office on complaint investigations and resolutions • Informally resolve certain complaints on campus, in consultation with the President
Facilities and Planning	**Responsible: Vice Chancellor, Facilities Management** • Provide leadership for procurement, construction, maintenance and operations of all facilities and construction projects • Provide coordination for contracts, leases, facilities planning, construction and maintenance and operations • Provide leadership for construction bond projects (S&N), including procurement and construction, in consultation with the college/Continuing Education leadership, to ensure campus needs are met Ensure effective consultation processes on all facilities matters to ensure campus needs are met	**Responsible: Vice President, Administrative Services** • Develop facilities plans that reflect educational and student support needs of the college/Continuing Education • Develop scheduled maintenance priorities that reflect needs of the institution • Assume responsibility for facilities planning at each college/campus • Oversee the daily operation of the physical plant, including maintenance and operations, as well as construction projects
College Police	**Responsible: Vice Chancellor, Facilities Management** **Chief of Police** • Provide leadership for campus safety and police operations • Provide oversight for parking operations • Assume responsibility for central dispatch operations for P.O.S.T. Certified College Police • Provide leadership for Emergency Response Operations Planning and Command Center See: Campus Safety Brochure	**Responsible: Vice President, Administrative Services, Police Lieutenant** • Police officers and campus safety officers are assigned to each campus on a rotation basis to ensure the safety and orderly operation of the campus.

Fiscal Oversight	**Responsible: Executive Vice Chancellor, Business Services** • Administer policy and procedures related to expenditures of funds • Provide leadership for annual audit and compliance • Provide leadership for central coordination of purchasing, accounting, grants and contract management, and accounts payable activities • Provide leadership for ensuring revenue and expenditure management conforms to sound accounting practices and legal statutes	**Responsible: Vice President, Administrative Services** • Allocate and monitor campus expenditures within approved budget and fiscal controls for the college/Continuing Education • Ensure revenue and expenditure management at the institution conforms to model accounting practices and legal statutes
Public Information & Government Relations	**Responsible: Director, Public Information and Government Relations** • Work directly with city, county, state and federal agency representatives that interact with and impact the needs of the district • Work directly with the Chancellor to build partnerships • Guide legislative advocacy and maintain relations with federal, state and local agencies • Assist the colleges and Continuing Education to support specific initiatives to improve facilities and enhance public awareness • Work with the media to ensure strong public awareness • Prepare and provide effective communication materials for both internal and external audiences • Maintain content for the district website for internal and external audiences	**Responsible: Public Information Officer** • Work closely with the college president to maintain liaison with local, city, and county organizations, as well as state and national agencies • Promote public and media relations and activities for the college/Continuing Education • Maintain content of college websites for internal and external audiences

Institutional Research & Planning	**Responsible: Vice Chancellor, Student Services** **Director, Institutional Research & Planning** • Provide leadership to promote and support a culture of evidence, districtwide • Assume responsibility for all research, planning, information and technical needs of the district • Serve in a liaison role to the colleges and Continuing Education • Work with college and Continuing Education communities and individuals to support research and information needs • Maintain a comprehensive Institutional Research website for the district • Provide data and information for important planning and accountability processes and projects including Program Review, Strategic Planning, Accreditation, AARC, Basic Skills and Enrollment Management • Provide staff support to Board of Trustees and Chancellor's Cabinet for all Institutional Research and Planning needs • Develop annual Research Agenda in collaboration with the colleges and Continuing Education • Chair districtwide Research Committee Administrative Procedure: AP 0020.1 Districtwide Research Committee	**Responsible: President; College Researcher** • College-based researchers or liaisons are assigned to each college and Continuing Education to facilitate the information and data needs of the campus • Facilitate the development of a college/Continuing Education Research Agenda • Work with the district Director of Institutional Research for support with projects, designs planning and protocols • Support program review, Institutional planning, accountability and basic skills data, accreditation and ongoing research needs of the colleges/Continuing Education
Instructional Services & Planning	**Responsible: Vice Chancellor, Instructional Services & Planning** • Provide leadership for curriculum coordination and oversight, articulation, grant development, economic development, International Education, and Contract Military Education • Facilitate the curriculum approval process through CurricUNET, an on-line curriculum tracking system • Provide leadership for compliance with Title 5 • Provide leadership for curriculum alignment in consultation with colleges/Continuing Education and the academic leadership • Develop and maintain all policies and procedures related to instruction • Facilitate the development of college catalogs and class schedules • Provide oversight of categorically funded programs related to economic development • Provide oversight and support of the district's large online education program, including training and website maintenance and development • Develop and maintain relations with business and industry Board of Trustees Policy: BP 2510 Participation in Local Decision Making Administrative Procedure: AP 0020.2 Instructional Council	**Responsible: Vice President of Instruction; Vice President of Instruction/Student Services (Continuing Education)** • Provide leadership for the colleges/Continuing Education instructional program • Provide leadership for curriculum development, as well as all aspects of the academic program • Facilitate the development of each college and Continuing Education catalog and class schedule, in consultation with the district office • Support grant development which is a coordinated effort between the colleges, Continuing Education and the district • Provide leadership for all instructional support programs including athletics, learning resources, co-curricular programs, as well as many specialized instructional support activities

Human Resources	**Responsible: Vice Chancellor, Human Resources** • Provide leadership for Human Resources management for the district • Provide leadership for negotiations, contract management, hiring procedures and processes, Worker's Compensation, Benefits, employee records, payroll, Legal Services and EEO and Risk Management • Serve as the chief negotiator for the district representing the Board of Trustees • Develop and maintain all policies and procedures affecting Human Resources • Coordinate legal matters relating to personnel issues • Maintain job classifications and descriptions • Provide leadership for employee training and development • Oversee all employment contracts	**Responsible: Vice President, Administrative Services** • Ensure implementation of defined responsibilities for participating in hiring procedures, staff evaluation and contract administration under the leadership of the President • Ensure that college/Continuing Education payroll processes are a collaborative effort with the district office • Oversee employee time keeping and reporting on campus • Ensure compliance with the provision of all employment contracts on the campus
Risk Management	**Responsible: Vice Chancellor, Human Resources; Risk Manager** • Provide leadership and oversight for Risk Management, Worker's Compensation claims and legal matters in consultation with the Chancellor's Cabinet • Coordinate Worker's Compensation liability issues in consultation with the colleges and Continuing Education • Oversee district safety standards to minimize risk to employees and the public • Monitor all insurance policies **Administrative Procedure: AP 0220.2 Risk Management Council**	**Responsible: Vice President, Administrative Services** • Coordinate Worker's Compensation matters and liability issues in consultation with district administration • Maintain proper safety conditions on campus to minimize risk to employees, students and the public

Student Services	**Responsible: Vice Chancellor, Student Services** • Provide leadership for policy development and oversight, program development, student records, state and federal compliance and audit for Student Services • Provide leadership for Administrative Computing, Institutional Research and data base management • Provide leadership for student discipline policies and the Student Code of Conduct in consultation with the Vice Presidents, Student Services • Coordinate policy review and development in Student Services in collaboration with the Vice Presidents, Student Services, as well as the colleges/Continuing Education academic leadership • Coordinate all legal matters related to students and records, including student rights and due process and FERPA compliance • Provide leadership for state reporting for apportionment and ensure compliance with all state regulation pertaining to proper state reporting and attendance accounting • Ensure continuity and consistency of student services and programs, districtwide, in collaboration with the Vice Presidents, Student Services Board of Trustees Policy: BP 2510, Participation in Local Decision-Making Administrative Procedure: AP 0020.3 Student Services Council	**Responsible: Vice President, Student Services; Vice President Instruction/Student Services (Continuing Education)** • Provide leadership for the Student Services division at the colleges and Continuing Education including Matriculation services, EOPS, DSPS, Counseling, Financial Aid, TRIO, Veterans Affairs, Student Affairs, Student Discipline and Admission and Records • Provide leadership for the provision of comprehensive services to students • Coordinate policy review and development with the district and academic leadership • Oversee the review and approval of policy exceptions pertaining to students and records • Coordinate with the other colleges and Continuing Education to ensure continuity of services for students, districtwide • Provide leadership for many specialized support services and activities on campus • Ensure adherence to district policies and procedures in Student Services

Standing District Collegial Councils and Committees		
DISTRICT	**COMMITTEE STRUCTURE**	**RESPONSIBILITIES**
Budget Development & Institutional Planning Advisory Committee	• Participatory governance committee comprised of representation from faculty, administrators, staff and students from the colleges, Continuing Education and district Administrative Procedure: AP 0003.8 Shared Governance Budget Development & Institutional Planning Advisory Committee	• Makes recommendations to the Chancellor's Cabinet on districtwide planning and budget matters
Chancellor's Cabinet	• An executive leadership body consisting of the Presidents, Vice Chancellors and the Director of Public Information	• Provides leadership on policy matters, planning and budget, employment, legal affairs and other matters of the district
Curriculum Instructional Council	• Serves as the districtwide Curriculum Council • Consists of the Vice Chancellor of Instructional Services & Planning, the Vice President of Instruction from each college and Continuing Education and Academic Senate representatives from each college and Continuing Education Administrative Procedure: AP 0020.2 Instructional Council	• Provides coordination of curriculum, districtwide • Makes recommendations on policies and procedures for improvement of instruction, districtwide • Reviews all procedures and activities related to instructional programs and activities
District Governance Council	• Serves as the district shared governance structure • Consists of students, faculty and staff from each college, Continuing Education and the district Administrative Procedure: AP 0020.6 District Governance Council	• Reviews the Board agenda and makes recommendations • Shares information on major activities in process throughout the district • Reviews districtwide matters related to educational programs and services • Makes recommendations on proposed changes to policies and procedures
District Marketing and Outreach	• Consists of the Director of Governmental Relations, as well as the Outreach Officers and the Public Information Officers from each college and Continuing Education Administrative Procedure: AP 0020.5 Communications Council	• Provides recommendations to the Chancellor's Cabinet on public information/relations policy development and implementation • Identifies and addresses public relations issues • Ensure a coordinated marketing and outreach presence, districtwide

District Strategic Planning Committee	• Serves as the vehicle for initiation and coordination of districtwide strategic planning to ensure good communication and effective oversight of the planning process • Consists of faculty and administrative representatives from throughout the district	• The committee serves as an effective, complementary balance in planning activities between the district and the Colleges and Continuing Education
Management Services Council	• Serves as the district shared governance for all structure matters related to Facilities, Human Resources and Business Services • Consists of representation from each of the district administrative offices and the Vice President, Administrative Services from each college and Continuing Education Administrative Procedure: AP 0020.7 Management Services Council	• Reviews and makes recommendations to Chancellor's Cabinet related to Business Services, Human Resources and Facilities Policy Development and Implementation Policy
Student Services Council	• Serves as the district shared governance board for all matters related to student services • Consists of the Vice Chancellor of Student Services, the Vice President of Student Services from each college and Continuing Education, and a representative of the Academic Senate from each college and Continuing Education Administrative Procedure: AP 0020.3 Student Services Council	• Develops, reviews, monitors and maintains all student services policies and procedures, districtwide • Develops and reviews all programs related to student services matters, including administrative systems • Addresses all policy matters in Student Services
United Student Council	• Serves as the districtwide student governance body • It is comprised of the Student Trustee from each college, along with the district advisor	• Reviews the Board agenda and serves as the participatory voice of students on districtwide matters

Standing College Collegial Councils and Committees		
COLLEGE	**COMMITTEE STRUCTURE**	**RESPONSIBILITIES**
Academic Senate	• Academic Senate Board of Trustees Policy: BP 0210 Academic Senate and Faculty Council	• Represents the college faculty to management at the college/Continuing Education as an integral part of decision-making and problem resolution • Recommendations are made to the Governing Board on academic and professional matters outside of collective bargaining
Associated Students	• Serves as the Governing Board of Students	• Promotes and represents the best interests of the students and the college • Organizes and directs many student sponsored programs and activities on campus
Classified Senates	• Governance organization	• Represents the classified staff on matters not related to collective bargaining • Participates in the college/Continuing Education participatory governance councils; plans special events for staff and provides opportunities and forums for information sharing

Participatory Governance Councils	• Mesa College o The College President, representatives from the Academic Senate, senior administration, Classified Senate, middle management and Associated Students	• Responsible for college planning, budget development, as well as deliberations on important decisions and issues
	• City College o The College President, representatives from the Academic Senate, senior administration, Classified Senate President, middle management, Associated Students, and Public Information Officer	• Responsible for college planning, budget development, as well as deliberations on important decisions and issues
	• Miramar College o The College President, representatives from administration, Academic Senate, Classified Senate, and Associated Students	• Deliberate and seek consensus on issues facing the college • Orchestrate the college's major initiatives in Strategic Planning, Budget and Planning, Grants and Projects, Institutional Effectiveness and Learning Outcomes • Oversee the work of the college's shared governance committees and facilitates communication among the college constituency groups

Standing Community Collegial Councils and Committees		
COMMUNITY INVOLVEMENT	**COMMITTEE STRUCTURE**	**RESPONSIBILITIES**
Auxiliary Organization	• Consists of College Presidents, Academic Senate representatives	• Undertakes contract education and other permitted activities that provide annual direct support to the colleges
College Foundations	• Includes both public members and institutional members	• Supports and advances the educational and student services provided by the colleges • Annually raises and distributes funds for student scholarships and special college projects
District Corporate Council	• Group of San Diego's leading business professionals	• Serves as a forum for the business perspective and helps the district plan the best educational strategies for students
Citizens' Oversight Committee (COC)	• Consists of members from student government, business organizations, senior citizens' organization, taxpayers' organization and a foundation or advisory council supporting a college or the district	• Responsible for informing the public concerning the district's expenditure of bond proceeds; reviews those expenditures and ensures that the expenditures are spent in accordance with the law and the ballot measure • Prepares and presents an annual report of the activities and expenditures to the Board
Trustee Advisory Committee	• Each Trustee appoints members from the community Board of Trustees Policy: BP 1020 Trustee Advisory Councils, Policies and Bylaws Governing the Formation and Operation	• Facilitates communication among community members Board members and educators

Eligibility Requirements

Certification of Continued Compliance

MISSION

To inspire and enable student success ...

WE ARE Mesa

CERTIFICATION OF CONTINUED COMPLIANCE WITH ELIGIBILITY REQUIREMENTS FOR ACCREDITATION

1. Authority

San Diego Mesa College is authorized by the state of California to operate as a public community college. As such, the college is authorized under Title 5 of the Administrative Code to offer Associate in Arts and Associate in Science degrees and appropriate approved certificates. (ER.1-1)

2. Mission

The College has a newly-approved mission, vision, and values statement, appropriate for a public California community college that clearly defines the College's primary purposes and describes the institutional commitment to achieving student learning. The mission, vision, and values statement was adopted by the San Diego Community College District Board of Trustees and is online as well as published in the catalog and other public documents. (ER.2-1; ER.2-2)

3. Governing Board

Mesa College is governed by the Board of Trustees for the San Diego Community College District. The board is responsible for the quality and integrity of the institution, for ensuring that the institution's mission is carried out, and for ensuring that the institution's financial resources are directed toward a sound educational program. The Board, composed of five members elected to represent specific areas of San Diego, is sufficient in size and composition to fulfill its responsibilities. As a body charged with independent policy-making, it is capable of reflecting the interests of the public and constituents in its decisions. Board members do not have employment, family, ownership, or personal financial interests in the institution. The Board adheres to a conflict of interest policy that ensures that their impartiality in all their deliberations and decisions. (ER.3-1; ER.3-2; ER.3-3)

4. Chief Executive Officer

Mesa College's chief executive officer is Dr. Rita Cepeda. The chief executive officer is appointed to her role as President by the Board, and her primary responsibility is to the institution. The Board delegates to the President the authority to administer Board policies for the College. Neither the College President nor the District Chancellor serves as chair of the Board. (ER.4-1; ER.4-2)

5. Administrative Capacity

Mesa College is staffed by a sufficient number of administrators to provide the services necessary to support the College's mission and purposes. Administrators are selected competitively, and all possess the appropriate preparation and experience to fulfill their assigned roles. (ER.5-1; ER.5-2)

6. Operational Status

The College is in full and continuous operation. Students are actively pursuing the degree programs offered by the institution. (ER.6-1; ER.6-2; ER.6-3)

7. Degrees

The majority of Mesa's course offerings lead to associate degrees, and the College routinely scrutinizes course offerings to assure that they meet degree and program objectives. Students' educational goals and their progress toward them are monitored and provide evidence that a significant proportion of student enrollments are in courses leading to degree offerings. (ER.7-1; ER.7-2; ER.7-3; ER.7-4)

8. Educational Programs

Mesa College offers a large number of associate degrees and certificates that are consistent with the College's mission. All programs are developed based on needs assessments and recommendations from discipline experts; input from industry advisory committees and transfer institutions are utilized in program development. Degree and certificate requirements are consistent with Title 5 in their extent, depth, rigor and intensity. Students completing degrees and certificates are required to demonstrate outcomes. Degree programs require a minimum of 60 credit units and are two years in length. (ER.8-1; ER.8-2; ER.8-3)

9. Academic Credit

Academic credit for coursework is awarded in accordance with Subchapter 9, Standards of Scholarship, of Title 5 of the California Code of Regulations. (ER.9-1; ER.9-2; ER.9-3)

10. Student Learning and Achievement

The Mesa College Catalog, published and updated annually, defines the requirements for every degree and certificate offered by the College. The listings include prerequisites, course numbers, names, and units as well as descriptive program information and student learning outcomes. Longitudinal student achievement data is tracked and published in an annual Fact Book available on the District Research and Planning website. Program Review plans and TaskStream include an assessment of students' achievement of outcomes. (ER.10-1; ER.10-2; ER.10-3; ER.10-4)

11. General Education

All associate degrees offered by Mesa College require a general education component. General education requirements are defined by SDCCD Policy 1.5.3, which is consistent with Title 5 general education policy (Section 55806) for California community colleges and is consistent with levels of quality and rigor appropriate to higher education. The College's general education requirements are designed to ensure breadth of knowledge and promote intellectual inquiry. They include demonstrated competence in writing and computational skills and an introduction to some of the major areas of knowledge. The College's general education outcomes are defined by District policy that requires that students take courses in the major areas of knowledge and that the curriculum include overarching principles consistent with general education. (ER.11-1; ER.11-2; ER.11-3)

12. Academic Freedom

Policy 4030, approved by the Board of Trustees on April 28, 2009, defines academic freedom for faculty, staff, and students. In addition, Appendix II of the District-AFT Guild Agreement contains a statement describing faculty ethical behavior and academic freedom. Both of these statements specify that faculty, staff, and students are free to examine and test all knowledge appropriate to their discipline, area of employment or major area of study. Mesa College supports and sustains a culture that protects intellectual freedom and independence. (ER.12-1; ER.12-2)

13. Faculty

Mesa College has a core of well-qualified and experienced full-time faculty to support the College's educational programs. The faculty union contract specifies clearly the responsibilities of a faculty member. Both the contract and the evaluation procedures describe the faculty's responsibilities for program and curriculum development as well as for assessment of student learning. (ER. 6-3; ER.13-1; ER.13-2; ER.13-3)

14. Student Services

Mesa College provides a wide range of student services to meet the needs of all of its students. The services are consistent with the size of the institution, the characteristics of the student population, and the mission of the institution. Student services are organized to best support as well as encourage learning and development. Point of Service data are a part of the program review process where service areas are routinely assessed. (ER.14-1; ER.14-2; ER.14-3)

15. Admissions

Mesa College has adopted and strictly follows admissions policies that are consistent with the community college mission and Title 5 requirements. The policies, printed in the Catalog and class schedules, specify the qualifications necessary for admission to the institution. Admissions personnel are qualified for and understand their role relative to established policies. (ER.15-1; ER.15-2; ER.15-3; ER.15-4)

16. Information and Learning Resources

A wide range of information and learning resources are provided to support the College's mission and educational programs. The Learning Resource Center owns or licenses a large inventory of print, non-print, and web-accessible materials. Students may access library database resources through the web, whether on or off campus. All instructional programs, in whatever format and wherever they are offered, including online, may access these resources. Resources are also available through various tutorial services and dedicated campus computer labs. (ER.16-1; ER.16-2)

17. Financial Resources

The College has sufficient financial resources to support student learning programs and services and to improve institutional effectiveness. Planning takes place at both the College and the District levels and is evaluated and modified as changes require. Financial resources support the mission and provide financial stability. (ER.17-1; ER.17-2; ER.17-3)

18. Financial Accountability

As required by law, Mesa College undergoes regular financial audits in concert with the rest of the San Diego Community College District. The audits are conducted by external auditors who are certified public accountants and have no other relationship to the District or College. (ER.18-1; ER.18-2; ER.18-3; ER.18-4)

19. Institutional Planning and Evaluation

Mesa College's participatory governance structure is institutionalized in its President's Cabinet. Annually, at a retreat of this governance body that includes membership of all groups, the institution's planning and goals are assessed and new goals set for the upcoming year. Since the writing of the College's 2007 Midterm Report and the development of its Educational Master Plan, the President's Cabinet Retreat has become the venue for continuous quality improvement relative to planning. At the past two retreats, a strategic planning framework has evolved that more accurately depicts the College's decision-making process and integrates its planning processes with resource allocation.

To test this model, a pilot was conducted during the fall 2009 that was based on using research to link Program Review with resource allocation. The evaluation of the model included the collection of feedback from participant meetings and the administration of a post-survey to review how well the process met the planning needs of the College. The results of these evaluative methods will be used during the spring 2009 to improve the planning process prior to its next implementation.

Mesa College's institutional effectiveness is regularly evaluated and tracked through a series of Point of Service Surveys soliciting student feedback and through the collection and analysis of data on student demographics, success, persistence, degrees, certificates, and transfer. The data is incorporated into the College's planning processes, including its integrated program review model. The institutional effectiveness data and longitudinal student outcomes data are published on the District research website which is accessible to the public. In addition, the College recently launched its own institutional research website.

Mesa College is committed to Student Learning Outcomes (SLOs) and their assessment. SLOs and their results continue to be reported in the Program Review plans for academic programs, student services and administrative services. The college has given release time to a faculty member to co-chair our Student Learning Outcome Committee with the express task of providing guidance and assistance in the development of program and course SLOs. TaskStream, a SLO management system, was purchased with implementation and training for faculty and staff held during the fall 2009. Using the program review hierarchy, TaskStream assists the college with the assessment of its program and service area SLOs. To date, program/service area level SLOs/AUOs have been input with assessment underway at the course and program level. (ER.19-1; ER.19-2)

20. Public Information

Mesa College revises and publishes its catalog annually. To insure accuracy and currency, a Catalog Subcommittee was formed in 2009. Its membership includes both College and District personnel who developed a procedure that involves review of the entire catalog by the appropriate contributors. The catalog is published in printed form and is also available in electronic format on the College's website. The catalog contains general information including demographic information about the institution; its mission, vision, values, and goals; course, program, and degree offerings; academic calendar and program length; academic freedom statement; available student financial aid and learning resources; names and degrees of administrators and faculty; names of governing board members; admission requirements and procedures; policies, rules and regulations directly affecting students, including fees and other financial obligations; degree, certificate, graduation and transfer requirements; academic regulations including academic honesty (Policy 3100); acceptance of transfer credits; statement of nondiscrimination; sexual harassment policy; complaint and grievance procedures. Much of this information is also published in the class schedules, the Student Handbook and the Faculty/Staff Handbook. (ER.20-1; ER.20-2; ER.20-3; ER.20-4)

21. Relations with the Accrediting Commission

The Board of Trustees affirms that Mesa College adheres strictly to the eligibility requirements, accreditation standards and policies of the Commission, describes itself in identical terms to all of its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. Moreover, the College complies with Commission requests, directives, decisions and policies and makes complete, accurate and honest disclosures in all communications. The College also participates in accreditation training workshops. (ER.21-1; ER.21-2; ER.21-3)

Dr. Rita M. Cepeda
President, San Diego Mesa College

5/11/10
Date

Mr. Rich Grosch
President, Board of Trustees
San Diego Community College District

7/08/10
Date

Eligibility Requirements Evidence

ER.1-1	Authorization to Operate
ER.2-1	Mission, Vision, Values Statement http://www.sdmesa.edu/about-mesa/mission-vision-values/
ER.2-2	Minutes from BOT meeting on Dec. 10, 2009 (approval of Mission Statement): http://www.sdccd.edu/docs/bot/agendas/20092010/20091210M.pdf
ER.3-1	Biographical Information for Board Members
ER.3-2	Governing Board Bylaws http://www.sdccd.edu/public/district/policies/policies-print.shtml
ER.3-3	BP 2710 Conflict of Interest: http://www.sdccd.edu/docs/policies/Board%20Operations%20Policies/BP%202710.pdf
ER.4-1	Biographical Information for President
ER.4-2	President's Certification
ER.5-1	Table of Organization
ER.5-2	Biographical Information for Administrative Staff
ER.6-1	Enrollment History, 2008-2009
ER.6-2	Enrollments in Degree Programs and Degrees Award
ER.6-3	Spring 2010 Class Schedule
ER.7-1	List Degrees with Course Requirements and Length of Study http://www.sdccd.edu/catalogs/mesa pp. 113-223
ER.7-2	General Education Requirements for each degree http://www.sdccd.edu/catalogs/mesa pp. 69-112
ER.7-3	College Designation of College Level Courses http://www.sdccd.edu/catalogs/mesa pp. 226-424
ER.7-4	Degree Data
ER.8-1	Educational Programs
ER.8-2	Course Description with Curricular Sequence
ER.8-3	Program Location including Online
ER.9-1	Policy on Transfer and Award of Credit
ER.9-2	Catalog documentation on credit awarded (2009-10 Catalog p. 52)
ER.9-3	Formula used to calculate credit values
ER.10-1	Catalog documentation of Student Learning Outcomes (SLOs) for Programs
ER.10-2	SLOs data from Program Review (Samples)
ER.10-3	TaskStream (SLO Data)
ER.10-4	Graduation, transfer, job placement licensure examination pass rate history
ER.11-1	General Education Courses and Descriptions
ER.11-2	Course Outlines for Language and Quantitative Reasoning Courses
ER.11-3	Evidence of Higher Education Rigor and Quality
ER.12-1	BP 4030 Academic Freedom and Freedom of Expression: http://www.sdccd.edu/docs/policies/Student%20Services/BP%204030.pdf
ER.12-2	AFT Contract, Appendix II, Page 152: http://hr/hr/index/Collective_Bargaining_Agreements/AFT_College/7-1-05%20to%2012-31-08%20AFT%20COLLEGE%20AGR%20Updated%203-10.pdf
ER.13-1	Faculty Roster (See Employee Personnel Files at District HR)
ER.13-2	Faculty Contract (Link): (page 15-23) http://hr/hr/index/Collective_Bargaining_Agreements/AFT_College/7-1-05%20to%2012-31-08%20AFT%20COLLEGE%20AGR%20Updated%203-10.pdf
ER.13-3	Classification Description – Contract Instructor http://hr/hr/CandC/Classiifications/Faculty/Contract_Instructor.pdf
ER.14-1	Student Demographic Characteristics http://research.sdccd.edu/pages/112.asp See College Demographics
ER.14-2	Point of Service Survey Results http://research.sdccd.edu/pages/112.asp

ER.14-3	List of Student Services and their Missions with Special Student Populations noted ER.15-1
Admissions Policy	
ER.15-2	Enrollment Application http://studentweb.sdccd.edu
ER.15-3	Student Qualifications for Admission
ER.15-4	Roles/Expectations of Admission Personnel – Student Services Assistant Classifications
ER.16-1	Information and Learning Resources Profile
ER.16-2	Agreements for Access to External Resources
ER.17-1	Budgets and Financial Statements (08/09; 09/10; 10/11)
ER.17-2	External Foundation Funding Support
ER.17-3	Funding Base
ER.18-1	Budgets (08/09; 09/10;10/11)
ER.18-2	Audit Materials
ER.18-3	Financial Aid program audit
ER.18-4	Student Loan Default Rate/Relevant USDOE Reports
ER.19-1	Current Institutional Plan
ER.19-2	Planning and Resource Allocation Pilot and Evaluation
ER.20-1	2010-2011 Catalog http://www.sdccd.edu/catalogs/mesa/
ER.20-2	Student Handbook http://www.sdmesa.edu/accreditation/handbooks/student-handbook.pdf
ER.20-3	Faculty and Staff Handbook http://www.sdmesa.edu/accreditation/handbooks/faculty-staff-handbook.pdf
ER.20-4	Recent print/other media advertisements
ER.21-1	BP 0005 Accreditation: http://www.sdccd.edu/docs/policies/Student%20Services/BP%200005%20Accreditation.pdf
ER.21-2	List of Accreditations held by Institution
ER.21-3	Description of Other Accrediting Bodies

Responses to Recommendations

from 2004 Comprehensive Evaluation

GOALS

To deliver and support exemplary teaching and learning

WE ARE Mesa

RESPONSES TO RECOMMENDATIONS
FROM THE 2004 COMPREHENSIVE EVALUATION

Recommendation 1.1
The college should implement a more fully integrated process for planning and resource allocation, grounded in data from program reviews (which should include data on student learning outcomes) and student learning outcomes assessment. This process and its outcomes should be widely communicated. The college should evaluate the process regularly to assess its impact on institutional effectiveness. (I.B.3, I.B.4, I.B.5, I.B.6, I.B.7, II.A.2.f)

Response
As described in the Focused Midterm Report, the President's Cabinet continues in its role as the central participatory governance council. This role was made clear in the Educational Master Plan. The Annual Integrated Planning Matrix depicted the planning and resource allocation activities approved by President's Cabinet. The Educational Master Plan Subcommittee was created May 9, 2005, by President's Cabinet and began its work to integrate all previous planning efforts into one comprehensive plan. The result was a long-term document that will serve the College from 2006-2007 to 2010-2011 with annual reviews and revisions. The Educational Master Plan contains four separate categories, with each one grounded in a part of the Mission Statement, that focus on Mesa's specific priorities and needs. The original Educational Master Plan Subcommittee was reorganized as the Strategic Planning Subcommittee through discussion and action at the April 18, 2008, President's Cabinet Retreat, where the Educational Master Plan was reviewed and work began on a strategic planning model. A summer 2008 Strategic Planning Working Group was formed and met regularly to institute the changes articulated at the spring retreat. This group developed a "continuous quality improvement framework" and revised the mission, vision, and values statements that were reviewed and discussed by President's Cabinet during the fall 2008 semester. In December 2008, the membership was expanded, and the purpose of the Strategic Planning Committee was reviewed and accepted. The committee became a working group of the President's Cabinet designed to advance strategic planning for the College. The group met on a regular basis to complete and implement the revised planning approach grounded in and integrated by performance indicators. These performance indicators would be used to evaluate the strategic planning process to assess the impact on institutional effectiveness.

During the April 24, 2009, President's Cabinet Retreat, working groups refined draft statements for the mission, vision, and values as well as goals. The strategic planning model was reviewed, and performance indicators were discussed. The College's strategic planning priorities and goals from the 2007 Educational Master Plan were reviewed by one of the small groups at the 2009 President's Cabinet Retreat. This group soon realized that the Continuous Quality Improvement Framework being developed required the current planning priorities and goals to be more global in nature to support Mesa's revised Strategic Planning Model. The group recommended a more simplified approach built upon five (5) overarching College goals that would be supported by measurable objectives to be developed by the College's three divisions: Instruction, Student Services, and Administrative Services. Within these divisions, the schools and service units would in turn use information/data from the program and/or service area plans reported during the annual Program Review cycle. The use of performance indicators (PI) and Program Review findings to help the College measure progress towards goal completion was endorsed. These indicators include equity/access, engagement/retention, persistence, success, and institutional effectiveness measures that will be used by the College to determine how successful we are in reaching our goals as well as integrating the College's planning processes.

At the April 28, 2009, President's Cabinet, after an update by Dr. Cepeda, the Mesa College Strategic Planning Framework model was approved. The existing Strategic Planning group met during the summer 2009 to develop a draft of the mission/vision/values, the performance indicators, and the college-wide goals. In addition, the link between planning and budgeting was to be

included in the model. In November 2006, a Budget Development Committee was formed to integrate planning and resource allocation; however, it was found that not all of its original charges were met. A crucial part of this planning process involves the allocation of resources using Program Review plans. To test and inform the fall 2009 approved Mesa College Planning Framework process, the Strategic Planning Committee recommended that a pilot be conducted during that same semester. This pilot involved all of the players in the planning process. The Resource Allocation Committee (RAC) was formed, and a representative sample of programs and service areas were selected from Years One to Five of the Program Review cycle, including representation from each of the college divisions and schools. Using provided research and documentation, each group presented their resource requests to the RAC. At the conclusion of the pilot, feedback from all participants concerning the process was collected and incorporated into a report distributed to the College for use and to inform the spring 2010 resource allocation process.

Mesa's planning process is informed and supported by its integrated Program Review process. Since the Focused Midterm Report, Student Services and Administrative Services joined with Instruction to become part of the Program Review process. One participatory governance committee now oversees the five-year cycle. Student Learning Outcomes and their assessment findings continue to be reported as part of the Program Review plan. In addition to providing the infrastructure for the process that includes the setting of timelines and providing liaison support and direct training to lead writers, the committee prepares annual reports for presentation to and approval by the President's Cabinet. These reports contain recommendations for continuous quality improvement to the process that is data-driven.

The culture of evidence that became well established at Mesa in the period 2004-2007 continues to grow. The Research Committee reviews and updates its Research Planning Agenda on a regular basis. The most recent revision can be found on the college's recently developed Institutional Research website. Representatives from the College Research Committee continue to work with and sit on the district-wide Research Committee that provides for a collaborative and integrated basis for collection and analysis of data.

In addition, the College provided appropriate detail in its responses within Standard I.B.3, I.B.4, I.B.5, I.B.6, I.B.7 and II.A.2.f of this Self Study.

Evaluation
Significant progress continues to be made addressing this recommendation.

Recommendation 1.2
The college should strengthen its dialogue about student learning by articulating specific goals with respect to the educational effectiveness of the college, and stating the goals (and supporting objectives) in measurable terms so that the degree to which they are achieved can be determined, widely discussed and planning for improvement can take place. (I.B.1, I.B.2)

Response
The 2007 Focused Midterm Report indicated that this recommendation was met by addressing this dialogue at two levels, and it has expanded since then to include:

1) the campus continues to ***address SLOs in measurable terms (the process is detailed and analyzed in each program's and service area's Program Review plan***);
2) the college has addressed ***SLOs in the context of division, school, and department goals and objectives*** that are an integral part of the ***Educational Master Plan and also the recently adopted Strategic Planning process.***

Since that time, Student Services and Administrative Services have developed outcomes and, like the Instructional Programs, report the development and assessment results in their Program Review plans.

The 40% reassigned time SLOAC position created in 2005 and the SLO subcommittee created by the Research Committee to assist faculty and staff with Student Learning Outcomes functioned until the fall of 2009. Up until this time, the SLOAC coordinator and subcommittee collaborated with the Flex subcommittee to provide workshops on outcomes assessment and best practices. Working with the Vice President of Instruction, the SLO coordinator developed a five-step learning outcome assessment cycle that was implemented fall 2008. A survey instrument was developed by the Campus-Based Researcher with input from the SLO subcommittee to gather data concerning the progress among the College units on the five steps of the Student Learning Outcome Assessment Cycle. The survey results are posted on the Institutional Research website. This survey continues to be done on an annual basis for comparison and planning purposes as well as providing data for the SLO subcommittee.

Unfortunately, budget constraints prevented the continuation of reassigned time to the SLOAC coordinator, who co-chaired the SLO subcommittee. In addition, continued discussions relative to the philosophical and practical aspects of Student Learning Outcomes and their assessment impacted the work of the subcommittee. The SLOAC coordinator attempted to find another faculty co-chair from the existing subcommittee, but these efforts failed. In December 2009, the subcommittee began discussions concerning the next steps including its possible dissolution which materialized during the spring 2010 when a recommendation to return the SLO function back to the Research Committee was approved. Another factor impacting the SLO subcommittee and its role was the passage of an Academic Senate Resolution concerning SLOs on October 12, 2009, which focused primarily on the faculty workload issue associated with SLOs.

Outcomes have been developed at the program and service area level for all College units. The most recent edition of the catalog carries these outcomes. These outcomes are also found in TaskStream, a SLO/AUO software package purchased by the District for use at Mesa College. An implementation project took place during the spring 2009. Using its Program Review structure, the College built a hierarchy that included Instruction, Student Services, and Administrative Services. The Office of Instructional Services, Resource Development and Research was given the responsibility to assist the faculty in the implementation of the software as well as to organize and offer trainings. During the summer 2009, outcomes at the program and service area levels were input into TaskStream. Program and service area mission statements were also input as well as institutional level and general education outcomes. Clerical support is available to faculty and staff if assistance is needed. Training began in the fall 2009 with a general session that introduced the software to the College faculty, staff and administrators. More specific trainings followed for instruction, student services and administrative services. These trainings were archived and are available online for reference.

The Office of Instructional Services, Resource Development and Research continues to provide outcomes data and assist with the design of specific program/service area surveys to collect it for discussion and planning for improvement. In addition, results from the Community College Survey of Student Engagement (CCSSE) have been reviewed by the Research Committee, resulting in several written briefs posted to the college's IR website. The SLO subcommittee posts its meeting materials and included a streamed video of a recent SLO Fair so those who could not attend this function can have access to the dialogue on student learning.

College faculty and staff attend SLO conferences and institutes as well as provide workshops on outcomes assessments and best practices through the Flex program.

In addition, the College provided appropriate detail in its responses within Standard I.B.1 and I.B.2 of this Self Study.

Evaluation
Although the recommendation has been completed, the College will continue its dialogue relative to student learning to achieve the 2012 SLO deadline.

Recommendation 1.3
The college should develop and implement a plan to meet current and future needs for institutional research that is accurate, timely and actionable. Toward this end, the college should carefully consider how institutional research is positioned in the college so that it may support the entire institution from a fair, unbiased and informed stance, thereby strengthening various planning and institutional improvement efforts. (I.B)

Response
As was reported in 2004 and reaffirmed in the 2007 Focused Midterm Report, Mesa College continues to ensure that its institutional research is accurate, timely, and actionable. With the hiring of a Campus-Based Researcher (CBR) in 2006, careful consideration was given to how institutional research was positioned so that it supported the entire College in a fair, unbiased, and informed stance. The research function continues to be housed in the Office of Instructional Services, Resource Development and Research. The Dean continues to report directly to the College President.

Since its inception in 2006, the Research Planning Agenda (RPA) has been reviewed and updated on a regular basis with the latest revision occurring during the 2009/2010 academic year. This revision was done in concert with the approval of the College's new mission, vision, and values statements. The RPA supports the College's mission, vision, and values as well as its integrated planning framework process. It establishes benchmarks by which the College's progress is assessed with continuous improvement based upon a cycle of planning. The RPA comprises the four goals of the mission, vision, and values statements and will be accomplished through strategic initiatives. Supporting evidence in the form of reports and resources are listed for each strategic initiative and hyperlinked, where possible, to online reports as well as being mapped to indicators and measures.

A companion document to the RPA, the Guidelines for Implementation of the Research Planning Agenda (GIRPA) is also reviewed on a regular basis. The GIRPA was recognized by the RP Group and received its "Award for Achievement in Planning" in March 2008. During the spring of 2009, the Research Committee did its annual review of the document and only made minor changes to the Q and A's.

The Research Committee adopted a new mission statement in the fall 2008 that included building and implementing a culture of evidence using data-driven information and knowledge to improve student learning and engagement, instruction, delivery of services, and institutional effectiveness. The Committee worked with the College webmaster to develop an Institutional Research website to assist them with the dissemination of information.

This past year, the Committee's goals included serving as liaisons to the faculty and staff to assist them with the research aspects associated with Program Review and Student Learning Outcomes. To assist the Committee members with this task, various types of training have been developed and are a part of their regularly scheduled monthly meetings. The District Director of Research and Planning presented a session on how to build institutional information capacity. Committee members were invited to and attended the fall 2009 lead writer training to familiarize themselves with the Program Review process and documentation. The CBR presented a guided exploration of the College and District websites to familiarize the Committee with the research data and reports available as well as where and how to use this information.

Three individuals represent Mesa College on the District-wide Research Committee: the Dean, the Campus-Based Researcher and a member from the College's Research Committee. Information from the College is shared at this meeting with information from the District brought back to the College and shared not only with the Research Committee but also to other constituents.

In preparation for its fall 2010 onsite visit, the College engaged in a number of surveys to collect evidence for its Self Study. Working collaboratively with District Research and Planning as well as the other colleges, several instruments were developed to gather information from students, faculty, staff and administrators. In addition to a student satisfaction survey and employee survey, Point of Service surveys (POSs) were created for both administrative and student services areas. These POSs will play a dual role in that they will provide information for the Self Study and then be used on a regular basis to collect data for the College's integrated Program Review process.

In addition, the College provided appropriate detail in its responses within Standard I.B of this Self Study.

Evaluation
The recommendation has been completed.

Recommendation 1.4 (Identified as a District Recommendation)
In order to build upon their efforts to strengthen institutional effectiveness and to foster a "culture of evidence" throughout the district, the district office and the colleges should cooperate in the development of an enhanced research function with both strong district and strong college components. (I.B.3, I.B.6, IV.B.2.b)

Response
Cooperation between the District and the College was strong prior to 2004 Self Study and has become stronger since that time. This cooperative effort was institutionalized with the inclusion of District Institutional Research and Planning (IR) personnel on the Mesa College Research Committee and the Program Review Committee. Appropriate Mesa personnel were included on the District-wide Research Committee. The hiring of a Campus-Based Researcher (CBR) further integrated the District and College as this position reports to the District IR director and also the dean responsible for research at the College.

With the addition of the CBR, the nature of the research provided became more varied and complex. Her research log revealed requests including comparison studies of basic skills students, a list of top ten transfer schools by category, SLO data, CCSSE information, etc. Some of these studies became district-wide. District IR personnel have provided Flex training at Mesa, sometimes in conjunction with Mesa personnel. Topics included Pivot Tables, developing a survey, and the Research Planning Agenda. The District research office has long supported enrollment management and has brought near real-time feedback with the weekly Tallies download made available to College administration.

The fostering of a culture of evidence expanded dramatically through the newly integrated Program Review process which became an instrument for planning and resource allocation on campus. This process provided a thorough review of programs and service areas, including SLOs/AUOs with their assessment and results; six-year curriculum review cycle; results of the environmental scan; and other criteria addressing program/service area effectiveness. All of these factors are based in data that is collected, analyzed, and acted upon. The Educational Master Plan also relied upon evidence collected through its Strategic Planning process, Program Reviews and IT Strategic Plan. Finally, the Research Planning Agenda institutionalized campus research which is sometimes conducted in conjunction with the District and in compliance with GIRPA to ensure ethical handling of data.

***The following updated status for this recommendation was provided by the District*.**

Response Summary
Campus-Based Research Structure
Under the leadership of the Chancellor's Cabinet, an operational model which incorporates a researcher at each college and Continuing Education was developed in 2005. This model was

widely discussed for input throughout the organization and has been partially implemented with plans to fully implement as budget allows. Campus-Based Researchers (CBR) are in place at the two largest colleges: City College and Mesa College. A search for a campus-based researcher for Miramar College was conducted on two different occasions, but a suitable researcher was not identified in the pool of candidates. Subsequently, the position was frozen due to California's severe budget crisis. However, one of the research analysts from the District Office of Research and Planning is currently filling the CBR position as an interim for Miramar College.

The vision of the operational model is to expand the District and campus research capacity and extend research functions beyond the District research office to become an integral part of the campus. The Campus-Based Researcher (CBR) reports to the Director of Institutional Research and Planning at the District but, after a period of hands-on training and mentoring spends the majority of his/her time on the campus with research priorities and work direction provided primarily by the College. The CBR is an integral part of the broader district-wide research community. As projects emerge from the College that have relevance to one or more of the other colleges, these projects would transition from college specific to district-wide projects, thus avoiding redundancy of work and achieving increased productivity based on collaboration and increased teamwork.

The processes for generating accurate database information, developing this data into useful information and maintaining the integrity of the data are all the responsibilities of the District IRP Office (including the CBRs). The procedures for processing data (e.g., student data from the district mainframe computer as well as transfer data from the National Student Clearinghouse and various other sources of raw data) into more useful information have been documented, and all researchers follow the prescribed approaches. The requirements and standards of reporting are also defined.

Mesa College has had a Campus-Based Researcher in place for three years and City College for one year. The reporting and documented protocols needed to maintain report integrity, while maximizing the opportunities for collaboration, have been working very well for both of the college CBRs. The following protocols are in place to support these goals:

1) Semi-weekly meetings are scheduled with the CBRs, the District Research Analysts and Research Associates, and the Director of Institutional Research and Planning (IRP) to review project plans, conduct troubleshooting analyses, identify ways in which to streamline projects, adjust timelines, and modify resources.
2) Meetings are periodically scheduled with the CBRs, the responsible college administrator, and the IRP Director to help facilitate open communication and mutual sharing of issues and new directions in research emerging from college or district-wide arenas.
3) The IRP Director frequently attends key meetings at the colleges and Continuing Education (e.g., Research Committee, Accreditation Committee and BSI Committee) to provide assistance in determining research needs and defining research projects or reports as well as facilitating the design and implementation of an infrastructure for building the research capacity and culture of evidence at the colleges and Continuing Education.
4) The IRP office staff has developed project logs that contain information about all projects that the District IRP office works on, as well as a list of recurring projects that require CBR and District researcher collaboration/awareness, such as common core report elements for Transfer Studies, Program Review, EOPS, DSPS, Matriculation, Accounting and Reporting for Community Colleges (ARCC), and Enrollment Management reports.

The hiring processes for the Miramar College and Continuing Education CBRs are on hold until the current budget situation improves. However, the IRP Director and Research Analysts attend various meetings on these campuses (i.e., Research Committee, Program Review and Accreditation Committee) to provide leadership and support of the research and information needs. The District IRP staff also supports the college-based needs for data and information for a variety of projects including Program Review, SLOs, and institutional planning. The Director has provided leadership to Miramar College in the development of a Research Agenda as well as to

Continuing Education for enrollment management and Program Review. There are several examples of projects and support from the District Research office specifically for Miramar and Continuing Education in the absence of campus-based researchers, including:

1) Program Review data and information (e.g., enrollment, outcomes, and productivity) (DRE1.4-1)
2) Survey development, implementation and delivery (reports and briefings) (DRE1.4-2)
3) Weekly or monthly Enrollment Management interactive spreadsheets for the CIOs (DRE1.4-3)
4) First and Final Census Student Profile (demographic) reports(DRE1.4-4)
5) Student tracking studies (i.e., non-credit to credit migration)(DRE1.4-5)

In addition, the IRP Director continues to provide extensive training to the existing research staff in anticipation of filling the Campus-Based Researcher positions in the future.

Culture of Evidence/Culture of Inquiry

The ultimate goal of the accreditation recommendation and the resulting actions described herein is to facilitate the development of a culture of evidence through a collaborative process that will lead to a culture of inquiry at the colleges, Continuing Education, and the District offices. The primary goal for developing a culture of evidence and inquiry is to inform all key decisions with relevant data, thus moving towards data-driven decision-making.

The District IRP Director and Research Analysts regularly attend many key committee meetings convened at the campuses, some of which include Accreditation, Program Review, Institutional Research and Planning, Student Learning Outcomes and Assessment, and Basic Skills. The implementation of the CBR model has allowed for the extension of the research support and participation to go beyond the liaison relationship and become more integral to on-going campus interaction. A recent example of the integration of planning at the campus and district-wide levels is shown with the Basic Skills Initiative. This state funded priority calls for data collection, analysis and data-driven decisions as a central part of making responsive changes and enhancements to the delivery of course offerings in basic skills. The community of researchers at SDCCD (district and CBR) collaborates on project plans that attend to a core set of needs for the colleges and Continuing Education while maintaining the ability, through the CBR, to provide special focus on the campus elements that are unique in the delivery of basic skills instruction and subsequent student success program. In addition, the IRP Director and Research Analysts facilitate discussions at the Colleges/Continuing Education and at the District using a participatory action research model (e.g., briefings) to assess the needs of the campuses, identify the gaps in data needs, and develop and implement research agendas.

District Research Committee

The District Research Committee, which was reconstituted in 2006, serves as a major vehicle for directing and coordinating research support to the priorities that cross all colleges and Continuing Education, including 1) Student Learning Outcomes, 2) Program Review, 3) district-wide sharing of best practices in program innovation and evaluation, and 4) providing a forum for identifying future research and data collection issues that need attention and proactive changes. The Committee functions as the central coordinating body for SDCCD research priorities. It provides leadership and guidance on initiatives that systematically promote a culture of evidence and a culture of inquiry within the District. The Committee coordinates and prioritizes the joint efforts of campus-based and district-based researchers to enhance effectiveness and avoid duplication. In addition, the Committee helps to disseminate research data and information that is produced by the District Office of Institutional Research and Planning.

The District Research Committee, chaired by the District Director of IRP, includes one or more representatives from all three colleges, Continuing Education, the Vice Chancellor of Instruction, and special grant initiatives (Title 3, Title 5), as well as the Research Analysts to help ensure a comprehensive approach to address essential research issues.

Future Changes in the IRP Office

Plans are being implemented to further strengthen the research capacity of the District IRP department to support campus and district-wide research and institutionalize a culture of evidence and a culture of inquiry throughout the organization. The District IRP department has developed a system of support staff ranging from Research Assistants and Research Associates, which provide technical support in the implementation, collection, and display of information to Research Analysts and the Director who provide high-level analysis, design and project management. The addition of the Research Assistants to the team was intended to improve the quality and integrity of the data and information provided as well as to increase the efficiency of the analysts and shorten the time to completion on most requested studies and reports. (DRE1.4-6)

Additional plans for improvement and expansion of the research capacity include the development and implementation of a comprehensive student information data warehouse (implemented late Fall 2009). The warehouse will provide the IRP researchers and CBRs access to standardized data sets and templates, allowing for increased reporting and accuracy in reporting. The IRP department has also been putting into place numerous quality assurance mechanisms and protocols for assuring data quality and integrity. These include such things as standard operational definitions, procedures for validating data and reporting, and a syntax library. The long-term goal of the of the IRP department is to provide leadership and support to the colleges, Continuing Education and the District in building and sustaining a healthy infrastructure for conducting research and transforming data into information while moving toward a culture of inquiry.

In addition, the College provided appropriate detail in its responses within Standard I.B.3, I.B.6 and IV.B.2.b of this Self Study.

Evaluation

The recommendation has been completed.

Recommendation 1.5 (Identified as a District Recommendation)

In order to coordinate and assist the master planning efforts already established at the colleges, the district should continue its work to formulate an overall strategic plan that will provide a vision for the future development of the district, based upon extensive dialogue among faculty and staff, students, college and district leaders, board members, and the community. (I.B.3, I.B.4, I.B.5, I.B.6, I.B.7, II.A.2.f, IV.B.1, IV.B.3)

Response

In 2004, all three San Diego Community College District (SDCCD) colleges received recommendations for increased communication and integration between the colleges and the District. This action coincided with the change of leadership in the District chancellor's office, with the selection of the sitting President of Mesa College as Chancellor. With a strong foundation in administration of the local college structure and participatory governance, she immediately began revising committees and their memberships, practices, and communication at the district-wide level.

One of her first actions was to reformulate the District Governance Council (DGC) into a truly participatory governance committee that included members from all governance groups at the colleges and Continuing Education (CE). The membership included the college presidents, academic senate presidents and classified senate presidents with the Chancellor chairing the meetings. The Council continues to meet twice a month and provides district-wide discussion, sets the docket for the Board of Trustees meetings, and addresses policy issues with college ramifications.

The Master Planning response to this recommendation began September 22, 2004, when Chancellor Carroll met with the District Strategic Planning Committee. This Committee was reformulated to include more members and became an inclusive, participatory-governance, district-

wide group reporting to the DGC. The Chancellor charged the committee to create a master plan using a method that drew upon the processes already in place at the colleges so that college plans would be a part of the District plans, to continue long-range planning, to create a strategic planning component, and to meet spontaneous response needs. Master planning was a high priority and the process a complex one with a district as large as the SDCCD. The assigned tasks were accomplished after several iterations with planning priorities identified. The Committee itself went through changes, first growing in size and then streamlining to include three members from each of the three colleges and CE. Highlights of their work included the commission of an environmental scan; funding pilot projects related to strategic planning; distillation of essential priorities common to all three colleges, CE and the District office; and agreement that to the extent possible, the concept of one multiple campus district in terms of distribution of resources, staffing and services with collective commitment. The resulting district-wide strategic planning priorities became the framework for each of the colleges and CE as they created their own site-driven strategic planning priorities. At Mesa College, these became the cornerstone of the Educational Master Plan. At the submission of Mesa's Focused Midterm Report, the nine district-wide strategic planning priorities were in the final stages of revision.

Under the direction of the new Vice Chancellor of Business and Financial Services, the District Budget Development Committee was reformulated. Membership of this Committee included college and CE Vice Presidents for Administrative Services, Academic Senate Presidents, AFT President, and various representatives from the District. Monthly meetings continue to be held to address commonalities with increased communications vertically and horizontally.

The Board of Trustees formally adopted their Code of Ethics as policy. In addition, they established a policy and an instrument for annual evaluation of the Board by representatives of the Academic and Classified Senates, employee organizations, and District personnel who attended board meetings.

The following updated status for this recommendation was provided by the District.

The San Diego Community College District Strategic Plan, 2009 – 2012, was approved by the District Governance Council, the Chancellor's Cabinet, and the Board of Trustees (Date of Approval – April 16, 2009). (DRE1.5-1) The plan is the outcome of the District strategic planning effort which brought forth the planning processes from City, Mesa, and Miramar Colleges and from Continuing Education and integrated them into an overarching framework. The critical and common priorities from the four institutions were synthesized within this framework and translated into strategic goals for the District.

This effort was facilitated by the District Strategic Planning Committee, which includes representatives from each college and Continuing Education as well as the District. The Committee, which is part of the participatory governance structure of the District, serves as the district-wide vehicle for integration and coordination of district-wide strategic planning. Further, the Strategic Planning Committee is responsible for ensuring an effective, complementary balance in planning activities between the District and colleges/Continuing Education, that is, synchronization with the plans, goals, and implementation established at the campuses while respecting their autonomy. The Committee's actions and recommendations were informed through regular consultation with the campus shared governance groups.

Some of the Committee's accomplishments include:

- Established a coordinated framework and timeline for institutional planning across the District;
- Reviewed the planning outcomes of the colleges/Continuing Education to identify the common elements, themes, key issues, and need for broad-based review and analysis;
- Conducted an environmental scan and assessment of community needs to facilitate an integrated set of District responses to the identified needs and changing socio-economic and demographic challenges;

- Reviewed and disseminated current and timely information from external groups and agencies that relate to the planning opportunities the District and its institutions should strategically pursue (e.g. San Diego Regional Environmental Scan);
- Linked the consideration and review of identified strategic priorities to the ongoing district-wide budget development and allocation procedures.

The SDCCD Strategic Plan focuses on seven strategic goals (with accompanying objectives):

1. Increase access to continuing and higher education opportunities for all;
2. Strengthen and expand support services to respond to changing student needs;
3. Assume strategic role in addressing regional workforce development needs;
4. Enhance professional development for all staff;
5. Become a sustainability citizen and advocate within the community;
6. Adapt to a changing fiscal environment with a sound fiscal strategy;
7. Strengthen internal and external organizational communications practices.

The Committee continues to work with the four institutions, the District research office, and the appropriate shared governance groups to collect data, analyze the metrics, and update/revise the strategic goals on an annual basis.

In addition, the College provided appropriate detail in its responses within Standard 1.B.3 to I.B.7, II.A.2.f, IV.B.1 and IV.B.3 of this Self Study.

Evaluation
The recommendation has been completed.

Recommendation 3.1
The college should complete the work on student learning outcomes which it has begun so effectively in the areas of instruction and student services and ensure that work on student learning outcomes is undertaken in all of the areas of the college in which the standards call for it. (III.A.1.c, III.B.2.b)

Response
The Focused Midterm Report addressed how human, physical, technology, and fiscal resources were being used to support Student Learning Outcomes (SLOs). Up until the present budget crisis, Mesa College continued to use its Faculty Hiring Priorities to select positions that supported teaching and learning. The process is reviewed on a regular basis with the most recent revision occurring in the 2008-2009 academic year. Due to a district-wide hiring freeze, the application was not updated.

Mesa's building projects continue on an accelerated construction schedule with all new buildings and renovations designed by the faculty that will teach in them to ensure that Student Learning Outcomes are supported by the new environments including robust technology infrastructures, sciences labs, and smart classrooms.

The College's Information Technology Plan continues to be annually updated to ensure that all technology aspects of the educational environment support student learning. During the spring of 2009, a software package called TasksStream was purchased to alleviate the workload associated with Student Learning Outcomes (SLOs) and Administrative Unit Outcomes (AUOs). This software package is used by Mesa and City colleges as the main "reporting mechanism" for assessment. This system permits each of the colleges to design their own configuration to support their SLO/AUO efforts and contains the following detailed information:

- a complete list of all programs and service areas arranged in a hierarchy using Program Review as an organizer;
- program and service area SLOs/AUOs that will map to institutional outcomes;
- course level SLOs/AUOs that will map to program and institutional outcomes;
- assessment results for a given cycle;

- the methods and measures (assignments and rubrics) used to assess the selected outcomes;
- the findings from these assessments;
- any recommendations, suggestions or reflections resulting from conducting the assessments.

At the District level, negotiations relative to faculty evaluation and SLO assessment have been discussed with encouraging results. The existing faculty evaluation instrument will be revised with new proposed language to meet the requirements as stipulated in the ACCJC standard IV.
Mesa College continues to adhere to sound fiscal policies and practices. The Vice President of Administrative Services and the campus budget development committee meet on a regular basis to review state, District, campus and department budgets to ensure they are aligned to campus strategic goals. During the fall 2009, a pilot project to link planning and resource allocation was conducted. The results of this pilot will be analyzed and the next steps developed during the spring 2010.

In addition, the College provided appropriate detail in its responses within Standard III.A.1.c and III.B.2.b of this Self Study.

Evaluation
The recommendation has been completed.

Recommendation 3.2 (District and College Recommendation)
The district, in cooperation with the colleges, should explore new efforts and initiatives to identify and address the barriers that limit the diversity of their workforce and to ensure that faculty and staff reflect the rich diversity of their student body. (III.A.4.b)

Response
This recommendation was considered to be of a district-wide nature. To respond in a coordinated, orderly fashion, the District Governance Council (DGC) requested that each college and CE discuss it in participatory governance at their sites with responsibility shared by the Presidents and Site Compliance Officers (SCOs). The President and the SCO were to report back to Chancellor's Cabinet. A final plan was to be reviewed by the Cabinet, in consultation with the SCOs, but each campus was to create its own response.

In the fall 2004, Mesa College adopted a new process for establishing priorities for faculty hiring. It required the requesting departments to address ten principles with the first one being diversity. The evaluation of the responses to these principles drove the ranking of the submitted applications. Another strategy was to modify job announcements to carry a statement of minimum qualifications for employment relative to diversity: "the successful candidate will demonstrate experience and/or knowledge in working with students of great diversity in socioeconomic, cultural, and ethnic background, including those with different levels of academic preparation and varying physical and learning abilities."
The Mesa College SCO presents a workshop each year for adjunct faculty on how to apply for full-time positions. She also provides formal training on screening committee processes, sexual harassment complaints and other compliance matters to all who request it. The SCO reports directly to the College President and maintains her SCO office separate from her faculty office to provide autonomy and authority. She attends President's Cabinet on a regular basis and delivers an annual report of activities to the President.

The Academic Senate formed an ad hoc, participatory governance committee to evaluate the implementation of District policy on the faculty hiring process. After investigation, they wrote a position paper, presented to the President's Cabinet in late spring 2006 for discussion. Adopted in May 2006 by the Academic Senate, this paper was approved by the Cabinet.

In the spring 2006, the President convened a task force to review and make recommendations about how to address campus concerns including student discipline, faculty safety, planning for emergencies and civility. Civility arose as a single concern for employees and students both in and out of the classroom encompassing issues of diversity of ethnicity, culture and language. From this taskforce, a Civility Committee structure was created. It developed and presented a civility statement to the Cabinet.

The following updated status for this recommendation was provided by the District.

In the last response to the Accreditation Team, the San Diego Community College District (District) outlined areas in which goals had been set and work began with increasing the diversity of the workforce. In addition to those areas identified in the response, the District has made significant progress in exploring new initiatives and taking positive actions to enhance the diversity of the workforce of the District. Additionally, the District, the individual colleges, and Continuing Education have taken actions to identify barriers that limit diversity, as well as identified new goals, objectives, and initiatives towards meeting the goal of a more diverse workforce. As a result of the identification of some potential barriers, the following initiatives have taken place: Policy Development, Training, EEO Process Review, Site Compliance Officers, Diversity Reporting, College and District Diversity Programs, and development of a District EEO Plan. These initiatives will provide the District and the colleges and CE with the ability to further identify and eliminate barriers to achieving a diverse workforce. Additionally, the EEO Plan included in this response identifies 12 additional barriers and means to eliminate and/or overcome them.

<u>Policy Development</u>
One potential barrier to a diverse workforce is unclear or noncommittal policy regarding the District's commitment to diversity. The District has taken exceptional steps to ensure that this is not an obstacle or barrier in our District, and that the commitment is known and shared. Since the last report to the accreditation team, the Board of Trustees (Board), in September 2007 evidenced their continued commitment to diversity by adopting a new Board Policy, BP 7100, Commitment to Diversity (DRE3.2-1). In the 2008-2009 academic year, the Trustee Advisory Council proposed, and the Board adopted revisions to the policy to include cultural competency as an important component of being qualified for employment with the District. The proposed changes were approved by the District Governance Council, and the revised Commitment to Diversity policy was formally adopted on April 16, 2009.

Since the last accreditation, through participatory governance with faculty, staff, and constituent groups, the District has adopted new policies and procedures regarding nondiscrimination and equal employment opportunity. These efforts ensure that the District engages in fair and equitable hiring practices that support a diverse workforce and effectively addresses any problems that could arise in this area. These policies also reconfirm the District's commitment to support working and educational environments that are free from discrimination and rich in diversity. (DRE3.2-2)

<u>Training</u>
A lack of knowledge or understanding of the core components and values surrounding diversity can be a barrier to achieving a diverse workforce. To ensure that this is not a barrier, the District provides training to faculty and staff in various areas, including Equal Employment Opportunity, to ensure that there are no barriers to hiring a workforce that is rich in diversity and reflects the wide range of diversity in our student population. In 2007-2008 and 2008-2009, the Human Resources Department conducted Equal Employment Opportunity (EEO) Training at all of the colleges, Continuing Education, and the District office. The training was designed for the District's EEO representatives, who are members of all employment application review (screening) committees. The EEO Representatives have the role of participating in and monitoring the screening/hiring processes to ensure the integrity of the process and to see that it is conducted in a manner that complies with all federal and state laws. (DRE3.2-3) The

Human Resource Department also utilizes the materials from this EEO training for all chairpersons and other screening committee members to enhance and emphasize the District's commitment to EEO and diversity.

In July 2009, as a result of the Human Resources reorganization, the Board of Trustees approved and filled a new position, Employee Training and Development Officer. This position enhances the District's ability to provide all personnel with appropriate continued professional development opportunities consistent with the District's mission and commitment to diversity. (DRE3.2-4)

Additional training on diversity and cultural competency has also been developed throughout the District. An initial training on cultural competency was presented to the Cabinet members (Chancellor, Presidents, and Vice Chancellors) at their Cabinet Retreat on August 14, 2009. (DRE3.2-5)

EEO Process Review

In order to continue to identify the barriers that may limit the diversity of the workforce, the District has dedicated staff responsible for reviewing the hiring process for compliance with state and federal Equal Employment Opportunity laws and principles. Primary in this effort at the District level is the District Equal Opportunity and Diversity Officer, whose duties are to:

- Develop and recommend EEO/Diversity program, policies, and strategies which meet Federal, State, Accreditation standards, Board of Governors, State Chancellor Office and other mandates;
- Review and approve District recruitment and hiring processes to ensure they are conducted in accordance with District, State, and Federal EEO/Diversity requirements;
- Conduct investigations of formal complaints of unlawful discrimination for SDCCD students and employees;
- Conduct EEO Training;
- Provide advice and interpretation to District administrators, employees, students, and employment applicants on Federal and State laws as well as District policies and procedures related to EEO, discrimination and diversity;
- Represent the District Office and District Service Center as EEO Site Compliance Officer;
- Chair District's EEO Plan Committee, Site Compliance Officer Committee, and Campus Diversity Advisory Council. (DRE3.2-6)

Additionally, at each college, Continuing Education, and the District office, there is a Site Compliance Officer (SCO), who is specially trained in the laws, regulations, policies, and procedures pertaining to Equal Employment Opportunity. The SCO also possesses sensitivity to and understanding of the diverse socioeconomic, cultural, disability and ethnic backgrounds of community college students and staff and understands the educational benefit of an academic environment that is rich in diversity. The SCOs perform conflict resolution and manage informal EEO complaints and investigations from students and employees to ensure integrity in the treatment of faculty, staff, and students.

The District has an SCO Committee that is chaired by the District's Equal Opportunity and Diversity Officer and whose membership includes all of the District's SCOs. It is a permanent component of the District's EEO Program, and its purpose is to provide the SCOs from each college with EEO training on EEO laws, policy and procedures as well as an opportunity to collaborate to identify measures and develop plans to combat patterns of unlawful discrimination and harassment district-wide.

Diversity Reporting

In the prior accreditation response, it was noted that the Board of Trustees had initiated an effort to regularly monitor the diversity of the workforce and student body through quarterly reports. In an effort to ensure that there is no barrier created as a result of untimely or dated information regarding the composition or diversity of the student body or workforce vis-à-vis the current

population within the District, the Board has continued to actively monitor the diversity of the workforce and the student body through quarterly reports provided to them by the staff. These reports provide a profile for each college and CE as well as the District in total of the current workforce composition by sex and ethnicity, including recent hires, as well as student demographic profiles. (DRE3.2-7)

College and Continuing Education Diversity Programs

A potential barrier to recruiting and hiring a diverse workforce is not having an adequate recruitment pool of diverse candidates to draw from when hiring opportunities arise. To ensure that this barrier is not present in our District, the District Human Resources Department regularly conducts ongoing analysis of the District applicant pools to ensure the effectiveness of our outreach efforts and the presence of a diverse applicant pool. (DRE3.2-8)

In the prior accreditation response, it was indicated that each of the colleges' and Continuing Education's participatory governance body would discuss diversity and create activities and strategies to identify barriers and support diversity. In an atmosphere of participatory governance and with the active input and assignment of faculty and staff, each college and Continuing Education has made substantial progress in developing strategies and activities to enhance and promote diversity on their respective campuses. All of the colleges and Continuing Education have either created campus diversity committees or are actively engaged in doing so. Three colleges have completed the creation of their diversity websites to support their committees' efforts and objectives in this area. Continuing Education is in the process of developing their website.

City College formed a Diversity Committee to take a lead role in fostering a campus environment that welcomes and respects diverse life experiences, and identifies and eliminates barriers to achieving a diverse workforce. It is committed to promoting a broader awareness of diversity through the initiation of policy and programs that support the mission of City College. Anyone at City College is free to participate and serve as a member of the Committee. City College's Diversity Committee has developed a website, which can be viewed at http://sdcity.edu/diversity/default.asp.

Mesa College has an active Diversity Committee comprised of strong representation from the participatory governance groups of faculty, classified staff and students. Membership also includes representation from administration, the Office of Instructional Services, Resource Development and Research and the community. The Committee's original "purpose statement" has been revised into a Vision, Mission, and Values statement. The Committee has created a website that will inform the Mesa Community of diversity-related activities on campus as well as serve as a resource and repository of information on topics related to diversity and cultural competence. The website's homepage has been launched, and the committee is working on adding content. Mesa College's Diversity Committee's website can be viewed at http://www.sdmesa.edu/diversity/ .

Miramar College has a long established Diversity/International Educational Committee. The Committee has evolved from initially being established in the 1990s and is now recognized as a full participatory governance committee. The goal of the Committee is to be inclusive and to promote cooperative interactions among people of diverse cultural, racial, ethnic, and religious backgrounds with varying abilities and orientations. This Committee promotes intercultural understanding and the view that cultures are equal in value. The Committee develops and implements programs and approaches that increase global awareness, celebrate diversity, and foster inclusiveness in our campus community. The committee also addresses issues related to International Education, including study abroad opportunities for students and teaching abroad opportunities for faculty. Each constituency leader recommends members, based on the number of members designated by the College's Governance Handbook. Miramar's Diversity Committee website can be viewed at http://www.sdmiramar.edu/cmte/DIEC/ .

Continuing Education has formed its Diversity Committee with representation from across Continuing Education. The Committee has developed a description and mission statement as follows: The Continuing Education Diversity Committee (CEDC) is an Administrative Governance Council participatory governance committee comprised of representatives from Continuing Education faculty, administration, and staff. The role of the Diversity Committee is to fulfill the mandates contained in Board Policy 7100, Commitment to Diversity. CEDC goals include (1) to assist in carrying out board policy 7100 to make reasonable efforts to hire employees who demonstrate Cultural Competence, (2) to raise skills, knowledge and attitudes in terms of the cultural competence and cross cultural skills of current employees via training and professional development, and (3) to ensure awareness, knowledge, and understanding of different cultures. Continuing Education is in the process of developing their diversity website which will be located at www.diversity.sdce.edu .

The District has formed a Campus Diversity Advisory Council (CDAC), which is a permanent component of the District's diversity program. It is chaired by the District's Equal Opportunity and Diversity Officer and includes the chairpersons of the campus diversity committees from each college and Continuing Education. The CDAC also facilitates the campus diversity committees to track their diversity related activities and develop programs and activities in the area of diversity at the respective campuses. While each college and Continuing Education will be responsible for embracing and advancing the mission statement of their individual diversity programs, the CDAC will be a group that can discuss and develop ideas for campus events and training and workshops that will promote appropriate understanding of and concern for issues of equity and diversity.

EEO Plan Development

A lack of planning, and specifically the lack of a formal plan to reach diversity goals, can be a barrier to achieving a diverse workforce. The District has aggressively pursued the development of a District EEO Plan despite many uncertainties from the state Chancellor's office that could have derailed these efforts, including the lack of standards for developing and obtaining hiring availability data. Nonetheless, our District persevered to develop and adopt our District EEO Plan.

The prior accreditation response indicated that the District would convene a committee to develop a district-wide plan regarding EEO and diversity and this has been accomplished. During the fall semester of the 2007-2008, a district-wide EEO Advisory Committee was formed. The Committee was chaired by the District's Equal Opportunity and Diversity Officer and included a diverse membership, with representation from the various participatory governance groups from all three colleges, Continuing Education, and District office. The Committee has met regularly since its inception and has submitted the final draft of the EEO Plan to the District Governance Council, Chancellor's Cabinet and the Board of Trustees for approval in July 2010. (DRE3.2-9)

The EEO plan includes the following components:

- Introduction
- Policy Statement
- Delegation of Responsibility, Authority, and Compliance
- Advisory Committee
- Complaints
- Notification for District Employees
- Search Committee Training and Composition
- Annual Written Notice to Community Organizations
- Analysis of District Workforce and Applicant Pool
- Other Measures Necessary to Further Equal Employment Opportunity
- Graduate Assumption Program of Loans for Education

Component 10 of the EEO Plan (Other Measures Necessary to Further Equal Employment Opportunity) identifies twelve (12) actions to remove barriers that limit diversity and ensure a workforce rich in diversity include the following:

1. A commitment to a formal diversity program that will be funded and supported by the District and campus leadership. Each college and Continuing Education will be responsible for advancing the diversity and cultural competence on their campus.
2. Recruiting and hosting guest speakers from the underrepresented groups and diverse backgrounds who may inspire students and employees.
3. Emphasizing the District's commitment to equal employment opportunity, diversity and cultural competence in job announcements and in its recruitment, marketing, and other publications.
4. Conducting diversity forums and cross-cultural events and promoting cultural celebrations on campus.
5. Encouraging the faculty and Student Services Program to integrate diversity and multiculturalism into their instruction and program.
6. Ensuring that all District institutions publications and other marketing tools reflect diversity in pictures, graphics, and text to project an inclusive image.
7. Recognizing and valuing staff and faculty who have promoted diversity and equal employment opportunity principles.
8. Providing EEO/diversity workshops that promote cultural competency.
9. Ensuring that the District's equal employment opportunity and diversity goals and objectives are fulfilled by cabinet level administrators.
10. Establishing an "Equal Employment Opportunity and Diversity" online presence by highlighting the District's diversity, equal employment opportunity, sexual harassment, and nondiscrimination policies, procedures and programs on the District's website. The website also lists contact persons for further information on these topics.
11. Establishing an awareness of sensitivity to diversity and cultural competence as a required skill and qualification for SDCCD employees.
12. Ensure that all levels of administrative staff support equal employment opportunity and diversity objectives and that the Equal Opportunity and Diversity responsibility is maintained at a cabinet or other high-level administrative position.

In the previous response to the findings of the accreditation team, the District committed to taking steps to further enhance the diversity of the faculty and staff and to take actions to identify and remove barriers to this goal. All of the commitments previously identified in the last response to the accreditation team have been met and many have been exceeded. Further, as evidenced by the specific examples cited in this response, the District and each of the three colleges and Continuing Education have taken additional steps beyond the previous commitments to demonstrate their commitment to diversity through planning, training, and developing of programs and processes that are designed to eliminate artificial barriers to a diverse workforce. The District and the colleges and CE recognize and embrace the challenge of continuing to identify and improve the Equal Opportunity and Diversity efforts throughout the District and at each location.

In addition, the College provided appropriate detail in its responses within Standard III.A.4.b of this Self Study.

Evaluation
The recommendation has been completed.

Recommendation 4.1 Response
The college should identify and implement measures to increase the level of student involvement in participatory governance so that they are able to work together with the other constituents within the college. (IV.A.3)

Response
For the period 2004 to 2007, a great deal of work was done to increase student involvement in participatory governance. Students sat on numerous participatory governance committees, including President's Cabinet, the Academic Senate, Mesa Student Services Council, Educational Master Planning Committee, Parking Committee, Commencement Committee, Crisis Response Committee, Student Grievance Committee, ABSO, and Student Success Day Committee. They were afforded leadership opportunities through such programs as the Mesa Academy, a Peer-to-Peer Mentoring Program, and the African-American Latino Male Leadership Summit.

The Associated Students governance group provided grass roots leadership with the establishment of a higher health fee in order to obtain more extensive health services. Through Health Services, students sought the creation of an outreach effort to address concerns of racism and acculturation issues for immigrant students on campus. This activity led to an outreach effort that included the public showing of "The Angry Eye" and "Monkey Dance." Another initiative led by the students was the establishment of a smoke-free campus, presented to the Board of Trustees. The Mesa College Smoking Investigation Committee was formed. This participatory governance committee sponsored a campus health fair to educate the public and survey student interest in creating a smoke-free campus. Presentations were made, and the recommendation was approved at President's Cabinet.

With the filling of the Dean, Student Affairs position in 2008, the level of student involvement in participatory governance has steadily increased. In addition, the committees reported in August 2007, that students sit on the Mesa College Foundation, Hiring Committees and Board of Trustee Meetings. Beginning fall 2009, Associated Student Government (ASG) appointments to participatory governance committees were posted on the ASG website.

Leadership opportunities have also been provided through the following activities. Mesa students have participated in student protests against proposed budget cuts to community colleges by traveling to Sacramento for the March in March, meeting with state officials and faxing more than 300 student letters to the state government in support of a Fax Day Protest. ASG has participated in key campus events such as the Parking Structure Grand Opening, Student Health Services Health Fair and Tolerance Tents, Take Your Daughters and Sons to Work Day, volunteered to greet new faculty and students during Orientation and Welcome Week activities, and awarded $12,000 in student scholarships.

Students participated in several state and national conferences including the California Community College Student Affairs Association Conference, General Assembly fall and spring meetings and the National Advocacy Student Leadership Conference. Our spring 2009 Club Orientation process registered 35 clubs (25 returning, 10 new) an increase of six clubs since fall semester.

During the 2008-09 academic year clubs and ASG hosted over 150 activities for Mesa College students. One of this year's highlights was a culmination of activities led by the Inter Club Council that resulted in raising $10,000 in support of Hermes Castro and his participation in the Inspire Antarctic Expedition. Hermes Castro is an engaging 29-year-old Mesa student, sports enthusiast, certified personal trainer, and hydro geology major that was left an incomplete t11-t12 paraplegic after begin hit head on by a drunken driver.

In support of an increase in extensive health services, ASG was a major contributor to Student Health Service's Health Fair major event. In an effort to promote tolerance on campus, ASG was a major contributor of Student Health Services Tents of Tolerance major event.

ASG continues to be involved with sustaining a smoke-free campus, most recently passing a resolution in support of the policy and serving on our campuses summer initiative committee designed to address issues of awareness, education, and enforcement.

The permanent Dean of Student Affairs has worked with the Associated Student Government (ASG) and the Inter Club Council (ICC) to make great strides in engaging students, advocating on their behalf and promoting student life on campus.
In collaboration with the Bookstore, ASG will launch its Book Loan Program to students in the fall. ASG will purchase 40 ARTF 110 books and will rent them to students at the reduced rate of $40 (regular cost for a new book $134.70). ICC promoted clubs by starting a new tradition of selecting a "Club of the Week" whereby clubs are selected to promote their organization by hosting a table on the Mesa Quad and through kiosk presentations.

ICC successfully launched its new San Diego Mesa College Club Website http://www.sdmesaclubs.org/ . Within three weeks of its launch, 19 clubs and 300 users joined the site. In spring 2009, ASG passed a new Club Funding Policy increasing amounts of funds available for club activities and club matching funds. ASG ended the 2008-09 year with a record high voter turnout for Spring elections. Nine hundred and thirty-two (932) students participated in selecting our leadership for the upcoming year.

In addition, the College provided appropriate detail in its responses within Standard IV.A.3 of this Self Study.

Evaluation
The recommendation has been completed.

Recommendation 4.2 (Identified as a District Recommendation)
The district should build upon its efforts to clearly delineate the functions of the district and the colleges and to communicate more effectively with faculty and staff throughout the district, paying additional attention to coordinating and integrating services and activities within the district office and regularly evaluating the effectiveness of the delineation and the quality of services provided to the college. (IV.B.3.a, IV.B.3.b, IV.B.3.g)

Response
After the 2004 Accreditation visit, there was much more participation and integration between the District and the colleges. With the hiring of the new Chancellor, almost immediate changes were enacted with the reformulation of the District Governance Council (DGC) as well as the creation of the district-wide Strategic Planning Committee and the District-wide Budget Committee. The DGC authorized and approved "The District Governance and Administration Handbook, 2006-2007" that delineates the functions and reporting structure of the District. This publication is updated annually.

The District has undergone major changes with the hiring of a new Chancellor and two Vice Chancellors, all of whom have made changes to their organizations. The new Dean of Online Instruction and Distributed Learning was hired to provide leadership and support to the colleges as they increased this effort. The Director of Technology position was created and filled in order to provide the integration of technology services and practices across the District. This director works closely with the technology deans at the colleges and Continuing Education. The district-wide Marketing Committee was revitalized to support a stronger marketing effort and included the Mesa College Public Information Officer. A District-wide Enrollment Management Committee that includes the college presidents, vice presidents and vice chancellors was instituted to discuss enrollment management issues, agree on strategies, and make recommendations to the Chancellor's Cabinet.

The District has developed increased communication using tools such as "The San Diego Community College District Board Report," published both in print and via email following each Board of Trustees meeting. There was also a "Chancellor's Cabinet Update" published detailing the actions of this cabinet distributed across the District via email and print. "With Excellence: WE" is a

full-color twelve-page publication that continues to spotlight major events and accomplishments of the colleges and CE including a message from the Chancellor. The Board holds one meeting each year at each of the college campuses.

At Mesa College, increased communication tools included "Actions from President's Cabinet" distributed via email following each meeting. The "President's Cabinet Update," a formal monthly publication, detailed the actions from this meeting. Mesa E-News, Student Services newsletter, publications from the articulation and transfer offices, and the College's Annual Report along with the Student Handbook, Faculty/Staff Handbook, College Catalog and the Class Schedule each term, kept constituents informed. Key to Mesa communication is its revitalized website that has become the central repository for dissemination of information to the campus and includes a listing of all governance committees, a calendar of events, business forms, staff directories, and the like.

The following updated status for this recommendation was provided by the District.

Since the previous accreditation visit, the District has further refined the delineation of function and governance structure of the District and colleges/Continuing Education. This delineation has served as a model for other multi-college districts in the state and nationally. The delineation of function has been formalized and included in the Annual Publication, *District Governance and Administration Handbook* for 2009-2010. (DRE4.2-1) This handbook describes the District operations, including key personnel in each of the District departments. The handbook also describes each District participatory governance committee, including annual membership. Another important component of the handbook is key District policies related to governance. The effectiveness of the coordination and integration of services and activities are reviewed and refined throughout the District's many councils and committees, including Budget Development, Student Services, Curriculum and Instruction, District Governance Council, Marketing, Research, and Management Services. There are several recent examples of refinements designed to improve effectiveness and efficiency:

1. The addition of a Classified Senate representative to the District Budget Development Committee to improve communication with the classified senates.
2. Periodic meetings of the Student Services Council with other student services department leaders on topical areas, including Matriculation Deans, Health Services Directors and Mental Health Professionals, Evaluators, DSPS Program Managers and Transfer Center Directors. The goal is to improve collaboration and communication.
3. Regular joint meetings of the Vice Presidents of Student Services and Instruction, along with the Vice Chancellors of Student Services and Instruction to plan and address issues that impact both student services and instruction as well as to improve collaboration and coordination of the leadership.
4. A conscientious district-wide effort to produce District meeting agendas and support documents in an online format to support sustainability efforts and maximize efficiency.
5. Regularly scheduled meetings among the Executive Vice Chancellor, Business Services and Vice Presidents of Administrative Services to facilitate coordination and communication on fiscal matters.
6. Regular and open office hours are conducted by the Chancellor at each college, Continuing Education and the District office.
7. Regular, written updates to all employees from the District Emergency Operations Committee apprising of recent developments on emergency matters, the most recent being the H1N1 Pandemic.
8. A reorganization of the Human Resources Department to improve operations and provide for efficiencies.
9. A reorganization of the District's Information Technology Department to move from a contracted service provided by a third party for the past 30 years, to an in-house operation fully integrated into the District's organizational structure. The goal of the reorganization is to provide a more cost-effective operation that is responsive to operational needs.

10. Regular meetings between the Academic Senate Leadership from the Colleges and Continuing Education and the Chancellor to ensure strong communication on district-wide matters that rely primarily on the academic senates.
11. A reorganization of the District Instructional Services and Economic Development Department to incorporate Grants Development, Economic Development and a stronger relationship between the Career Technical programs and business and the community.

There are several important communication mechanisms that have been institutionalized to communicate effectively with faculty and staff throughout the District. These include the following:

1. Chancellor's Cabinet Update; (DRE4.2-2)
2. Board Reports; (DRE4.2-3)
3. DGC Minutes; (DRE4.2-4)
4. Facts on File; (DRE4.2-5)
5. High School Partnership Delineation Document; (DRE4.2-6)
6. Prop S & N Report; (DRE4.2-7)
7. Ongoing Emergency Response Reports; (DRE4.2-8)
8. Chancellor's Messages and Regular Updates on Important Matters. (DRE4.2-9)

The Chancellor's Cabinet meeting report is a regular publication of important information and decisions of the Chancellor's Cabinet and is widely disseminated monthly throughout the District, both electronically and on paper. (DRE4.2-10)

The Chancellor's Cabinet has initiated another new annual publication since the last accreditation, titled *Facts on File.* The publication includes a profile of the District, as well as each college and Continuing Education, including employee and student demographics, major program descriptions, student outcomes data, budget and facilities information, and other important high level facts that may be of interest to the community we serve. This report is complemented with a comprehensive Fact Book for each college and Continuing Education and the District that contains detailed student demographic and outcome data, along with other important comprehensive facts about each program. (DRE4.2-11)

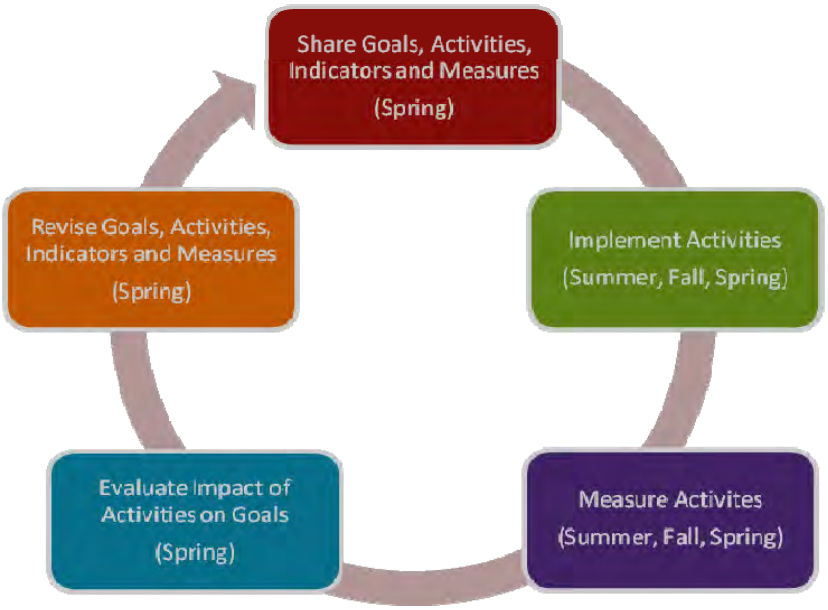
The District has also refined several areas of responsibility to more clearly delineate functional responsibility and provide for efficiency of service delivery, including the initiation of Campus-Based Researchers (described in more detail in recommendation 1.4), an enhanced Outreach structure at each college and Continuing Education (DRE4.2-12), a new operational structure for Disabled Students Programs and Services (DRE4.2-13), and a reorganization of the District Human Resources, the Instructional Services and Economic Development Department and the Information Technology Department. (DRE4.2-14) Continued review and refinement of other areas is planned for 2009-2010 and 2010-2011, as a result of the declining budget for the categorical programs.

The Chancellor's Cabinet and District Governance Council continue to review and better define the organizational functions of the District and the colleges and Continuing Education. As recommendations come forward, they will be reviewed acted upon by the appropriate department/entity.

In a continued effort to evaluate the effectiveness of the quality of services provided to the colleges by the District offices, in 2009/10 the San Diego Community College District began a process of integrated planning at the District. This effort has also served to move the District towards its strategic goals and align with the planning process at the campuses. The District Office of Institutional Research and Planning developed a planning model that includes a cycle for planning along with District department action plans and assessments. This process provides a structure for establishing goals which determine specific action steps or activities, as well as indicators and measures for evaluating the progress made toward these goals. Each department in the District office provides an updated plan every year along with a report on the outcomes from the previous year. The action plans and assessments are developed by the individual departments and divisions and are compiled into a larger District level report.

This process provides each District department and their divisions an opportunity to dialogue within their department in order to define and clarify a purpose or mission, to establish short-term and long-range goals to serve the colleges along with key activities for achieving these goals and to determine ways in which to best measure progress toward achieving the goals. The planning process also includes a review and report on the outcomes of the activities so that departments can discuss strategies and future action steps.

As part of this new planning process, the District Office of Institutional Research and Planning administered a district-wide internal customer needs survey for each District department in Spring 2010. Each department reviewed their survey results and used the information to assess their goals and to establish renewed goals for their department. The Planning and Assessment Model for the district department is illustrated below.



In addition, the College provided appropriate detail in its responses within Standard IV.B.3.a, IV.B.3.b and IV.B.3.g of this Self Study.

Evaluation
The recommendation has been completed.

Responses to Recommendations from the 2004 Comprehensive Evaluation

District Response Evidence

Recommendation 1.4	
DRE 1.4-1	Program Review Data and Information
DRE 1.4-2	Survey Development, Implementation and Delivery (Reports and Briefings)
DRE 1.4-3	Weekly or Monthly Enrollment Management (Interactive Spread Sheets for the CIOs)
DRE 1.4-4	First and Final Census Student Profile Reports
DRE 1.4-5	Student Tracking Studies
DRE 1.4-6	Organizational Chart, Research Reporting Relationships
Recommendation 1.5	
DRE 1.5-1	SDCCD 2009-2012 Strategic Plan
Recommendation 3.2	
DRE 3.2-1	Board Policy 7100, Commitment to Diversity
DRE 3.2-2	New Policies and Procedures Re: Non discrimination and Equal Employment Opportunity
DRE 3.2-3	EEO Representative Training (PowerPoint)
DRE 3.2-4	Employee Performance and Development Officer Classification Description
DRE 3.2-5	Cabinet Retreat, Cultural Competency Presentation
DRE 3.2-6	Equal Opportunity and Diversity Officer Classification Description
DRE 3.2-7	Board of Trustees Retreat, Diversity Presentation
DRE 3.2-8	Summary of Academic Hiring Statistics, 2008-2009
DRE 3.2-9	EEO Plan (pending approval July 8, 2010)
Recommendation 4.2	
DRE 4.2-1	District Governance and Administration Handbook 2009-2010
DRE 4.2-2	Chancellor's Cabinet Update (Sample)
DRE 4.2-3	Board Report (Sample)
DRE 4.2-4	District Governance Council Minutes
DRE 4.2-5	Facts on File
DRE 4.2-6	High School Partnership Delineation Document
DRE 4.2-7	Prop S and N Report
DRE 4.2-8	On-going Emergency Response Reports
DRE 4.2-9	Chancellor's Messages and Regular Updates (Sample)
DRE 4.2-10	Chancellor's Cabinet Update (Sample)
DRE 4.2-11	Fact Book
DRE 4.2-12	Enhanced Outreach Structure at each College and Continuing Education
DRE 4.2-13	Operational Structure for Disabled Students Programs and Services
DRE 4.2-14	Reorganization of District Human Resources, the Instructional Services and Economic Development Department and the Information Technology Department

Standard One

Institutional Mission and Effectiveness

A. Mission
B. Improving Institutional Effectiveness

MISSION

...environment that is strengthened by diversity,
responsive to our communities...

WE ARE Mesa

Standard I: Institutional Mission and Effectiveness: The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

Standard I.A. Mission: **The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.**

Description
The San Diego Mesa College mission statement clearly articulates its educational purposes, the students it serves, and its commitment to student learning. Included with the mission statement are the college's vision and values statements. Together these three statements provide the guidance for all that Mesa seeks to achieve. (I.A-1)

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

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

Values
What we believe in.
Access, Accountability, Diversity, Equity, Excellence, Freedom of Expression, Integrity, Respect, Scholarship, Sustainability

After review by the participatory governance bodies, the following four core goals were adopted as a support to the College's mission statement:

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

The College's mission statement begins with the outcome of student success, which is fundamental to all that we do. It describes our inclusive environment that seeks input from the diverse communities that we serve. It also identifies our student outcomes of learning, leadership, and responsibility. The values statement reinforces that we are an open access institution that supports equity, fosters learning, strives for excellence in teaching, upholds freedom of expression, respects and embraces diversity, acts with integrity and respect, holds itself accountable to meet its mission, and provides sustainability to deliver the mission. The College is guided by its vision statement, which defines how we influence the future.

Evaluation
The College's mission is necessarily broad so as to meet the needs of the diverse community that it serves. To inform its actions, and the courses, programs, library and student support

services that it provides, the College works with community organizations and institutions, including K-12 feeder schools, baccalaureate institutions, business partnerships, and local workforce development organizations. Resources such as the High School to Community College Pipeline Report, The San Diego Community College District (SDCCD) Environmental Scan, and current and longitudinal student profile data help the College determine who its constituents are and the scope of their educational needs. In addition, the College employs such practices as the creation and use of GIS maps of its service area to better understand who their students are and how to serve them. To better meet student needs, public transportation data have been integrated into the maps. The aggregate of these multiple sources of data informs the College as to who its students are, what they need, how they get here, and how to communicate with them. (I.A-2, I.A-3, I.A-4, I.A-5)

Mesa College's mission and values statements align with California Education Code 66010.2 in calling for access and the opportunity for success for all qualified California citizens (I.A.6). The values statement is even more specific in its address of access, equity, and student learning. Mesa's commitment to participatory governance provides the opportunity for dialogue and ensures a college-wide commitment to student learning and success.

The College meets this standard.

I.A.1: **The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.**

Description
Mesa College offers a breadth of educational programs and services to meet the needs of its student population. The College provides programs and services for those students seeking general education, career/technical training, and transfer outcomes. In addition, it addresses the critical needs of those students seeking developmental skills in order to proceed to college- credit coursework and the attainment of their educational goals.

The College ensures that it meets the needs of its students by systematic and regularly scheduled review and update of its mission statement in the participatory governance structure of the College. The Academic Affairs Subcommittee of the Academic Senate is charged with reviewing and updating the College's vision, mission, and values statements. (I.A-7) It does so by engaging the campus in dialogue, including the key governance groups of the Academic Senate, Classified Senate, Associated Student Government, and President's Cabinet. Ultimately, revisions of the vision, mission, and values statements are approved by the participatory governance group, President's Cabinet. (I.A-8)

The vision, mission, and values statements drive the College's comprehensive strategic planning process and the Research Planning Agenda. Strategic planning is based on a continuous quality improvement cycle that begins with the College vision, mission, and values statements and provides the framework for implementing, assessing, and improving the work of the College by using the results of the integrated Program Review process as its foundation. Performance indicators are those key measures used by the College to determine and then improve its institutional effectiveness as well as link its various planning processes. The Research Planning Agenda provides the essential evidence, indicators, and measures necessary to inform the College that it is achieving its educational goals over time. (I.A-9, I.A-10)

The College mission statement informs each of the College programs and service areas as they write their own mission statements. When writing their Program Review Year One Reports, the first two questions that each program or service area must answer are "What is your mission statement?" and "How does your program or service area address the college mission statement?" Program Review is

the primary planning document for each program or service area, which demonstrates its importance to the College. It is through Program Review that Student Learning Outcomes are reported, that the Curriculum Review Cycle is summarized, and that the overall plan for achieving program goals is delineated. It provides the basis for resource allocation. (I.A-11)

The College relies upon data to ensure that its programs and service areas are meeting the needs of students. Measures including student success indicators of equity and access, engagement and retention, and persistence are provided through the District Office of Institutional Research and Planning and the campus-based Research Office. Measures such as the College Basic Skills Report, Basic Skills Initiative Indicators, degree/certificate completions, district-wide transfer analysis, Accountability Reporting for the Community Colleges, Student Equity Report, and Community College Survey of Student Engagement also serve to inform College constituents as to whether they are meeting these needs. (I.A-10)

Enrollment management systems inform the College and its programs regarding student needs in terms of course offerings through data such as fill rates, wait lists, and retention measures. (I.A-12)

Evaluation

Mesa College has revisited its mission three times since the last accreditation Self Study. The current revision has been conducted earlier than the normal two-year cycle, as the College realized that its present mission statement did not adequately describe the breadth of commitment to learning. Because the College mission statement informs all other mission statements on campus, it was agreed that President's Cabinet would begin the process of revision at the annual President's Cabinet Retreat held April 24, 2009. It was at this meeting that mission, vision, and values were discussed, and strategic planning was revisited in detail. The mission, vision, and values statements drive strategic planning through the identification and development of (i) performance indicators, (ii) assessment tools, (iii) strategic goals, and (iv) integrated planning (including the educational master plan, strategic plan and Program Review). The strategic planning cycle is completed through the implementation of these plans, followed by their assessment, and ultimate evaluation and reporting in Program Review as the cycle begins again. In this way the vision, mission, and values statements directly inform the establishment of student learning programs and services consistent with the College's purpose, character, and student population. (I.A-13)

Mesa has also become increasingly data driven in the past five years, as shown by the supporting evidence, measures, and indicators listed in the Research Planning Agenda, which is revised and updated by the Research Committee on a regular basis. Mesa has become more data-driven as discussed in Standard IB. During the fall 2009 semester, the Research Committee revisited and revised the Planning Agenda. It was presented to and approved by President's Cabinet on March 23, 2010. One such measure that has been very effective in assuring that students have access to the courses they need is enrollment management. Class fill rates and other measures are evaluated routinely to stay informed on needs.

Reports such as the Mesa College Student Equity Report, 2008, the Mesa College Self Assessment for the 2009 Accountability Reporting for Community Colleges (ARCC), and the Mesa College Fact Book, 2009 are some general examples of how the College assesses its outcomes in terms of aligning with its mission. (I.A-15, I.A-16, I.A-17) The Student Satisfaction Survey, 2009 is an example of direct feedback from students on the effectiveness of institutional efforts to meet their needs. (I.A-18) A comprehensive overview of how the College aligns its programs and services with its purpose, character, and student population is evident in the Mesa College Educational Master Plan, 2007-2011, which has been further modified and updated, and has expanded to include the newest Information Technology Strategic Plan, Facilities Master Plan, and Research Planning Agenda. (I.A-19) The new Mesa College

Integrated Planning Framework works to further align programs and services with its purpose, character, and student population. (I.A-9)

The College meets this standard.

Standard I.A.2. **The mission statement is approved by the governing board and published.**

Description
Following its adoption by President's Cabinet on October 27, 2009, the mission statement was presented to and approved by the San Diego Community College District (SDCCD) Board of Trustees on December 10, 2009.(I.A-20) A comprehensive campaign to highlight the new mission, vision, values statement involving all campus constituents is planned for the spring 2010 semester.

Evaluation
This process for approval of the mission statement was developed by the Academic Affairs Committee. This process is reviewed on a regular basis and revised when necessary.

The College meets this standard.

Standard I.A.3. **Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.**

Description
Every two years the College revisits its mission statement to ensure that it continues to meet the needs of its students and the community in light of changing internal and external demands, including curricular, economic, legislative, and demographic factors. It is also open to revision when the College determines that it is not meeting its current needs. The Academic Affairs Subcommittee of the Academic Senate has primary responsibility for review and revision of the vision, mission, and values statements for the College. Participatory governance input is provided by the Academic Senate, the Classified Senate, and the Associated Student Government prior to its final review and adoption by the participatory governance group, President's Cabinet. Dialogue is encouraged through wide dissemination of the draft across the campus. This process ensures that all considerations for student learning programs and services are addressed in the formal statement. (I.A-7, I.A-8)

Evaluation
Following the two-year review cycle in 2008, the vision, mission, and values statements were revised and adopted. However, in spring 2009, when the College was engaged in continuous quality improvement of strategic planning, it was determined that the mission did not fully reflect the College, its students, and its programs and services, so it was revisited and revised. The initiation of the revision began at President's Cabinet Retreat, held April 23, 2009, and the task was forwarded to the Academic Affairs Committee for consideration in fall 2009. After vetting through the various governance groups, the Academic Affairs subcommittee presented the new statements to President's Cabinet on October 13, 2009, for review. The new statements were approved on October 27, 2009, after the discussion by the participatory governance bodies had an opportunity to present them to their constituencies. (I.A-7, I.A-8, I.A-13)

The College meets this standard.

Standard I.A.4. **The institution's mission is central to institutional planning and decision making.**

Description
As referenced in I.A.1 and I.A.3, all campus planning is informed by the mission statement. At the College level, the vision, mission, and values statements guide strategic planning. The

Educational Master Plan (EMP) begins with the vision, mission, and values statements. Components of the EMP, including division and department, program, and service unit goals, along with integrated plans, begin with the mission statement. Likewise at the program, and service area levels, the importance of the mission is evident in their Program Review Year One Reports, which begin with their mission and how they support the College mission. In this way, mission links institutional planning to the curriculum and resource allocation necessary to support the goals of the programs and service areas. (I.A-11, I.A-19)

When making funding requests, programs and service areas use their mission statements for justification. When ranking requests, the Dean's Council uses the mission to guide their decision-making. When making budget reductions, the mission informs decision-making as well.

The one document that clearly delineates how vision, mission, and values drive the College's planning and decision-making is the Research Planning Agenda. This document enumerates the research reports requested by the various on-campus planning groups and is organized around four goals that are specifically linked to the College mission and values statements.

Evaluation
Clearly, Mesa College acts in accordance with its mission statement by formally aligning it with planning and resource allocation, as demonstrated throughout this standard.

The College meets this standard.

Planning Agenda for Standard IA: Mission

The process for the review of the College's mission, vision, values statements is institutionalized and carried out on a regular basis. However, the College recognizes that the internal and external environment influences it and will continue to respond to change by revisiting the mission when warranted.

No plans of action are identified at this time.

Standard IA Evidence

I.A-1.	San Diego Mesa College Mission Statement
I.A-2.	High School to Community College Pipeline Report (District Institutional Research & Planning web site: http://research.sdccd.edu/pages/154.asp)
I.A-3	SDCCD Environmental Scan web site (District Institutional Research & Planning web site: http://research.sdccd.edu/pages/124.asp)
I.A-4	Student profile data (District Institutional Research & Planning web site: <http://research.sdccd.edu/pages/126.asp>)
I.A-5	GIS Population Density Maps
I.A-6	California Ed Code 66010.2
I.A-7	Integrated Planning Matrix, Educational Master Plan 2007-2011, p. 41
I.A-8.a	President's Cabinet Agenda Outcomes 101310
I.A-8.b	President's Update 101310
I.A-9	Mesa College Integrated Planning Framework
I.A-10	Mesa College Research Planning Agenda
I.A-11	Program Review Handbook, 2009
I.A-12.a	Enrollment Management Reports (Tallies) email and samples
I.A.12.b	Enrollment Management Report in spreadsheet format 052910
I.A-13	President's Cabinet Retreat, April 24, 2009 agenda, PPT and notes
I.A-14	President's Cabinet Agenda Outcomes, March 23, 2010
I.A-15	Student Equity Report
I.A-16	Mesa College Self Assessment for 2009 ARCC Report
I.A-17	Mesa College Fact Book, 2009
I.A-18	Mesa College Student Satisfaction Survey, 2009
I.A-19	Mesa College Educational Master Plan, 2007-2011
I.A-20	San Diego Community College District Board of Trustees Meeting Minutes December 10, 2009, item 590, p. 196

Standard I.B. Improving Institutional Effectiveness: The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

Description

This standard has been a major focus for Mesa College during the six years since the last Self Study. Mesa received several recommendations related to institutional effectiveness from the Commission in 2004, and these recommendations have been thoroughly addressed at the campus level and, where appropriate, at the District level, as reported in the College's Focused Midterm Report, 2007. The first recommendation, the most comprehensive, stated that: *The College should implement a more fully integrated process for planning and resource allocation, grounded in data from program reviews (which should include data on student learning) and student learning outcomes assessment.* It also stated that the *process and outcomes should be widely communicated*, and that the *college should evaluate the process regularly to assess its impact on institutional effectiveness*.

Almost immediately Mesa began the work of addressing this and the other recommendations. An overview of this work is presented here and then discussed in detail in the appropriate standard I.B. sections that follow.

The role of the participatory governance group, President's Cabinet, was central to the expansion of effectiveness measures. All final decision making for planning and resource allocation is conducted by this group, which is informed by the many committees that report to it and by the various governance groups represented there. The Cabinet's initial actions included the formation of the Educational Master Planning Subcommittee, which created a master planning process that is summarized in the Annual Integrated Planning Matrix, where each planning piece was integrated into the master plan. (I.B-1)

The annual planning matrix included implementation and review cycles for:

- the two-year cycle for reviewing the mission statement;
- the college strategic planning priorities (five-year timeline);
- the college annual goals, which are tied to those priorities;
- budget planning, which is overseen by the newly formed Budget Development Committee;
- facilities master planning, which is overseen by the reformulated Facilities Planning Committee, and is a major consideration with the passage of two bond measures in the past seven years;
- faculty hiring priorities, which are overseen by a subcommittee of President's Cabinet;
- IELM Block Grant allocations;
- VTEA planning and allocations;
- Program Review, which is now fully integrated to include Instruction, Student Services, and Administration within one process; and
- The Information Technology Strategic Plan.

Upon further review in spring of 2008, and informed by the Commission's Rubric for Evaluating Institutional Effectiveness – Part II: Planning, it was decided that an overarching strategic plan needed to be developed in order to provide the integration needed for the educational master plan. In fall 2008, the Educational Master Planning Subcommittee was reformulated to become

the new Strategic Planning Committee. This action ultimately led to the creation of a strategic plan, now in place, that reflects the comprehensive cyclical processes consistent with continuous quality improvement planning models. The conception of this plan began at the annual President's Cabinet Retreat in April 2008, as they reviewed the Educational Master Plan and the rubric and then progressed during the school year. It became more fully articulated the following year at the next President's Cabinet Retreat, which was held in April 2009. Much work has been done within this participatory governance process to refine the many practices and processes put in place with the earlier Educational Master Plan. The components of the strategic plan are consistent with those already in place, but an overarching structure now ties it all together and clearly links the cycle with measures of accountability and resource allocation. As the College developed its new mission, vision and values statements and the revised planning process evolved, its goals were revisited and revised to more accurately reflect the institution's direction and respond to and meet the needs of its internal and external communities. The new strategic planning process, including a distinct link to resource allocation was approved by the President's Cabinet in October 2009. Following this approval, the College embarked upon a pilot program to test the new planning model.

Concurrent with the creation of the new Educational Master Plan and the subsequent creation of the Strategic Plan was the formalization of research needs and the hiring of a Campus-Based Researcher to lay the groundwork for building a culture of evidence. In February 2007, the Mesa College Research Planning Agenda, drafted and approved by the Research Committee, was adopted by President's Cabinet, putting in place the many component research reports and practices that inform master planning and ultimately strategic planning. The Research Planning Agenda is organized around the College mission statement and values and directly addresses College goals. It provides the key evidence piece to the implementation and assessment cycle. Consistent with continuous quality improvement, the Research Planning Agenda was later revisited, revised, and approved by President Cabinet in December 2008. (I.B-2) With the revision of the College's mission, vision, and values statements, the Research Committee revisited its Research Planning Agenda in November 2009. Appropriate changes were made, and the revised document was brought to the President's Cabinet on March 23, 2010, for final approval.

In terms of Student Learning Outcomes and their requisite assessment cycle, the campus has made much progress over the past six years. At this point, there is a newly formed (2008) Student Learning Outcomes Subcommittee, which was created by the Research Committee and is tasked with bringing the campus a Student Learning Outcomes Assessment Cycle model, complete with software (TaskStream) for the College, departments, programs, and service units to report and monitor their outcomes and progress. It has been a long process to reach this point and has entailed much dialogue across the campus. The fact that the Research Committee chose to create a separate subcommittee for this purpose speaks to the level of importance of this work to the campus.

Student Learning Outcome assessment is administered and tracked within the individual departments, programs, and service units, and their status is reported to the College through Program Review. In addition, Program Review reports on the program's curriculum review cycle for instruction and provides a detailed plan listing its goals, the resources necessary to reach those goals, the personnel responsible for each goal, and the timelines for achieving these goals. It also requires a detailed data analysis for institutional effectiveness in the year one report and a subsequent data analysis in year three. As part of continuous quality improvement, the Program Review Committee regularly evaluates and makes changes to its process and reports. The most recent revisions occurred during the summer of 2009 when a subcommittee studied the Program Review Handbook for Instructional Programs, Student and Administrative Services using a three-pronged goal of clarification, streamlining, and maximizing

the benefits to the participants and the College. As part of the review, *Outcomes-Based Academic and Co-Curricular Program Review* by Dr. Marilee Bresciani, a collection of good practices and principles, was consulted. The resulting changes included the systematic integration of data into the program plans and strengthening the pivotal role of Program Review in the College's planning process. Members of the Program Review Committee continue to offer lead writer training sessions to assist programs and service areas with the completion of their program planning documents. Clearly, Program Review has become the locus for program planning, and it is based upon this level of planning that resources are ultimately allocated.

Program Review consists of a five-year cycle that includes annual review and updates. In terms of communicating this information to the College, a one-to-two paragraph summary presenting an overview of the plan is now required for each Year One Program Review. These summaries become part of the Year One Report presented to President's Cabinet during the spring semester. Program Review Reports are approved by President's Cabinet and are made publicly available for review in the Learning Resource Center. The purpose of the summaries is to provide a cogent at-a-glance overview that can be disseminated to the campus at large and to resource allocation committees. The power of the College's Program Review and its applicability to planning and resource allocation is seen in its level of integration. All three College divisions, including Instructional Programs, Student Services, and Administrative Services, are integrated into one process and fall under the guidance of a single Program Review Committee. As evidence of the Committee's commitment to continuous quality improvement, recommendations for process improvements are included in its annual report, which is approved by President's Cabinet each spring. In reviewing Mesa's Program Review process with the commission's Rubric for Evaluating Institutional Effectiveness – Part I: Program Review, it clearly reaches the Sustainable Continuous Quality Improvement level. (I.B-23)

Currently under review, and tied in with the new, integrated strategic planning process, is the clear relationship of how the Program Review process informs resource allocation and links it to planning. The two processes are related, but the level of integration is a work in progress and is being addressed within the strategic plan through the institution of a pilot project conducted during the fall 2009. With the assistance of President's Cabinet, the Strategic Planning Committee completed its work on the Mesa College Integrated Planning Framework. A crucial part of this planning process involves the Program Review cycle, specifically the allocation of resources. To test and inform the process, a pilot project was developed and conducted during the fall 2009 semester. To implement this pilot, a Resource Allocation Committee (RAC) was formed with representatives from the participatory governance bodies including the three Vice Presidents, six Program Review members (three Academic, two Student Services, and one1 Administrative Services), and one student. A representative sample of programs and service areas from the 2008/2009 Program Review cycle was selected with the specifications that there be at least one from the arts, the sciences, career/technical, and one service area. Appropriate documentation, including past Program Review plans, data and other pertinent information, was provided to the RAC membership and those participating in the pilot. During the month of November 2009, representatives from the selected programs and service areas presented their resource requests to the RAC. At the conclusion of the pilot, feedback from all participants concerning the process was collected and incorporated into a report to be presented to the President's Cabinet for review prior to distribution to the College for use and to inform the spring 2010 resource allocation process. The College's Academic Affairs Committee will play a pivotal role in the development of this report using feedback from a meeting held December 8, 2009, for the specific purpose of eliciting comments and suggestions for improvement from those who participated in the RAC process. In addition, a survey was developed with the assistance of the Office of Instructional Services, Resource Development and Research to collect data from the programs and service areas that participated in the pilot. During the spring 2010 semester, these findings will be assessed and evaluated by the Academic Affairs Committee. In addition to the development of

an educational component for the Program Review lead writers, the creation of a rubric and guidelines for the implementation of the resource allocation process is planned. The goal will be to meet the needs of the planning and resource allocation model without increasing the workload of those participating in it. Upon adoption of the revised model by the Presidents Cabinet and other participatory governance bodies, the next steps will be decided.

The planning and allocation of physical resources is overseen by the participatory governance Facilities Committee, which reviews the Facilities Master Plan and makes recommendations to the President's Cabinet. This Committee is especially important in terms of the two construction bonds that were passed by the District and has direct implications for Mesa. Of note is the level of participation by the various schools in planning the structure and equipage for their new buildings. The new Allied Health Building is an example of how planning drives allocation. Because of the nature of this discipline, the faculty members were critical in designing the layout of their teaching spaces and the furnishings, fixtures, and equipment that went into them. The Math and Science Building is currently in the planning phase and has had extensive input and planning by the faculty who will teach there. They received a district grant to design a methodology for planning new buildings, and they later received funding to hire a consultant to help maximize teaching space according to square footage.

The planning and allocation of human resources is done through President's Cabinet, and the process for Faculty Hiring Priorities reveals a close relationship of planning informing allocation. The process involves an application that addresses ten principles of teaching and practice that are evaluated and ranked by a subcommittee of the Cabinet. In this way, the department puts forth its plan, as articulated by the hiring priorities, and the applications are placed in rank order of addressing these priorities. This rank ordered list is instrumental in the allocation of faculty positions. Currently, due to budget constraints, there is no new hiring, but the process remains in place for the time when funding returns. A similar process exists for the hiring of classified staff but through the Executive Staff. Like the allocation of other resources, both of these processes use the Program Review plans as part of their decision-making.

The College has worked very hard to address the recommendations of the previous Self Study, and this work is detailed in the specific responses below.

The College meets this standard.

Standard I.B.I. **The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.**

Description

Mesa has a culture of participatory governance that encourages dialogue. The breadth of this dialogue is evidenced in the composition of committees on campus, and the depth is evidenced in the processes that Mesa follows. In the 2004 Self Study evaluation, it was recommended that the College strengthen its dialogue about student learning. As detailed in the Focused Midterm Report, 2007, Mesa began its dialogue on student learning with the creation of the six Student Learning Outcomes for the Associate Degree Level in 2003. In 2004, President's Cabinet approved the San Diego Mesa College Policy on the Genesis, Development and Application of Student Learning Outcomes, which clearly placed the responsibility and authority for department level SLOs with the faculty and student service units. In essence, it stated that those on the front lines of delivering instruction and services would determine their students' learning outcomes. Like many of the policies, practices, and processes affecting Student Learning outcomes, institutional effectiveness, and the use of data to inform decision-making, this policy was created and approved by the College's participatory governance Research Committee. (I.B-3, I.B-4)

With authority and responsibility in place, the hard work and dialogue began. Beginning in 2005, the Research Committee, in collaboration with the Flex Subcommittee, provided workshops on outcomes, assessments, and best practices. These efforts led to the creation of the Student Learning Outcomes Assessment Cycle (SLOAC) by the Research Committee and the creation of a 40% reassigned time faculty position of SLOAC Coordinator. This position has served as the pivotal linchpin for ensuring dialogue and providing the necessary support for identifying department or program level Student Learning Outcomes. The position continued to be funded through the fall 2009 semester, and the incumbent served as the co-chair for the participatory governance Student Learning Outcomes Subcommittee of the Research Committee. Due to the current state budget situation and its adverse affects on Mesa College, the reassigned time for the SLOAC coordinator has been discontinued. The SLO Subcommittee is developing a model whereby the duties and responsibilities of this individual are shared so that the work associated with SLOs/AUOs can continue. The TaskStream software has been instrumental in making the management of SLOs/AUOs easier. A liaison-type structure is being developed so assistance can be given to faculty and staff members needing help with the various aspects associated with their program/service area SLOs/AUOs. Numerous workshops in support of SLOs and assessment have been held on campus over the past five years, and the SLOAC Coordinator worked with the various programs and service areas to provide individualized support. During this time period, both Student Services and Administrative Services have developed and implemented their respective learning outcomes. Like their academic counterparts, these areas fell under the auspices of the SLOAC coordinator, benefitting from his support. They also have membership on the Student Learning Outcomes Subcommittee.

The Academic Senate has been actively involved in the dialogue surrounding the creation of Student Learning Outcomes and the assessment cycle. The SLOAC Coordinator regularly briefed the senate regarding what was happening with Student Learning Outcomes and the continuous improvement cycle. Two major issues of concern regarding Student Learning Outcomes have dealt with how assessment data could potentially be used in faculty evaluation and with workload in developing and implementing the cycle. Faculty evaluations are a contractual issue and are a matter between the District and the bargaining unit. There has also been much philosophical discussion regarding curriculum, instruction, outcomes, and objectives within the confines of this group. (I.B-5) With the recent purchase of TaskStream, an SLO management software system, the College now has a centralized repository for the documentation connected with the assessment cycle as well as a tool to assist the faculty and staff with the workload associated with implementation of the SLOAC cycle. Training on the use of this new software began fall 2009 with a college-wide, general introduction. Then specific sessions were developed for program and service areas to provide information on how to use their assessment workspaces. Offered through the Office of Instructional Services, Resource Development and Research, this training continues and is being customized to meet the needs of programs and service areas. The College also provides assistance through the same Office through the assignment of a classified staff person, supervised by the Dean, to help with the input of SLO/AUO information into TaskStream.

As a measure of the breadth of dialogue on student learning, Instructional Programs, Student Services and Administrative Services have completed the development of their outcomes at the program/service area level. Instructional Program outcomes were published in the 2009/2010 college catalog. Student Services and Administrative Services will publish theirs as well beginning with the 2010/2011 catalog. (I.B-6)

In terms of dialogue regarding continuous improvement of institutional processes, the College has fully engaged the use of data and research to inform its decision-making. Systematic self-assessment venues include Program Review, Curriculum Review, and Student Learning Outcomes. The Research Planning Agenda makes clear to the campus community the types of

research available and the level of support that the Research Office can provide for departments, programs, and service units. In addition, the Guidelines for Implementing the Research Planning Agenda explains to the campus community the nature of data, levels of security for data, and application of data to decision making. (I.B-7)

The importance of the creation of the strategic plan, with its embedded continuous improvement cycle for all practices on campus, cannot be overstated in terms of dialogue. This overarching plan, evolved from the Educational Master Plan 2007-2011, was fully vetted in President's Cabinet and was approved by this group October 27, 2009. The creation of the strategic plan was the subject of the 2008 and 2009 President's Cabinet Retreats and was vetted with the participatory governance groups prior to this approval.

Evaluation
The level of institutionalization of continuous improvement practices speaks to the extent of dialogue on campus. Mesa has come a very long way in the six years since its last Self Study. The campus now has Student Learning Outcomes and Administrative Unit Outcomes for Instruction, Student Services, and Administrative Services. These outcomes have been created and are being assessed at the program or service area level across the campus. Student Learning Outcomes have been written and are currently being assessed at the course and service area level, which definitely reveals the level of dialogue taking place across campus. The level of implementation of Student Learning Outcomes assessment cycle is seen in the Student Learning Outcome Survey, which was administered to the campus by the Student Learning Outcomes Committee and the College research office.

According to a comparison of the SLO Survey Report findings for 2008 and 2009, marked progress has been made in all areas of the Student Learning Outcomes Assessment Cycle (SLOAC). In 2008, 56% of units had written their SLOs, in contrast with 100% of units in 2009. The percentage of units that had completed the step of selecting the SLO to be assessed and a way to assess it was 35% in 2008 and grew to 46% in 2009. In 2008, 20% of units had completed their assessment of at least one SLO, whereas in 2009, 39% of units had completed this step. Finally, only 26% of units had begun or were in the process of beginning another cycle of the SLOAC 2008, whereas 49% were completed or in progress with starting another full cycle of assessment in 2009. (I.B-8.a-I.B-8.b)

As is to be expected, the dialogue has been extensive and sometimes heated as the College has embarked upon this effort to become learner-centered and data informed. Several issues have arisen with the Academic Senate and continue to be addressed. They include faculty workload and how SLO assessment data will be used at the program and College levels. At this point, Student Learning Outcomes for Instruction and Student Services as well as Administrative Unit Outcomes for Administrative Services are in place, and the research component of the College and the District provides data to support this effort.

The College meets this standard.

Standard I.B.2. **The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.**

Description
In the 2004 Self Study evaluation report, it was recommended that *the college strengthen its dialogue about student learning by articulating specific goals with respect to the educational*

effectiveness of the college, stating the goals and supporting objectives in measurable terms so that the degree to which they are achieved can be determined and planning for improvement can take place. In response to this recommendation, as reported in the Focused Midterm Report, 2007, the College worked systematically to create goals and objectives at all levels of the institution and included these in the Educational Master Plan. This process began with the creation of four college-wide strategic directions, which included "Strengthening college support infrastructure," "Strengthening college partnerships and collaboratives," "Supporting professional/ leadership development," and "Emphasizing instructional support/student success." The College's twelve strategic planning priorities were divided among these four directions. In addition, each of the twelve strategic planning priorities had a goal, along with a timeline and identification of who had lead responsibility for it.

Following this lead, the divisions of Instruction and Student Services and each of their schools or departments created goals and objectives aligned with the college-wide strategic directions, planning priorities, and goals. In line with the five-year planning cycle of the Educational Master Plan, the goals and objectives were written for a five-year timeframe, with annual review and revision as needed.

What was missing from this plan were the *measurable terms*, and this led to a reassessment of the goals and objectives as identified in the Educational Master Plan when the Strategic Plan was created in 2009. Four redefined overarching College goals were identified at the President's Cabinet Retreat, 2009, and these were brought forward to the Strategic Planning Committee. These goals were revisited and revised during the summer of 2009 by members of the Strategic Planning Committee to more accurately reflect the College's vision, mission and values. (I.B-9) After review by the participatory governance bodies, the following four core goals were adopted:

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

With the adoption of these goals at the October 27, 2009, President's Cabinet and then placement within the strategic plan, the schools, programs, and service areas are in the process of redefining and aligning their goals and objectives in measurable terms. (I.B-10) These goals will be revisited each year during the spring President's Cabinet Retreat and then communicated to the College for use in its planning cycle. With its strategic plan in place, the College will turn its attention to the Educational Master Plan and begin to review it during the spring 2011.

Evaluation

Clearly, Mesa took this recommendation seriously and began work to achieve College, school, and department/program/service unit level goals and objectives. This was reported in the Focused Midterm Report, 2007. Subsequent to that, with the reflection that was discussed in the introduction to Standard IB, it became clear that the measurable terms were not in place. There was measurement, but it was not integrated within the goals and objectives. A thorough Research Planning Agenda had been created, vetted through participatory governance, and adopted by President's Cabinet, but it was not integrated directly with the goals and objectives. As part of the College's continuous quality improvement work with the strategic plan, a decision to rewrite the College, school, and department goals and objectives in measurable terms needs to be the next step. At this point the college-level goals were written and adopted in fall 2009, and the school and department/program/service unit level goals need to follow suit. Equally as important is the review and revision of the Educational Master Plan.

The College meets this standard.

Standard I.B.3. **The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.**

Description

One of the recommendations from the 2004 Self Study evaluation report was to *develop and implement a plan to meet current and future needs for institutional research that is accurate, timely, and actionable…Toward this end, the college should consider how institutional research is positioned in the college so that it may support the entire institution from a fair, unbiased and informed stance, thereby strengthening various planning and institutional improvement efforts.* The College and District were also advised to *foster a culture of evidence* and *cooperate in the development of an enhanced research function with both strong District and strong College components.* The College has made a great deal of progress in responding to these recommendations.

The College has an extensive planning cycle in place. As described in I.B, Program Review has reached the most mature level as identified in the commission's rubric for institutional effectiveness. Department and program level curriculum review is conducted on a cycle such that all courses are evaluated over a six-year period. Curriculum balance is discussed and planned at the administrative, department, and program levels and is thoroughly reviewed by the Curriculum Review Committee. Resource allocations, including those of the Budget Committee, the Dean's Council for IELM funding, the VTEA Committee, Facilities Committee, and Faculty Hiring Priorities are planned and recommended at the committee leve, and then adopted by the President's Cabinet.

What had been missing from Mesa's extensive planning processes was twofold: integration of the plans and systematic assessment of those plans. This was addressed initially by the Educational Master Plan, 2007-2011, and then even more extensively by the Strategic Plan approved in October 2009. The strategic plan brought together all of the individual plans under one overarching college plan, and it integrated systematic, cyclical assessment into the process in the form of performance indicators.

Of key importance to meeting the 2004 recommendations, and fostering a culture of evidence, was the creation of a new position that would integrate District research with campus research. The position of Campus-Based Researcher was created and filled in 2006. This position serves the needs of the College, while working in conjunction with the District for purposes of integration. The Campus-Based Researcher reports directly to the Dean of Instructional Services, Resource Development, and Research, who oversees the research needs for the College. Concurrent with the creation of this position was the reformulation of the campus Research Committee tasked with Student Learning Outcome assessment and institutional effectiveness assessment. Both the Dean and the Campus-Based Researcher are active members of the Research Committee. (I.B-11)

As discussed in the introduction to IB, concurrent with the Educational Master Plan, was the development of the assessment piece for the campus. The first Research Planning Agenda was created by the Research Committee in 2007, updated in 2008 and 2009, and had its own (i) Goals, (ii) Strategic Initiatives, and (iii) Supporting Evidence, Indicators, and Measures. It informed planning at all levels. However, the relationship was not clearly institutionalized in terms of performance indicators at the planning level. These measures have now been integrated within the strategic plan to form the college-level core indicators of effectiveness. They include numerous measures within the following indicators: Equity/Access; Engagement/Retention; Persistence; Success; and Institutional Effectiveness. The intent is to have program level indicators that mirror these college level indicators developed for the Program Review level. A

college-wide pilot to test the relationship between planning and resource allocation was undertaken during the fall 2009. The results of this pilot have been reported previously as part of Standard IB, pages 145-146.

Evaluation

The College has been focused upon addressing this standard and the recommendations made by the evaluation team in 2004. Integration of planning with resource allocation, and the creation of a systematic assessment cycle, has been in forefront of the College's institutional effectiveness efforts and was tested during the fall 2009 in the form of a pilot project. But the process has been one of growth. There has been the development of an Educational Master Plan and Research Planning Agenda, both of which were thought to be the answer. However, upon reflection and informed by the commission's rubric and by the literature, the College returned to the plans to fully integrate them in an overarching strategic plan with integrated performance indicators that are systematically assessed, analyzed, and acted upon. Although this process has taken much effort, it is to be expected in terms of a change this large. It probably had to be sequential and evolutionary as the College moved toward a higher level of institutional effectiveness.

To address the integration of its planning processes as well as linking planning to resource allocation, Mesa first created its Educational Master Plan, 2007-2011. However, the College recognized that this direction required some revision and worked in earnest to produce an integrated planning framework. Using the College's existing Program Review process and program plans, an integrated planning cycle and resource allocation model was designed. A pilot project to link planning and resource allocation tested the new model. The College has entered a continuous quality improvement cycle using the findings from this pilot to develop, discuss and then implement the next stages during the spring 2010.

The culture of evidence that has been created at Mesa following the 2004 Self Study is probably the most telling in terms of change. First, there is the formal Research Planning Agenda that is tied to the vision, mission, and values statements and that states what we do and how we measure it. That this agenda was revisited and revised eighteen months after it was created speaks to the continuous improvement effort to assess, analyze, and act upon data. The creation of the Guidelines for Implementing the Research Planning Agenda is also an important milestone, as it clarified for all campus stakeholders the nature of the research agenda, including levels of data sensitivity, data access, security, use, and dissemination. End users go through training to understand the ramifications of data.

Student Learning Outcomes are now in the process of being assessed and acted upon, which is clearly part of the culture of evidence that now exists at Mesa. Program Review includes data reporting and analysis. Administration, departments, and programs make use of crucial enrollment data to inform decision making regarding efficiency while ensuring breadth and commitment to the curriculum. The Basic Skills Initiative has brought a whole level of inquiry with it. The Basic Skills Committee meets on a regular monthly basis and conducts an annual assessment and then meets to evaluate the resulting data used to make decisions in their programs and courses. The College is changing the way it operates. If anything, stakeholders are becoming even more demanding in their need for data and the office of research is working to meet this need. (I.B-12)

To ensure college-wide, fair, unbiased access to research, the Dean of Instructional Services, Resource Development, and Research reports directly to the President for matters of research. To ensure full integration with the District, the dean meets regularly with the District Director of Institutional Research and Planning and sits on the District-wide Research Committee. There is a decided effort to provide Mesa with the data and research that it needs. To ensure that

everyone has access to workshops on how to use data in their various applications, the dean, Campus-Based Researcher, and numerous faculty and staff members have developed and provided numerous professional development activities.

The College meets this standard.

Standard I.B.4. **The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.**

Description
The Mesa College strategic plan provides the overview for all planning on campus as all planning at the micro level informs the macro level, and vice versa. It is through this relationship that goals and objectives are established and integrated plans, such as the Educational Master Plan, Information Technology Strategic Plan, and Program Review, are created. These plans are implemented and assessed in order to inform the established performance indicators in the greater plan, which informs institutional effectiveness. At question here is how this occurs in a manner in which participation is broad-based, resource allocation is informed by planning, and the result is improved institutional effectiveness.

The breadth of involvement in planning is clearly evidenced in the participatory governance model of decision making at Mesa College. As stated previously, the nexus for strategic planning and decision making is President's Cabinet, which is a participatory governance group with representation from all governance bodies. In addition, the Academic and Classified Senates and the Associated Student Government provide broad participation within their governance groups and committee memberships.

Within each of the three divisions and eight schools on the campus there is internal planning as well. In the Student Services Division, as with all divisions, planning begins with Program Review. The Student Services Leadership Team's two deans, the director of EOPS/STAR/CARE, and the Program Activity Manager of Disability Support Programs and Services work with their faculty and staff to review their plans and identify funding needs, which become the basis for their annual budget requests. Approval for the requests is done by the Vice President, Student Services, who then forwards it to the President for final approval. The Mesa Student Services Council meets regularly and provides input for decisions related to strategic planning and resource allocation. Each spring the Council participates in an all-day planning retreat, which includes brainstorming strategies for evaluating services and identifying any recommendations for changes to resources. To assure the process, Student Services created the Categorical Allocation Funding Manual in 2008-2009. The purpose was to (a) create a transparent budget allocation process for categorical funds; (b) seek broad input regarding projects/activities to be funded; (c) create a process that was streamlined and comprehensive; and (d) link every dollar to their outcomes and plans. (I.B-13)

Within the Instructional Division, planning and resource allocation begins at the department/program level. This academic planning starts with the Program Review process. Under the leadership of the Dean, who works with appropriate department chair, lead faculty writers as well as other interested faculty and staff members, departments and/or program funding priorities are identified. These resulting requests are supported by College and department/program data provided by the campus' Research Office and Program Review findings. The Instructional Deans' Council meets on a regular basis to review and discuss these funding priorities. During these meetings, the nine deans and the Vice President of Instruction make funding recommendations based upon the documented needs of the departments/programs in the individual schools. Through their program plans, these requests are then forwarded to the appropriate college-level participatory governance committee, such as IELM,

VTEA, RAC and eventually, the President's Cabinet, where these requests are evaluated from a campus perspective; then resource allocations are made.

Another important facet of planning and resource allocation occurs in the development of the College's schedule of classes. Starting at the District level, the Executive Vice Chancellor of Administrative Services, the Vice Chancellor of Instruction and the Vice Chancellor of Student Services meet with the college Vice Presidents to make recommendations on FTES allocation based upon District and college data. These recommendations are then forwarded to the Chancellor's Cabinet, where a final decision is made. Each college is then allocated its respective FTEF for the specific semester. At the college level, the FTEF allocations are discussed at the President's Cabinet and based upon established principles, including the use of campus data and Program Review plans, to plan and develop the schedule. Input from all College areas but primarily from the Vice President of Instruction and the Instructional Deans' Council is considered during this participatory decision-making process.

The Basic Skills Success and Retention Committee has effectively used integrated planning, resource allocation, and evaluation to inform its actions. (I.B-14) At its retreat in 2009, the Committee evaluated data on courses and worked in teams to assess implications and future actions. (I.B-15) In fall 2009, the College had its Basic Skills briefing, including both College and District researchers, and received the 2009 Basic Skills Report, which is a lengthy document reporting on the success of each Basic Skills course and analyzing the various interventions. (I.B-16) The Basic Skills Initiative provides a central point for administering the program, including the Basic Skills Action Plan, which is informed by assessment. (I.B-17, I.B-18)

With the passage of Bonds S and N and the new facilities being built, there has been significant participation in planning and resource allocation by constituents. Although this is discussed at length in III.B, it is also applicable here. In each case, the school or division administrators, faculty, and staff have had a primary role in designing the facility to serve the instructional or service related purpose. In fall 2009, the Allied Health Building opened with state-of-the-art technology and instructional design. The building and learning spaces were designed by the faculty to meet the needs of the curriculum. Fixtures, Furnishings, and Equipment (FF&E) allocation decisions were prioritized by the dean and faculty to assure that these needs were met.

Evaluation

Mesa College has a long history of broad-based inclusive planning. There are numerous venues for planning at the program or service area level, the school level, and the college level. All plans and resource allocations are approved by the participatory governance council, President's Cabinet. Regardless of funding source, resource allocation is informed by planning, with Program Review providing the primary input at the program or service area level. Evaluation of planning and resource allocation occurs through the College's performance indicators, listed in I.B.3.

The creation of the overarching, integrated strategic plan over the past two years has been inclusive; it was of primary importance at the 2008 and 2009 President's Cabinet Retreats. The way in which planning informs resource allocation was well established, in that allocations were based upon Program Review, but it was not always clearly so. With the integrated planning and resource allocation model within the strategic plan, it is in the process of becoming more clearly articulated.

The College meets this standard.

Standard I.B.5. **The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.**

Description
The College uses documented assessment results to communicate matters of quality assurance to appropriate constituencies. These include a wide array of measures, such as (1) Accountability Reporting for the Community Colleges (ARCC), which is required by the state and reports longitudinal performance in Basic Skills, success, and completion measures; (2) Student Equity Report, which is made available to all stakeholders and provides the breakdown of student performance according to age, gender, and ethnicity by department; (3) Mesa College Fact Book, which provides annual data, broken down by age, gender, and ethnicity, and for persistence, success, retention, GPA, awards conferred, and transfer; and (4) Mesa College High School Pipeline Report, which provides longitudinal data on student performance for those students coming through the area feeder schools. (I.B-19, I.B-20, I.B-21, I.B-22) Other assessments include (1) the annual Student Learning Outcomes Survey, which tracks the progress made at the department level in completing the Student Learning Outcomes Assessment Cycle; (2) the Community College Survey of Student Engagement, which measured the level of engagement students had in their learning experience at the College; (3) Point of Service Surveys, which measure the level at which various college services are meeting the needs of students and employees; and (4) Employee and Student Surveys, which measure the perception and level of satisfaction that the constituencies have with services, instruction, resources, governance, and other practices. (I.B-8.a, I.B-8.b, I.B-23, I.B-24, I.B-25, I.B-26, I.B-27)The College has many other assessments as well.

The College is committed to transparency and makes public its assessments through the District Institutional Research website and the College website, various committee, task force and forum meetings, and in print for general distribution. (I.B-28, I.B-29) In the case of the Employee Perception Survey and Student Satisfaction Survey, the College held public briefings for constituents to attend. (I.B-30, I.B-31) The same was true for the Basic Skills Report. The College publishes an annual report that is made available in print and via the College website. In addition, the President, Vice President of Instruction, and the Vice President of Student Services provide regular reports and monthly updates of activities to the campus community. The President sends a weekly email update to the College, which is also uploaded to the website and archived. In it, she discusses various reports and other actions taken by President's Cabinet and various activities on campus. President's Cabinet is the venue for central decision making and is open to all College constituents.

The College Public Information Officer works to assure that campus publications convey to the College and the community information about institutional quality. In addition, the President is active on a number of community committees, including San Diego Imperial Counties Community Colleges Association, San Diego Drop-Out Task Force, and San Diego Workforce Investment Board. In addition, many of the programs at the College have advisory boards, particularly in the vocational programs, and information about effectiveness is communicated to the public in this way.

Evaluation
The College does an effective job of disseminating documented assessment results to communicate matters of quality assurance to appropriate constituencies.

The College meets this standard.

Standard I.B.6. **The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.**

Description
The College assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, those parts of the cycle using institutional and research findings. As described in I.B, to test the implementation of its new planning model, the College developed and conducted a pilot project during the fall 2009. Two sources of information will be used to improve the process. First, the feedback collected from all participants will be compiled. Next, the results of a survey developed to collect input from the programs and service that were a part of the pilot will be generated. This information will be used by the Academic Affairs Committee during the spring 2010 semester to establish principles and guidelines for the next steps in the process.

Evaluation
The College applies the concept of continuous quality improvement to assure the effectiveness of its ongoing planning and resource allocation processes.

The College partially meets this standard.

Standard I.B.7. **The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.**

Description
The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services using a variety of approaches. A major evaluation mechanism for the areas of instruction, student and learning support services is the College's Program Review process. Another vehicle is the recent acquisition of TaskStream which will assist these areas with the management and generation of student learning outcome assessment reports. The collection and use of data from many parts of the College provides yet another way to measure institutional effectiveness. Some examples include enrollment management data, student response forms in the Tutoring Centers, CCSSE and CCFSSE results as well as comments cards used by the LRC. Faculty evaluations, guided by the current contract, are also a barometer of teaching effectiveness and on-going faculty professional development. Classified staff development is informed by an annual needs assessment to design and offer a two-day, on-campus conference. Finally, specialized accreditations/certifications assess the effectiveness of the College's career-technical programs.

Evaluation
Mesa College has effective mechanisms in place to evaluate the effectiveness of its instructional programs, student support services and library and other learning support services.

The College meets this standard.

Planning Agenda for Standard IB: IMPROVING INSTITUTIONAL EFFECTIVENESS

This standard has been and continues to be a major area of focus for the College. Since the previous Self Study and the Focused Midterm Report, Mesa has devoted significant time and effort to respond to the recommendations received relative to institutional effectiveness. An overarching new strategic planning process was developed to provide the integration needed as well as link planning to resource allocation. To test this new model, a pilot was done during the fall 2009. The results of this pilot will guide the next steps in the planning process.

The College's Program Review process has matured into an integrated approach and now encompasses Instruction, Student Services, and Administrative Services. Program Review will continue to be the locus of campus planning and resource allocation. Student Learning Outcomes (SLOs) have followed a similar path with programs and service areas making good progress. TaskStream, a software SLO management package, will continue to assist with the implementation of the SLOAC cycle.

Working with the Campus-Based Researcher, the Research Committee will continue to address issues pertaining to Program Review, Student Learning Outcomes and planning. The training of the Committee membership to act as liaisons to the College will assist in the building of Mesa's culture of inquiry.

The College has identified three areas to address within the scope of this standard and recommends:

1. reviewing, developing and implementing the findings from the pilot to link planning and resource allocation;
2. revisiting, updating and revising the Education Master Plan; and
3. exploring mechanisms to integrate the three measures of institutional effectiveness; planning, Program Review, and Student Learning Outcomes.

Standard IB Evidence

I.B-1	Educational Master Plan 2007-2011
I.B-2	Research Planning Agenda, 2009-2010
I.B-3	San Diego Mesa College Policy on the Genesis, Development and Application of Student Learning Outcomes
I.B-4	Focused Midterm Report, 2007
I.B-5	Academic Senate Minutes –Sample
I.B-6	Mesa College Catalog –Academic Programs with Program SLOs
I.B-7	Guidelines for Implementing the Research Planning Agenda, 2009-2010
I.B-8.a	SLO Survey 2008
I.B-8.b	SLO Survey 2009
I.B-9	Mission, Vision, and Values Statements, 2009
I.B-10	Strategic Plan: Integrated Planning Framework (9/3/09)
I.B-11	Research Committee Minutes –Sample
I.B-12	Research Office Research Request Log
I.B-13	Categorical Allocation Funding Manual, 2008-2009
I.B-14	Basic Skills Success and Retention Committee
I.B-15	Basic Skills Retreat Data, 2009
I.B-16	Basic Skills Report, 2009
I.B-17	Basic Skills Initiative:http://www.sdmesa.edu/basic-skills
I.B-18	Basic Skills Action Plan, 2009
I.B-19	Accountability Reporting for the Community Colleges, 2009 Self Evaluation
I.B-20	Student Equity Report 2008
I.B-21	Mesa College Fact Book 2009
I.B-22	Mesa College High School Pipeline Report 2009
I.B-23	Program Review Years 1-5 Handbook 2009
I.B-24	Community College Survey of Student Engagement Results and Briefs 2008
I.B-25	Point of Service Surveys, 2009: http://research.sdccd.edu/pages/225.asp Samples for Counseling, LRC, and Reprographics
I.B-26	Employee Perception Survey 2009
I.B-27	Student Satisfaction Survey 2009
I.B-28	SDCCD Institutional Research website: http://research.sdccd.edu/pages/1.asp
I.B-29	Mesa College Institutional Research website: http://www.sdmesa.edu/institutional-research
I.B-30	Employee Perception Survey 2009 Briefing to the College
I.B-31	Student Satisfaction Survey 2009 Briefing to the College

Standard Two

Student Learning Programs and Services

A. Instructional Programs
B. Student Support Services
C. Library and Learning Support Services

GOALS

To cultivate an environment that embraces ...diversity.

WE ARE Mesa

Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

Standard II.A Instructional Programs: **The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.**

San Diego Mesa College is one of the largest of California's 112 community colleges and offers programs that lead to associate degrees and/or certificates. Baccalaureate courses are offered at the lower-division level for students considering transfer to a four-year college or university. The College is the top transfer institution in the region. (II.A-1) Career and technical programs that promote regional economic development are also available.

The College is in the midst of a massive campus modernization and expansion that will help meet the education and job-training needs of San Diego students for decades to come. As part of the District's Proposition S and N construction bond program, the College is undergoing a $442.9 million expansion involving more than 20 projects, including ten new instructional facilities, several major building renovations, a new parking structure and expanded parking areas, and a major infrastructure project. The campus build-out will help support the eventual enrollment of 25,000 students. (II.A-2, II.A-101)

Standard II.A.1: **The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.**

Description

Consistent with its mission, the College offers 75 certificate and 109 associate degree programs with 925 baccalaureate level courses for students considering transfer to a college or university. Career and technical programs which promote regional economic development are also offered. (II.A-3)

All curriculum proposals, whether for changes in existing courses or programs or for new ones, are submitted first to the College's Curriculum Review Committee (CRC), a subcommittee of the Academic Senate. The CRC is responsible for ensuring that all proposals serve the College mission and meet state regulatory guidelines (Title 5) and curriculum standards. In addition, the district-level Curriculum and Instructional Council (CIC) reviews all curriculum proposals in light of the community college mission, District, and Title 5 policies, standards and guidelines. All programs support the College mission, vision, and values statements.

The College assures the high quality of its programs and service areas through an established, on-going five-year Program Review process. In 2007, student service areas merged with the academic Program Review process and the committee was renamed the Program Review Committee. In 2008, Administrative Services joined the Program Review process. Therefore, academic, student service and administrative services areas have been integrated into one

Program Review process. (II.A-4) In addition, the College assures the quality of its instructional courses and programs by the College and District curriculum processes. The College Curriculum Review Committee (CRC) and the District Curriculum and Instruction Committee (CIC) review all curriculum proposals and are responsible for ensuring that all proposals serve the College and District mission, meet Title 5, California State University (CSU), and University of California (UC) guidelines and standards. (II.A-5), (II.A-6)

The high quality and appropriateness of the College programs and services is demonstrated through the students' ability to:

- successfully transfer to universities (transfer volume in 2008-2009 was 1,267 students, a 20% increase since 2004-2005. According to the 2010 SDCCD Transfer Report, the transfer rate for 2002/03 to 2007/08 was 42%.); (II.A-1)
- pass statewide exams in meeting pre-employment requirements such as required in the Allied Health profession;
- meet the minimum qualifications for employment upon program completion;
- meet regional employment opportunities and demand.

The field of study in which the College offers programs is determined by:

- the needs assessment of the community served (i.e., environmental scans which provides geographic area information); (II.A-91)
- program advisory committees which link the College to the community and keeps programs up-to-date with business and industry standards; (II.A-7) (II.A-98)
- regional groups such as the San Diego and Imperial Counties Community College Association (SDICCCA) which discusses program offerings and establishes non-duplication of program agreements between regional community colleges; (II.A-8)
- courses and programs required for transfer to local and out-of-state four-year educational institutions;; (II.A-9)
- the geographic area demand and opportunities
- the economic climate (i.e., the current economic downturn has led many to the College to obtain and/or update their skills in order to re-enter the workforce).

The College Instructional Services, Resource Development and Research Office along with the District Institutional Research and Planning Office produce a wide variety of research that documents student outcomes for the College as well as district-wide. The research provides quantitative and longitudinal data on institutional outcomes measures such as graduation, transfer rates and employment. In addition, various College programs develop research requests for specific purposes. For example, the chemistry program obtained data relative to the career and education goals of General Chemistry II (CHEM 201) students. The program administered a baseline survey and intends to track students for five years with follow-up surveys to discover if their career and educational goals are being realized. (II.A-10)These and other research efforts provide quantitative and qualitative information about student-learning needs and allow the programs to recognize their strengths and challenges and then plan appropriate adjustments and/or enhancements.

The College ensures that its programs and curricula are current through:

- the expert knowledge of faculty who stay up-to-date with trends in their fields;
- advisory committees which link the College to the community and/or industry; (II.A-7), (II.A-98)
- the continuous changes in programs and updates to courses as required by universities for transfer and to establish or maintain articulation; (II.A-11)
- the special accreditation required for programs such as in Allied Health; (II.A-12), (II.A-13)
- the trends in the economy (i.e., demand in an area that students need training in to re-enter the workforce).

Evaluation
The College demonstrates that its instructional programs meet the College mission and upholds its integrity through an extensive and rigorous curriculum review process, which has many levels of course and program scrutiny. In addition, the College has an exceptional review process for all campus programs and service areas in instruction, student, and administrative services. The integration of these programs and service areas into one review process has greatly enhanced the overall effectiveness of courses and programs. With the integration of administrative services into this review process during 2008-2009 academic year, the College will have an opportunity to study how this division affects its institutional effectiveness.

As indicated in the Spring 2009 student satisfaction survey, students are overwhelmingly pleased with the quality of instruction received in preparing them to meet their educational goals. These findings are detailed in the descriptive section of II.A.2.c.

The College meets the standard.

Standard II.A.1.a: **The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.**

Description
The College embraces formal and practical guidelines for providing appropriate classroom settings and training faculty to support the learning needs of the student population served by the institution. These practices include assessment of students' level of academic skill, provision of basic skills classes for those not ready for college-level classes, specialized equipment and services for disabled students, as well as tutoring services that provide remedial assistance for a wide variety of subjects.

The student learning needs research includes:

- environmental scans,, which provide geographic area information such as the educational trends of students; (II.A-91)
- occupational outlook information and population shifts at the federal, state and local level provided by the San Diego Association of Governments (SANDAG); (II.A-14)
- high school to community college pipeline reports which provide college placement information such as reading, writing and math outcomes; (II.A-15)
- basic skills reports indicating student characteristics, placement, retention and success, subsequent course success or improvement, and certificate/degree completion and/or transfer;
- student equity data that disaggregates retention and success by student characteristics;
- Accountability Reporting for Community Colleges (ARCC) indicators that demonstrate areas in which the College excels and areas in need of improvement.

Beyond facilitating the provision of data, the Office of Instructional Services, Resource Development and Research hosts hands-on data trainings and interactive briefings marked by dialogue among faculty, staff, and administrators and the campus-based researcher. Some examples of campus conversations concerning data and their implications include the Basic Skills Report briefings, the Program Review data integration training workshops, ARCC Updates with the Academic Senate and President's Cabinet, Community College Survey of Student Engagement (CCSSE) presentations and briefings as well as Accreditation Survey briefings for the 2009 Student Satisfaction and Employee Perception Surveys.

Students are assessed for education preparation through:

- placement examinations that provide information about the course(s) needed upon enrollment;
- the educational level achieved upon entering the College (i.e., a high school graduate is expected to have achieved a learning level that differs from those who have not completed high school);
- the courses completed by a student who has transferred from another college or university as listed on their transcript.

The information is incorporated into program planning through the needs assessment of the community served and environmental scans which provide geographic area information.

The Student Learning Outcome (SLO) survey is an instrument used by the College to determine the progress in the assessment of student learning and the status of Student Learning Outcomes in the programs and service areas. In addition, various programs and service areas have assessed their Student Learning Outcomes and reported such during the SLO Fair that occurred during the spring 2009 semester and more recently in the newly acquired SLO management software, TaskStream. Also, these outcomes continue to be reported in the College's Program Review documents. (II.A-16), (II.A-17), (II.A-18)

Evaluation

The College meets the varied educational needs of students prior to matriculation through the use of research data as found in environmental scans, Program Review documentation, and Student Learning Outcomes. Upon the matriculation of students, the College provides various types of assessment to ensure appropriate course and program placement. In addition, support services are provided so that students have the opportunity to maximize their success as they pursue their educational goals.

The College also uses research and analysis to identify student learning needs and assesses progress toward achieving stated learning outcomes. The College has identified and published Student Learning Outcomes at the institutional level as well as for its programs, courses, and service areas. Although all program-level SLOs have been input at the course level, not all of these have been assessed at the present time. As faculty discuss and develop the course-level SLOs in their respective programs, they will revise, delete and add as appropriate to those program outcomes already in place. In addition, the mapping function will insure proper alignment to program as well as institutional and/or general education outcomes. The College continues its work to assess student learning. The recent purchase of the TaskStream software will greatly assist in tracking SLOs and SLO assessment pieces. In addition, the College has a Campus-Based Researcher who is available to assist with specific data needs of the College. In the Spring 2009 student satisfaction survey, the majority (55%) of students agreed or strongly agreed that the College was responsive in helping students improve academic performance (Q61).

The College meets this standard.

Standard II.A.1.b: **The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.**

Description

The College Curriculum Review Committee (CRC) reviews and approves the delivery systems and modes of instruction proposed for the institution's curriculum to ensure that they are appropriate and compatible with the objectives of its courses and programs. (II.A-5)

The delivery and modes of instruction fit is determined by:

- highly qualified instructors who determine the best mode of delivery using pedagogical standards and professional experience;
- the acceptance of courses for credit at transfer institutions which confirms that required guidelines are met; (II.A-19)
- fulfilling the requirements needed by vocational students for examinations, certifications, and employment;
- the acceptance of a course for articulation at transfer institutions; (II.A-9)
- the success rate of students in the course;
- assessment (i.e., student, instructor, etc.).

The effectiveness of delivery systems is evaluated through in-classroom assessments using direct or indirect methods, student surveys, selected data, and oversight committees composed of internal and external peers. Another method is the use of faculty evaluation. One such oversight group, the District Online Steering Committee, provides a forum for dialogue on the success of online courses. In addition, the faculty who have experience teaching courses online become mentors to others and share best practices. Some faculty teach via multiple modes of delivery including distance learning, simulations, role plays, group discussion, portfolios, reflective journals, outdoor activities, independent study and learning communities. This approach, in addition to providing a basis for dialogue among faculty, assures that each mode facilitates the same Student Learning Outcomes (SLOs). For example, the same SLOs are identified and achieved in both on-ground and on-line classroom settings.

Delivery systems and modes of instruction dialogue occur:

- during curriculum development or revision between the originator and the curriculum coordinator, technical review liaison, curriculum committees and District staff; (II.A-5), (II.A-6)
- at the program and/or department level (i.e., with colleagues within the individual program, with the program chairperson, the school dean, and with colleagues at our sister colleges if the course is aligned);
- between the College faculty and the community which occurs through advisory committees;
- between college and university faculty at transfer institutions in discussing necessary content needs and/or changes;
- during the curriculum approval process between the originator and the technical review liaison, articulation officer, deans, department chairpersons, curriculum committee members and District staff to ensure compliance with Title 5 and transfer-related matters; (II.A-5), (II.A-6)
- during regional committee meetings such as the San Diego and Imperial Counties Community College Association (SDICCCA).

There are numerous studies that demonstrate how the linking of classes improves student learning. The Online Course Satisfaction Surveys show the overall student satisfaction with online courses in comparison to those taken on-ground or face-to-face. (II.A-20) The Basic Skills Study supplements instruction by allowing departments to effectively plan with the data provided. The Basic Skills study includes:

- Assessment and Course Taking Trends;
- Headcount and Student Characteristics;
- Success and Retention rates by Subject and Course;
- Overall Persistence;
- Subsequent Course Enrollment and Success by Subject (2008); (II.A-21)
- Longitudinal cohort tracking for certificate/degree attainment and/or transfer (2009);
- Outcomes in classes with Supplemental Instruction (SI) versus those without SI (2009 Mesa BSI May Retreat Data).

Evaluation
The College uses delivery systems and modes of instruction that are compatible with the objectives of the curriculum and appropriate to the current and future needs of students. The faculty keeps up-to-date with current trends in their fields through various continuing education efforts and also receives input from program advisory committees. Through the dialogue that often occurs with the faculty at the four-year institutions, the needs of students are addressed as the courses and programs are updated and meet the standards required for transfer so that once students matriculate to the university, they are adequately prepared to successfully complete courses as they pursue higher level degrees. Students in career-technical programs are adequately prepared to pass statewide and/or national exams, which are required in various professional fields. For example, in 2008, 100% of Medical Assisting students who took the statewide exam passed. (Note: The pass rate is based on the number of students who took the exam and may not include all of the students who completed the programs.) (II.A-44) In addition, the Spring 2009 student satisfaction survey indicates that 78% of students agreed or strongly agreed that their course work prepared them for transfer to a university (Q32), and 72% agreed or strongly agreed they were prepared for future employment in their field of choice (Q31).

The College meets this standard.

Standard II.A.1.c: **The institution identifies student learning outcomes for courses programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.**

Description
The College established a coordinated effort in the development of Student Learning Outcomes (SLOs) and Administrative Unit Outcomes (AUOs) for its courses, programs, certificates, degrees and service areas. The first SLOs were developed at the associate degree or institutional level and are as follows:

- Critical Thinking;
- Communication;
- Self-awareness and Interpersonal Skills;
- Personal Actions and Civic Responsibility;
- Global Awareness;
- Technological Awareness. (II.A-22)

Since 2002, the College has continued with its development of Student Learning Outcomes for its program and service areas. The tenets of the Genesis Paper authored by the Research Committee and the College's mission, vision, and value statement drive the development and implementation of these outcomes. (II.A-23) During this evolution, the College engaged in various activities to keep faculty, staff, and administrators informed and knowledgeable. (II.A-24), (II.A-45), (II.A-46), (II.A-47), (II.A-48), (II.A-49), (II.A-50), (II.A-51)

During the fall 2008 semester administrative services concluded the development of their Administrative Unit Outcomes (AUOs). When the College acquired TaskStream, these AUOs along with the SLOs from instructional departments and service areas were collected by the College into this one repository. Instructional program SLOs appear in the in the 2009-2010 College catalog and website. (II.A-3), (II.A-25) Student Services SLOs and Administrative Service Area AUOs will appear in the 2010-2011 College Catalog.

From the very beginning, the College recognized the need for a faculty member to serve as the SLO coordinator to assist the Research Committee with SLO implementation. As the College became fully engaged in the SLO process, there arose a need to assist the SLO coordinator in meeting growing demands. Therefore, the Student Learning Outcomes and Assessment

Committee (SLOAC) was formed and served as a subcommittee of the Research Committee through the 2008-2009 academic year. (II.A-26) SLOs have been long linked to the Program Review process. The re-organization of the SLO subcommittee is part of continuous quality improvement and will strengthen the planning efforts of the College through the Program Review process. Finally, technology, in the form of computer software, was introduced in the fall of 2009 to assist with the management of SLOs and AUOs.

The development of SLOs was and continues to be a faculty driven process. As experts in their fields, faculty are able to identify SLOs. The SLOs at the program level are consistent with the institutional SLOs. SLOs have been developed at the program and student service level as well as Administrative Unit Outcomes (AUOs) for administrative services. The collection of these program and service area outcomes by the College with input into TaskStream occurred during the summer of 2009. Training on the use of this software began in the early fall 2009 semester followed by faculty and staff input of assessment data. (II.A-89), (II.A-90)

Student Learning Outcomes are assessed by the faculty and staff. The assessment results are used for improvement to revise the outcome if it is deemed necessary or revise the methodology of the SLO if necessary. Programs and service areas are at various levels of assessment. Some are involved in pilot projects before full implementation of official assessment, while others have received results from their assessments and are working to strengthen their programs and service areas. (II.A-16)

According to a comparison of the SLO Survey Report findings for 2008 and 2009, marked progress has been made in all areas of the Student Learning Outcome Assessment Cycle (SLOAC). In 2008, 56% of units had written their SLOs in contrast with 100% of units in 2009. The percentage of units that had completed the step of selecting the SLO to be assessed and a way to assess it was 35% in 2008 and grew to 46% in 2009. In 2008, 20% of units had completed assessment of at least one SLO, whereas in 2009, 39% of units had completed this step. Finally, only 26% of units had begun or were in the process of beginning another cycle of the SLOAC in 2008 whereas 49% were completed or in progress with starting another full cycle of assessment in 2009.

SLOs are verifiable for each degree and certificate program and appear in the 2009-2010 College catalog. (II.A-3) The College recognized the need to invest in a product that would assist in managing the SLO/AUO assessment process. The College is deeply committed to the value that SLO/AUO assessment provides and uses the TaskStream software purchased by the District for implementation at its colleges despite severe budget constraints. TaskStream is the official repository of SLO/AUO information for the College. (II.A-17) The Instructional Services, Resource Development and Research office manages TaskStream for the College and has completed the initial input of the SLOs/AUOs and program/service area mission statements. This office will continue to provide a leadership role in the overall administrative/technical and training support for TaskStream. SLO/AUO development and assessment is a continuous process. Working with the SLO Coordinator and SLOAC, the Office of Instructional Services, Resource Development and Research assisted in the organization of workshops to train faculty and staff. These trainings will enable faculty and staff to access and navigate the software to work with their outcomes and assessment pieces and produce data for use in planning and to implement changes to improve student success. (II.A-89), (II.A-90)

During the spring 2009 semester, the College hosted a SLO Fair where a variety of instructional programs, student and administrative service areas reported their SLO/AUO development and/or assessment efforts. All College programs and service areas have developed SLOs/AUOs; however, assessments are at various stages, including Administrative Services, who used Point-of-Service surveys for assessment. The Counseling Center conducted an assessment pilot during the spring 2009 semester and is compiling data. (II.A-16)

Examples of assessment results dialogue that guided improvement in courses and programs occurred during the following activities:

- a college-wide SLO Fair held April 23, 2009; (II.A-16)
- program meetings; for example, the Mathematics Department incorporated SLO activities within various course committees including Development Math and Algebra. These groups are responsible for working on SLOs and assessment pieces to share during department meetings for discussion and/or approval; (II.A-92)
- leadership meetings (school deans and department chairpersons);
- during school meetings (school deans, chairpersons, contract and adjunct faculty);
- statewide academic senate regional meetings; (II.A-27)
- the Program Review process where programs and service areas report on the progress made in developing and/or implementing SLO/AUOs. (II.A-18)

As noted during the spring 2009 SLO Fair, programs and service areas are at various SLO/AUO assessment stages. Some programs and service areas have completed their assessments and are in the process of compiling the results while others have completed their assessments, have the results and are working to strengthen their programs. For example, the Languages Department began SLO assessment with Spanish courses, which have the largest student population. The program created the assessment, included it with course exams, and received assistance from the Campus-Based Researcher in compiling and scoring the data. Using the assessment results, the program learned that reading and writing practice assignments varied significantly. Also, there were wide differences with the methods used in grading writing assignments. These findings resulted in the program working to align their methodologies to strengthen instruction. (II.A-16)

Evaluation

The College has identified SLOs/AUOs for courses, programs, certificates, degrees and service areas and is on target with its assessment plan. As described in the narrative, the College identified two phases of SLO development. The first phase was to create the model and the second involved assessment development. The plan of the College during each phase is to provide numerous awareness activities to assist programs, and service areas in fully understanding SLOs/AUOs and assessment as well as implement training in developing such and collect the SLOs/AUOs and assessment pieces into one repository. The development and collection of SLOs/AUOs for all courses, programs and service areas has been accomplished. The current focus of the College is to continue to provide awareness and training activities related to SLO/AUO assessment. For example, the College recently provided the opportunity for assessment training through workshops offered by the Accrediting Commission for Community and Junior Colleges (ACCJC). (II.A-52) As explained in the descriptive summary, the College program and service areas are at various stages in SLO/AUO assessment. Many program and services areas are in the early stages of assessment development; a few others have completed their assessment and are compiling data while others have completed initial assessments and are developing strategies to strengthen their program or service area. The College will continue to administer its SLO survey and use its Program Review process to monitor progress made in this area.

As programs and service areas develop assessment pieces, they will input the information into TaskStream, a SLO software management system. TaskStream is the College's repository for all SLOs/AUOs and will allow programs and services areas to track and update their SLOs/AUOs within one system. In September 2009, programs and services areas had the opportunity to take their assessment pieces to TaskStream training sessions to input into the system. The College has plans to coordinate the continued collection of SLO/AUO assessments to meet the accrediting commission's 2012 deadline.

The College meets this standard.

Standard II.A.2: **The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.**

Description
The criteria the College uses to determine course and program offerings have been previously described when discussing fields of study.

The College offers a variety of courses and programs for students, including international students, which are developmental, pre-collegiate and short-term training. The College does not offer continuing, community, or contract education courses and programs. The College recently terminated the study abroad program due to the lack of funding.

The College assures the high quality of its instructional courses and programs through:

- a rigorous curriculum review and approval process at the College and District levels; (II.A-28)
- a 5-year Program Review cycle; (II.A-4)
- a 6-year course review cycle and 3 year for career-technical courses;
- special accreditation requirements for programs such as those in Allied Health; (II.A-13)
- Title V, San Diego Community College District (SDCCD), California State University (CSU) and University of California (UC) policies, guidelines and standards; (II.A-29), (II.A-30)
- the students' ability to successfully transfer to universities and complete baccalaureate or higher degrees;
- the students' ability to pass statewide and/or national exams in meeting pre-employment requirements such as with Allied Health programs; and
- the students' ability to meet minimum qualifications for employment upon completion of required courses or program.

The process for establishing and evaluating each type of course and program, including the credit type, delivery mode, and location, is determined by measuring the graduation and transfer rates.

The College uses the evaluation of courses and programs effectively for improvement, which may require course and/or program revision, deletion, replacement, or no change. The College has an exceptional review process that involves all campus programs in instruction, student, and administrative services. The integration of these programs and service areas into one review process has greatly enhanced the understanding and agreement about the quality of courses, programs, and service areas. (II.A-4)

Evaluation
The College assures the quality and improvement of all instructional courses and programs by following the rigorous on-going curriculum review process as well as the integrated Program Review process. During the review processes, the various courses and programs are scrutinized for relevance and in accordance with statewide and District policies.

The College meets this standard.

Standard II.A.2.a: **The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.**

Description
As detailed in the San Diego Community College District policy, faculty (contract or adjunct), students, administrators, College and District councils and committees, members of the Board of Trustees, and members of the community may originate curriculum proposals. The faculty develops and writes curriculum as well as serves on the College and District curriculum committees. The curriculum committees are responsible for evaluating and reviewing courses and programs. The faculty also participates in the Program Review process as lead writers and as members of the Program Review Committee. (II.A-41)

The faculty and service area staff are responsible for identifying appropriate Student Learning Outcomes (SLO) and Administrative Unit Outcomes (AUOs). As described previously when addressing SLOs/AUOs and assessment, the spring 2009 SLO Fair included representatives from various programs and service areas who reported how assessment results have been used to improve the quality of their programs and/or service. For example, after receiving assessment results for Elementary Algebra and Geometry, mathematics professors placed more emphasis on developing linear models in applications in the course. (II.A-42)

SLOs and AUOs have been established at the institutional, administrative services, instructional program, and service area levels. The "fit" is evaluated through the assessment pieces developed by faculty and staff for program and service area outcomes.

In response to the 2009 Employee Perception Survey, the majority of employees agreed or strongly agreed that "the faculty has a central role in assuring quality of instruction" (86%, Q32), "the college has implemented plans and strategies for identifying student learning outcomes" (76%, Q35), and "my department/program/discipline has an effective faculty-driven process for assessing student learning outcomes" (72%, Q36). Also, 79% of employees agreed or strongly agreed with the statement "the faculty is central to decision-making involving curriculum development" (Q84).

The proposals are submitted via CurricUNET by which faculty administer, evaluate and approve courses and programs. CurricUNET is an Internet-based software application designed to automate and enhance the development and approval of curriculum in a multi-campus district. Faculty use simple menus and a text entry to develop course and program proposals online. (II.A-31)

The process is effective due to the number of check and balances that occurs during the curriculum process. For example, CurricUNET allows for an automated workflow process which permits curriculum approvals by curriculum committees and administrators. An e-mail notification system notifies authorities when curriculum is in queue for their approval. Databases of course outlines and programs and tables of recognized approval authorities are integral to the operation of the system. Articulation and transfer to other educational institutions are facilitated by inclusion of courses required as preparation for majors. The system permits tracking of curriculum proposals and provides status reports on demand. It serves as a repository for archival course outlines as well as current ones; status reports reveal when programs and courses were last revised, permitting improved curriculum management by the District.

Courses and programs are evaluated through:

- a rigorous on-going curriculum review and approval process;
- a 5-year Program Review cycle;
- a 6-year course review cycle or 3-year for career-technical courses.

The results of the evaluation demonstrate:

- the students' ability to successfully transfer to universities;
- the students' ability to pass statewide and/or national exams in meeting pre-employment requirements such as required in the Allied Health profession;

- the students' ability to meet the minimum qualifications for employment upon completion of program;
- the ability of the College to prepare students to meet the regional employment demand and opportunities;
- the College adheres to Title 5 of the California Code of Regulations, San Diego Community College District (SDCCD), California State University (CSU) and University of California (UC) policies, guidelines and criteria;
- courses/programs may require revision, deletion, replacement or no change.

All courses at the College, whether offered at more than one college (aligned) or offered only at the College (non-aligned) are represented by a District-approved process. This process includes those college and district-level committees specifically tasked with curriculum as well as the District Governance Council, (DGC) and the Board of Trustees (BOT). (II.A-32) The DGC, a participatory governance group, reviews and discusses all CIC-approved curricula prior to its presentation to the BOT for final approval. Courses are revised by adding to or deleting from, re-writing or replacing with a new course, or deleting altogether. The curriculum-approval process for courses and programs is driven by the faculty as well as the Program Review process.

As a part of continuous quality improvement, the College recognized that many course outlines had not been updated since the late 1980s; therefore, in 1997, the District colleges began to review and/or integrate all course outlines. Integrating the outlines means that each course description is consistent with the objectives of the course, which are clearly reflected in the outline of topics, kinds of assignments including critical thinking, and methods of evaluation. These objectives must include the development of college-level skills such as critical thinking, oral and written communication skills, awareness of issues of diversity, etc. Because the initial progress was slow, in 2000-2001, the College assigned one faculty member to act as facilitator for the outline integration project and another to provide technical assistance. The facilitator gave workshop presentations and met with departments, schools, deans, and individuals, orienting them to the process, the computer program, and the content requirements. Since that time, the College Curriculum Review Committee (CRC) has spearheaded the integration effort. As the outlines are updated, they are sent through the established curriculum review process through the CRC with final approval by the District Curriculum and Instructional Council (CIC). Since the start of the project, the College has integrated 885 courses. As of October 7, 2009, there are 56 remaining course outlines for the College to integrate. (II.A-78)

Evaluation
The College established and implemented the plan in which SLOs and AUOs have been identified for its courses, programs and service areas. The College is in the early stages of evaluating outcomes and is on target with its assessment awareness and training plan. The SLO Committee continues to assist with assessment efforts. Support for assessment development and evaluation is provided through the Campus-Based Researcher. In addition, the Office of Instructional Services, Resource Development and Research provide support for assessment tracking through the use of the newly purchased TaskStream software system.

It is the primary role of the faculty to develop and strengthen the curriculum for instructional courses and programs. This is accomplished through the very detailed curriculum and Program Review processes as indicated in the descriptive narrative. The College is committed to quality improvement and has continued with the course integration project, which is nearly complete.

The College meets this standard.

Standard II.A.2.b: **The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.**

Description

The competency levels and measurable Student Learning Outcomes (SLOs) are determined through past practices, research, testing and reading articles in professional journals. Dialogue with universities and the knowledge and skills of instructors who are subject matter experts also contribute. The advisory committees provide information about the needs of the community to programs. Lastly, State regulations and external agencies provide special accreditations.

As previously discussed, it is the role of the faculty to develop SLOs. The advisory committees provide input to the department regarding community and industry needs. The faculty takes such input into consideration during competency level and SLO development.

Once students successfully complete the SLO model which maps from the course to the program to the institutional level, they will have obtained the necessary competency for their intended goal.

The College first developed SLOs at the institutional level. The outcomes for all programs were collected by the College in the fall 2008. Instructional program SLOs appear in the 2009-2010 college catalog and on the website. The student services SLOs and administrative services area AUOs will appear in the 2010-2011 College Catalog.

Students are regularly assessed to gauge their success in achieving learning outcomes. The effectiveness of learning and assessment occurs while students go through the process of completing their academic goals. Once the students successfully complete the cycle that leads to graduation, transfer or in obtaining employment, they will possess the intended skill and/or knowledge set for reaching their goals. For example, the nature of the career-technical programs results in an emphasis on assessing defined competencies since the course of study results in the students' having an identifiable product in hand upon completion.

SLO/AUO assessment is administered and tracked within the individual programs and service areas with the status reported to the College through the Program Review process. In addition, the College uses TaskStream, the official repository for all SLO/AUO assessment tracking.

Evaluation

The College relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable SLOs for courses, certificates, programs including general and career-technical education, and degrees. The College has taken the additional step of including administrative services in the review process and has developed Administrative Unit Outcomes (AUOs).

The first phase of the College plan to develop and collect SLOs/AUOs at the institutional, program, course and service area level is complete. The College is in the early stages of a systematic assessment of student progress towards achieving outcomes.

The College meets this standard.

Standard II.A.2.c: **High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.**

Description

The College engages in dialogue regarding the quality and level of its programs through:

- the provision by the College curriculum committee (CRC) of continuous updates regarding the curriculum to the Academic Senate. (II.A-33) The faculty co-chair is a member of the Senate's Executive Staff and the CRC;
- the creation and continued support of a strong review process that assesses programs on an annual basis;
- on-going and established dialogue at the research level with the Research Committee who provides information for data-driven decisions; (II.A-34)
- the establishment and publication of program SLOs which appear in the 2009-2010 college catalog.

The College has established standards that support quality instruction and is demonstrated by:

- a detailed faculty-driven curriculum approval process to maintain quality in the content of courses and programs;
- an integrated Program Review process that includes administrative services, instructional programs and student services areas;
- Student Learning Outcome and Administrative Unit Outcome (SLO/AUO) development and assessment;
- the College educational master plan that supports the planning process in which goals and objectives are outlined to maintain quality instruction; (II.A-37)
- staff development opportunities which assures that the quality of instruction is maintained;
- support for faculty conference attendance in order to maintain currency and be informed of new and developing trends in their field;
- an active and vibrant flex program for faculty; (II.A-35)
- the regional accreditation received as a college along with additional special accreditation required and received by various programs;
- an updated College mission, vision and values statement; (II.A-36)
- courses which meet the College mission, vision and value statement;
- the needs assessment of the community served;
- advisory committees which link the College to the community and industry;
- regional groups such as the San Diego and Imperial Counties Community College Association (SDICCCA) which addresses regional matters including program offerings; (II.A-8)
- surveys (i.e., graduate follow-up, employer, basic skill, etc.) which provide critical data needed to assist with the College planning process;
- high-quality faculty;
- established hiring practices to assure quality instruction.

Evidence supporting Mesa's stated commitment to high-quality instruction includes findings from the 2009 Employee Perception and Student Satisfaction surveys. In response to the 2009 Employee Perception Survey, the majority was satisfied or very satisfied with "instruction" (88%, Q13) and agreed or strongly agreed with the statement "I am satisfied with the overall quality of instruction in my program" (84%, Q 41). According to the 2009 Student Satisfaction Survey, the majority of students agreed or strongly agreed with the statements "I am satisfied with the overall quality of instruction" (78%, Q34) and "Overall, I am satisfied with the course content in most of my classes" (82%, Q36).

To examine time-to-completion, longitudinal cohort-tracking research is available through the Accountability Reporting for Community College (ARCC), the 2009 Basic Skills Report, the 2009 High School to Community College Pipeline Report and the 2010 Transfer Report.

The 2009 Student Satisfaction Survey results suggest that the College facilitates timely program completion, as evidenced by the majority of students agreeing or strongly agreeing with the statements that "there are a sufficient number of General Education courses offered in each semester in order for me to complete my educational goal within a reasonable amount of time" (70%, Q24) and "there are a variety of courses offered in my major each semester so that I can complete my educational goal within a reasonable amount of time" (59%, Q25). However, subsequent to the administration of this survey to students, a reduction in the number of class sections offered due to budget cuts, coupled with the enrollment boom, has led to a large number of students being waitlisted for courses or altogether unable to enroll. This problem is further intensified by our local four-year institutions turning away our eligible students.

The criteria the College uses in deciding on the breadth, depth, rigor and sequencing, time to completion, and synthesis of learning breadth of each program offered has been established through San Diego Community College District (SDCCD) policy which is in accordance with Title 5 and implemented through the curriculum and Program Review process. According to District procedure 5300.2, it is the responsibility of the College curriculum committee to review and approve all courses and programs, review and approve all curriculum proposals and catalog descriptions for new and revised courses and programs, including course activations and deactivations, for compliance with state and federal regulations and District policy to ensure the following:

- degree-credit courses meet the standards for approval as defined in Title 5 (grading policy, units, intensity, prerequisites and co-requisites, basic skills requirements, difficulty, and level); (Title 5: Section 55002 [a])
- assure that courses and programs comply with the criteria as defined in the California Community Colleges Curriculum Standards Handbook (appropriateness to mission, need, quality, feasibility, and compliance); (II.A-38)
- credit courses fulfill the requirements for submission as general education courses to Intersegmental General Education Transfer Curriculum (IGETC), California State University (CSU), University of California (UC) or meet the transfer standards for electives and major requirements to campuses of CSU, UC, and/or other postsecondary colleges and universities;
- new programs and program modifications are reviewed, including activations, deactivations, and substantial changes to approved programs.

It is the primary role of the faculty to determine the level of a program in accordance with State guidelines.

Evaluation

In accordance with Title 5, the College assures high-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs by adhering to the SDCCD policy 5300.2 as detailed in the descriptive narrative. The curriculum review process is very strong at the College and District with multiple levels of scrutiny to ensure appropriateness for each course and program.

The College meets this standard.

Standard II.A.2.d: **The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.**

Description
Student learning styles are assessed by the College through offering:

- placement exams upon matriculation to the College;
- various course levels (i.e., pre-collegiate, developmental, baccalaureate, etc);
- college orientations for new students;
- counseling services which assist students in determining the appropriate courses to enroll in along with establishing an educational plan;
- learning communities that provide an alternate approach to the traditional way of learning. Studies show that students who participate in learning communities develop better study habits, participate in a team learning approach, make long-lasting friendships and obtain better grades; (II.A-39)
- four to eight-week course sessions;
- on-ground, on-line and hybrid courses;
- personal growth courses which assist student in building a foundation for college success;
- course prerequisite(s), co-requisites and/or advisories;
- a Significant Lapse of Time Course Repetition Policy; (II.A-40), (II.A-71)
- evaluation of students by the professor.

As previously discussed, the College demonstrates that it is meeting the needs and learning styles of its students through research and various assessments. In addition to the faculty, for the past two years the classified staff conducted research and established staff development activities by creating two-day classified staff development conferences. During the spring of 2009, the conference included workshops that provided information on how to improve skills when assisting students. The workshops offered included “Communication-Adapting to Styles,” “Conflict Resolution,” and “Diversity-Stereotyping 101.” Acquiring such skills supports instruction and greatly benefits students. (II.A-79)

In their coursework, faculty use multiple measures when assessing student learning, including essays, multiple-choice exams, true-false exams, experiments, observation, oral presentations and research papers. Instructors continuously assess students, formally and informally, between methodology and performance. The appropriate delivery modes are determined by the subject, course level (developmental, pre-collegiate, baccalaureate, etc.), professional judgment of qualified faculty, success of the student from one discipline to another, and success of the student in completing degree and/or transfer goals.

The teaching methodologies that are commonly used include direct, indirect, and group. The methodologies are selected by the type of course (i.e., lecture/lab, hands-on).

The College strives to accommodate the varied learning styles of students. Prior to entering courses, students will know which to select based on:

- placement assessment;
- college orientation;
- guidance from a counselor (i.e., in selecting courses to take);
- pre-requisites and advisories met through the completion of a sequence of courses or testing.

According to the 2009 Employee Perception Survey, the majority agreed or strongly agreed that “the college identifies and seeks to meet the varied educational needs of its students through diverse programs and services” (84%, Q33) and “instructors use teaching methodologies that reflect the diverse needs of students” (75%, Q34).

The College has been effective in producing learning through the success of students completing educational goals in obtaining degrees, transferring to baccalaureate level institutions and/or passing statewide examinations. For example, in 2008, 100% of radiology students who took the statewide exam passed. (Note: The pass rate is based on the number of students who took the exam and may not include all of the students who completed the programs.) (II.A-44)

Evaluation
The College uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students. Learning needs are assessed at the very beginning when students matriculate to the College (i.e., through placement examinations) and continues as they take courses (i.e., through the continuous assessment of instructors while in class). As described in the narrative, the College continuously seeks to accommodate the learning needs of students and has incorporated a wide range of delivery modes and teaching methodologies.

Online instruction is one example of how the College serves the diverse needs and learning styles of its students. Many students find that the distance-education delivery method meets their needs better than on-campus courses as they attempt to balance work, military duty, parenting obligations and physical disabilities which limit their mobility. The College has offered courses through the distance-education mode for over nine years and has also developed a comprehensive array of instructional and student support services available in a distance-education format. Concurrently, the College has developed the processes to monitor, evaluate, and improve the quality of distance-education instruction and service.

The College conducted an analysis of its courses and programs in respect to distance-education offerings and submitted a Substantive Change Proposal for Distance Learning to the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges in May, 2010. The proposal reported 40 associate degrees and 31 certificates in which 50% or more of the courses are offered through the distance-education mode. The proposal also provided an update to the College's previously approved General Education (GE) program through the distance-education mode as reported to the accrediting commission in 2007. (II.A-102)

The College meets this standard.

Standard II.A.2.e: **The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.**

Description
College courses and programs are evaluated for effectiveness through the ongoing curriculum approval and regular review processes. Programs are reviewed through an established, ongoing five-year cycle of the Program Review process. Courses are reviewed through a 6-year cycle or 3-year cycle for career-technical courses. In addition, Student Learning Outcomes (SLOs) have been developed at the institutional level and for instructional programs and student services areas.

The Program Review process is consistent for instruction, student and administrative services. Relevancy, appropriateness and currency are addressed by considering the program or service area in light of the mission statement of the College, the goals of the students (employment, transfer, certification, etc.), the diversity of the student population and the needs of the surrounding community. An essential part of Program Review is setting goals for the future and documenting their completion. Development and assessment of SLOs/AUOs is included.

The Office of Instructional Services, Resource Development and Research provides data that are used for program evaluation. The four most recent primary semesters (or two years) of data are given in the following categories: Student learning indicators including retention and successful course completion rates, student graduation rates, student job placement rates and student scores on licensure exams, where available. (II.A-53) Some data that are needed for the program evaluation are discipline specific and may be obtained from the School dean and/or department. Programs may submit requests for additional research to the Office of Instructional Services, Resource Development, and Research. Programs may develop or ask the Research Office to assist in developing specialized surveys.

Curriculum in all courses is subject to a 6-year review cycle or 3-year review cycle for career-technical courses. The course review is independent of Program Review; however, its progress is documented during the Program Review process and becomes part of planning. Program Review examines courses to determine whether they meet the mission of the College and/or are required for degrees in that program. Programs and service areas with coursework assess their value and how they serve the College.

The relevancy of a program and service area is determined by:

- the needs assessment from the community and/or Industry advisory committees which link the College to the community; (II.A-97), (II.A-98)
- regional groups such as the San Diego and Imperial Counties Community College Association (SDICCCA) which discusses program offerings and establishes non-duplication of program agreements between regional community colleges;
- courses and programs required for transfer;
- geographic area demand and opportunities (i.e. – environmental scan which includes information regarding occupations requiring an associate degree); and
- the economic climate (i.e., the current economic downturn has led many to the College seeking to obtain and/or update their skills in order to re-enter the workforce).

SLOs for all instructional programs were identified in fall 2008 or earlier. Coordinated assessment began in the spring of 2009. A limited number of assessments of outcomes of individual courses, in addition to the specific learning objectives in the course outlines, have already been done in individual departments. Experience with the limited assessments contributed to the development of SLOs for each program. The TaskStream software has been purchased by the District for College use and provides a central location for SLO/AUO assessment information.

The resulting reports from the Program Review process are the foundation for institutional planning and resource allocation. The results of program evaluation are used in institutional planning as follows:

- course report grids are provided to the curriculum chairperson and dean's council to assist in planning;
- Program Review information concerning SLOs was used in publishing these in the 2009-2010 college catalog for each academic program and also on the College's website;
- in the establishment of the newly formed college Catalog Subcommittee; (II.A-43)
- by the SLO Coordinator and SLO Subcommittee;
- short-term and long-term planning goals that are provided for Program Review are used by the deans, vice presidents and president;
- in establishing faculty hiring priorities;
- in establishing equipment purchase priorities (i.e., used by the Instructional Equipment and Library Materials (IELM) Committee);
- in making overall budget decisions for the College.

Evaluation
College courses and programs are evaluated for effectiveness through the on-going curriculum approval and regular review processes using its Program Review cycle as a mechanism. In addition, Student Learning Outcomes provide assessment information. The regular use of research findings is used for program evaluation.

The College meets this standard.

Standard II.A.2.f: **The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.**

Description
The institution wholeheartedly embraces and deeply understands the notion of ongoing planning. Planning entities include educational master planning, faculty hiring plan, strategic planning, facilities planning, research and its planning agenda, and the integrated Program Review process. (II.A-4), (II.A-37) Standard IB provides a detailed description of the integrated planning approach developed and implemented by the College. Its Program Review process is cyclical in nature and incorporates the systematic evaluation of programs and service areas over a five-year period. Resource allocation is informed by program goals, a major component of the Program Review process. Programs and service areas are provided appropriate data by the Office of Instructional Services, Resource Development and Research each year during the cycle.

According to the 2009 SLO Survey Report, the vast majority of SLO representatives from all College units, including Instructional Programs, Student Services and Administrative Services agreed or strongly agreed that "student learning outcomes assessment occurs on an ongoing basis in my unit" (82%), "student learning outcomes assessment is conducted in a systematic fashion in my unit" (77%), and "results of student learning outcomes assessment are used for continuous quality improvement in my unit" (83%). For these last two items, results from the 2009 survey showed statistically significant improvement since last year's 2008 baseline data according to a paired-samples t-test. The mean score for the first item did not show statistically significant improvement from 2008 to 2009; however, the mean score was relatively higher to begin with in the 2008 baseline data. Both the 2008 and the 2009 SLO Survey Reports are posted on Mesa's Institutional Research website.

Evaluation
The College engages in ongoing and systematic evaluation and integrated planning through its integrated Program Review process that incorporates the use of data.

The College meets this standard.

Standard II.A.2.g: **If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.**

Description
The colleges in the San Diego Community College District (SDCCD) use an approved set of second-party assessment instruments for evaluating and placing incoming students into English, reading, math and English-as-a-Second Language as follows:

> English: Most students who place into English courses use the Accuplacer computer-adaptive tests. English placement is determined through two separate Accuplacer tests:

Sentence Skills and Reading Comprehension. Each student is required to take both tests for English placement. The Sentence Skills score determines the student's placement in the "Writing" half of the English requirement, and the Reading Comprehension test determines the "Reading" placement. When the computerized Accuplacer Sentence Skills and Reading Comprehension tests are not available, the corresponding "Companion to the Computerized Placement Tests" are utilized.

Math: Students who place into math are assessed using two Accuplacer tests: Arithmetic and Elementary Algebra. The student selects which test to take, depending on his or her prior mathematics coursework and competence. When students choose Elementary Algebra (the more advanced of the two) and scores low, they will be instructed to take the Arithmetic test to determine proper placement. Conversely, if students choose to take the Arithmetic test and scores very high, the test proctor will suggest that they take the Elementary Algebra test to get a more accurate placement. The written test used for mathematics placement is Intermediate Algebra Diagnostic Test (A Pre-calculus Readiness Test), which is provided by the CSU/UC Mathematics Diagnostic Testing Project, or MDTP, which also provides the materials for the Algebra Readiness Test, a diagnostic test of topics needed for success in a first course in algebra. Pencil-and-paper tests are used on a limited basis in cases where Accuplacer is not available or accessible.

ESOL: The test to place students in English for Speakers of Other Languages (ESOL) courses is only administered in written form; the SDCCD does not utilize the Accuplacer computerized ESL tests. The test used for ESOL placement is CELSA: An English Language Skills Assessment which is provided by the Association of Classroom Teacher Testers.

All of the instruments are on a recurring cycle of validation and are currently in compliance with statewide recommendations. The Computerized Accuplacer and Accuplacer Companion and MDTP are valid until 2012. The CELSA is valid through 2011. The instrument validation conducted at SDCCD includes three specific validation processes: 1) Content-related validity to determine appropriateness of the test for placement into a course or course sequence, 2) Criterion-related and/or consequential validity to determine appropriate cut-scores, and 3) Disproportionate impact to determine test bias. (II.A-88)

In addition to the standardized instruments listed, the colleges employ a variety of multiple measures that help to more fully assess students' preparation levels. These multiple measures are self-reported and include the following:

- length of time the student has been out of school;
- number of years of English that the student completed in high school;
- grade the student received in the last English class completed;
- students high school grade point average;
- highest level of math class completed;
- grade the student received in the last math class completed.

Evaluation

The College has applied practices which minimize test bias and validate effectiveness of student learning through the use of multiple measures.

The College meets this standard.

Standard II.A2.h: **The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.**

Description
Although credits awarded are consistent with the accepted accrediting bodies, advisory committees and District norms in higher education, the College uses the achievement of Student Learning Outcomes as evidence that students have gained the knowledge or skill sets associated with the coursework that comprises the programs. As much as possible, the College aligns its standards and practices with other California public higher education systems such as the California State University and the University of California. This alignment allows for consistency in the application of credit and attempts to provide the student with a seamless transfer process.

Evaluation
The College has aligned its practice in the awarding of credit with the other systems of public higher education in California. The College practice appears to best benefit students as they seek transfer to four-year colleges and universities.

The College meets this standard.

Standard II.A.2.i: **The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.**

Description
The College Student Learning Outcomes (SLO) model is built on the mapping concept: the course to those in the program, and the program to those for the institution. Mapping provides a means for outcome(s) to support each other in a hierarchical manner. The six SLOs of the institution are supported by the program SLOs and, in turn, program SLOs are supported by the course SLOs.

Throughout the SLO development effort, dialogue has occurred through various activities and included reformation of the research committee that spearheaded the effort of Student Learning Outcomes (SLO) development for the College. The College has established a coordinated effort in the development of SLOs for its courses, programs and service areas. On-going dialogue is encouraged and occurs within program and/or service areas (i.e., with colleagues within the individual program, with the program chairperson, and with the school dean); between the program and the SLO Coordinator in discussing necessary content needs and/or changes; during Student Learning Outcomes and Assessment Committee (SLOAC) meetings; during meetings between the College and District Instructional Services administrators and/or staff.

Evaluation
Each program has SLOs that appear in the College catalog and website. The College awards degrees and certificates based on the student achievement of a program's stated learning outcomes and therefore meets the standard.

The College meets this standard.

Standard II.A.3: **The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalogue. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.**

Description
During the 2008-2009 academic year, the District Curriculum and Instructional Council (CIC) coordinated the effort to develop general education Student Learning Outcomes (SLOs) for all District colleges. This effort was led by the Dean of Instructional Services at the District. During the spring 2009 semester, the Dean and the SLO Coordinators from each San Diego Community College District (SDCCD) college developed the general education SLOs. The proposed SLOs were presented to the academic senates of each SDCCD college. (II.A-93) The general education SLOs appear in the 2009-2010 college catalog. In accordance with Title 5 and San Diego Community College District (SDCCD) policy, the rationale for general education is provided to all stakeholders in the College catalog and SDCCD website.

Currently, the process for analyzing courses for the general education pattern will be done using the developed SLOs. Because these outcomes are district-wide, the CIC will continue to play a leadership role in the development and implementation of the assessments to be done by each of the colleges.

The College Statement of Philosophy served as the foundation for the Mission, Vision, and Values Statement as well as the six institutional SLOs. (II.A-57), (II.A-87) To meet the general education philosophy of producing a student that is well-rounded, these requirements became part of major requirements and the associate degree. Students who intend to acquire an associate degree must complete the SDCCD or a transfer general education pattern. Since the SLOs are mapped from course, to the program, and to the institution, the general education philosophy is present at every level. Once the student completes general education and major requirements, the College will have prepared the student for real world experiences.

Evaluation
As previously discussed with SLO development, the College Statement of Philosophy served as the foundation in developing the Vision, Values and Mission Statement along with the institutional (also known as associate degree level) Student Learning Outcomes. Through the mapping concept, this philosophy is present in all academic and career-technical degree programs.

As stated in the descriptive narrative, the College recently completed work with sister colleges and the District that has resulted in the development of general education curriculum SLOs for the SDCCD colleges. The College will continue to work with sister colleges and District leadership to develop guidelines that will be considered when determining the appropriateness of courses to be included in the SDCCD general education pattern by examining the stated learning outcomes for these courses.

The College meets this standard.

Standard II.A.3.a: **General education has comprehensive learning outcomes for the students who complete it, including the following: An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.**

Description
The basic content and methodology of traditional areas of knowledge in general education including the humanities and fine arts, the natural sciences, and the social sciences are determined by Title 5 of the California Code of Regulations and the District's Board of Trustees adopted procedure 5300.2. (II.A-54)

The curriculum processes require careful scrutiny by Curriculum Review Committee (CRC) members and Curriculum and Instructional Committee (CIC) members when courses are

proposed for general education during the curriculum development or integration process. The articulation officer plays a central role in this process.

The following approval process to submit courses for District general education and general education transfer patterns is used to ensure general education courses include appropriate content and methodology:

1. District general education (GE) (II.A-55)
    a. Course activation—if the District GE area is already approved at one college, it is automatically approved for the activating college. Separate approval is not required.
    b. New course—the District GE area shall be reviewed and approved at either the second Curriculum and Instructional Council (CIC) meeting in November or the first CIC meeting in May.
    c. Course revision—if a new Intersegmental General Education Transfer Curriculum (IGETC) area is being added or changes are being made, it shall be reviewed and approved at either the second CIC meeting in November or the first CIC meeting in May.

2. California State University (CSU) general education (II.A-55)
    a. Course activation—if the CSU GE area is already approved at one college, it shall submitted for the activating college. Separate approval is not required.
    b. New course—CSU GE area shall be reviewed and approved either at the second CIC meeting in November or the first CIC meeting in May.
    c. Course revision—if a new CSU GE area is being added or changes are being made it shall be reviewed and approved at either the second CIC meeting in November or the first CIC meeting in May.

3. CSU elective credit (II.A-55)
    a. All courses are approved when proposed. Separate approval is not required.

4. California State University and University of California Intersegmental General Education Transfer Curriculum (IGETC)
    a. Course activation—if the IGETC area is already approved at one college, it shall be submitted for the activating college. Separate approval is not required.
    b. New course—IGETC area shall be reviewed and approved at either the second CIC meeting in November or the first meeting in May.
    c. Course revision—if a new IGETC area is being added or changes are being made, it shall be reviewed and approved at either the second CIC meeting in November or the first CIC meeting in May.

5. University of California Transferable Course Agreement (UCTCA) (II.A-55)
    a. All courses are approved for submission for UCTCA when proposed. Separate approval is not required.

SLOs will eventually be used to analyze courses for SDCCD general education consideration. The course-level assessment of SLOs is currently underway with a plan to “map” the course outcomes to general-education outcomes. The plan at the College is to use GE information recorded in the Program Reviews of those disciplines that have GE components and on a regular basis perform a meta-analysis using data of the GE SLOs.

The CIC conducts a review of the following general-education actions during the second meeting in November and the first meeting in May: (II.A-55) (II.A-56)

- San Diego Community College District (SDCCD) General Education;
- California State University (CSU) General Education Breadth;
- Intersegmental General Education Transfer Curriculum (IGETC);

- University of California Transfer Course Agreement (UCTCA). Note: courses proposed for IGETC consideration must have UCTCA approval be submission. The procedures apply to both active and new courses that are proposed for any GE action.

GE approval is on the agenda at a CIC meeting every November and May. Prior to the meeting, CIC members receive a list of all courses proposed throughout the year for these four GE actions. During the meetings, the CIC votes on these actions based on criteria identified in Title 5 and the District's Board of Trustees adopted policy. Any changes, additions, or deletions to the course list by the CIC are administratively entered into CurricUNET, and the Articulation Officers prepare applications to the transfer institutions for each college. The CIC's decisions on the general-education actions are recorded and distributed with the approved curriculum from the meeting.

Currently, when CIC approves these four GE actions, the effective term is as follows: (II.A-55)

- For SDDCD GE actions, the effective term is the fall semester after approval, and the academic requirement sections of all three catalogs are automatically updated;
- For the remaining three GE actions, the effective term is "to be determined" because it is not effective until approved by other institution(s): CSU and/or UC (after an application is submitted to CSU and/or UC by each applicable college articulation officer).

As previously discussed with the SLO mapping concept, students are able to apply their understanding in various areas due to the way in which mapping provides outcome(s), at every level, to support each other. Once the students fulfill their educational goals, the College will have prepared the student for subsequent coursework, employment, or other endeavors. The College is able to track such success through:

- the assessment of their learning;
- transfer rate data; (II.A-94)
- the articulation of courses based on established criteria;
- the integrated Program Review process;
- Student Learning Outcomes assessment.

Evaluation

As described in the narrative, comprehensive learning outcomes have been developed for the SDCCD general education pattern for each SDCCD college. (II.A-64) An understanding of the basic content and methodology of the major areas of knowledge have also been defined. The plan for developing the criteria to consider the appropriateness of including courses in the pattern has yet to be determined.

The College meets this standard.

Standard II.A.3.b: **A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.**

Description

As previously addressed, the San Diego Community College District (SDCCD) has developed general education Student Learning Outcomes (SLO). Since GE courses require these skills and the skills are assessed at the course level, students who complete GE requirements will have achieved these Student Learning Outcomes. The College started the process by incorporating general education information in the Program Review process. The next steps involve district-wide collaboration in the development of measurable criteria and then the assessment of these. This collaboration is necessary due to the alignment of the general education pattern.

As previously discussed, when addressing the process to approve and administer courses and programs, there is a consistent process for assuring expected skill levels in the course outline. The integrated course outline includes the subject area and course number, course title, catalog course description, units, requisites (prerequisite, co-requisite, advisory, limitation on enrollment), field trip requirement, total lecture hours, total lab hours, student learning objectives, outline of topics, reading and writing assignments, appropriate outside assignments, appropriate assignments that demonstrate critical thinking, methods of evaluation and instruction, required textbooks and supplies. (II.A-31) All of the SDCCD colleges' course outlines are housed and maintained in the CurricUNET computerized system. In addition, the District Instructional Services Office is currently in the process of including Student Learning Outcomes in the course outlines or reports. Therefore, the expected skill level, as detailed in the course outline, is effective due to the number of checks and balances that occurs during the curriculum review process.

Student achievement of the outcomes is evidenced through:

- survey information such as employment milestones, including promotion, raise and/or hire;
- transfer data; some of which includes top code data;
- the on-going integrated 5-year Program Review process;
- prerequisites that are met for sequenced courses;
- course level assessments.

In addition, according to the 2009 Student Satisfaction Survey, the majority of students agreed or strongly agreed that "I have gained knowledge in different subject areas" (85%, Q64). Less than half (45%) agreed or strongly agreed with the statement "I have gained computer skills" (Q65), which may be attributed to the assumption that many students in this era come to college already possessing computer skills, leaving less than half to "gain" such skills.

Evaluation
The integrated course outlines, which are housed in one repository for SDCCD colleges include the necessary information which assures that there are expected and consistent skill levels. In addition, the College has worked collaboratively with the District Office of Instruction and sister colleges in developing general education SLOs. The College is ready to continue its collaboration to develop measurable general education criteria and assessment.

The College meets this standard.

Standard II.A.3.c: **A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.**

Description
As previously discussed, ethics and effective citizenship concerns are addressed through the way in which the College philosophy is linked to the mission, which in turn, is linked to the program SLOs and course SLOs. The College philosophy aims to lead students to "to achieve insights gained through experience in thinking about ethical problems". (II.A-57) In the newly revised mission statement, the College has stated that the reason we exist is "To inspire and enable student success in an environment that is strengthened by diversity, is responsive to our communities, and fosters scholarship, leadership and responsibility." (II.A-36)

The College provides students avenues through which the mission can be realized by creating opportunities for participation in leadership, civic, political and social activities with focus on and attention to ethics, civility, and diversity. Described in more detail in Standard IIB, students are invited to participate in numerous participatory governance committees at the College, including the President's Cabinet where healthy dialogue and decision making occurs with matters such as the

learning environment. In addition, students have initiated campaigns such as the smoke- free campus initiative, which was adopted district-wide and have also led demonstrations related to the reduction in funding by the State to community colleges. Students, faculty and staff annually participate in civic activities such as Aids Walk, city-wide Cesar E. Chavez commemorations, the Martin Luther King Jr. Day parade and events and the Linda Vista Multicultural Parade and Festival. Each semester, the College offers a multitude of events, lectures, activities and presentations that promote global and multicultural understanding, civic engagement and social responsibility. In 2008, Mesa College was recognized nationally as an institution committed to diversity by Minority Access Inc. http://www.minorityaccess.org/. (II.A-85), (II.A-86)

According to the 2009 Student Satisfaction Report, the majority of students agreed or strongly agree with the statements "my experience at this college has given me a better understanding and appreciation of diversity" (65%, Q62). "My college education has helped me to understand myself better (71%, Q63), "I have learned about other parts of the world and other cultures (66%, Q66), and "I have improved my interpersonal skills by interacting with people on campus" (63%, Q67).

Evaluation
The College philosophy, along with its revised mission, vision and values statement, serves as the foundation from which ethics, diversity and civility are promoted. The practical application of developing and nurturing well-rounded and educated students, faculty and staff occurs through many activities the College offers such as participatory governance committees, campus and community activities (i.e., H1NI campaign, Aids Walk) along with leadership training and opportunities (i.e., student government leadership retreat). The College has demonstrated that it has planned, articulated and provided the practical application of the values outlined in this standard.

The College meets this standard.

Standard II.A.4: **All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.**

Description
The College degree programs contain at least one area of focused study or interdisciplinary core including the Liberal Arts and Sciences degrees intended for students preparing to transfer, and is in accordance with Title 5 and San Diego Community College District (SDCCD) policy and procedures. The College also offers professional degree programs that prepare students to enter the workforce such as American Sign Language Interpreting, which is the only Interpreting program in the region, Health Information Technology, Radiology, and Culinary Arts. (II.A-3)

In addition, completion of many of our Allied Health programs allows students to become eligible for other programs and certifications. Completion of the Medical Assisting program may allow students to continue into nursing programs (i.e., LVN or RN). Completion of the Dental Assisting program may allow students to become eligible for Dental Hygiene programs. The College has established articulation with the program at Southwestern College in Chula Vista, CA. Completion of the Radiology program allows students to become eligible for other radiology certificate programs and specialties. Therefore, once students become licensed and/or certified, they are eligible to obtain additional skills to move forward. (II.A-44)

Evaluation
In accordance with Title 5 and the SDCCD policies and procedures, the College meets the standard.

The College meets this standard.

Standard II.A.5: **Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.**

Description
The College career and technical, degree and certificate programs prepare students to meet employment, licensure and certification by external agencies. This is evidenced:

- through meeting the special accreditation requirements for some programs,
- by the success of students passing required exams for licensure,
- by most students having jobs upon completion of the program. (II.A-44)

The College acquires reliable information about the ability of students to meet requirements through:

- feedback from community-based advisory committees; (II.A-98)
- the College Instructional Services, Resource Development and Research Office; (II.A-34)
- the District Institutional Research Planning department; (II.A-99)
- Professional Associations such as the American Culinary Federation (ACF), California Department of Consumer Affairs, Veterinary Medical Board., the Dental Board of California and the American Dental Association.

Individual programs at the College generally keep licensure and placement data. In addition, the Office of Instructional Services, Resource Development and Research has the capacity to develop graduate follow-up surveys as well as employer questionnaires.

Evaluation
The College has successfully prepared students, who have completed career technical programs, for external licensure and certification as well as for the technical and professional competencies that are required to obtain employment. One way this is demonstrated is through the pass rate of students completing statewide examinations. For example, in 2007 and 2008, 100% and 86% of Dental Assisting students passed the statewide exam, respectively. (II.A-44)

The community recognized the value of the College's career technical programs and has provided support to the College through donations. For example, equipment and use of facilities for directed clinical practice have been donated; hospitals who partner with our Radiology program have paid for the supervision of students when in clinical practice. (II.A-44)

The College meets this standard.

Standard II.A.6: **The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.**

Description
During the spring 2009 semester, the College established a Catalog Review Committee, which is a subcommittee of the College Curriculum Review Committee. This subcommittee reorganized and assumed the annual work associated with the review and update of the College's catalog. This participatory governance committee was approved by President's Cabinet with representation from the campus community and the District office. The committee's statement of purpose indicates that it "recognizes the catalog as a legal document which provides students, faculty, staff and other educational institutions information regarding academic policies, degree and certificate programs, course offerings, curricula for transfer to

baccalaureate institutions, and student services. The primary purpose of the committee is to coordinate the yearly update of the college catalog and to ensure that the contents are accurate, clear and useful." (II.A-58)

The College catalog includes degree and certificate information that is clearly described. The catalog provides students and prospective students information about educational courses, programs and transfer policies. A description of each program and its purpose as well as a listing of the course requirements is provided. The Student Learning Outcomes (SLO) for instructional programs appear in the 2009-2010 catalog and were posted to the college's website. As of the fall 2009 semester, the College has collected the SLOs for student service programs and administrative service areas. These SLOs/AUOs will appear in the 2010-2011 College Catalog and will also be posted to the website.

The College verifies that students receive a course syllabus:

- through District Policy 3100, 1.1 which requires that students be given a copy of the syllabus at the first class meeting; (II.A-74)
- by individual school dean's review of professors' syllabi;
- under the College Institutional Policies, "Student Rights, Responsibilities and Administrative due process," 2.0 Student Responsibilities 2.2 which indicates that students are responsible for reading and adhering to the policies and procedures as outlined in catalogs, schedules, course syllabi and other official printed materials. (II.A-74), (II.A-75), (II.A-76) in the College "Handbook of Policies, Rights and Responsibilities," under "Faculty Rights and Responsibilities," it clearly defines that faculty must state in course syllabus [that students receive] guidelines and all course grading and objectives. (II.A-77)

According to the 2009 Student Satisfaction Survey, the vast majority of students (82%) agreed or strongly agreed that "in general, instructors clearly define how I will be graded" (Q28).

CurricUNET provides faculty with easy access to a syllabus template in a word processing format that integrates information directly from the official course outline including the course description, objectives of the course, outline of topics, reading, writing, critical thinking, out-of-class assignments, and methods of evaluation. (II.A-31) With the purchase of the TaskStream software, faculty can easily access SLOs for use in their syllabi. TaskStream is the official repository for SLOs/AUOs at the College.

The College verifies that individual sections of courses adhere to course objectives and learning outcomes through the:

- College policy which states that each faculty has the responsibility to define course objectives and learning outcomes; (II.A-100)
- Student Learning Outcomes (SLOs) specified for the associate degree approved by the College Research Committee on May 23, 2003; (II.A-59)
- College Student Learning Outcomes and Assessment Committee (SLOAC) cycle proposal approved the Academic Senate on May 23, 2005, and the President's Cabinet on May 24, 2005; (II.A-60)
- success of students in completing sequence courses;
- exit examinations taken by students;
- SLOs which map the course to the program and the program to the institutional level;
- established policies which indicate that instructors must give a mid-term and final examination.

Evaluation

The College policies and practices that have been detailed in the descriptive narrative assure that students and prospective students receive clear and accurate information about educational

courses and programs and transfer policies**.** The College established a Catalog Subcommittee in spring of 2009. The purpose of this subcommittee is to ensure that Mesa's catalog as a legal document contains information that is accurate, clear and useful.

In addition, District policy requires that students receive a course syllabus that specifies learning objectives. The Student Satisfaction survey reports that 77% of students indicate that their instructors inform them about the types of learning outcomes that are expected (Q41).

The College meets this standard.

Standard II.A.6.a: **The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.**

Description
The San Diego Community College District (SDCCD) accepts course credit from institutions that are regionally accredited. These courses undergo evaluation at the District office to determine appropriate use by the colleges. (11.A-72), (11.A-95)

New, revised and deactivated courses must go through the curriculum process. This process begins with CurricUNET, the electronic curriculum management system. CurricUNET manages the process that ensures faculty and administrators actively work together in their defined roles to facilitate the curriculum approval process. The faculty reviews the criteria established by the California State University (CSU) and University of California (UC) in developing and revising baccalaureate level and general education courses. The courses are reviewed by the College and District curriculum committees. Official course outlines of record are housed in CurricUNET and are available to faculty and students. The course outlines are also reviewed by transfer universities when courses are submitted for articulation proposals.

Student Education Plans are developed by counselors that provide information regarding the use of courses in meeting a major requirement, general education or other graduation requirements. The faculty and College evaluators continuously review courses for equivalency and appropriate use in meeting transfer and associate degree requirements. Information about the transferability of a course appears in the College catalog. Students are strongly encouraged to meet with a counselor and develop an education plan. Students may also refer to ASSIST, a computerized student-transfer information system that can be accessed over the World Wide Web. It displays reports of how course credits earned at one California college or university can be applied when transferred to another. ASSIST is the official repository of articulation for California's public colleges and universities. (II.A-9)

To assist in informing students about transfer-of-credit policies, the Transfer Center makes available to students the catalogs of four-year transfer institutions, both public and private; provides on-line resources such as the College Source, ASSIST, CSU Mentor, and UC Pathways; and provides numerous written reference materials and guides. Workshops and counseling assistance are provided. Advisers from four-year institutions are routinely available for advising appointments.

The Catalog describes the various ways in which credit may be accepted by the College. These include credit for prior academic work; non-traditional education such as Advanced Placement

(AP), College-Level Examination Program (CLEP), Defense Activity for Non-Traditional Education Support (DANTES), and International Baccalaureate (IB); credit by examination; and credit for non-college credit vocational courses. The specific criteria in granting credit for non-traditional education credit are specified in the catalog. Credit by examination is available through examinations designed by individual departments. For non-college credit vocational courses, the District maintains Tech-Prep agreements with the San Diego Unified School District to grant credit in selected areas of the occupational curriculum. These agreements, which include detailed outlines of Student Learning Outcomes, are reviewed by faculty and updated annually. (II.A-73)

Articulation agreements are established with public and private institutions throughout the year by the Articulation Officer. Agreements are established with regionally accredited institutions only. Guidelines in establishing articulation agreements can be found in the California Articulation Policies and Procedures Handbook by the California Intersegmental Articulation Council (CIAC) *Revised Spring 2009.* (II.A-61) Additional College guidelines for private/independent institutions can be found on the College Articulation Office website. (II.A-62) The Articulation Officer annually receives a ranking of institutions that students transfer to from the College research office. (II.A-63) (II.A-80) This information is used in determining the priority in establishing articulation agreements. Articulation agreements are evaluated each year through the process of updating agreements. The Articulation Officer also considers the transfer climate when setting the priority in creating and/or renewing agreements. For example, the current transfer climate may limit the ability of students to gain access to the most popular college/university choices for transfer. Therefore, the Articulation Officer will adjust the priority by seeking to establish agreements with a broader range of institutions in order to provide additional transfer options for students to consider and to ease the transfer process.

Evaluation
Through the joint effort of Instruction and Student Services, the articulation and transfer needs of students are being met. It is the goal of the College to provide a seamless process for students who may transfer into or away from the College. This goal is accomplished through established policies and procedures and the effective action of faculty and staff. For example, it is the policy of the SDCCD that courses are accepted for credit from other regionally accredited institutions only. Evaluators scrutinize courses for equivalency and proper use in completing degree requirements as well as in certifying courses on a transfer general-education pattern. The counseling and teaching faculty advise students as they prepare for transfer. The articulation officer is involved with a wide range of articulation and related activity, such as establishing course-to-course articulation agreements, proposing courses for baccalaureate consideration, and proposing general education courses for transfer. The collective effort of the College has been very effective, as the College leads the region with the most transfer students.

The College meets this standard.

Standard II.A.6.b: **When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.**

Description
The San Diego Community College District (SDCCD) Procedure 5300.2 states that it is the responsibility of the curriculum committee to review program modifications, including activations, deactivations, and substantial changes. (II.A-5) The College policy that addresses the elimination of a program is called Program Discontinuance. The Program Discontinuance Position Paper #8 was developed by Academic Affairs, a participatory governance committee. (II.A-65)

The College makes appropriate arrangements for enrolled students in case of program changes or elimination. Students are provided with program change information through the department

and have counseling services available. Program changes are grandfathered in so that students are not adversely affected. If a change affects the entire campus, such information appears in the class schedule, catalog and/or website.

Evaluation
The College meets this standard through the adoption of the SDCCD procedure 5300.2 as well as through its own Program Discontinuance policy. The College is committed to ensuring that students have every opportunity to fulfill their intended educational goal and has gone to great lengths in the past to do so, as noted in the 2004 Self Study.

The College meets this standard.

Standard II.A.6.c: **The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.**

Description
Regular review of published policies and practices occurs through the annual review of the catalog, class schedule, handbooks (faculty/student), and other publications. Various individuals and/or offices coordinate the review efforts. Publications are provided for programs by the department; campus-wide matters are published by the College public information officer; the class schedule, Program Review Committee, catalog, and research information is provided by the Office of the Dean of Instructional Services, Resource Development and Research.

The College website pages (any starting with www.sdmesa.edu) have a content manager, who is responsible for keeping the information up to date and accurate. The content manager is listed on every page at the bottom, near the top of the picture of the shoreline.

The District Office of Institutional Research and Planning and Mesa's Research Committee provide information on student achievement during hands-on data trainings, interactive research briefings, and formal presentations as well as the Mesa IR website. District information can be found on its website. The information is updated annually by the Office of the Vice Chancellor of Student Services. It is released to the public as necessary or in a timely manner by the District and/or College public information officers. Specific data are verified with the College researcher, as needed, and corroborated by the District's "Facts on File" and the Fact Book. The Facts on File and the Fact Book are updated annually for SDCCD colleges, Continuing Education and the District. (II.A-66)

Evaluation
The College annually reviews its publications whether in hard copy or online. During the spring 2009 semester, the College formed a catalog committee. The catalog committee is a sub-committee of the Curriculum Review Committee, whose purpose is to ensure that the catalog is as clear and accurate as possible. The subcommittee membership includes administrators, faculty, staff and a student as well as District personnel. (II.A-58)

The College meets this standard.

Standard II.A.7: **In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.**

Description
In accordance with the District Policy 3100, the College publishes the Academic Honesty and Freedom policy in the College catalog and on the web site. The College led the way for the revision to the Academic Freedom and Freedom of Expression policy which was adopted by the District April 28, 2009 and appears in the 2009-2010 College catalog. The Freedom of Expression portion of the Academic Freedom policy, includes the rights and responsibilities of faculty, staff and students. (II.A-67), (II.A-68), (II.A-69) (II.A-82), (II.A-83)

According to the 2009 Employee Perception Survey, 82% of employees agreed or strongly agreed with the statement “the college supports academic freedom, (Q40).

Evaluation
The College meets the standard by making available to all interested parties, including the public, governing board adopted policies related to codes of conduct and responsibility through the College catalog, website and various offices.

The College meets this standard.

Standard II.A.7.a: Faculty **distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.**

Description
Academic freedom is protected by the California Education Code and by Title 5 of the California Administrative Code. In addition, Article XII of the Collective Bargaining Agreement clearly states that academic freedom is essential to the teaching-learning process and commits the San Diego Community College District (SDCCD) to the protection of faculty in their pursuit of truth in their role as teachers and researchers. (II.A-70)

Academic freedom policies are documented in the Faculty and Staff Handbook (ref. Section on Faculty and Staff Rights and Responsibilities), which is distributed annually to all faculty and staff. They include rights to informal and formal mediation and arbitration and the faculty role in participatory governance in accordance with legislative reform. College-wide forums and hearings are conducted on issues of interest to all faculty and staff. (II.A-81)

While the institution supports academic freedom, the College has a long-established culture of distinguishing between personal convictions and the fair, equitable presentation of known facts. Students are protected from the imposition of personal convictions by faculty and are guaranteed their freedom to pursue their own interpretation of the truth in Section 1.5 of District Policy 3100, Student Rights and Responsibilities. The regular evaluation of adjunct as well as tenured and non-tenured faculty provides a review process to ensure that students are satisfied with the objectivity of instruction provided. (II.A-74)

According to the 2009 Student Satisfaction Survey, 82% of students agreed or strongly agreed with the statement “in general instructors attempt to be fair and objective in their presentation of course materials” (Q27).

The College communicates its expectation that faculty distinguish between personal conviction and professionally accepted views in a discipline and uses the faculty evaluation process in determining the effectiveness in meeting this expectation.

Evaluation
In accordance with statewide policy and the SDCCD adoption of such, the College clearly

provides the academic freedom and freedom of expression policies to all essential and interested parties. Such information is readily available in Faculty and Staff handbooks and College catalog and website and is discussed on campus in various forums. The continuous evaluation of faculty by students helps to ensure a balanced assessment in meeting the policy. In addition, the newly SDCCD adopted Freedom of Expression portion of the Academic Freedom policy includes the rights and responsibilities of faculty, staff and students.

The College meets this standard.

Standard II.A.7.b: **The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.**

Description
Honest academic conduct and student rights and responsibility (Policy 3100) reflect State, San Diego Community College District (SDCCD) and College requirements and goals and are described in the College catalog and on the College website. Mechanisms for enforcement and a process for grievance and due process are also printed in the catalog and are available in the Student Affairs office, from the Vice President of Student Services, and from other College offices.

Student disciplinary procedures are published in the online and printed Faculty and Staff Handbook as well as the Student Handbook that includes cheating and plagiarism information. The disciplinary procedures followed when a student is charged with a violation of the student code of conduct are spelled out in Policy 3100 and summarized in the Student Handbook and include actions from admonition to expulsion. The Office of Student Affairs administers this process and provides information and guidance additional to the published materials. The Dean of Student Affairs gives presentations on this subject at school meetings and at the Academic Senate.

Syllabus information reminds students of the honest academic conduct that is expected by the individual instructor. Information on how to convey that message is available in the handbook for syllabus writing that is distributed throughout each school. Copies are available in the deans' offices, and discussion occurs at department or school meetings and orientations. (II.A-96) In addition to educating students on this issue, some faculty members used Turnitin.com, a website to assist faculty in preventing Internet plagiarism. The use of other alternatives is being explored.

Evaluation
Procedure 3100 includes the SDCCD academic honesty policy that the College has adopted. The procedure may be found in the College catalog, web site and specific campus offices and is available to faculty, staff, administrators and students. The procedure includes the rights and responsibilities of students, the code of conduct as well as the student grievance process. (II.A-84)

The College meets this standard.

Standard II.A.7.c: **Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.**

Description
As previously discussed, requirements of conformity to codes of conduct are communicated through:

- the College Catalog;
- Student and Faculty Handbooks, which include code of conduct policies;
- the College web site;
- the College Class Schedule;
- President's Cabinet as well as school, department, faculty, and student meetings;
- Course Syllabi.

As a California community college, Mesa strives to communicate a broad picture related to world views and beliefs. This stance is articulated in the College philosophy and operative in its mission, vision, and values statement. This position is relative to teaching and learning only and is clearly communicated in the College catalog and other publications. (II.A-36), (II.A-57)

Evaluation
The College has clearly communicated specific codes of conduct that are expected of staff, faculty, administrators, and students. This information can be found in the Student Handbook, the Faculty and Staff Handbook, the College catalog, as well as the website and is readily available in various campus offices.

The College meets this standard.

Standard II.A.8: **Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.[2]**

Not applicable. The College does not offer curricula in foreign locations to non-U.S. students.

Planning Agenda for Standard IIA: Instructional Programs

The College's instructional program will continue to be guided and supported by the Program Review process, Student Learning Outcomes, and District policies/procedures. The Mesa College Curriculum Committee will continue to apply state and District standards to courses and programs. The use of TaskStream will continue to assist faculty and staff with the management and assessment of Student Learning and Administrative Unit Outcomes.

The college has identified two areas to address within the scope of this standard and recommends:
4. Meeting the 2012 accreditation commission timeline for faculty implementation of Student Learning and Administrative Unit Outcomes; and
5. Working with sister colleges and District leadership to develop the criteria for course inclusion in the SDCCD GE pattern. The collaboration with sister colleges and coordination by the District Office is necessary due to the alignment of the SDCCD GE pattern.

Standard IIA Evidence

II.A-1	California Postsecondary Education Commission (CPEC) – Report of System-wide Transfers by Individual Community Colleges (1989/1990 to 2008/2009): a. California State University b. University of California http://www.cpec.ca.gov/OnLineData/TransferPathway.asp
II.A-2	Interview with Dr. Rita Cepeda, President, San Diego Mesa College, Mesa is Building a Better Future Article by Ursula Kroemer, Mission Times Courier, San Diego, 8/31/2009
II.A-3	2009-2010 San Diego Mesa College Catalog http://www.sdccd.edu/catalogs/mesa/
II.A-4	2009 San Diego Mesa College Program Review Handbook for Instructional Programs, Student and Administrative Services http://www.sdmesa.edu/accreditation/handbooks/program-review-handbook.pdf; refer to "Program Review Handbook".
II.A-5	San Diego Community College District (SDCCD) Procedure 5300.2: College Curriculum Committee Responsibilities 2.0 – August 27, 2008.
II.A-6	San Diego Community College District (SDCCD) Procedure 5300.2: District Curriculum Instructional Council (CIC) responsibilities 4.0 – August 27, 2008.
II.A-7	San Diego Community College District (SDCCD) Procedure 5300.2: Purpose and Description 1.7.4 – August 27, 2008.
II.A-8	San Diego and Imperial Counties Community Colleges Association (SDICCCA) http://www.sandiegoatwork.com/generate/html/Employers/wap_sdiccca.html
II.A-9	Articulation System Stimulating Inter-institutional Student Transfer (ASSIST); the official repository of articulation for California's public colleges and universities. http://www.assist.org
II.A-10	October 2, 2009 interview with Robert Fremland, Chairperson, San Diego Mesa College Chemistry Department
II.A-11	California State University Curriculum Summaries http://www.sdmesa.edu/about-mesa/administration/articulation/csu-curriculum.shtml
II.A-12	2009-2010 San Diego Mesa College Catalog, p. 214, Radiologic Technology program description. http://www.sdccd.edu/catalogs/mesa/
II.A-13	Joint Review Committee on Education in Radiologic Technology (JRCERT). http://www.jcert.org
II.A-14	San Diego Associate of Governments. http://www.sandag.org, refer to Demographics and Other Data.
II.A-15	2004/2005 – 2008/2009 San Diego Mesa College High School to College Pipeline (Feeder) Report http://research.sdccd.edu/pages/1.asp, refer to Student Profiles followed by High School Feeder.
II.A-16	San Diego Mesa College Student Learning Outcomes (SLO) Fair, April 23, 2009 – Compact Disc (105 Minutes) or http://www.sdmesa.edu/about-mesa/institutional-effectiveness/learning-assessment/slos.shtml, refer to SLOs Fair 2009 - VIDEOS
II.A-17	TaskStream Student Learning Outcomes (SLO) management system http://www.taskstream.com
II.A-18	2009 San Diego Mesa College Program Review Handbook for Instructional Programs, Student and Administrative Services, p. 17 (Question #2 – a ,b, c and d) http://www.sdmesa.edu/accreditation/handbooks/program-review-handbook.pdf; refer to "Program Review Handbook".
II.A-19	Articulation System Stimulating Inter-institutional Student Transfer (ASSIST); the official repository of articulation for California's public colleges and universities. http://www.assist.org; refer to the University of California Transfer Course Agreement (UCTCA).

II.A-20	Online Course Satisfaction Surveys, Spring: a. 2006 b. 2007 c. 2008 d. 2009 http://research.sdccd.edu/pages/137.asp
II.A-21	San Diego Mesa College Basic Skills Report 2008 http://research.sdccd.edu/pages/153.asp, refer to Table of Contents.
II.A-22	2009-2010 San Diego Mesa College Catalog, pgs. 8-9, refer to Student Learning Outcomes. http://www.sdccd.edu/catalogs/mesa/
II.A-23	San Diego Mesa College Policy on the Genesis, Development and Application of Student Learning Outcomes – May 4, 2004 http://www.sdmesa.edu/about-mesa/institutional-effectiveness/learning-assessment/slos.shtml
II.A-24	San Diego Mesa College Student Learning Outcomes Workshop with Dr. Norena Badway – October 14, 2005 http://www.sdmesa.edu/slos
II.A-25	San Diego Mesa College Instructional Student Learning Outcomes http://oumesa.sdmesa.edu/academics/academic-programs/
II.A-26	San Diego Mesa College Student Learning Outcomes and Assessment Subcommittee: http://www.sdmesa.edu/slos
II.A-27	Academic Senate for California Community College Student Learning Outcomes Regional Meeting Announcement: http://www.asccc.org/events/Accreditation.htm, refer to Events
II.A-28	San Diego Community College District (SDCCD) Procedure 5500.1 – Curriculum and Program Review Process – October 9, 2001.
II.A-29	California State University (CSU) Baccalaureate Level Course and general education criteria: a. CSU Baccalaureate Level Course Criteria b. CSUGE-Breadth Criteria c. IGETC Criteria http://www.sdmesa.edu/articulation/csu.cfm
II.A-30	University of California transfer course and general education criteria: a. UC Transferable Course Guidelines b. IGETC Criteria http://www.sdmesa.edu/articulation/uc.cfm
II.A-31	CurricUNET, http://www.sdccdcurricu.net/sdccd2/
II.A-32	Curriculum Board Agenda items http://instsrv.sdccd.edu/agenda_items_2009.html
II.A-33	San Diego Mesa College Academic Senate Minutes – November 9, 2009 http://www.sdmesa.edu/academic-senate/minutes.cfm?yoa=2009
II.A-34	San Diego Mesa College Research Committee http://www.sdmesa.edu/governance/committees/research.cfm
II.A-35	San Diego Mesa College Flex Subcommittee about-mesa/governance/academic-senate/academic-affairs/flex-committee/index.shtml
II.A-36	San Diego Mesa College Mission, Vision and Values Statement http://www.sdmesa.edu/about-mesa/mission-vision-values/
II.A-37	San Diego Mesa College Educational Master Plan 2007-2011 http://www.sdmesa.edu/about-mesa/Ed Master Plan 2013-2019 Final.pdf
II.A-38	California Community Colleges Program and Course Approval Handbook http://instsrv.sdccd.edu/Curriculum/Handbook/Curriculum_Handbook032003.doc
II.A-39	San Diego Mesa College Learning Communities flyer http://www.sdmesa.edu/learning-communities/index.cfm
II.A-40	San Diego Community College District Board of Trustees Policy 3910 – Course Repetition, Academic Renewal and Grade Alleviation http://www.sdccd.edu/public/district/policies

II.A-41	San Diego Community College District (SDCCD) Procedure 5300.2: Purpose and Description 1.0 – August 27, 2008 http://instsrv.sdccd.edu; refer to the "Policies" tab.
II.A-42	September 15, 2009 message from Judith Ross, San Diego Mesa College Mathematics Professor and former Department Chair.
II.A-43	San Diego Mesa College Catalog Sub-committee http://www.sdmesa.edu/governance/committees/catalog.cfm
II.A-44	December 16, 2009 interview with Margie Fritch, Dean, School of Health Sciences and Public Service
II.A-45	San Diego Mesa College Research Committee Minutes, March18, 2005 – Item #6
II.A-46	San Diego Mesa College Research Committee Minutes April 29, 2005 – Item #3
II.A-47	San Diego Mesa College Research Committee Minutes May 20, 2005 – Item #4
II.A-48	San Diego Mesa College Research Committee Minutes September 30, 2005 – Item #3
II.A-49	San Diego Mesa College Research Committee Minutes October 21, 2005 – Item #2a
II.A-50	San Diego Mesa College Research Committee Minutes February 24, 2006 – Item #2
II.A-51	San Diego Mesa College Research Committee Minutes September 22, 2006 – Item #6
II.A-52	San Diego Mesa College Academic Senate Minutes March 23, 2009 – Item V #D
II.A-53	2009 San Diego Mesa College Program Review Handbook for Instructional Programs, Student and Administrative Services, p. 13, refer to Instructional Programs http://www.sdmesa.edu/instruction/prog-rev/materials.cfm; refer to "Program Review Handbook".
II.A-54	San Diego Community College District (SDCCD) Procedure 5300.2: Purpose and Description 1.7.3 – August 27, 2008.
II.A-55	August 17, 2009 interview with Dr. Shelly Hess, Dean, San Diego Community College District Curriculum and Instructional Services
II.A-56	Curriculum Instructional Council – Review and Approval of G.E. and Transferability Actions, November 12, 2009
II.A-57	2009-2010 San Diego Mesa College Catalog, p.8, refer to Statement of Philosophy http://www.sdccd.edu/catalogs/mesa/
II.A-58	San Diego Mesa College Catalog Sub-Committee Information http://www.sdmesa.edu/academics/catalog/catalog-committee/
II.A-59	San Diego Mesa College Student Learning Outcomes (SLOs) for the Associate Degree – Approved by the Research Committee May 23, 2003 http://www.sdmesa.edu/slos, refer to SLOs for the Associate Degree.
II.A-60	San Diego Mesa College Student Learning Outcomes (SLOAC) and Assessment Cycle Proposal – Approved by the Academic Senate May 23, 2005, and the President's Cabinet, May 24, 2005 http://www.sdmesa.edu/slos, refer to Student Learning Outcomes and Assessment (SLOAC) Cycle.
II.A-61	California Articulation Policies and Procedures Handbook, California Intersegmental Articulation Council (CIAC) Revised Spring 2009 http://ciac.csusb.edu/ciac/handbook.html
II.A-62	San Diego Mesa College Articulation Guidelines and Sample http://www.sdmesa.edu/articulation/aiccu.cfm
II.A-63	San Diego Mesa College Office of Instructional Services, Resource Development, and Research Request for Research Reports – Submitted by the San Diego Mesa College Articulation Officer January 22, 2007
II.A-64	2009-2010 San Diego Mesa College Catalog, pgs. 74-75, refer to General Education Outcomes Defined http://www.sdccd.edu/catalogs/mesa/
II.A-65	San Diego Mesa College Program Discontinuance Policy – Approved by the Academic Senate May 23, 2005 and the President's Cabinet, May, 24, 2005
II.A-66	San Diego Mesa College Fact Book: a. 2008 b. 2009 http://research.sdccd.edu/pages/152.asp

II.A-67	San Diego Mesa College Academic Senate Minutes – March 23, 2009, Item VII #A http://www.sdmesa.edu/about-mesa/governance/academic-senate/minutes.shtml
II.A-68	San Diego Community College District Board of Trustees Policy 4030 – Academic Freedom and Freedom of Expression http://www.sdccd.edu/public/district/policies
II.A-69	2009-2010 San Diego Mesa College Catalog, pgs. 64-65, refer to Academic Freedom and Freedom of Expression http://www.sdccd.edu/catalogs/mesa/
II.A-70	American Federation of Teachers Guild-College Faculty, Local 1931 Agreement with the San Diego Community College District, Article XII-Rights of Parties–Faculty Rights (12.1), The Pursuit of Truth (12.1.2), p. 88 http://www.aftguild.org
II.A-71	2009-2010 San Diego Mesa College Catalog, p. 50, refer to Course Repetition – Lapse of Time. http://www.sdccd.edu/catalogs/mesa/
II.A-72	2009-2010 San Diego Mesa College Catalog, p. 52, refer to Transferability of Credits http://www.sdccd.edu/catalogs/mesa/
II.A-73	2009-2010 San Diego Mesa College Catalog, pages 52-57, refer to Academic Credit for Nontraditional Education http://www.sdccd.edu/catalogs/mesa/
II.A-74	San Diego Community College District Board of Trustees Policy 3100 – Student Rights, Responsibilities, and Administrative Due Process, October 14, 1998 http://www.sdccd.edu/public/district/policies
II.A-75	2009-2010 San Diego Mesa College Catalog, pgs. 62-64, refer to Student Rights, Responsibilities, and Privacy of Student Records (Policy 3100) http://www.sdccd.edu/catalogs/mesa/
II.A-76	San Diego Mesa College Student Affairs website, refer to Student Rights and Responsibilities http://www.sdmesa.edu/student-affairs
II.A-77	San Diego Mesa College 2009-2010 Faculty and Staff Handbook, refer to p. 19 #1.3. http://www.sdmesa.edu/accreditation/handbooks/faculty-staff-handbook.pdf
II.A-78	San Diego Community College District (SDCCD) Instructional Services Curriculum Updating Project as of October 8, 2009 CIC
II.A-79	San Diego Mesa College 2008 Classified Staff Professional and Interpersonal Development Conference Packet (Cover Letter, Session Schedule and Registration Form)
II.A-80	San Diego Mesa College Full-Year Transfers 2006/2007: a. California State University (CSU) b. University of California (UC). Data Source: California Postsecondary Education Commission (CPEC)
II.A-81	San Diego Mesa College 2009-2010 Faculty and Staff Handbook http://www.sdmesa.edu/accreditation/handbooks/faculty-staff-handbook.pdf
II.A-82	San Diego Community College District Honest Academic Conduct Policy, Procedure 3100.3, January 16, 2009 http://www.sdmesa.edu/student-services/student-affairs/policies.shtml
II.A-83	2009-2010 San Diego Mesa College Catalog, p. 50, refer to Honest Academic Conduct http://www.sdccd.edu/catalogs/mesa/
II.A-84	San Diego Community College District Student Grievance Policy, Procedure 3100.1, October 14, 1998 http://www.sdmesa.edu/student-services/student-affairs/documents/Policy-3100_1.
II.A-85	Minority Access, Inc. News Release, October 2, 2008 – Colleges and Universities Committed to Diversity Recognized by Minority Access, Inc.
II.A-86	San Diego Mesa College Public Information Officer, Lina Heil's, Draft Press Release – San Diego Mesa College to Receive National Award for Commitment to Diversity
II.A-87	July 2009 interview with Dr. Yvonne Bergland, Dean of Instructional Services, Resource Development and Research
II.A-88	San Diego Community College District, May 2010

II.A-89	San Diego Mesa College TaskStream Training Invitations: a. July 28, 2009 TaskStream Training (SLO Software) First Training b. August 17, 2009 TaskStream Training (SLO Software) Department Chairs and Managers c. August 18, 2009 TaskStream General Training Sessions (SLO Software) d. September 4, 2009 Special Training for TaskStream SLO Assessment Workspaces e. September 8, 2009 TaskStream General Training for AUOs
II.A-90	a. Notification of TaskStream Training Sessions – Posted Online, January 15, 2010 b. TaskStream Training Videos http://www.sdmesa.edu/about-mesa/institutional-effectiveness/pr
II.A-91	San Diego Community College District San Diego Regional Environment Scan Final Report, July 2006 http://research.sdccd.edu/Include/Miscellaneous/Environmental%Scan_July%202006.pdf
II.A-92	September 16, 2009 telephone interview with Judith Ross, San Diego Mesa College Mathematics Professor and former Department Chair (follow-up to 9/15/09 e-message).
II.A-93	San Diego Mesa College Academic Senate Minutes – December 1, 2008, Item VI #B http://www.sdmesa.edu/academic-senate/minutes.cfm?yoa=2008
II.A-94	San Diego Mesa College Fact Book: a. 2008 (pgs. 52-58) b. 2009 (pgs. 54-60) http://research.sdccd.edu/pages/152.asp
II.A-95	San Diego Community College District (SDCCD) Procedure 5300.2 (1.6 and 1.7), August 27, 2008.
II.A-96	San Diego Mesa College School of Business, Computer Studies and Technologies Course Syllabus Sample Packet: a. Course Syllabus Checklist b. San Diego Mesa College Course Syllabus Information Sheet c. San Diego Community College District Course Syllabus Sample (ACCT 116A) d. San Diego Community College District Official Course Outline – Accounting 116A, CIC approval November 8, 2007.
II.A-97	2009 San Diego Mesa College Program Review Handbook for Instructional Programs, Student and Administrative Services, pgs. 17 and 23 – Value of the Program/Service Area to the Community (Question #1a re: requested advisory committee information) http://www.sdmesa.edu/accreditation/handbooks/program-review-handbook.pdf; refer to “Program Review Handbook”.
II.A-98	Industry Advisory Committees http://www.sdccd.edu/public/partnerships/industrycouncils.shtml
II.A-99	San Diego Community College District Office of Institutional Research and Planning http://research.sdccd.edu/pages/1.asp
II.A-100	San Diego Community College District Classification Description – Contract Instructor, Faculty.
II.A-101	Proposition S and N Campus Facility Master Plan Presentation – Mesa Campus Forum, March 4-5, 2010. http://www.sdmesa.edu/facilities/index.cfm
II.A-102	San Diego Mesa College Substantive Change Proposal-Distance Learning, May 5, 2010

Standard II.B. **Student Support Services: The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.**

Description

Consistent with its mission, Mesa College recruits and admits a diverse and multicultural student population who are able to benefit from the numerous programs and services offered by the College. In direct support of this commitment, the institution provides a broad spectrum of support services, both face to face and online, to assure student access, progress, learning, and success. Services provided by the Division of Student Services include outreach and recruitment and the formal matriculation processes of admissions, placement assessment, orientation, workshops specific to educational goals, creation of the Student Education Plan (SEP) and the Disability Support Programs and Services (DSPS) Student Education Contract (SEC), and follow up support. Ongoing and additional support is provided to students by the Counseling Center, Evaluations, Transfer Center, Career Center, Disability Support Programs and Services (DSPS), Student Health Services, International Student Services, and Veterans Affairs.

Other support services are in place to meet the needs of our underrepresented student populations, including Extended Opportunity Programs and Services (EOPS), STAR, TRIO, and Learning Communities such as Puente Project and the Mesa Academy. Additionally, a host of events and activities are scheduled each month to engage diverse populations, ensuring their retention and success.

The Divisions of Instruction and Student Services provide tutoring that delivers specific academic support and is differentiated by discipline and type of need. Several Basic Skills classes have embedded tutors to support student learning both in and out of the classroom. Also administered by both Divisions, athletics provides yet another venue for students to participate and excel, with support offered through the Mesa Academic and Athletics Program (MAAP). The Articulation Office, part of the Instructional Division, assures that College courses meet statewide and institutional requirements for transfer and recognition of degree and certificate completion. (II.B-1)

Student Affairs supports a robust student government, along with oversight of the clubs and other student organizations on campus. Numerous opportunities are made available to students through a variety of resources to participate in service learning, work experience, and other civic and community related activities. To assure equitable access, Student Affairs administers Financial Aid and scholarships to provide educational opportunities for students in financial need. Reflecting the current economic downturn, the Office of Financial Aid evaluated more requests for aid eligibility based on “income reductions” in 2008-2009 than any previous year, disbursing $10,944,307 in federal student aid, $763,736 in state aid, and $3,065,490 in Board of Governors’ Waivers. (II.B-84)

To provide a central location for the many services offered by the Division of Student Services, a new building designed by those providing these services is currently under construction. The new building will provide a “one-stop shop” for students to get the support they need to succeed. The building will provide adequate space for faculty and staff to provide the services needed to assure student access, progress, learning, and success. The building will bring together Student Development and Matriculation, EOPS, DSPS, and Student Affairs. Classrooms will have state-

of-the-art presentation equipment, reconfigurable conference rooms able to accommodate both large and small venues, and a large computer lab with the scope and flexibility necessary to meet the needs of assessment and the delivery of specialized classes. Services will be meaningfully located next to each other for student access. The Disability Support Programs and Services department will have a fully accessible classroom including technological support for student and faculty accommodations. The Associated Students will have a reconfigurable conference room able to meet the needs of the student government, clubs, and other activities.

In addition to planning for the integrated delivery of services on campus, the Division of Student Services has outlined its plans for online delivery of matriculation and other support services in its Strategic Plan for Online Services. Pilot projects, including online counseling, will move forward during the 2010-1011 academic school year. Admissions and registration were already available online when the planning began; however, an expansion of the support for these services included online chat for providing personal assistance remotely. (II.B-15)

Beginning Spring 2010, Mesa College will launch the new online Academic Center for Campus Engagement and Support Services (ACCESS). This web-based department will provide, in a one-stop environment, all the on-line resources available to on-line students. From applying to the College to attending orientation, and to visiting with a counselor, our distance education students will have access to all our services in a virtual world. ACCESS represents a best-practice approach to providing a comprehensive and systematic delivery of online services.

Students are made aware of the many services and resources available to them through multiple outlets, including the College website, the College catalog, and the class schedule. These services are also detailed in the Student Handbook, which is updated annually and is available both in print and on the campus website.

The College assures the efficacy of its student support services through the integrated Program Review process, Student Learning Outcomes assessment, student satisfaction surveys, point of service surveys, other student feedback mechanisms, employee satisfaction surveys, and student matriculation and completion measures. Results are analyzed and acted upon for improvement as part of the ongoing effectiveness evaluation cycle associated with College strategic planning. To this end, student services programs are mission driven with established goals, objectives, and measurements. (II.B-10, II.B-11)

Evaluation

The institution provides student support services on many fronts, integrating them whenever possible and reaching out to ensure access, progress, learning, and success. The design and construction of the new building and the introduction of online services demonstrate the commitment of the institution to providing services to students in the modalities that best serve the students' needs. In the subsequent sections of this standard, student support services are detailed, making clear the level at which the institution clearly meets this standard.

The College meets this standard.

Standard II.B.1: **The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.**

Mesa College assures the quality of its student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the College.

Since the last Self Study in 2004, the College has hired a new leadership team which includes the Dean of Student Development and Matriculation (2006), the Director of Disability Support Programs and Services, Dean of Student Affairs and Vice President of Student Services (2008). With the advent of new administrators, a leadership team was formed consisting of the VPSS, dean of matriculation, dean of student affairs, program manager for DSPS and director of EOPS/STAR/TRIO. The team has worked collaboratively with the Mesa Student Services Council (MSSC), a committee that includes representatives from all departments throughout Student Services, to create a new strategic plan for Student Services, including the identification of a new mission statement, which is consistent with the College mission statement, and measurable goals that help advance the mission of Student Services. These goals include:

- Fostering a culture of evidence that drives informed decision making in student services;
- Developing programs and services that promote access and student engagement for diverse populations;
- Identifying and utilizing 21st century technology that creates efficient and effective student services delivery systems and professional development opportunities for staff;
- Expanding and enhancing partnerships and collaboratives with area school districts, community organizations, and campus constituents;
- Promoting and advancing innovative methods of service delivery;
- Exploring and implementing initiatives that support resource development.

Much success has been achieved since the implementation of the new planning processes in Student Services. A few examples of how these goals have been met include (1) completion of the administration of the Point-of-Service surveys; (2) development and implementation of *Welcome Week*; (3) completion of the development of the online counseling/orientation programs; (4) partnership with the Casey Foundation and other community groups to implement *Foster Youth Connection Day*; (5) sponsorship of the *First Annual Student Achievement Ceremony* for EOPS; (6) receipt of the 2007 California Community College Chancellor's Office grant of $336, 000 to develop the transfer awareness campaign for California middle schools, high schools and community colleges, and (6) award of the $400,000 "Heroes to Healthcare" ARRA grant. (II.B-89)

In the Division of Student Services, dialogue for planning and assessment occurs at the broadest level with the Mesa Student Services Council (MSSC), which meets monthly to articulate among its departments and assure the depth and breadth of its programs and services. In addition, the Student Services Leadership Team meets weekly to discuss ongoing projects and to plan for the future, consistent with the division and College mission statements. At the service area level, planning, delivery, and evaluation are constant, ongoing processes.

In addition to dialogue, the division relies upon a number of measures to assure quality and demonstrate student learning. Quality is assured through professional development, matriculation compliance, Policy 3100, (student rights and responsibilities, and code of conduct), student evaluation of academic, DSPS, and EOPS counselors, student satisfaction surveys, Point-of-Service surveys, employee evaluation and surveys, and Program Review.

Effective fall 2008, Program Review was integrated for the entire campus with the addition of Administrative Services. Earlier, the divisions of Instruction and Student Services began the integration process in fall 2007. The two divisions worked together to revise the existing Academic Program Review process so that it met the needs of both divisions. The same five-year program planning and evaluation process now serves all three divisions of the College.

Each service area begins the Program Review Year One process with a statement of how it supports the mission of the College, clearly linking mission to all planning. (II.B.-11) Each service area involved in the delivery of student support services has identified Student Learning Outcomes; the service areas are in various stages of their Student Learning Outcomes

Assessment Cycle. (II.B-10, II.B.16) Each of the service areas has become data-informed in its effort to assure quality and learning. Examples of the data collected and analyzed include pre and post evaluations administered to participants in the Orientation Program and the annual EOPS student performance summary report which addresses student retention, attrition, completion of units attempted/completed, and cumulative and term GPA. Disability-related accommodations and services are tracked by DSPS as a measure of quality of DSPS student learning. Evaluations conducted at the end of each transfer workshop inform the Transfer Center about the quality of the workshop and future needs.

The District Office of Institutional Research and Planning (IRP), campus Research Committee, and Office of Instructional Services, Resource Development, and Research provide support for research and evaluation. The campus Research Planning Agenda addresses "student services, academic support and co-curricular programs, and facilities" as one of its strategic initiatives. It provides the triennial student-athletes study, which includes demographic information, and statistics on transfer, persistence, average GPA, and transfer eligibility of course load. It also provides student satisfaction surveys and Point of Service surveys on a triennial basis. Point of Service surveys were administered for programs in spring 2009 and revealed that students are largely satisfied with the services they receive. Results for three key questions are provided in the table below. The survey used a five point Likert scale for rating level of satisfaction with services provided. (II.B-17)

Table II.B-1: Percent of students rating the level of agreement with the service provided as Agree or Strongly Agree

Department	***The staff was knowledgeable and able to answer my questions.***	***The assistance I received from this department was useful.***	***Overall, I am satisfied with the services I received.***
Admissions	95%	95%	96%
Counseling	91%	90%	89%
DSPS	94%	94%	94%
EOPS	94%	94%	94%
Financial Aid	94%	94%	93%
Student Health	90%	92%	89%
STAR	91%	90%	89%
Transfer	97%	100%	100%
Veterans Affairs	92%	88%	88%

In addition, the Campus-Based Researcher and Dean of Instructional Services, Resource Development, and Research provide program assessment and matriculation data as requested.

Data analysis provided by the District IRP office indicated that, when compared to non-EOPS students, EOPS students had comparable success and retention rates and higher persistence rates. (II.B-85) STAR/TRIO students, when compared with a peer group of non-STAR TRIO students, demonstrated higher term and year persistence, lower attrition, more units attempted and completed, and higher rates of degree completion and transfer when tracked longitudinally. (II.B-86)

Because instruction is delivered on campus, at various high schools, and online, the College offers student support services in the same modalities and locations as well. When a service is available online, every effort is made to provide support through online chat/email as well as face-to-face assistance with the service such as Admissions. Financial Aid assists students on campus and also provides a strong web presence with direct links to online application resources and forms, including FAFSA and the Board of Governor's Waiver. Registration is

accomplished via Reg-e, an online registration tool that includes a help desk. According to the 2009 Student Satisfaction Survey, 88% of student respondents agreed or strongly agreed that the Reg-e registration process is easy to use (Q44). Placement testing and orientation are available on campus and at the area high schools; however, an online version of each of these services is part of the Student Services Strategic Plan for Online Matriculation. Counseling assistance is available via email, online, on campus, and at the high schools. Personal Growth classes taught by the counseling faculty are available online, on campus, and at the area high schools. Tutoring services are also available online and on campus.

Evaluation
The descriptive summary and supporting evidence show that the College meets Standard II.B.1. The quality of services is assured by both dialogue and systematic planning and evaluation. Point of Service Surveys and the campus-wide Student Satisfaction Survey revealed that students are highly satisfied with the services they receive. The evaluation of Student Learning Outcomes and Program Review keep the service areas focused on mission-based, student-centered outcomes. The building of a new facility demonstrates the institution's commitment to access, progress, learning, and success. The institution strives to improve, as is evidenced by the Strategic Plan for Online Matriculation Services, the roadmap for offering all matriculation services in the online modality.

The College meets this standard.

Standard II.B.2: **The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:**

a. General Information
- **Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution**
- **Educational Mission**
- **Course, Program, and Degree Offerings**
- **Academic Calendar and Program Length**
- **Academic Freedom Statement**
- **Available Student Financial Aid**
- **Available Learning Resources**
- **Names and Degrees of Administrators and Faculty**
- **Names of Governing Board Members**

b. Requirements
- **Admissions**
- **Student Fees and Other Financial Obligations**
- **Degree, Certificates, Graduation and Transfer**

c. Major Policies Affecting Students
- **Academic Regulations, including Academic Honesty**
- **Nondiscrimination**
- **Acceptance of Transfer Credits**
- **Grievance and Complaint Procedures**
- **Sexual Harassment**
- **Refund of Fees**

d. Locations or Publications Where Other Policies May be Found

Description
Mesa College provides a catalog that is updated annually and is accurate, clear, and useful. (II.B-1) To fully integrate the process of updating the catalog, President's Cabinet approved the creation of the Catalog Subcommittee in March 2009 to prepare the 2009-2010 catalog. The new subcommittee falls under the aegis of Mesa's Curriculum Review Committee. Processes already in place campus-wide, and in conjunction with the District, have been integrated and streamlined to create a more effective and comprehensive review and update.

To assure both campus-wide and District representation, the Catalog Subcommittee is a participatory governance group composed of College administrators, faculty, staff, and students, and the District Dean of Curriculum and Instructional Services. In addition, two members of the District Instructional Services Department, directly involved in the revision, printing, and distribution of the catalog, serve as ex-officio members of the committee. Mesa's Articulation Officer and the Dean of Instructional Services, Staff Development, and Research serve as co-chairs. The composition of the Committee includes both the division of Instruction and Student Services. The Subcommittee members recognize the catalog as a legal document which provides students, faculty, staff, and other educational institutions information regarding academic policies, degree and certificate programs, course offerings, curricula for transfer to baccalaureate institutions, and student services. (II.B-12)

The process to revise the catalog involves a series of checks and balances that begins with the first proof of the new catalog, provided by the District Office of Instructional Services. The catalog arrives at the College incorporating curricular changes approved by the College and District curriculum bodies that year. Each section of the catalog, by page, is assigned for review. It is at this point that each reviewer, including chairs, staff members, then deans and other managers, followed by vice presidents, evaluate their assigned sections of the catalog. The staggered order of review assures that college-wide input is the foundation for review and update. Once the revisions are complete, corrections are sent to the District where a second proof is created. The document is reviewed a second time, with additional changes if necessary, and the third and final proof is created. Throughout the process, compliance policies involving all areas of the College are scrutinized to ensure that the catalog meets both state and federal laws and regulations.

This process assures that the institution provides a catalog for its constituents with precise, accurate, and current information. The catalog includes the following general information:

- Official name, address, telephone numbers, and website address of the college;
- Educational mission, vision, and values statements;
- Course, program, and degree offerings;
- Academic calendar;
- Financial Aid information;
- Academic freedom statement, which is included for students in Policy 3100;
- Available learning resources;
- Names and degrees of administrators and faculty;
- Administrative and supervisory personnel contact information;
- Names of the Board of Trustees;
- Campus map.

The catalog provides information regarding the following requirements:

- Admissions;
- Student fees and other financial obligations;
- Academic requirements including degree and transfer information;
- Degree curricula and certificate program offerings;

- Student Learning Outcomes (SLOs) at the associate degree level, the general education level, and the program level for all programs in the Instruction and Administrative Services Divisions (Student Services SLOs will appear in the 2010-2011 catalog as well);
- Course descriptions.

Information on major policies affecting students is provided, including:

- Academic regulations, including academic honesty;
- Grading;
- Acceptance of transfer credits;
- Academic accommodations;
- Nondiscrimination;
- Title IX prohibiting sex discrimination in education;
- Sexual harassment;
- Gender equity;
- Student right to know;
- Free speech;
- Grievance and complaint procedures;
- Copyright Responsibility;
- Refund of fees;
- Policy 3100: Student Rights, Responsibilities, and Privacy of Student Records, which includes the student code of conduct.

The catalog provides locations and contact information for these and other policies. In addition, information is available on the Student Services website and in the Student Handbook, which is available in print and in PDF format on the College website. This companion document to the catalog includes information on (i) admissions and matriculation, (ii) college programs and services, (iii) college life and activities, (iv) college operational structure, (v) college policies and procedures, (vi) a directory of where to find information, and (vii) forms, including what they are used for and where to locate them. Information on the admissions and matriculation process is provided in English, Spanish, Chinese, and Vietnamese to meet the needs of the College's diverse community. (II.B-14, II.B-2)

The College makes its catalog available to its many constituencies, including Mesa students, faculty, staff, other colleges and universities, libraries, community organizations, and the public at large. It is available free in PDF format on the College website and for a nominal fee at the campus bookstore. Students attending Orientation and Student Success Day receive a copy of the catalog free of charge. Requests for catalogs from outside constituents are managed by the Admissions Office. In the 2009 Student Satisfaction Survey, the majority (56%) agreed or strongly agreed that they "know where to find college policies that affect me as a student" (Q6). Seventy-two percent of student respondents were satisfied or very satisfied with general information on the College website (Q22).

Evaluation

The College effectively updates the catalog annually to provide precise, accurate, and current information to all constituencies. The process for accomplishing this task was formalized and institutionalized with the creation of the Catalog Subcommittee in March 2009. The Subcommittee integrates the College and the District to create an inclusive environment in which all stakeholders are present. This integration has been met with strong support from the District office and at the College as well. Each section of the catalog is now assigned to a specific reviewer with authority for that particular area of the catalog. This level of responsibility and accountability assures that each section of the catalog is properly reviewed and updated annually. This process is working very well.

A process is in place for distribution of the catalog to students, prospective students, and campus, district, and external constituencies. This process has proven effective.

The PDF version of the catalog available on the College website has been segmented into nine sections to make searching for information less cumbersome. To improve access to information on the various academic programs, the website now includes an extensive and integrated index listing all course, certificate, and degree information by academic program. Contact information for the department and the faculty is also provided. (II.B-13)

The College meets this standard.

Standard II.B.3: **The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.**

Description
The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

Embedded in the College's student support services is the commitment to outreach, and matriculation, to connect students to the services, programs, or courses they are seeking, and to ensure the successful completion of educational goals. The different services are detailed below, including how their quality is assured.

Outreach and Recruitment
The College effectively engages in outreach using multiple efforts on multiple fronts, beginning with its partnerships with local area middle and high schools, including the Gear Up programs. Fast Track programs and Academies provide opportunities for high school students to enroll in college-level courses, as does the Accelerated College Program, which has been offering classes for over forty years at area high schools. According to the 2004/05 – 2008/09 High School to Community College Pipeline Report, of those high school seniors who were concurrently enrolled at Mesa College in 2007/08, approximately 82% directly entered the College the following year, which indicates that this form of outreach is effective. (II.B-87) The Dean of Student Matriculation and Development meets regularly with area high school and middle school principals to ensure continued cooperation with the schools. (II.B-18)

Additional outreach efforts include participation in career/education fairs, high school senior nights, interaction with social services agencies and educational centers, and campus recruitment events including information sessions and tours. (II.B-7) Outreach efforts include onsite application, placement testing, and matriculation services at the high schools in order to provide a smoother pathway to college. The African-American and Latino Male Leadership Summit, "Dinner with Mesa" Parent Orientations at local high schools, and the Annual Principal's Breakfast with area feeder schools in the San Diego Unified School District are additional outreach efforts. Disabled Student Programs and Services provide transitional workshops and campus tours for qualifying high school seniors from the local service area. EOPS targets low-income, first-generation high school students identified through the school's counselors and teachers. Also assisting with outreach efforts, the Mesa College Marketing Committee works collaboratively with the District Marketing Committee to produce publications and advertising pieces for the media.

The College also provides various in-reach activities that promote programs and services to current students and include:

- The "Associate Degrees Rock" campaign, spearheaded by the Evaluations Office, which encourages students to obtain an associate degree. Campaign activities include

workshops that provide information about degree requirements and how to apply for a degree. Marketing and advertising are additional campaign activities (i.e., Associate Degrees Rock T-shirts that are worn by staff/students/faculty/administrators, posters throughout the campus which provide important events and deadlines, a YouTube video that is on the College website, has been developed); (II.B-19)

- Student ambassadors who contact at-risk students who are in jeopardy of being dropped from a class and/or program and provide information about various support options; (II.B-18)
- Retention programs in which students are provided with information that allow for success in College. For example, students are provided a timeline as to when they are eligible to enroll and are contacted to remind them of important dates; (II.B-18)
- Student Health holds weekly tables of information in front of the cafeteria. The tables are staffed by peer educators, licensed counselors and nurses to promote services and to engage students in dialogue about their needs and wants. This effort creates access of services to all students. Licensed counselors and nurse practitioners teach in the classroom setting on racial discrimination, sexually transmitted disease, transgenerational issues and health topics.

In collaboration with the Counseling Department, the First Year Experience (FYE), also known as the Freshman Year Experience, is a unique outreach and in-reach program that is designed to help first-time students succeed. The recruitment for the program starts at high schools (outreach) with program support during the first year of college (in-reach). While in high school, students are provided with application workshops, early enrollment, orientation, and assistance with the matriculation process. Additional activities such as "meet your faculty and staff" occur during the summer just before fall attendance. During the first year of college, students are provided counseling, individual education plans, and follow-up services. (II.B-20)

According to the Freshman Year Experience Report, both the 2007/08 and 2008/89 FYE cohorts showed higher term and annual persistence rates than all first-year students. As another indicator of program effectiveness, FYE students had a higher course retention rate than all first-year students. (II.B-21)

Admissions and Records

The College provides open access to all students who meet one of the following requirements: (i) possess a high school diploma, (ii) possess a California High School Proficiency Examination Certificate, (iii) passed the GED, (iv) are 18 years of age or older,; or (v) are an emancipated minor. High school students may apply for concurrent enrollment after the 10th grade. In addition, Mesa College is authorized by the Department of Homeland Security to offer admissions to international students who meet general admission requirements and those requirements specific to non-immigrant visitor students. Special admission requirements exist for those students entering the Allied Health programs, which are detailed in the Mesa College Allied Health Department Policy Manual and on their department website. (II.B-1, II.B-2, II.B-3, II.B-4, II.B-5, II.B-6)

Application for admission is completed online; however, paper and pencil accommodations are available for special circumstances. Although the online application is available via the Internet, the office also maintains ten computers in the reception area for student use, with staff available for support. Individual assistance is available for those needing it. Applications for admission are also provided at area high schools.

Testing and Orientation

Assessment is required for all students whose goal is to (i) obtain a degree, certificate, or transfer; (ii) enroll in an English or math course; or (iii) enroll in courses with English or mathematics course prerequisites. (II.B-8) Assessment is offered year round to all applicants and is made available in both computer and paper-and-pencil format to ensure student success.

To provide immediate feedback, orientation directly follows placement assessment so that counselors can interpret test results for students and provide guidance with first semester course planning. Students can also sign up for other workshops and services at this point. In addition to on-campus testing, assessment is made available at the feeder high schools for graduating seniors.

The Testing Office works with the English and Math departments to ensure proper placement of students. Students who wish to challenge their placements may do so through the respective departments.

Once English and math assessments are complete, students are provided with the opportunity to attend an orientation session that is facilitated by a counselor. The topics covered in the orientation session include the following:

- Students' Rights and Responsibilities;
- Review of the college catalog, course description, and class schedule;
- Prerequisites, corequisites, and the challenge process;
- Review of Assessments Results;
- Discussion of associate degree, certificate and transfer programs;
- Discussion of the general-education curriculum required for associate degrees and for transfer;
- Student services and support program information; and
- Retention programs that address diversity include:
  - Disability Support Programs and Services (DSPS);
  - Extended Opportunity Programs and Services (EOPS);
  - Mesa Academics and Athletics Program (MAAP);
  - Mesa Academy;
  - Puente Project;
  - STAR TRIO;
  - Veterans Affairs Services (VA).

The College recently completed a pilot for an online orientation that will be available in the very near future. Assessments are offered electronically but not on-line. (II.B-18)

Counseling Center

The Counseling Center provides services that assist students in achieving their academic and career goals. The Counseling Center works collaboratively with a variety of programs and service areas in an effort to identify the learning needs of students and provide the appropriate support services. As mentioned previously when discussing Testing and Orientation, counselors facilitate orientations after students complete their initial assessments for placement in English and mathematics courses. Individual counseling appointments allow the student and the counselor to work together to determine academic and personal goals and develop a Student Education Plan (SEP). The SEP outlines the student's complete course requirements for a specific certificate, degree, and/or transfer program. Periodic updating of the SEP is encouraged. In addition, during the appointment, the student can request detailed explanation of topics that may have been presented during an orientation meeting or transfer workshop.

The learning needs of students are continuously assessed and support services are offered by the College in order to meet those needs. The early alert and intervention process allows instructional faculty to identify high-risk students who are experiencing academic difficulties. The intervention strategies to assist these students include individual counseling, referrals to appropriate student development courses, personal growth classes that are designed to assist academically at-risk students, basic skills courses, and referral to support services on campus (i.e., tutoring).

Evaluation
The College meets the learning support needs of students by providing in-reach and outreach programs to current and prospective students. The FYE program is an excellent example of how the College understands the importance of getting students off to a solid start by providing the additional support necessary for success. The FYE provides first-time students with support from their senior year in high school through their first year in college. After the first college year, students have gained knowledge about the support services that are available to all students and can access them as necessary. Students who have participated in the FYE program have better success with retention, GPA, and units completed than non-FYE participants. (II.B-21)

The recent reduction and/or elimination to categorical funding has left a significant deficit to available resources for in-reach and outreach efforts. The College understands the value of these programs and has committed itself to search for ways to continue its support to student success. The College has worked diligently to establish and strengthen community partnerships and obtain grant funding. There has been remarkable success in gathering resources to maintain student support services; the College is pleased with the outcome of its efforts. (II.B-18)

The College meets this standard.

Standard II.B.3.a: **The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.**

Description
The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. The College assures equitable access through surveys, training of staff, matriculation compliance, state chancellor's matriculation review, an integrated Program Review process, Policy 3100, student evaluation of counselors, and assessment of numerous programs and student service areas. The conducting of research, as well as systematic and ongoing evaluation of programs and services, is critical in ensuring that students are provided with relevant, adequate, and effective services. The College Office of Instructional Services, Resource Development and Research along with the District Institutional Research and Planning Office have completed a number of research studies. The survey instruments include Point of Service [2009], Student Satisfaction Survey [2009], and an Employee Perception Survey [2009]. (II.B-84, II.B-85, II.B-86)

The College is actively engaged in soliciting input and feedback regarding its programs and services utilizing both formal and informal means. The College Student Learning Outcomes committee, a sub-committee of the Research Committee, works to assist programs and service areas as they identify and develop Student Learning Outcome assessment pieces. As described in Standard IIA, the College has identified and published Student Learning Outcomes for its programs, courses and service areas. TaskStream software has been purchased to house and track all SLOs and their assessments.

The College has several participatory governance committees whose membership includes administrators, faculty, staff and students (i.e., Program Review Committee, Research Committee, Catalog Subcommittee, and President's Cabinet). (II.B-22) Dialogue with student organizations has also provided an excellent avenue for the College's awareness, planning and response to student needs.

The following are examples of the efforts made by some programs in assessing student needs:

- The Admissions Office collects pertinent information regarding the educational background and goals of students during the application process in order to identify student needs and to facilitate referrals to other programs and services on campus; (II.B-23)
- Counseling faculty assesses student needs during individual counseling appointments and makes appropriate referrals as needed;
- Disability Support Programs and Services (DSPS) counselors and staff participate in ongoing communication with DSPS professionals at public and private institutions in order to identify and discuss the best ways to meet the needs of students with disabilities;
- Students who participate in the STAR TRIO program complete a needs assessment each year; (II.B-24)
- With the assistance of the Campus-Based-Researcher during 2006, Student Health Services conducted an "Interest and Mental Health" survey as a way to determine the type of health services students most needed. The results of the survey allowed Student Health to develop programs in order to meet such needs which currently include three programs: Medical Nursing, Mental Health and Community Health. Since 2006, Student Health Services continues to survey students in order to assess their needs (i.e., the smoking cessation and alcohol surveys). Each week, Counseling provides Student Health Services with referrals for services. Student Health assesses the intake from Counseling in order to prioritize the requests for services based on the date of application and the severity of the illness. (II.B-25)

As previously described in Standard IIA, the College has identified SLOs for all courses, programs and service areas. Programs and service areas conduct formal and informal evaluation of programs and services. The formal evaluation occurs through the on-going, five- year integrated Program Review process and SLO assessment. The College programs and service areas are at various stages of assessment; some programs/services areas have completed their evaluation and have used the results for improvement, while others are developing assessment pieces.

The Division of Student Services provides a wide range of services to off-site locations throughout the year as previously discussed when describing outreach efforts. Student Services continuously seeks to improve their on-line communication and increase the information posted on-line, starting with the information, forms and services that are used in the matriculation process. (II.B-18)

The following are examples of online and evaluation efforts:

Disability Support Programs and Services (DSPS)

- Online advising, appointment making, student referrals are available to DSPS students. Between e-mails, phone appointments and the DSPS website, a student is able to complete all aspects of disability-related counseling online; (II.B-26)
- DSPS orientation is available online; (II.B-27)
- Some DSPS faculty members are leaders of support groups for students in particular disability categories at off-site locations.

Financial Aid

- Students may apply for federal financial aid online at www.fafsa.ed.gov ;
- Students may complete the Student Loan Entrance and Exit Counseling sessions online;
- Students may complete the Multi-year Master Promissory Note online;.
- The Board of Governor's Enrollment Fee Waiver has been implemented as an online application for independent students;
- Students may search for scholarships online;

- All major forms are available on the website: www.sdmesa/financial-aidl/forms. The staff encourages students to use online forms and guides them through the process when necessary. Students are made aware of the availability of online forms as they visit the financial aid office and/or talk to academic counselors and EOPS staff. (II.B-28, II.B-29)

Extended Opportunity Programs and Services (EOPS)

- Students are required to complete an EOPS quiz, after completing the on-line orientation, as a method of evaluating the effectiveness of the orientation. (II.B-30)

Evaluations Office

- The petition for graduation for an associate degree or certificate of achievement is available online. (II.B-31, II.B-32)
- After receiving feedback from students and the evaluations team, changes were implemented to the on-line graduation sign-up process.

Transfer Center

- Online workshops are evaluated via final assessment and through counselor observation. (II.B-33)

Evaluation

The College has been effective in using various assessment tools in order to identify student needs. Students are assessed from the time of entry until completion. The integrated review process for programs and service areas has allowed the College to continue to develop and strengthen support services for students. The College encourages students to participate in dialogue about their learning needs as evidenced by the numerous participatory governance committees that include students, faculty, staff and administrators.

The challenge for the College is to continue to discover ways to reach a wide range of students with limited resources. Providing information, documents and services online is one method that will assist in accomplishing this goal. The Division of Student Services is in the process of providing more information and services online. In addition, maintaining off-site programs and services is a priority.

Programs and service areas are evaluated through the integrated Program Review process and SLO assessment. The assessment of online services is in its infancy. However, the Financial Aid office received feedback from one survey in which students requested more interactive forms with options for direct online submission and processing. The effectiveness of off-site programs and services will occur through SLO assessment and surveys.

The College meets this standard.

Standard II.B.3.b: **The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.**

Description

In an effort to develop well-rounded students and citizens, the College recognizes that obtaining an education requires more than the completion of required curriculum. Therefore, the College helps to foster the ethical development and personal integrity of students and the promotion of an environment that is in accord with the educational goals of the College. Students are encouraged to participate in various co-curricular and leadership development programs designed to augment their academic experience by providing supplemental opportunities to develop socially, intellectually, personally, and culturally. The College sponsors a wide array of co-curricular programs and activities through academic and student service areas to serve the diverse needs of students.

The Student Affairs Office is dedicated to assisting students by coordinating and promoting activities that engage them in building community and developing leadership knowledge and skills, civic engagement, humanitarianism, and inter- and intrapersonal competence. The Student Affairs Office also supports and facilitates the organization of diverse student clubs on campus. The College has a very active student government. The Associated Students President and Vice President sit on the President's Cabinet and have been strong advocates for major College/District initiatives such as the District bond initiative (Proposition N), Smoke Free Campus and legislative advocacy protesting community college cuts. (II.B-34)

As previously mentioned when discussing assessing student needs, the College invites students to become members of participatory governance committees such as Academic Affairs, Budget Development, Catalog, Commencement, Crisis Response, Curriculum Review, Diversity, Environmental Stewardship, Facilities Planning, Humanities Institute Advisory, Information Technology, Matriculation Advisory, Marketing Advisory, Program Review, Research, Scholarship, and Strategic Planning, Student Services and Student Disciplinary/ Grievance through which students participate in the decision-making process. (II.B-22)

Every fall semester, the Student Affairs Office coordinates a leadership retreat for all elected associated student leaders, senators and two members from each student club. Retreat participants include members of the College Executive Council, which includes the President and Vice Presidents, who speak to the students about leadership and the College. In addition a presentation is usually given by a community member, such as a political representative, who provides information on how to become better leaders. (II.B-34)

The College offers personal growth courses that address personal and civic responsibility, intellectual growth, critical thinking and personal development. Students also have an opportunity to participate in learning communities that provide a team approach to learning.

According to the 2009 Student Satisfaction Survey, 71% of the respondents agreed or strongly agreed their college education has helped them understand themselves better (Q63). Sixty-three percent agreed or strongly agreed that they had improved their interpersonal skills by interacting with people on campus (Q67). Consistent with this, on the 2009 Employee Perception Survey, 78% of the respondents agreed or strongly agreed that the College encourages personal, aesthetic, and intellectual development in students (Q42).

The Division of Student Services has worked with students in creating a learning environment which encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development. The following are examples of efforts provided by some programs and services:

Career Center

- Provides students the opportunity to take assessments in order to determine the careers that best match their personality. After the assessment, students can schedule a counseling appointment to discuss major options and/or develop an education plan that would best prepare them to reach their career goals;
- Organizing the Career Expo which is an annual job fair event in which employer evaluations are provided to the staff with information about the skills and abilities of the students they were in contact with during the event. The feedback from employers allows the Career Center staff to educate the students with the latest information on the necessary requirements in being successful during their job search and in obtaining employment;
- Provides special career services for veterans.

Counseling Center

- During orientation, information is presented to assist students in gathering information that will help them achieve their educational/career objectives;
- During the counseling session, students are informed about and encouraged to seek resources that will contribute to their success;
- Students are guided through the process of determining the appropriate English and math courses to take along with other courses for the semester;
- Students are informed of the registration process, critical deadlines, and other procedures (such as adding, dropping or withdrawing from a course);
- Students are encouraged to take a proactive role in their educational success by scheduling a follow-up counseling appointment.

Disability Support Programs and Services (DSPS)

- Students are responsible for requesting services and accommodation options in a timely manner;
- DSPS coordinates with other programs and service areas to ensure access and personal development for students with disabilities (i.e., tutoring services);
- Uses community resources for positive vocational outcomes to promote personal responsibilities for students with disabilities;
- Basic Skills Initiative provides a great forum for providing positive learning environments that meet the needs of DSPS students;
- Has established outstanding cooperation between DSPS and Student Affairs on disciplinary matters.

Extended Opportunity Programs and Services (EOPS)

- Students are responsible for attending EOPS workshops;
- Students are responsible for making and attending three counseling appointments per semester and completing a Student Education Plan (SEP);
- Students are required to sign a Mutual Responsibility Contract;
- Students are required to attend an intake session each semester;
- Students are provided an EOPS handbook in order to become familiar with the full range of services and program responsibilities;
- EOPS faculty and staff meet regularly to discuss the learning environment and services provided to students.

Financial Aid

- Maintains a comprehensive website that encourages students to learn about financial aid and how to follow financial aid procedures;
- Hosts and coordinates the Student Services Fair each semester;
- Sponsors the Historic Black Colleges and Universities (HBCU) Fair;
- Sponsors the African-American and Latino Male Leadership Summit;
- Sponsors the Transfer and Career Day;
- Sponsors Foster Youth Connection Day and The Fostering Academic Success and Transition (FAST) Summer Institute developed by EOPS.

STAR TRIO

- Interviews all students and asked how they can contribute to the program;
- Provides scholarships to outstanding students;
- Hires successful students to be tutors and mentors;
- Provides leadership opportunities.

Student Affairs Office

- Conducts annual Policy 3100 Rights and Responsibilities workshops/presentations during flex activities for faculty, Student Success Day, and department meetings; (II.B-34)
- Provides a user friendly Policy 3100 section on the web site; (II.B-35)
- Provides online access to all student affairs documents; (II.B-35)
- Works collaboratively with the Associated Student Government (ASG). The Dean of Student Affairs serves as the advisor to the ASG and meets with them on a weekly basis. In addition, the Dean meets with the ASG President and Vice President a minimum of once per week; (II.B-34)
- Works collaboratively with the Inter-Club Council (ICC), which is composed of members from each student club. The ICC meets each week; the advisor to the ICC is a classified staff member who works in the Student Affairs Office. In addition, each student club has an advisor that is a contract faculty or staff employee. The Student Affairs Dean serves as the liaison to the advisors. Each semester, the Student Affairs Office provides an orientation and training for the clubs; (II.B-34)
- Coordinated and/or participated in activities such as Aids Walk, the H1N1 (Swine Flu) campaign, the smoke free campus campaign/initiative, and education budget cut demonstrations. (II.B-34)

Student Health Services

- Has a diverse group of students who have been trained and hired as peer educators. These students are involved in outreach on the campus and deal with issues such as the smoke free campus policy, sexually transmitted diseases, the effects of alcohol consumption and cultural insensitivity. The peer educators provide Student Health with "access to the minds of students" and also develop leadership and job skills while involved in campus outreach efforts; (II.B-25)
- Assisted, in collaboration with student leaders and with the support of the College, with the smoke free campus initiative by developing Smoke Free surveys that were used to support the initiative. (II.B-36) In addition, Student Health worked with students by helping to educate the campus community about the need for the approval of the initiative, which was eventually adopted by the College. Campuses throughout California have sought advice on becoming smoke free; (II.B-25)
- Worked with students by helping to educate the campus community about the need for the approval of the initiative, which was eventually adopted by the College and the District; (II.B-25)
- Provide students with the necessary information and services to maintain optimal health. Student Health, including peer educators, responded to health crisis such as the H1N1 (swine flu); (II.B-25)
- Provided crisis counseling after the Virginia Tech University shooting incident as a way to allow students the opportunity to express their emotions in an effective manner and to also prevent copycat violence; (II.B-25)
- Developed a Point of Dispensing (POD) system, adapted from the County of San Diego Public Health, to provide mass H1N1 vaccinations on campus. The Mesa POD was a model for design for H1N1 mass vaccination throughout the District and at campuses around San Diego. The Mesa POD supplies for medication distribution are permanently stored on campus, should another crisis arrive;
- In collaboration with San Diego State University, Student Health Services is currently in discussion about developing an alcohol initiative. (II.B-37)

Transfer Center

- Has base core value that students are capable. Students are encouraged to ask pertinent questions and make decisions with support from the Transfer Center director and staff. Transfer Center personnel operate according to this principle to address all areas of SLO;
- Provides college and university catalogs for students to conduct research;
- Provides computer workstations for students to conduct research and complete admission applications to baccalaureate institutions;
- Provides handouts and brochures for students to obtain an understanding about the university environment and transfer requirements;
- Offers transfer workshops to educate students about the details required in transferring to various institutions;
- Provides students with information related to major options during the Annual Majors Day event;
- Organizes an annual Transfer Day event to provide students with the opportunity to meet with various university representatives and attend workshops in order to obtain specific transfer information;
- Organizes an annual Historically Black Colleges and Universities (HBCU) Day to provide students with information related to transfer to an HBCU;
- Has a Transfer Center Director who serves on the College research committee where the Community College Survey of Student Engagement (CCSSE) results and SLOs are discussed. Efforts are made to incorporate recommendations stemming from these meetings.

The College evaluates its learning environment through the on-going, integrated review process for all programs and services along with SLO/AUO assessment. The SLO assessment allows for the identification of areas that need improvement. As discussed in Standard IIA, programs and service areas are at various levels in assessing SLOs with most in the early stages of assessment development. However, some programs and service areas such as Financial Aid and EOPS have conducted individual evaluations of their services. For example, feedback received from the Student Services Fair Survey facilitates departmental evaluation of SLO's and is utilized to make program improvements.

Evaluation

The College has clearly demonstrated that it works collaboratively with students in creating a learning environment that is relevant. The inclusion of students on participatory governance committees is invaluable when discussing student needs and in determining how to identify and meet those needs. In addition, students are provided a broader perspective about the issues that the College must consider in the decision-making process. Students gain lifelong leadership skills by participating on College committees and/or by taking personal growth courses. In addition, the Student Affairs office provides many avenues for students to engage in activities that promote civic and community responsibility as well as develop leadership skills and provides leadership training at a yearly retreat. Lastly, programs and services areas use formal and informal evaluation means to assess services and make improvements.

The College meets this standard.

Standard II.B.3.c: **The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.**

Description

The counseling programs at the College provide individual and group counseling during the day and evening to assist students. Services are advertised in the class schedule, by a distribution of flyers, in

the College catalog and web site and include orientation classes and sessions, personal growth classes and transfer workshops. The general orientation sessions for both prospective and continuing students provide information regarding various instructional programs and available support services that allow the student and counselor to work together in developing a student educational plan. In order to promote the successful attainment of students' personal and educational goals, the College implements a monitored matriculation program. Students are informed of the matriculation process as it is described in the class schedule, college catalog, Personal Growth courses and new student orientation workshops. The matriculation process is accomplished by the College's counseling programs though the provision of:

- individual and group academic, personal, and career counseling;
- new student orientation meetings;
- transfer workshops;
- academic skill workshops;
- student development classes.

A critical component of the counseling and advising function is referral to resources both on and off campus. Referral information is available to students through counseling appointments, workshops, new student orientations, and Personal Growth and DSPS classes as well as through campus publications including the Mesa College website, the College catalog, class schedule, and various program publications. On campus referrals are made to all student service areas in addition to academic departments and co-curricular programs.

Support services and retention programs such as Disability Support Programs and Services (DSPS), Extended Opportunity Programs and Services (EOPS), STAR TRIO, the Tutoring Center, as well as programs of special emphasis offered through the Counseling Department, provide support to students experiencing academic difficulties. Within the Counseling Department the following programs are designed and implemented:

- **International Students Program** (with Admissions Office) coordinates the application and registration process for students with F-1 visas and provides services to ensure a successful American educational experience at Mesa College;
- **Mesa Academy** is a retention program created to provide African-American students with an equitable education, impartial career and counseling services. The mission is to "raise the aspirations" of African-American students by expanding their sense of future, opportunities and capabilities. The purpose is to function as a forum for the exchange of ideas and the dissemination of learning and information to African-American students. The Mesa Academy is open to all students enrolled at the College;
- **Mesa Athletics Academic Program (MAAP)** is for students involved in intercollegiate athletics;
- **Outreach** activities occur in high schools, middle schools, alternative schools, educational centers, community-based agencies, and civic groups. Numerous campus constituencies perform outreach activities including DSPS, EOPS, and a variety of academic departments. Recruiters include instructional and counseling faculty, student services staff, and students;
- **Puente Project** focuses on the Latino/Chicano experience and utilizes materials from this perspective to enhance students' writing, critical thinking and reasoning skills. A mentoring component plays a critical role in the persistence of students;
- **Transfer Center** assists students to research and prepare for a successful college transfer;
- **Veterans Counseling** provides eligible veterans with educational plans that meet Veterans Administration guidelines.

Additional specialized programs include:

- **The Disability Support Programs & Services (DSPS)** Department provides disability management, counseling and academic accommodations as required by federal and state law for students with disabilities. The High Tech Center and Learning Accommodations Lab provides adapted computer hardware and software, computer-assisted instruction, and educational strategies instruction to meet the specific needs of the student;
- **The Extended Opportunity Programs & Services (EOPS)** serves a diverse student population that is low income with academic challenges to become aware of academic and personal needs and achieve academic success. Student success workshops, counseling, priority enrollment, transfer services and Guidebook to Student Success, and fee waiver for admission to four-year institutions are available to eligible students;
- **The Career Center** provides career-related programs, services, and activities for students. These include the Career Expo, job seeking and keeping skills workshops, online interest inventories, and labor market information. The center also offers counseling that pertains to career exploration;
- **Student Health Services** and psychological counseling are made available to students to ensure positive emotional and physical health for successful pursuit of goals. A nurse practitioner is available daily, a professional psychological counselor and physician by appointment only. Medical referrals are available when necessary.

Counseling programs encourage continuous quality improvement to support student development and success by preparing the counseling faculty in the following manner through:

- in-service training;
- the attendance at professional conferences relevant to the work conducted in the department. (i.e., Statewide and local conferences, the California State University and the University of California Counselor Conferences, Ensuring Transfer Success Conferences)
- San Diego Community College District (SDCCD) retreats that provide training and updates (i.e., policies and procedures);
- a counselor who represents the Academic Senate on the SDCCD Student Services Council and shares information discussed at council meetings with the campus;
- weekly counseling meetings where presentations regarding counseling, transfer and related matters are provided by campus liaisons, university and industry representatives;
- participation on the College Student Services Council with a variety of student services matters are discussed and addressed;
- the attendance of training session once a month by adjunct counselors and interns. The Counseling Department Chairperson is available throughout the year to provide additional information as needed;
- information provided by the Transfer Center Director to general counselors about the changes or updates in transfer requirements.

The College evaluates the counseling and advising functions through a variety of methods. One method is through the integrated, on-going Program Review process and SLO assessment. Other evaluation methods include:

- SLO measurement for every counseling appointment;
- Annual student evaluation of counselors;
- Student exit interviews such as within the STAR TRIO program.

In the 2009 Student Satisfaction Survey, 58% of respondents agreed or strongly agreed that counselors were available at times that were convenient for them (Q52). Sixty-four percent agreed or strongly agreed that the counseling session helped them clarify their educational goals and select courses needed to attain that educational goal (Q53). Sixty-five percent of respondents agreed or strongly agreed that the counselor helped them understand course

prerequisites (Q54), and 64% agreed or strongly agreed that that counseling sessions are informative and helpful (55). Fifty-three percent of respondents agreed or strongly agreed that counselors care about them as individuals (Q56), and consistent with this, 53% agreed or strongly agreed that counselors are concerned about their academic success (Q57).

Evaluation
The College provides counseling and advising services which meets the varied needs of students. There is a vast array of counseling services available to students to assist with educational planning in meeting career and transfer goals. Additional consideration is provided to meet cultural, disability and personal health needs. As previously addressed, Student Health routinely assesses its services. For example, through survey results, Student Health offers Alcoholics Anonymous, Narcotics Anonymous, eating disorders counseling and LBGT group counseling. There are several retention programs that provide additional support for students to succeed such as the Freshman Year Experience, FAST and STAR TRIO. The overall goal for all programs is to provide an avenue for students to succeed.

Counselors meet on a regular basis to keep up-to-date with the necessary information to successfully perform their duties. However, there is a need for more connection between the specialized programs (i.e., EOPS) and general counseling.

The College meets this standard.

Standard II.B.3.d: **The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.**

Description
The College engages in a wide variety of efforts in order to foster meaningful appreciation and understanding of diversity. This commitment to diversity is illustrated by its centrality to one of the four institution-wide goals that are set out in the Vision, Mission, and Values statement.

The College seeks to ensure that students have an understanding of diversity through the adoption of the San Diego Community College District (SDCCD) Multicultural Studies requirement for those who intend to acquire an associate degree. Students may fulfill the requirement by "satisfactorily completing a course related to the culture of one or more of the ethnic groups which are represented in American society. The course shall include a focus on the role of men and women in the origin, development, and current status of these cultures." (II.B-39)

Student Services and the Office of Instruction cooperate to design and maintain appropriate programs, practices, and services to support and enhance student understanding and appreciation of diversity. Student Services sponsors numerous activities and student organizations, while Instruction's contributions can be seen through the activities of the Humanities Institute and the newly established Diversity Committee, as well as the varied course offerings and activities (e.g., performances, exhibits) sponsored by individual academic departments.

The various Student Service departments have initiated an excellent pattern of dialogue and cooperation among themselves, student groups and areas of instruction. The Division of Student Services has a variety of regular meetings for the purposes of sharing information and improving services to students. Student Services makes important contributions to the programs, practices, and services that support and enhance student understanding and appreciation of diversity. Each year, Student Services has coordinated and/or participated in the following activities:

- AIDS Walk
- African American and Latino Male Leadership Summit
- Asian Pacific Islander American Heritage Week
- Black History Month Speaker Series

- Canyon Day
- Career Week
- Cesar Chavez Day
- Chicano/Latino Heritage Festival
- College Transfer and Historically Black Colleges and Universities Day
- Commencement
- Disability Awareness Day
- Encanto Community Street Fair
- Festival of Colors
- Linda Vista Community Fair
- Martin Luther King Jr. Parade
- Native American Heritage Month
- Scholarship Banquet (II.B-34)

In addition, Student Health Services has been involved in promoting diversity throughout the College. After several students mentioned their experience with the cultural insensitivity received from some College faculty and staff during counseling appointments, Student Health counselors started the Cultural Advisory Council. Over 20 community leaders from varying ethnic, cultural and religious groups as well as Mesa students, staff and faculty were invited to the first monthly meeting of the Council which was held on July 8, 2008. From these meetings came the Tents of Tolerance, the Angry Eye and Monkey Dance, to address the emotional damage caused by discrimination and to bring about diversity awareness. (II.B-25, II.B-40, II.B-41)

The Office of Student Affairs assists students to establish clubs and organizations that provide a rich and multi-cultural dimension to college life. Faculty and classified staff advisors serve on a voluntary basis and are approved by the College President each semester. The following clubs and organizations are active as of the 2009-2010 school year:

- Anthropology
- A.T.H.I.E.S.T. Club
- Bahai Club
- Black Student Union
- EOPS/Care Club
- Fashion Club
- Fencing Club
- Honors Club
- Immigration Student Support Org (ISSO)
- Inter Club Council (I.C.C.)
- Interior Design Club
- International Club
- InterVarsity Christian Fellowship
- Mesa College Animal Health Technology Student Association (MCAHTSA)
- Mesa College Ceramics Club
- Mesa Plants and Design Club
- Mesa Red Cross Club
- Mesa Robotic Organization (MRO)
- Movimiento Estudiantil Chicano De Aztlan (M.E.Ch.A)
- Phi Theta Kappa
- Pre-Med/Pharmacy
- PSI Beta
- Puente
- San Diego College Chapter of Student Affiliates to the American Chemical Society (SAACS)

- Society for Advancement of Chicanos and Native Americans in Science (SACNAS)
- STAR Club
- Student Veterans Union
- Studio Arts Club
- The Spanish Club
- Women’s Union (II.B-35)

The following are student clubs and organizations from prior years:

- Alpha Gamma Sigma
- Asian Pacific Student Alliance (APSA)
- African Unity
- Architecture Club
- Baby Intervarsity
- Bayanihan Club
- Campus Crusade for Christ
- Celtic Experience
- Challengers Club
- Christian Bible Study
- Circle K Club
- Computer Science Club
- Deaf Club
- Dental Assistant's Club
- Drama Club
- Enviro Club
- FAN Club
- Fellowship of Christian Athletes (FLA)
- Film Club
- Future Teachers Association
- German Club
- Gymnastics Club
- Healthy Students Club
- Improv Club
- International Socialist Club
- Jewish Student Union
- Live Music Club
- LeClub Francais
- Lesbian, Gay, Bisexual, Transgendered Student Union
- Mesa Adventure Club
- Mesa College Democratic Club
- Mesa College Culinary Club
- Mesa College Republicans
- Mesa Design Club
- Mesa Japan Club
- Mesa Persian Club
- Mesa Surf Club
- Mesa Union of Hands
- Multimedia Club
- Muslim Student Association (M.S.A.)

- Oasis
- Olympian Christian Association
- Olympian Golf Club
- Parent Participation Advisory Committee (PPAC)
- Philosophy Club
- Pride Coalition
- One Club
- Reach
- Remnant
- Rotaract Club
- Student Asian (SAMESA)
- Smile Club
- Society of Hispanic Engineers (SHPE)
- Song Writers Club
- Tennis Club
- The Fellowship of Associated Gay Students & Straight Allies
- The San Diego Mesa College Business Club
- TOMS Shoes Campus Club
- World of Peace Club

The Humanities Institute was established in 1990 and for more than 19 years has played a key role in the cultural life of Mesa College. The mission of the Humanities Institute includes the following:

- To initiate, sustain, and assess curriculum transformation activities throughout the College;
- To continue programs intended to promote global and multicultural understanding;
- To improve student recruitment and retention through cultural enrichment and curriculum enhancement activities. (II.B-42)

The Humanities Institute sponsors many events each year to provide a forum for the appreciation of cultural diversity and global awareness. The following are events scheduled during the 2009-2010 academic year:

- "Hula of Ancient Hawai'i"
- "There and Back Again: The Hermes Castro Antarctica Story"
- Judith F. Baca "Public Art, Private Works"
- The Global E-Waste Crisis Speaker**.**
- Three Sisters Garden Harvest
- Chicano Latino Heritage Celebration: Â¡Cultura y Resistencia!
- Mesa Visions: Mesa College's Art and Literary Magazine
- Understanding Globalization in the US Mexican Border: A creative workshop
- The San Diego Chicano History Project: Triumphs of the Human Spirit: Mesa College as a Community Partner
- 2009-2010 Cesar Chavez Celebration: Music and Discussion with Agustin Lira
- Powerful Latinas Lecture featuring Aurelia E. Flores, J.D.**.**
- Guatemala and Family Planning: A Story of Hope for Women and Children and the World
- Asian Pacific Islander American Heritage Month Celebration
- Opening of the 2010 Glass Gallery Exhibition: African Balance in Art and Life
- People's Power in the Philippines (Feb. 22-25, 1986):A Non-Violent Revolution
- Guerrilla Girls Performance
- Festival of Colors
- Prevention and Intervention Research in Hispanic Populations(II.B-42)

The Humanities Institute partners with various campus programs for annual events. The Institute Coordinator serves as the liaison to various campus programs. When appropriate, the Institute provides financial support for events sponsored by other campus organizations. The following are examples of such events:

- African-American and Latino Male Leadership Summit
- Asian Pacific Heritage Month Celebration
- Black History Month Celebration
- Bridges Program Baccalaureate Celebration
- Chicano Latino Heritage Celebration
- Child Development – Head Start program (provided funds to start a lending library program)
- Chinese and Vietnamese New Year Celebration
- Festival of Colors
- Native American Heritage Month Celebration
- Occasional Social Science Lecture Series
- United States Constitution Day
- Women's History Month Celebration(II.B-43)

The Diversity Committee is a newly formed participatory governance committee that was approved by the College during the fall 2009 semester. The committee membership includes an administrator, faculty, staff, students and community members. The purpose of the committee is to "track the college's activity and development in the areas of diversity and cultural competence as well as to brainstorm for ideas on advancing diversity and cultural competence via campus events and training/workshops." (II.B-44) The committee has identified two major initial projects to address the components of the committee's purposes:

1. Administration of a "Campus Climate Survey" based on a diversity framework developed by Daryl Smith of the Claremont Graduate University School of Educational Studies. This will be administered with the assistance of the Campus-Based Researcher, who will work in tandem with the District Institutional Research and Planning Office.
2. Building a cultural competence website to:
    - Serve as a repository of efforts, initiatives and programs that contribute to one of the four categories of cultural competence development identified (cultural knowledge, cultural awareness, cultural sensitivity, and cultural competency);
    - Serve as a clearinghouse of related activities on campus and in the surrounding community to inform this process;
    - Serve as a place that would include "student testimonials" and other campus members relating their experience with campus climate and exposure to cultural competence development opportunities.

Through the Diversity Committee's web site, issues in cultural awareness, diversity, and competence can be addressed. (II.B-45)

The measures the College uses in determining the effectiveness of services is the integrated review process for all programs and services along with SLO/AUO assessment.

Evaluation

The College has demonstrated that it meets the standard by the established programs and services dedicated to diversity. The collaboration between the Student Services and Instruction divisions ensures that the diversity needs of students are being met at every level. In addition, the College may want to recommit resources to the Humanities Institute to enhance the promotion of diversity. In the past, the Humanities Institute had a full-time coordinator and support staff.

The College meets this standard.

Standard II.B.3.e: **The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.**

Description

The College evaluates the effectiveness of practices and tools of admissions through the on-going, integrated Program Review process, which includes Student Support Services, Instruction and Administrative Services. The placement processes are managed by the Assessment Office, which undergoes the same Program Review process. In addition to Program Review, the admissions supervisors meet once per week with the Dean of Matriculation and Student Development to discuss and address concerns. The Admissions and Counseling supervisors from each San Diego Community College District (SDCCD) college meet on a regular basis at the District Office to review and receive updates on operational procedures. (II.B-18)

Cultural and linguistic bias in the instruments and processes are minimized through the use of matriculation handouts and materials that have been translated to accommodate various languages that are spoken by students (i.e., Spanish, Vietnamese). (II.B-18)

All placement instruments utilized by Mesa College are on the Chancellor's list of approved assessment instruments. In coordination with the District Office of Institutional Research and Planning, these assessment instruments are routinely evaluated in terms of (1) fairness and validity, (2) reliability and errors of measurement, and (3) disproportionate impact. In particular, the following activities are conducted by the District Office of Institutional Research and Planning:

- Review the evidence addressing test bias supplied by the test developer to ensure that the results are generalized to the local campuses;
- Provide a comprehensive description of the appropriateness of an assessment test for the purposes of placement into a course or courses in a sequence. This evidence is based on the overlap of knowledge/skills measured by the test and those knowledge/skills required as prerequisites to the course(s);
- Review the criterion-related validity evidence supplied by the test developer to ensure that the results can be generalized to Mesa College;
- Validate and maintain the appropriateness of its cut-scores;
- Review the reliability and errors of measurement evidence supplied by the test developers to ensure that the results can be generalized to Mesa College;
- Monitor disproportionate impact on an ongoing basis for various demographic groups (including gender, age, racial, ethnic, and disability groups).

These placement instruments are evaluated by matriculation evaluation teams on a six-year cycle coordinated by the State Chancellor's Office to coincide with the accreditation site visit. These test instruments are reviewed using the standards and procedures adopted by the Board of Governors in March 1991 and continue to be updated as required. The technical assistance site visits conducted by the Chancellor's Office are designed to address key issues raised during the selected colleges' initial site review visit. In the future, Mesa plans to consider other multiple measures of assessment.

As part of the 2009 Student Satisfaction Survey, students were asked to evaluate placement practices. Fifty-seven percent agreed or strongly agreed that they were informed about the importance of the assessment tests prior to taking them (Q47). Sixty-four percent agreed or strongly agreed that the reading and writing assessment test helped them enroll in the appropriate level English class (Q48) Sixty-one percent agreed or strongly agreed that the math assessment test helped them enroll in the appropriate level math class (Q49). Fifty-three percent of respondents agreed or strongly agreed that counselors and assessment staff clearly explained the assessment results to them (Q50). Sixty-four percent of respondents agreed or strongly agreed that assessment tests were offered at a convenient time for them (Q51).

Evaluation
The on-going integrated Program Review process allows for admissions and assessment to be evaluated annually. In addition, there are informal means in which the College assesses for improvement throughout the year such as meetings to discuss and review operational procedures.

The College meets the standard.

Standard II.B.4: **The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

Description
The College provides a systematic and regular review of student support services through the established, on-going five-year Program Review process. As previously discussed in Standard IIA, in 2007, student service programs and service areas merged with the academic Program Review process. As a result of the merge, the Academic Program Review committee was renamed the Program Review Committee. In 2008, Administrative Services also joined the Program Review process. Therefore, the College has integrated all academic, student service and administrative programs and services areas into one review process. (II.B-46)

Program Review serves as a guide to programs and service areas in planning such as identifying areas that need to be strengthen or streamlined and in developing or revising policies and/or procedures.

The College has developed Student Learning Outcomes (SLOs) for all student service programs and service areas, programs in instruction as well as Administrative Unit Outcomes (AUOs) for administrative services. The College purchased TaskStream SLO software management system as the official repository for all SLOs/AUOs, and their assessment pieces. TaskStream will allow programs and service areas to track and update their SLOs/AUOs within one system. By the end of summer 2009, the College completed its initial collection of all program and service area outcomes, with input into TaskStream. Training on the use of this software began in the early fall 2009 semester followed by faculty and staff input of some assessment data.

As described in Standard IIA, Student Learning Outcomes are assessed by the faculty and staff. The assessment results are used for improvement to revise the outcome if it is deemed necessary or revise the methodology of the SLO if necessary. During the college-wide SLO Fair that occurred during the spring of 2009, it was noted that programs and service areas are at various levels and/or stages of assessment. Some programs and service areas have completed their assessments and are in the process of compiling the results; others have completed their assessments, have the results and are working to strengthen their programs or service area, while others are in the early stages of assessment development.

The College uses the results from the evaluation of student support programs and service areas as an opportunity to make decisions regarding the continuation of or modification to existing programs/services or in determining the need to add new programs/services. The Financial Aid data analysis and comparison document shows that the office utilizes results to make continuous improvements to the delivery of information to students. For example, through assessment results, the Financial Aid Office discovered a need to improve the documents and process used when students appealed financial aid disqualification. During the 2005-2006 academic year, which was prior to the assessment, 18% of appeal applicants submitted documents with statements that were vague and unclear which significantly diminished their chances for appeal approval. After receiving assessment results, the Office revised the appeal

form so that students could better articulate the circumstance(s) that led to disqualification. The Office also hired counselors and included them as members of the appeal committee so that students would have better "academic equality" during the review of their appeals. As a result of the Office implementing changes, the spring 2008 data indicates a 4% decrease in the amount of documents submitted by students with vague and unclear statements, which increased their chance to retain financial aid. (II.B-47)

The results of the 2009 Student Satisfaction Survey were discussed at a research briefing that involved key college leadership and Student Services personnel. The majority of students were satisfied or very satisfied with the following support services: Academic Counseling (66%); Financial Aid Services (58%); Tutoring Services (64%); Transfer Center (57%); Student Health Services (54%); Admissions Application Process (77%); New Student Orientation (56%); Course Registration Process (77%); and Assessment/Testing Services (59%) (Q7, 8,9,10,14,16,17,18, 21). More specialized services such as DSPS, EOPS, Child Care Services, and TRIO services, were evaluated favorably in the Point of Service Surveys, DSPS Report, EOPS Report, and TRIO Report. (II.B-85, II.B-86, II.B-89)

Evaluation

The College has established an exceptional review process for all campus programs and service areas in instruction, student and administrative services. The integration of these programs and service areas into one review process allows for a global awareness of student support needs as well as the overall effectiveness of programs in meeting such needs.

The development and collection of SLOs/AUOs for all courses, programs and service areas have been accomplished. The current goal of the College is to continue to provide awareness and training activities related to SLO/AUO assessment.

Programs and service areas within the College are a various stages of assessment development, with the majority in the early stages. Therefore, the College will continue to administer its SLO survey and use the Program Review process to monitor progress made in this area. As programs and service areas develop assessment pieces, they will input the information into TaskStream. The College will continue to provide TaskStream training in order to meet the needs of faculty and staff.

The College meets this standard.

Planning Agenda for Standard IIB: STUDENT SUPPORT SERVICES

Although the current economic crisis in California has had a devastating effect on the Student Services' budget, this College division has continued to provide a high level of student support. Dialogue and cooperation among the various Student Services areas and the remainder of the College community have permitted the Division to meets its mission.

Since the 2004 Self Study, Student Services has developed and is assessing Student Learning Outcomes for all its service areas. They have become a part of the College's robust and integrated Program Review process. Point of Service surveys were conducted, and these results have been reported in the appropriate portions of this Self Study. These surveys will continue to be used as part of the Program Review process to support the College's planning process. As evidenced by the Strategic Plan for Online Matriculation Services, the need for offering all matriculation services in the online modality continues to be a priority.

The College has identified two areas to address within the scope of this standard and recommends:

6. Seeking alternative funding sources in order to sustain student support programs; and
7. Providing essential online services at each level of matriculation.

Standard IIB Evidence

II.B-1	2009-2010 San Diego Mesa College Catalog
II.B-2	San Diego Mesa College Student Handbook 2008-2009: http://www.sdmesa.edu/accreditation/handbooks/student-handbook.pdf
II.B-3	San Diego Mesa College Admissions website: http://www.sdmesa.edu/admissions
II.B-4	San Diego Mesa College International Students website: http://www.sdmesa.edu/student-services/international-students/
II.B-5	San Diego Mesa College Allied Health Department Policy Manual 2009-2010 http://www.sdmesa.edu/academics/schools-departments/allied-health/documents/policy-manual.pdf
II.B-6	San Diego Mesa College Allied Health Department website: http://www.sdmesa.edu/academics/schools-departments/allied-health/
II.B-7	San Diego Mesa College Outreach website: http://www.sdmesa.edu/outreach
II.B-8	San Diego Mesa College Testing Center website: http://www.sdmesa.edu/testing-center
II.B-9	San Diego Mesa College Counseling website: http://www.sdmesa.edu/counseling
II.B-10	San Diego Mesa College Counseling Department SLOs and evaluation, 2005
II.B-11	San Diego Mesa College Program Review Report 2008-2009
II.B-12	San Diego Mesa College website, Catalog Sub-Committee: http://www.sdmesa.edu/academics/catalog/catalog-committee/
II.B-13	San Diego Mesa College website, Academic Programs http://www.sdmesa.edu/academics/academic-programs/
II.B-14	San Diego Mesa College Student Services website: http://www.sdmesa.edu/student-success
II.B-15	San Diego Mesa College Student Services Strategic Plan for Online Matriculation Services, Fall 2008
II.B-16	SLO Survey 2008
II.B-17	Mesa Point of Service Surveys 2009: a. Admissions b. Counseling c. DSPS d. EOPS e. Financial Aid f. Student Health g. STAR h. Transfer Center i. Veterans Affairs
II.B-18	12/17/09 Interview with Joi Blake, San Diego Mesa College Dean of Student Development and Matriculation
II.B-19	San Diego Mesa College Associate Degree Website: http://www.sdmesa.edu/academics/academic-programs/
II.B-20	2008-2009 San Diego Mesa College Student Services Annual Report, p. 15, last bullet under Outreach/Community Relations
II.B-21	San Diego Community College District Office of Institutional Research and Planning, September 2009 FYE report http://research.sdccd.edu/Include/Research%20Reports/Miscellaneous/FYE_2009_v08.pdf
II.B-22	San Diego Mesa College website, Participatory Governance http://www.sdmesa.edu/governance
II.B-23	San Diego Mesa College Website, Welcome http://www.sdmesa.edu/student-services/outreach/request-a-campus-tour/index.shtml

II.B-24	San Diego Mesa College STAR Continuing Student Service Request (also know as Needs Assessment) form: http://www.sdmesa.edu/star
II.B-25	1-20-10 Interview with Suzanne Khambata, San Diego Mesa College Director of Health Services
II.B-26	San Diego Mesa College Disability Support and Programs Website http://www.sdmesa.edu/dsps
II.B-27	San Diego Mesa College Disability Support and Programs Website, Online Orientation http://www.sdmesa.edu/student-services/disability-services/enrollment.shtml
II.B-28	San Diego Mesa College Financial Aid Website http://www.sdmesa.edu/financial-aid
II.B-29	Interview with Gilda Maldonado, San Diego Mesa College Director of Financial Aid (Fall, 2009)
II.B-30	San Diego Mesa College Website http://www.sdmesa.edu/eops; refer to EOPS Quiz #17
II.B-31	San Diego Mesa College Graduation Website http://www.sdmesa.edu/student-services/commencement/
II.B-32	Petition for Graduation.
II.B-33	Counselor observation SLO sheet.
II.B-34	1/19/10 Interview with Ashanti Hands, San Diego Mesa College Dean of Student Affairs
II.B-35	San Diego Mesa College Student Affairs website http://www.sdmesa.edu/student-affairs
II.B-36	San Diego Mesa College Health Services Smoking Survey, October 2008
II.B-37	San Diego Mesa College Health Services Alcohol and Drug Awareness Survey, October 2008
II.B-38	San Diego Mesa College Student Health Services Student Interest Survey
II.B-39	2009-2010 San Diego Mesa College Catalog, p. 73, column 1, under the Multicultural Studies header.
II.B-40	San Diego Mesa College Student Health Services Tents of Tolerance Statistical Results (Pre and Post event)
II.B-41	San Diego Mesa College Student Health Services Angry Eye Event Announcement, October 2008.
II.B-42	San Diego Mesa College Humanities Institute Website http://www.sdmesa.edu/humanities-institute
II.B-43	12/17/09 Interview with Dr. Cesar Lopez, San Diego Mesa College Humanities Institute Coordinator
II.B-44	San Diego Mesa College website, Diversity Committee http://www.sdmesa.edu/diversity
II.B-45	1/25/10 Interview with Donna Duchow, Chairperson, San Diego Mesa College Diversity Committee
II.B-46	San Diego Mesa College Program Review Committee website http://www.sdmesa.edu/program-review
II.B-47	San Diego Mesa College Student Learning Outcomes (SLO) Fair, April 23, 2009. Presenter: Cathy Springs [Compact Disc (105 minutes) or https://www.sdmesa.edu/slos ; refer to SLO Fair 2009 – VIDEOS.
II.B-48	San Diego Mesa College Extended Opportunity Programs and Services (EOPS) Mutual Responsibility Contract (MRC)
II.B-49	April 5, 2010 Letter from the County of San Diego Human and Health Services Agency to San Diego Mesa College Health Services
II.B-50	San Diego Mesa College Student Services Fair 2009 Flyers: a. February 25 b. September 24

II.B-51	San Diego Mesa College African American/Latino Male Leadership Welcome Reception Flyer for Keynote Speaker, Dr. Pedro Noguera, April 8, 2010.
II.B-52	San Diego Mesa College Annual Transfer Day Event Flyer, October 7, 2008
II.B-53	March 10, 2009 E-message between Monica Romero, Career Guidance and Transfer Center Supervisor and Gilda Maldonado, Financial Aid Officer regarding sponsorship for the 2009 Career Opportunities Expo
II.B-54	California Community College Chancellor's Office Foster Youth Success Initiative Region X Convening – San Diego and Imperial Valley County Planning and Implementation Session, April 17, 2009
II.B-55	San Diego Mesa College Fostering Academic Success and Transitions –FAST Scholars Summer Institute, July 6-10, 2009 Event Flyer.
II.B-56	San Diego Mesa College Majors' Day Event Flyer, October 2008.
II.B-57	San Diego Mesa College Transfer Options Workshop Flyer, Spring 2009
II.B-58	San Diego Community College District Historically Black Colleges and Universities (HBCU) Directory, February 2008
II.B-59	ASSIST Transfer Channel (The Official Newsletter of ASSIST) 6th Edition – February 2007, Reading an ASSIST Articulation Agreement
II.B-60	San Diego Mesa College Research Committee, refer to Naomi Grisham http://www.sdmesa.edu/governance/committees/research.cfm
II.B-61	San Diego Mesa College Rosa Parks Memorial Project http://www.sdmesa.edu/rosa-parks
II.B-62	San Diego Mesa College Matriculation Handouts in Spanish and Vietnamese: a. Application for Admission b. Matriculation, Orientation, Assessment c. Online Registration (REG-E)
II.B-63	San Diego Mesa College Admissions website http://www.sdmesa.edu/admissions
II.B-64	San Diego Mesa College Welcome Week Flyer, August 25-28.
II.B-65	San Diego Mesa College Counseling Center Website http://www.sdmesa.edu/counseling, refer to the Counseling Center email address: mesacoun@sdccd.edu
II.B-66	San Diego Mesa College Career Workshop Flyer for Veterans
II.B-67	2009-2010 San Diego Mesa College Basic Skills Action Plan
II.B-68	San Diego Mesa College Disability Support Programs and Services (DSPS) Student Learning Outcomes
II.B-69	California Department of Rehabilitation Information Flyer
II.B-70	County of San Diego Health and Human Services Agency Directory of Adult Services
II.B-71	April 5, 2010 e-message from Jill Jansen, San Diego Mesa College Disability Support Programs and Services (DSPS) Counselor and Presenter to the East County Asparger's Support Group
II.B-72	April 6, 2010 Interview e-message from Gilda Maldondo, Financial Aid Director
II.B-73	Extended Opportunities Programs and Services (EOPS) Requirements http://www.sdmesa.edu/eops
II.B-74	San Diego Mesa College EOPS Intake Session Online http://www.sdmesa.edu/eops
II.B-75	San Diego Mesa College STAR TRIO website. http://www.sdmesa.edu/star
II.B-76	San Diego Mesa College Extended Opportunities Programs and Services Guidebook to Student Success
II.B-77	San Diego Mesa College Transfer Center Student Learning Outcomes
II.B-78	San Diego Community College District Association of African American Educators Annual Historic Black Colleges and Universities Day Event Flyer – February 27, 2008 hosted at San Diego Mesa College

II.B-79	San Diego Mesa College Connection Day Booklet – February 27, 2009
II.B-80	Casey Family Programs Spring 2009 Newsletter – Article: Colleges Stand Up for Foster Youth, p. 3
II.B-81	April 13, 2010 E-message from Ashanti Hands, San Diego Mesa College Dean of Student Affairs
II.B-82	San Diego Mesa College 2010 Career Opportunities Expo Event Flyer 2010
II.B-83	2008-2009 San Diego Mesa College Student Services Annual Report, p.11
II.B-84	2008-2009 San Diego Mesa College Student Services Annual Report, p. 18
II.B-85	EOPS Annual Report, 2008-2009
II.B-86	Mesa College TRIO Program Annual Report, 2008-2009
II.B-87	Mesa College High School to College Pipeline Report, 2004/2005 – 2008/2009:
II.B-88	DSPS Annual Report, 2008-2009
II.B-89	E-message titled Mesa College RE: ARRA Grant 4-13-10

Standard II.C. **Library and Learning Support Services: Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.**

Standard II.C.1: The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

Description
Mesa College library and learning support services provide essential front-line support for student learning. Many of these services are located within the School of Learning Resources and Technology, bringing together under one umbrella the library and all technology related services on campus. A benefit of this is the level of collaboration that takes place between programs and services to better support student learning. Tutoring also brings its services together to better meet student learning support needs with the consolidation of all tutoring services into one central learning support unit that is co-located with the Language Lab. The one exception to this is the Student Tutorial and Academic Resources (STAR) TRIO program, which is housed with the Extended Opportunity Programs and Services program and is administered by the Division of Student Services.

To support the multiple modalities by which students access their courses and engage in learning, the library provides many of its services both online and face-to-face. The library maintains a significant presence on campus within the four-story Learning Resource Center, but it also maintains a strong online presence for remote access. Prior to consolidation, two of the three tutoring services piloted online tutoring and writing center support. This was conducted in the 2008-2009 academic year; however, with the consolidation of tutoring services and current budget constraints, the pilot has been discontinued. Tutoring continues to provide a significant presence on campus.

Evaluation
The College has made library and student learning support services a high priority. As detailed in each of the following sections, Mesa College provides services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, and it does so both on campus and online.

The College meets this standard.

Standard II.C.1.a: **Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.**

Description
Learning Resource Center
Opened in 1998, the Learning Resource Center (LRC) is a 107,000 square foot facility that houses many of the resources administered by the School of Learning Resources and Technology. The library occupies the first three floors of the building, while the fourth floor is dedicated to technology related services. These services include (i) the Audiovisual

Department, which provides equipment and media support for instruction and campus events, oversees all audiovisual installations on campus, and administers the library's video collection, (ii) the Center for Independent Learning (CIL), which provides an open student computer lab, two independent faculty/staff computer labs, computer/technology training and support for faculty and staff, and administration of the multimedia reserve collection, (iii) the administrative office for the campus-wide Academic Computing Labs Supervisor, and (iv) the administrative office for the College Web Design Supervisor. The High Tech Center, which is located on the second floor, is a fully accessible computer lab/classroom that is administered by Disability Support Programs and Services. (II.C-1, II.C-5)

Two computer classrooms are located in the LRC. One is the library classroom, used primarily for information literacy instruction and containing 41 computer workstations in addition to a teacher's workstation, while the other is used by college faculty and contains 38 computer workstations plus a teacher's workstation. Both rooms were designed as smart classrooms, containing projection equipment, document cameras, computers, and sound systems, and both rooms have classroom management systems that allow the instructor to communicate directly with the student computers. In addition, a smaller training lab, with 16 computer stations, is available for staff training and occasional student use; it, too, has a full smart classroom installation. Laser printers are available in all three classrooms.

In addition to the computers made available for classroom and lab spaces, the LRC has a total of 42 workstations available for student use in the general Reference Area on the first floor and 19 more located throughout the building. Workstations with accommodations for ADA-compliant software and equipment are available on the first and fourth floors of the building.

For convenience to students, faculty, and staff, the LRC consolidated all of its printing and copying services into one server-based system that is accessed using either a Mesa College ID card or proprietary print card, which is available for purchase in the LRC Café. In addition, an ATM machine has been installed on the first floor, adjacent to the LRC Café, for user convenience. There is one photocopy machine that accepts coins only for those not wanting to use the card system. Printers and copiers are located in high-usage areas on the first and fourth floors, and copiers are available on the second and third floors. The fourth floor print/copy station is associated with the CIL student computer lab and contains two color laser printers, seven black and white laser printers, and one copier. The first floor has a total of four copiers and two black and white laser printers. A state-of-the-art microforms reader/printer, also located on the first floor, is part of this system. A total of five add-value stations are located throughout the building so that students can conveniently add money to their cards; a bill changer is located on the fourth floor. Assistance with print/copy services is available on both the first and fourth floors.

A recent addition to the LRC was the installation of wireless connectivity for SDCCD students, faculty, and staff, which is available throughout the building. The LRC also entered into a collaborative effort with the cafeteria and provided space on the first floor for the LRC Café, which sells coffee and other beverages and light snacks. Adjacent to the café is the Café Commons, which is a large area with tables and chairs for people to gather or work independently.

The LRC provides display venues for student and faculty art work and other course-related projects. It has hosted the Annual Multimedia Awards and regularly displays student work such as the annual poster presentations by Bridges to the Baccalaureate students. A display stage, located just inside the entrance to the building, is in near-constant use by various departments and clubs on campus. Displays have included the Dia de los Muertos presentation, apparel from the annual fashion show, documents for Constitution Day, and a historical presentation on Japanese-Americans during World War II. The LRC is home to the extensive African Art Collection, which rotates displays several times per year. (II.C-7) The LRC also hosts a variety

of musical events, including annual African performances, occasional three-minute choral concerts, and periodic full recitals, such as "Music for Dancers, Sports Fans, and Animal Lovers," which was performed in December, 2009.The LRC presentation room, which seats 65 and is a fully equipped smart classroom, provides a venue for numerous events, including those sponsored by the Humanities Institute, the Department of Social Sciences Occasional Lecture Series, and numerous guest speakers.

Library

The library collection consists of 111,461 books, 141,733 microforms, 194 print periodical subscriptions, 484 audio-recordings, and 2,732 video recordings. (As of February 17, 2010; II.C.-2) It also includes online access to over 31,000 e-books, 400 reference books, and over 20,000 periodicals, which are accessed through subscriptions with numerous aggregator and reference databases.(II.C-3) The library provides limited-loan course reserve services for both print and multimedia materials for classroom instructional support. Reference services are provided face-to-face and by phone during most hours that the library is open; they are available online 24 hours per day, seven days per week via live chat provided by Ask-a-Librarian; the library also provides e-mail reference service. In 2009, the library website was completely rebuilt to improve its effectiveness; to this end, usability has been enhanced by the development of clear navigation and research support, the use of comprehensible language, and the creation of multimedia tutorials. Accessibility is assured by design with the use of Cascading Style Sheets and XHTML coding. (II.C-4) Students can also manage their library accounts online for applications such as the renewal of materials.

Library personnel work with College faculty and staff to assure that library services and materials selection support student learning needs. Librarians are assigned as liaisons to each of the College's instructional departments to facilitate communication and collaboration regarding selection and acquisition of library books and databases; there is also a requirement that a librarian sign-off on any new course that is accepted by the College to ensure that the library acquires adequate materials to support the new course. In addition, the library website includes an online form for faculty, staff, and students to request specific books for purchase. The library also maintains a suggestion box, which is a source for recommendations for purchase of materials or provision of services. Another venue for recommendations is the faculty feedback form filled out by all instructors obtaining library instruction sessions for their classes. For video selection and purchase, the Audiovisual Librarian works directly with faculty in each department to identify classroom instructional support materials. In addition, one librarian sits on the College Academic Affairs Committee to stay current on instructional issues and to serve as a liaison to the rest of the library faculty.

The Collection Development Librarian maintains a campus-wide presence and sends regular e-mail updates to College faculty and staff listing newly acquired books and audiovisual materials. This correspondence provides another venue for faculty and staff interaction. The Electronic Resources Librarian works directly with departments, programs, and individual faculty members to identify databases specific to their needs. Subscriptions to the following databases were a direct result of this type of collaboration: ARTstor; PsycARTICLES (which includes over 55 full-text journals from the American Psychological Association) and JSTOR, which is an archive of over 400 peer-reviewed journals.

Classified staff members provide dedicated support to specific areas, such as periodicals, technical services, course reserves, instruction, and acquisitions. These staff members work closely with the appropriate librarians to assure quality delivery of materials and services.

The library assesses the effectiveness of its library collection through multiple measures. Monthly Circulation Reports provide statistics for materials checked out through the library circulation

system and online e-book access, while the Electronic Resources Librarian provides similar statistics for databases. These data are analyzed for future purchases and subscriptions and for de-selection of materials or databases. The library also subscribes to reviewing resources and scholarly journals, which provide professional reviews regarding materials for possible purchase. Librarians attend department meetings and seek feedback from faculty.

Center for Independent Learning

Located on the fourth floor of the LRC, the Center for Independent Learning (CIL) provides multiple technology and student learning support services for the College. The CIL Student Computer Lab has 144 computer workstations (both Mac and PC) that are networked via a central server to access course-specific software, the Microsoft Office Suite, other applications, and the Internet. CIL faculty work with classroom faculty to ensure that software needed for course support is also provided in the CIL lab. Four full time Instructional Assistants work in the lab to provide user support. Peripherals such as scanners and cabling for multimedia are provided for student use as well. (II.C-6)

In addition to the student lab, the CIL provides two faculty/staff labs, which contain a total of 14 computers (both Mac and PC). The CIL also administers the faculty/staff training classroom, which has 16 networked workstations. CIL faculty provides support and training to faculty and staff in developing technology-based learning tools. The CIL faculty has collaborated extensively with the District SDCCD Online learning support department to provide college support for implementing WebCT/Vista, making materials ADA compliant, and using learner-centered practices both online and face-to-face. The CIL faculty/staff multimedia lab is staffed two days per week by an instructional designer from SDCCD Online, who provides direct support to faculty. In addition, a joint grant obtained by CIL and SDCCD Online led to the creation of a video studio for faculty to enhance their online presence.

Audiovisual Department

Also located on the fourth floor, the AV department is co-located with CIL media services. This department serves as the central location for checking out both library and reserve videos and other learning materials. The AV department ensures that all new media is accessible and that all playback and projection equipment is equipped with closed-caption decoders. The department also schedules and checks out portable presentation equipment for use in rooms not equipped with technology. The Audiovisual Librarian works with faculty to identify and purchase new videos to support their curriculum. A special feature of the library catalog, created to improve access to the video collection, is the disciplinary subject search page that identifies all videos of interest to a specific discipline. (II.C-8)

A key function of the AV department is to provide audiovisual equipment support for the campus, through specification, purchase, installation, and maintenance and support of all smart classrooms on campus. The department collaborates extensively with the academic departments to identify their instructional audiovisual needs and ensure that they are represented in the District audiovisual contract. The AV staff trains faculty and staff in the use of AV equipment, including specialized equipment specific to certain teaching applications.

The technical staff provides AV presentation support for all major events on campus, including Student Success Day, Faculty Convocations, African-American/Latino Male Leadership Summit, and the Festival of Colors.

In addition to equipment and video library services, the AV department also provides production services, including a full-time videographer and captionist and large-scale printing and laminating services. The videographer provides full production services for the campus, including the recording of numerous events, guest lecturers, and student presentations. The captionist ensures that all media produced by and for the College is fully compliant with ADA standards. The technical staff assures quality production on all printing and laminating requests.

High Tech Center
Disability Support Programs and Services (DSPS) administers the High Tech Center, located in the LRC, to provide individualized learning support services to disabled students enrolled in the College's DSPS academic programs. The lab has 24 computer workstations, all with adaptive technology in compliance with the Americans with Disabilities Act, for student use. The lab recently installed a fully accessible smart classroom installation to enhance classes and training sessions that are provided in the lab. The lab averages about 100 students per semester who enroll in DSPS 21 and also about 175 requests for alternate media. The lab is administered by a full-time DSPS faculty member with the assistance of two full-time support staff members, all of whom provide learning assistance to students. (II.C-9)

Campus Computer Classrooms/Laboratories
There are 25 academic computer labs and classrooms on campus that serve in direct support of classroom instruction. They include such programs as the Digital Art Lab, Architecture labs, Computer Information Systems labs, Computer Business Technology labs, and English lab. There are a total of 604 PCs and 43 Macs located in the campus academic computer labs and classrooms. (II.C-19) Maintenance of this equipment is the responsibility of the Academic Computer Labs Supervisor, who is part of the School of Learning Resources and Technology. The supervisor works closely with instructional faculty to ensure that all course-related software is loaded, managed, and updated in support of student learning. The supervisor specifies equipment and installs and maintains all computers, printers, and other peripherals in these environments and manages them through a series of servers across campus. The supervisor and staff of six instructional lab technicians provide direct support to faculty and students in these applications.

Tutoring Services
In fall 2009, due to budget constraints and the impact of new construction timelines, the three separate tutoring services, including the Math and Science Center, Tutoring Appointment Center, and Writing Center, were combined to provide one central tutoring service on campus. These services were joined with the Bridging Lab, which is funded by Continuing Education, to create a more comprehensive "one-stop-shop" tutoring center that addresses all levels of learning support needs, including Basic Skills-level mathematics and English, ESOL, and collegiate-level course support in multiple disciplines. By combining these services into one center, the College is able to offer comprehensive services to both day and evening students for Mesa College and Continuing Education students based at Mesa.

With the consolidation of the separate centers, the College was able to restructure and reduce its staffing levels from 2.6 FTEF contract positions to a total of 0.8 FTEF contract positions and from three separate centers to one. Now, one contract 0.6 FTEF position coordinates the work of the tutoring center function, and one contract 0.2 FTEF position coordinates the Writing Center function. They are involved in hiring, evaluating, and training the tutors and assuring the academic integrity of the services provided. A full-time supervisor provides the administrative support necessary to supervise and schedule the tutors and implement the programs established by the faculty. The supervisor is assisted by the one full-time Instructional Assistant.

In spring 2010, oversight of the tutoring center was moved from the Vice President, Instruction, to the Dean, Mathematics and Natural Sciences, who now provides day-to-day supervision of the center and coordinates long-term planning of tutoring services with disciplinary faculty and staff. The goal is to expand services to reach more students. Plans have been drafted for the inclusion of a state-of-the-art Academic Skills Center on the first floor of the new Social and Behavioral Sciences Building, which is scheduled to begin construction in 2013. Research conducted by the Basic Skills Committee and other sources of feedback and information will inform future planning for tutoring services.

Student Tutorial and Academic Resources (STAR) is a federally funded TRIO program with separate guidelines and is administered by the Director of STAR TRIO within the Division of Student Services. The program is housed with the EOPS program and is administered on a daily basis by the Assistant Director/Counselor of STAR TRIO. STAR targets low-income and first-generation students and those students with disabilities. Students qualifying for services can make appointments for up to two one-hour tutoring sessions per week and have unlimited assistance on a walk-in basis, pending tutor availability. As part of Student Services, the STAR program is discussed more fully in Standard II.B.

Evaluation

Learning Resource Center: The LRC has become a centerpiece of the campus. The addition of wireless connectivity and the LRC Café has added to its appeal. In the 2009 LRC Point of Service Survey (POS), 81% of the respondents were satisfied or very satisfied with wireless access in the building (Q31), and 82% were satisfied or very satisfied with the LRC Café (Q39).(II.C-10) Every effort has been made to meet student needs in terms of access to technology and streamlined services. The new server-based print/copy system is owned and operated by the District and is serviced by LRC staff, ensuring that problems are addressed immediately. A contract with the vendor remains intact for equipment support and replacement. Students appreciate the convenience of being able to use their CSID cards for printing purposes; the LRC added a fifth add-value station to the building to ensure students can easily add money to their cards in multiple locations. In the POS Survey, 79% of the respondents were satisfied or very satisfied with the printing services (Q17) and 78% were satisfied or very satisfied with the copy services (Q16). (II.C-10)

In terms of overall satisfaction with the LRC, 85% of the respondents to the 2009 LRC POS Survey rated their overall satisfaction with the general services of the LRC as very satisfied or satisfied (Q10); an average of 80% were very satisfied or satisfied with the building and equipment (Q12-Q18); and an average of 83% were very satisfied or satisfied with the technology (Q24-Q31). (II.C-10)

Quality service is an LRC value, and results of the POS Survey reinforced this, as 85% of the respondents agreed or strongly agreed that the staff was knowledgeable and able to answer their questions (Q7); 88% agreed or strongly agreed that the assistance they received was useful (Q8), and 90% agreed or strongly agreed that they would feel comfortable returning for additional services (Q11). (II.C-10)

Library: Every effort is made to engage faculty, staff, and students in the selection of library materials and equipment. An example of collaboration with the academic departments is evidenced in the library's subscription to PsycARTICLES (database of 55 APA periodicals). The Psychology Department had previously requested more APA journals, which the library had been unable to augment due to cost. However, in 2006, when the Community College League negotiated a group price for PsycARTICLES database, the library was able to subscribe and did so as soon as it was available. This subscription has enabled Mesa students to access the journals they need. This level of collaboration and response to campus needs is evidenced in other acquisitions as well, including subscriptions to various databases and reference works for the Business Department and ArtSTOR for the Art Department. (II.C-4) In the case of ArtSTOR, not only has the library obtained a subscription to the database, but it has worked to ensure that the proper technology settings are installed on campus computers to assure access, and to provide instruction for both faculty and students on how to use the database.

A measure of the library's effectiveness in collaborating with the campus and meeting their needs was provided by the 2009 Employee Perception Survey, in which 82% of faculty and staff either agreed or strongly agreed that librarians consult with campus faculty and other campus

stakeholders to select and maintain books, periodicals, audiovisual materials, and other learning resources (Q47); 77% of the faculty and staff either agreed or strongly agreed that the library collection is adequate to meet the needs of their program or work function (Q50); and 91% of the faculty and staff were satisfied or very satisfied with Library Services (Q25). In the 2009 Mesa College Student Satisfaction Survey, 82% of students either agreed or strongly agreed that the library has an adequate selection of books, periodicals, and other learning resources (Q70); 88% of students were satisfied or very satisfied with the library (Q11). (II.C-11, II.C-12)

Another example of the effectiveness of this outreach is reflected in the increased number of faculty placing copies of their course texts, assigned readings, and videos in the Course Reserves. To integrate access to all reserves, both print and video materials are included in the Course Reserves section of the catalog. In addition, the Center for Independent Learning (CIL) media desk has been co-located with the Audiovisual Department service desk so that all videos, whether belonging to the library or placed on course reserve, are now available at one central service desk. Catalog access and co-location of videos have streamlined the process for students to locate the videos they need. Circulation statistics demonstrate that this strategy has been successful, with course reserve checkouts increasing from 10,343 items in fall 2008 to 13,277 items in fall 2009. (II.C-13)

The library has benefited from sustained and substantial funding in recent years; however, with the current economic downturn there is concern about supporting and adding to the collection, both online and in print, during this time.

Center for Independent Learning: As evidence of the commitment that students come first, the CIL student computer lab receives new computers each year. At the end of each year, these student computers are rolled down to other applications on campus, and new computers are placed in the lab. This practice ensures that students have the equipment they need in order to complete their assignments. The computers are networked in a manner to allow maximum efficiency and access to software, which benefits the students. A full-time Network Specialist ensures the effectiveness of the CIL student and faculty labs and the printing system. As a measure of this effectiveness, in the 2009 LRC POS Survey, 84% of the respondents rated their satisfaction with CIL computer labs as very satisfied or satisfied (Q15); 79% rated their satisfaction with CIL course related software as very satisfied or satisfied (Q28); and 77% rated their satisfaction with CIL lab tech support as very satisfied or satisfied (Q38). These levels of satisfaction are consistent with the results of the 2009 Mesa College Student Satisfaction Survey, in which 81% of the students were satisfied or very satisfied with the Open Computer Labs (CIL) (Q15). In the 2009 Employee Perception Survey, 80% of faculty and staff were either satisfied or very satisfied with the services of the Center for Independent Learning (Q20). Sixty six percent of faculty and staff either agreed or strongly agreed that the College provides adequate training to faculty and staff in the application of information technology (Q71). (II.C-10, II.C-11, II.C-12)

The CIL faculty has a long-established relationship with the instructional faculty in the design of learning support materials; this relationship continues and has moved to technology-based materials. A CIL faculty member has served as the WebCT mentor for the College for four years now. In addition, this same faculty member co-chairs the Academic Senate Standing Committee on Distance Learning, which puts him in direct dialogue with the needs of the faculty. He provides individual and group (Flex) training, pilots various technologies, and represents Mesa faculty as part of his membership on the District distance-learning committee.

With the retirement of one of the CIL faculty members this year, the department now has only one faculty member to support these services. With the current budget, it is uncertain when the position will be filled, and that is a concern.

Audiovisual Department: The AV department has become a central fixture in the specification and procurement of presentation equipment for classroom instruction. Although a Mesa Standard Smart Classroom Installation has been created, faculty are able to add features or customize the installation when needed to support their instructional needs. Collaboration is key in this pursuit. Installations such as the fully integrated dental lab in Allied Health exemplify the level of collaboration provided by the School of Learning Resources and Technology with the academic departments on campus.

In the 2009 Employee Perception Survey, 86% of faculty and staff were either satisfied or very satisfied with the services of Audiovisual Support Services (Q28). (II.C-11)

In the terms of the AV department's other function, in tandem with CIL Media Services, is the administration of the library's video collection and the Course Reserve Video Collection. This central desk is the location for reserving and checking out videos but also for reserving and checking out equipment and for obtaining print support services such as poster printing and lamination. In the 2009 LRC POS Survey, 80% of respondents were satisfied or very satisfied with the video collection (Q23); 81% were satisfied or very satisfied with the AV/CIL service desk (Q37); and 78% were satisfied or very satisfied with the AV media equipment (Q18). In terms of media equipment, the AV department does not have a dedicated source of funding and must rely on IELM block grant funds; these funds have decreased in recent years, and the AV department has been unable to update its inventory. With the current budget situation, it is unlikely that there will be much improvement in the near future. (II.C-10)

High Tech Center: The High Tech Center (HTC) is proactive in supporting specialized student learning needs. The HTC faculty member meets with each of the DSPS qualified students enrolled in DSPS 21 to create a Student Educational Contract and evaluates its completion. Each student has an individualized curriculum. In addition, the faculty member provides numerous Flex training sessions for both the campus and the District and provides support to the LRC to assist it in meeting ADA accessibility standards.

Campus Computer Classrooms/Labs: Academic labs are growing on campus, and the School of Learning Resources and Technology provides direct support. The design of the new Allied Health Building and the American Sign Language Laboratory are examples of the collaborative efforts of the Academic labs department, Audiovisual Department, and academic departments to design learning spaces that best meet student learning needs.

The computer labs and classrooms on campus rely on various sources of funding, including VTEA, IELM, and General Funds, all of which have been reduced in recent years. Approximately half of the computers in these labs are out of warranty (in excess of four years old). This is of concern, as is the staffing level of the labs, which has dropped from ten technicians in 2004 to six technicians in 2010. Again, with current budget issues, this is expected to continue. To address these staffing needs, there is collaboration between departments in the School of Learning Resources and Technology, specifically the technicians in the AV department and the academic labs. The academic lab technicians are a diverse team with different technical backgrounds, which provides for a breadth of support. A final concern is that new buildings equipped with computer technology and labs are coming online without adequate funding for new technology personnel to staff them.

In the 2009 Mesa College Student Satisfaction Survey, 71% of the students were satisfied or very satisfied with the equipment and software in the classroom computer labs (Q81). (II.C-12)

Tutoring Services:
The major reorganization of tutoring services in fall 2009 was driven by the need to relocate due to budget reductions, contractual obligations for room space, and new construction timelines. The reorganization provided the opportunity to revisit tutoring services and their staffing levels given current budget considerations. By consolidating services, combining with the Bridging Lab, and co-locating with the Language Lab, the College was able to expand the hours of operation and decrease some of their overhead costs. The end result was a comprehensive center that meets the needs of more students. Long and short-term planning seeks to expand these services and assure that student needs are being met.

Tutoring Services were evaluated by faculty, staff, and students in 2009. In the 2009 Tutoring Services POS Survey, 95% of the students either agreed or strongly agreed that the tutoring staff was knowledgeable and able to answer their questions (Q9); 91% of the students agreed or strongly agreed that the tutor spent sufficient time assisting them with their problems (Q17); and 88% agreed or strongly agreed that tutoring services helped them succeed in their classes (Q14). In the 2009 Student Satisfaction Survey, 64% of respondents were satisfied or very satisfied with Tutoring Services (Q9). In the 2009 Employee Perception Survey, 73% of the respondents were satisfied or very satisfied with the Tutoring Services (Q18). (II.C-11, II.C-14)

The College meets this standard.

Standard II.C.1.b: **The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.**

Description
Information competency is at the core of the library's instruction program. This is accomplished through a variety of means, including (i) the one-unit course, Library Science 101: Information Literacy and Research Skills; (ii) faculty requested instruction, specific to their course needs, typically taught in an 80 minute hands-on session in the library classroom; (iii) walk-in workshops, offered through a published schedule throughout the fall and spring, which consist of two one-hour workshops teaching information retrieval and analysis; and (iv) online tutorials targeting specific information literacy skills. A primary point of service for the delivery of one-on-one information competency instruction is the Reference Desk. Students, faculty, and staff receive individualized assistance and guidance with their research questions. Except for the 7:00-8:00 AM and the 9:00-10:00 PM hours, the Reference Desk is staffed by a librarian during the hours that the library is open. (II.C-15)

The College's commitment to information competency is evidenced in the library's smart classroom, which is dedicated to information literacy instruction. It contains 41 student workstations, including two that are ADA compliant, and has a ceiling-mounted projector and fully equipped lectern for teacher use. A feature of the system is its classroom management software, which allows the librarian to send his/her monitor image to the student workstations, so that students can follow along as the librarian demonstrates how to use various interfaces such as the library catalog and databases.

The library has specific Student Learning Outcomes (SLO's), which were determined through extensive dialogue among the library faculty. They include specific outcomes for the Library Science 101 course, the instructor-requested instruction sessions, and the walk-in workshops. Assessment of learning outcomes is a formal part of the one-unit course; assessment is also embedded in the instructor requested instruction sessions, through a pre and post test that is analyzed for learning. In addition, the library provides a worksheet for students to complete during the instructor-requested instruction; this provides the opportunity for the student to

demonstrate their application of the skills being taught. In addition to this direct feedback from students, librarians receive feedback in the form of an evaluation filled out by the instructor in the faculty-requested instruction sessions. An assessment tool for the walk-in workshops is a work in progress. (II.C-16)

Information competency is included as part of the Technological Awareness Student Learning Outcome for the associate degree. It is also inherent in the Critical Thinking outcome. Information literacy is considered to be a campus-wide commitment. (II.C-17) The librarian who now coordinates the Library Instruction Program is currently studying the feasibility of instituting information competency as a graduation requirement.

Also of benefit to students, the library offers Flex classes for faculty to update them on library resources that they can use and share with students. Of particular interest here are the databases which are expansive and include not just the comprehensive and reference databases, but subject-specific databases as well. Librarians also teach flex classes on topics such as plagiarism and copyright.

The Center for Independent Learning (CIL) provides instruction on information competency to both students and faculty/staff. The CIL Instructional Assistants (IA's) teach formal sessions to classes upon request by faculty; these sessions address software applications that the faculty member has placed in the student lab. In addition, the IA's provide one-on-one instructional assistance to students as they work in the lab. The CIL faculty member provides extensive instructional support for faculty and staff who are learning how to use software and online resources, create curricula, and search the internet.

The AV department, including the Audiovisual Librarian, provides assistance in the library and on campus with the skills necessary to use classroom presentation technology for the purpose of teaching and learning. This assistance includes instruction on using the Internet in the classroom and the application of various programs, players, and plug-ins.

Tutoring services assist students within the context of their specific assignments, which sometimes include information competency.

Evaluation

Information competency is a core value for Mesa College, with its inclusion in the degree-level SLOs. Information competency is supported by the library and other learning support services. The library is actively engaged in outreach to students for information competency through the use of posters distributed on campus, e-mails to faculty, and Flex classes for faculty and staff. The most public source of outreach for information competency is the Reference Desk, where services are available at any time the building is open when class is in session. Beginning in the 2010 spring semester, an assessment tool consisting of a short exit survey started to be used to measure the success of the SLO created for reference service. Librarians stay abreast of new methods and techniques in teaching information competency through journal articles, newsletters for associations or interest groups, attendance at professional conferences, and the professional exchange of information between peers. They make heavy use of technology and hands-on experience to enhance the student learning experience.

As a measure of the effectiveness of information competency efforts, the 2009 LRC POS Survey indicated that 79% of the respondents were satisfied or very satisfied with the library instruction received in a scheduled class visit (Q35); 79% were satisfied or very satisfied with library instruction received in a walk-in workshop (Q36); and 84% were satisfied or very satisfied with Reference Services (Q33). In the 2009 Employee Perception Survey, 87% of respondents agreed or strongly agreed that the College provides ongoing training for users of library and other

learning support services to develop information competency (Q48). However, as encouraging as these statistics are, the library is looking to expand its outreach. It is hoped that with the new series of information competency tutorials, faculty can have their students complete the instruction outside of class. Also, by having the content broken up into discrete modules, students can get the instruction in smaller "bites" when they need them. (II.C-10, II.C-11)

The College meets this standard.

Standard II.C.1.c: **The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.**

Description
During fall and spring semesters the LRC, including the library, AV department, and CIL labs, is open from 7:00 AM to 10:00 PM Monday through Thursday and from 7:00 AM -5:00 PM on Friday. During summer session it is open from 7:00 AM to 6:00 PM Monday through Friday. During recess periods, the LRC is open from 7:00 AM to 5:00 PM Monday through Friday; it is closed on week-ends and holidays. During the hours of operation, the staff is on duty to provide assistance to students and College personnel. (II.C-5)

In addition, the library provides a strong online presence, available 24 hours per day, seven days per week, via its library website, which provides access to the library catalog, databases, tutorials, and numerous support pages. In addition to being able to access the full collection of eBooks and databases at any time online, students and College personnel can also obtain online live chat reference assistance as well. Remote access is accomplished using EZ Proxy to validate registered users by CSID number and last name.

The High Tech Center is open during the semester on Monday, Tuesday, and Thursday from 8:30 AM to 4:30 PM and from 8:30 AM to 7:00 PM on Wednesday. The faculty member or a classified support staff member is present at all times. (II.C-9)

Academic computer classrooms and labs vary in the hours that they are available but are open when classes are taught and when students enrolled in the classes can conveniently use them, such as free periods between classes. Hours of operation for the labs are from 8:00 AM to 10:00 PM Monday through Friday. In addition, most of the software used in the academic labs on campus is also made available for student use in the CIL student lab, which is open for student use any time the LRC is open.

The Tutoring Center is open from 8:30 AM to 7:00 PM on Monday and Tuesday and 8:30 AM to 6:00 PM on Wednesday and Thursday. STAR is open Monday through Thursday from 8:00 AM to 5:00 PM and from 8:00 AM to 12:00 PM on Friday.

Evaluation
It cannot go unsaid that the hours of availability for the LRC have been impacted by the current budget crisis. Prior to this, the LRC was open Saturdays from 8:00 AM to 3:30 PM during the fall and spring semesters and until 10:00 PM on weeknights. Every effort to compensate for these lost hours has been focused on improvement of the library website, which provides remote access 24 hours per day.

The 2009 LRC POS Survey indicated that 77% of respondents agreed or strongly agreed that the hours of the LRC were convenient to meet their needs (Q9). However, this survey was completed before the hours were reduced. In addition, extended hours of operation was a recurring recommendation in the comments section of the survey and is a persistent request in

the suggestion box. It is understandable that the hours had to be cut due to the budget crisis; however, when funding returns the College should reinstate the extended hours. In terms of satisfaction with the online services of the library, 85% of the respondents were satisfied or very satisfied with the LRC website (Q4); 84% were satisfied or very satisfied with the LRC online catalog (Q25); 83% were satisfied with the online journal and reference databases (Q26); 81% were satisfied or very satisfied with the e-book collection (Q27); and 69% of students were satisfied or very satisfied with Ask a Librarian online chat reference services (Q34). These results demonstrate substantial satisfaction with online services. (II.C-10)

As for availability of computer labs on campus, both in the academic labs and the CIL, in the 2009 Student Satisfaction Survey, 76% of the students agreed or strongly agreed that the availability of the open computers labs was sufficient to meet their educational needs (Q82). (II.C-12)

Tutoring hours have expanded overall with the consolidation of services into one central location. In the 2009 Tutoring Center POS Survey, 84% of the students agreed or strongly agreed that that the office hours were convenient to meet their needs (Q11), and 89% agreed or strongly agreed that time spent waiting for assistance was reasonable (Q15). With the expansion of hours, more students, including evening students, will be able to access more services. (II.C-14)

The College meets this standard.

Standard II.C.1.d: **The institution provides effective maintenance and security for its library and other learning support services.**

Description
The LRC receives custodial support as needed during the day and evening shifts and a crew for the graveyard shift to ensure that the building is kept clean and is properly maintained. Custodial services are provided to Tutoring Services and the academic labs on a daily basis to ensure their cleanliness.

The LRC has an alarm system that is activated when the building is closed; this system feeds directly to the College/District police dispatch station. A separate security system has been installed for the library, ensuring that books and other materials are not removed from the library without authorization. Remotely accessed online library services requiring authentication are validated using EZ Proxy, which is checked against a list of current students and faculty that is updated daily. The CIL student lab uses an attendance tracking system based upon the student's CSID number. During hours of operation, two Instructional Assistants constantly staff the lab. In addition, network administration of the lab monitors the number of software licenses in use. Equipment has been secured throughout the LRC through cabling, and in some cases specific alarms have been installed.

The academic labs all have intrusion alarms, also feeding directly to the College/District police dispatch. When the labs are open, either a faculty member or a technician is present at all times.

In terms of securing downloads and files to the student computer equipment, the College uses Steady State and Avast, which is an anti-virus, and also deploys network administration of all machines. Maintenance of computers and AV equipment is administered by the School of Learning Resources and Technology technical staff on a scheduled basis. Every precaution is taken to ensure that the equipment is cleaned and maintained to assure maximum longevity.

In addition to considerations of security and maintenance, the LRC has created a detailed Disaster/ Emergency Plan, which is a comprehensive disaster plan that identifies LRC and campus emergency teams and includes location of fire extinguishers, evacuation plans and maps, collection salvage

supplies and priorities, insurance information, emergency supplies and disaster recovery resources. The LRC holds an institutional membership with San Diego and Imperial County Library Response Network (SILDRN) and Western States and Territories Preservation Assistance Services (WESTPAS). Both organizations provided guidelines and tools for creating the disaster plan and for the creation of the Pocket Response Emergency Plan, which is a one-page document that contains essential information needed at the point of emergency/disaster response. (II.C-20)

Evaluation
Custodial maintenance of the LRC, tutoring services, and academic labs is satisfactory. The carpets in the LRC are cleaned on regular basis, but they are displaying wear.
Security in the LRC and the academic labs is stable. There have been few cases of theft.

The College meets this standard.

Standard II.C.1.e: **When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.**

Description
The library makes use of several collaborative relationships, which are secured via formal agreement, in order to better serve the needs of its constituents. These services are detailed below.

San Diego/Imperial Counties Community College Learning Resources Cooperative (SDICCCLRC). This cooperative includes nine community college libraries in San Diego and Imperial Counties. The relationship is secured via a Joint Powers Agreement (JPA) that is administered through the San Diego County Office of Education. Benefits of membership include regular meetings of the library chairs/ directors to discuss issues of common interest, participation in the shared video library collection (which includes delivery services), and access to "live chat" reference service through Ask-a-Librarian. Contracts for services such as this are negotiated through the cooperative to obtain discounted pricing.

Community College League (CCL). The library is a participating member in CCL, which is a statewide organization of all community college libraries, one of whose subcommittees evaluates databases and negotiates special pricing for members of the league. Examples of the database subscriptions obtained through this agreement include ProQuest, EBSCOhost, PsycArticles, and AP Archives.

Library Advisory Group (LAG). LAG includes librarians from all three of the colleges in the San Diego Community College District. The group meets twice per year to discuss mutual concerns and to cooperate on projects of benefit to all three libraries. LAG has implemented projects including (i) upgrading of the libraries' online catalog to be interactive with the Internet and accessible through the library websites, (ii) subscriptions to common databases and e-book collections, and (iii) creation of common elements of the 2009 LRC Point of Service Surveys for the three libraries.

Interlibrary Loan Services (ILL). The library obtains interlibrary loan of materials for its students, faculty, and staff through a variety of sources. The most immediate is the specialized and expedited loan of books between the three libraries in the District (SDCCD). The library is also a member of Online Computer Library Center, Inc. (OCLC), which enables the Mesa College Library to borrow requested titles from many other libraries in the U.S. for library users; the library also lends books to those same libraries for their library users who request titles Mesa owns.

Evaluation
The library enjoys many benefits from their cooperative relationships. SDICCCLRC provides a venue for the nine participating libraries to meet bi-monthly in order to address common needs. The media library is a resource for the faculty, but most faculty have come to prefer locally owned media now. To accommodate this, the JPA was changed to allow participating libraries to use some of their consortium funds for local purchases. A new technology currently under discussion by the group is the purchase of a streaming video database. Of concern is the captioning of such products, which is a requirement for all California community colleges.

The Community College League, in partnership with the Council of Chief Librarians, conducts cooperative evaluation of databases, including cost negotiation; one of the Mesa librarians has been a member of this committee for over five years. This participation has enabled Mesa to stay apprised of opportunities to better meet our student needs.

The College meets this standard.

Standard II.C.2: **The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes.**

Description
The library evaluates its effectiveness in meeting student needs through a variety of measures. One measure is the Point of Service Survey, which was administered in 2002, again in 2007 (which did not get a large enough number of respondents to make it generalizable), and in February of 2009. The library plans to make this survey a recurring measurement of its effectiveness and align it with the Program Review process. In addition, the library receives feedback from the college-wide Student Satisfaction Survey and the Employee Perception Survey. (II.C-10, 11, 12) Although informal, the LRC also collects feedback from the Suggestion Boxes located in the building.

The library also measures the Student Learning Outcomes of its one-unit Library Science 101 course and its instructor-requested library instruction classes. The latter uses a pre and post test, which is administered at the beginning and end of the instructional sessions. The former is assessed using assignments in which the student is expected to demonstrate the skills and knowledge associated with the SLOs. (II.C-15)

In terms of measuring what the library does, it keeps records on the number of library instruction sessions, the number of students who attend the walk-in workshops, the number of reference questions answered both at the Reference Desk and online, and circulation statistics for everything from the circulating book collection to e-books to videos and course reserves. The AV department keeps statistics on booth usage, production requests, and campus-support activities. The library participates in providing statistical information to the following surveys: the Association of College and Research Libraries “Survey on Information Literacy”; the California State Library’s California “Academic Libraries Report”; National Center for Education Statistics “Academic Libraries Survey”; and the CCCCO and Council of Chief Librarians “Annual Library Data Survey.”

The Center for Independent Learning also uses feedback from the LRC POS Survey and the college-wide surveys for student satisfaction and faculty perception to gauge their effectiveness in meeting student and faculty/staff needs. (II.C-10, II.C-11, II.C-12) In addition to this information, the CIL uses software generated reports to assess the number of times each software application was opened and for how long. In the CIL Faculty/Staff lab, information is collected regarding problems with the hardware or software and requests for support and future purchase.

The High Tech Center uses evaluation of the Student Educational Contract, which is created by the DSPS faculty member and the individual student, to determine Student Learning Outcomes. The faculty member is also evaluated by the student using the District Faculty Evaluation Form, which provides feedback to the faculty member.

The campus academic computing labs collect headcount information from students who enter, log on, and use the computer labs on campus. Faculty teaching courses using the campus labs collect evaluative information regarding Student Learning Outcomes in these settings.

Prior to consolidation, each of the tutoring centers kept extensive records on the number of students using the services and their satisfaction with the services. In addition, Point-of-Service Surveys were conducted in 2009. With the new consolidated tutoring center, changes to evaluation measures will be determined by the faculty, staff, dean, and advisory committee.

STAR TRIO tracks student usage of the lab using SARS TRAK and SARS GRID. In addition, tutors complete a Tutor Session Summary for each student that is tutored. Academic progress is monitored each semester via Student Progress Reports completed by instructors. Students identified by tutors or instructors as being “at-risk” are required to meet with a STAR TRIO counselor. STAR TRIO program data is tracked through StudentAccess, a dedicated TRIO database.

Evaluation

The library has begun the process of measuring SLOs, but there have been technical difficulties with doing so in the library classroom setting. There is currently a pre- and post-test in place that is working, and data are being collected for evaluation. The SLO for Reference Service is being assessed in spring 2010, as described in section II.C.1.b. SLOs for the one-unit Library Science 101 class have been collected and assessed. Other measurements included surveys. In the 2007 Point of Service Survey, the response rate was too low to generalize; lessons learned from the administration of this survey led to the success of the survey that was administered in early 2009.

Clearly, data are collected and analyzed regarding usage of materials and services in the LRC. These data are used to inform the acquisition of materials, determine proper staffing levels, inform technology purchases, and provide other information as needed, but it is not clear how these data provide direct evidence of contributing to Student Learning Outcomes. The library is responsive to instructional needs, purchases books and videos and subscribes to databases in support of the curriculum, and makes these materials available to the campus constituents.

The Tutoring Center has been collaborating with disciplinary faculty in the past and will continue to do so with the newly consolidated model.

The College meets this standard.

Planning Agenda for Standard IIC: LIBRARY AND LEARNING SUPPORT SERVICES

The College has a rich history of meeting the library and learning support needs of the College community. On-going planning, documented in Program Review, will continue to provide the direction for these efforts.

No other plans of action are identified at this time.

Standard IIC Evidence

II.C-1	School of Learning Resources and Technology Program Review Year One Report 2006-2007
II.C-2	Library Holdings Information: Email from Roger Olson, Technical Services
II.C-3	Summary from Electronic Resources Librarian, Mesa College
II.C-4	Library Website: http://www.sdmesa.edu/library
II.C-5	LRC website:http://www.sdmesa.edu/lrc
II.C-6	CIL website:http://www.sdmesa.edu/cil
II.C-7	African Art Collection: http://www.sdmesa.edu/african-art
II.C-8	Audiovisual Department Website:http://www.sdmesa.edu/av
II.C-9	High Tech Center: http://www.sdmesa.edu/high-tech-center
II.C-10	2009 Mesa College LRC Point of Service Survey
II.C-11	2009 Mesa College Employee Perception Survey
II.C-12	2009 Mesa College Student Satisfaction Survey
II.C-13	Mesa College Library Monthly Circulation Reports
II.C-14	2009 Mesa College Tutoring Center Point of Service Survey
II.C-15	Library Instruction Website: http://www.sdmesa.edu/library
II.C-16	Library Student Learning Outcomes
II.C-17	Mesa College Associate Degree Level SLOs webpage: http://www.sdmesa.edu/instruction/slo/pdf/03-04ASdegree.pdf
II.C-18	Tutoring Center Website: http://www.sdmesa.edu/tutoring
II.C-19	Mesa College Computer Inventory
II.C-20	Mesa College LRC/Library Disaster Plan

Standard Three •

Resources

A. Human Resources
B. Physical Resources
C. Technology Resources
D. Financial Resources

GOALS

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

WE ARE *Mesa*

Standard III.A. Human Resources. **The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.**

Standard III.A.1: The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

Description

The College assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services. The College relies upon Program Review plans to determine personnel needs based upon mission-driven program and service area plans. At the faculty level, programs and service areas submit annual proposals to the Faculty Hiring Priorities Committee, which is a subcommittee of President's Cabinet. (III.A-1) Each proposal addresses ten key principles that the College seeks to fulfill in hiring new faculty, including plans to create a diverse applicant pool for the position, student-centered teaching techniques, and areas of the curriculum to be addressed. Proposals are evaluated using established guidelines, and positions are ranked for funding. President's Cabinet approves the final list.

Minimum qualifications for faculty positions are established by the State Chancellor's Office and per board policy; the College and District office follow these requirements related to the discipline. (III.A-2) Throughout the entire recruitment and hiring process, these qualifications are upheld as the benchmark for programmatic needs. All job announcements include these minimum qualifications; in addition, announcements also include information regarding request for equivalency by the applicant. (III.A-3) When such a request is made, consistent with Education Code 87359 and AB 1725, per current Procedure 4201.3, there is a formal protocol for establishing equivalency. An Equivalency Committee, per District policy, determines this equivalency. At Mesa College, this committee is comprised of the discipline-area dean and chair and one other disciplinary faculty member, plus an Academic Senate appointee. The governing board relies on the "advice and judgment of the Academic Senate to determine that each individual employed under the authority granted by the regulations possesses qualifications that are at least equivalent to the applicable minimum qualifications." In cases where equivalency is not requested, and the applicant does not meet minimum qualifications, the District does not forward the applications to the department screening committee.

Currently under consideration by the three college Academic Senates is Administrative Procedure 7211, which is a new means for disciplinary college faculty to determine equivalency based upon set criteria. (III.A-4) According to this procedure, three committees will provide the protocol for this evaluation: (i) Equivalency Subcommittee of the Screening Committee, (ii) Academic Senate Equivalency Committee, and (iii) District Equivalency Committee. Using the new procedure, the Board of Trustees would grant equivalency based upon the recommendation of the Academic Senate Equivalency Committee (ASEC). The District Equivalency Committee would be composed of the four Academic Senate Presidents in the District and work with the ASEC when needed for clarification to keep records of all equivalencies and to present the proposals for equivalency to the Board.

In addition to minimum qualifications, job descriptions, written by the screening committee, include specific qualifications needed for the position that meet specific programmatic needs.

In the case of adjunct faculty, the hiring is done by the College. The District accepts applications via the Human Resources (HR) website and compiles a file for use by the College deans and chairs, who in turn screen the applications for program or service area needs and minimum qualifications. Once the hiring department makes the determination and recommends a candidate for hire, the District HR department verifies the minimum qualifications and processes the employment paperwork accordingly.

For classified positions, job classifications with established duties and responsibility help assure the quality and integrity of programs and services. In direct support of the hiring process for classified positions, the HR department assures that qualifications for each position are closely matched to specific programmatic needs by relying upon (i) requirements identified by the hiring manager, (ii) requirements contained in bargaining agreements, (iii) review of work to be performed, and (iv) review of the job description and flyer. The Mesa College Executive Staff Committee determines which classified positions will be filled according to programmatic needs.

The hiring for vacant management positions is guided by District procedures and the provisions of the Management Employees Handbook. Like other academic positions, minimum qualifications and affirmative action/equal opportunity principles along with specially developed job descriptions are used for the recruitment of qualified candidates. Screening committees develop specific qualifications, including demonstrated experience, knowledge, and skills, required for the performance of the manager's major duties and responsibilities. Applications are submitted to the District's Employment Office and then reviewed by a College screening committee. Qualified candidates are forwarded for a second interview by the College President who makes a recommendation to the Chancellor, with the successful individual confirmed by the Board of Trustees. (III.A-61)

Evaluation

The College and District use methods that are consistent with state education law, District policy, and bargaining agreements to ensure that personnel are qualified by education, training, and experience to provide and support programs and services. SDCCD Board Policy 7120, Recruitment and Hiring, states that the Chancellor will establish procedures for the recruitment and selection of employees that will include the implementation of an Equal Employment Opportunity Plan. Academic employees will possess the minimum qualifications prescribed for their positions by the Board of Governors and the SDCCD Board of Trustees. The criteria and procedures for hiring academic employees will be established and implemented in accordance with board policies and procedures regarding the Academic Senate's role in local decision-making. Finally, the criteria and procedures for hiring classified employees will be established after affording classified organizations an opportunity to participate in the decisions under the Board's policies regarding local decision making. (III.A.5)

This policy has led to procedures that are effective in the recruitment and selection of qualified faculty and staff. In the case of classified personnel, established job classifications and updated job descriptions assure that qualified personnel are hired. The Hay Group consulted with the District beginning in 2004 to establish classifications that truly reflect the work performed. (III.A.6) In 2005, the District recognized that supervisory unit salaries had fallen far behind market averages. SDCCD conducted a Market Study of selected job titles which resulted in an across-the-board salary increase coupled with a new salary schedule for specific jobs deemed significantly underpaid by the Hay Job Evaluation methodology. This process ensured that the compensation was commensurate with job requirements and resulted in a 4% market survey percentage (salary increase).

For faculty, minimum qualifications established by the State Chancellor's Office create the benchmark for the position. The College and the District have worked to achieve a more formal process for determining equivalent qualifications for a specific faculty position, as requested by an applicant. In January 2004, the three college Academic Senate Presidents proposed a new process for establishing equivalencies, which was presented to the Board of Trustees. (III.A-7) The District's three Academic Senates are currently evaluating the plan put forward in draft AP 7211; once approved by the Senates, it will be presented to the Board for approval.

The College meets this standard.

Standard III.A.1.a: **Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.**

Description
Criteria, qualifications, and procedures for selection are clearly and publicly stated. Policies regarding personnel are available on the District website, and procedures are available on the District intranet. Procedure 4200.1 details Employment of College Faculty, including the purpose and scope of the procedure, District Equal Employment Opportunity responsibilities, establishment of the position, creation of the screening committee, recruitment, screening and nominating process, selection process, review and evaluation, and forms and references. (III.A-8, III.A-9) Similar procedures exist for adjunct faculty, substitute instructors, and managers. Procedures detail faculty minimum qualifications (4201.1) and equivalencies to minimum qualifications for credit instructors (4201.3). In terms of specific positions, job announcements include criteria, qualifications, and general procedures for selection of personnel. Job announcements are published on the employment page of the District website.

Hiring criteria are established through several resources. First, as with all program and service area planning, personnel needs are identified in Program Review. Minimum qualifications are identified for faculty positions, and job classifications are identified for classified positions. A written job description for the position is the responsibility of the department and dean; however, the final review and draft of the job description falls under the purview of the screening committee. EEO compliance is assured by review and recommendations of the College Site Compliance Officer (SCO) to the selection committee. The SCO reviews and approves interview criteria and interview questions. As part of this review, the SCO ensures that all criteria and questions are appropriate, non-discriminatory, and directly related to the qualifications and information in the job announcement. The SCO also ensures that the criteria and questions include a requirement that the applicant demonstrate experience in cultural competence and a sensitivity to and understanding of the diverse economic, cultural, disability and ethnic backgrounds of community college students. (III.A-10) The SCO consults on each selection committee to assure consistent outcomes. (III.A-14) In addition, the SCO provides special training or information sessions as requested.

Selection committees for faculty include the dean, department chair or program coordinator, and up to three discipline specialists from the department or a related department. One member serves as chair of the committee and assumes its requisite responsibilities; training is provided for chairs through the Human Resources Department. The SDCCD Office provides Search

Committee Orientation / EEO Training that all members of selection committees are required to attend. EEO Representatives serve as voting members on selection committees, which provides them with additional credibility as they ensure that the process is fair for all applicants and that equal employment opportunity rules and regulations are enforced.

Faculty are involved in the selection of new department faculty both directly and indirectly. They serve as members of committees in some cases, and they are represented by their chair in all cases. Department chairs are elected by the faculty in their departments or programs to represent them and their interests, including the selection of new faculty.

The College decides whether an applicant is well-qualified for a position using multiple measures of assessment. As detailed in section III.A.1, minimum qualifications identified by the State Chancellor's Office and equivalencies determined by the content-area faculty are key components of faculty selection. In addition, the committee reviews the application, supplemental application, vita, and transcripts during the initial screening process. Interview questions and criteria are designed by subject area specialists to assure the subject matter and effective teaching qualifications of applicants. The ability to teach effectively can be demonstrated in different ways, including sample syllabi, a statement of teaching philosophy and examples of its implementation, and the teaching of a sample lesson. Letters of recommendation regarding teaching abilities are also considered, and references are verified.

The process is similar for classified staff, using the job classification as a basis for the job description. The selection committee is composed of classified supervisory staff or other appropriate members of management, faculty, and subject area specialists from the classified staff. The procedure includes the same checks and balances to assure sensitivity to diversity and interview process to determine level of qualification.

Jobs are advertised in a number of ways. For faculty positions, the departments have already created a recruitment plan that assures diversity within their Faculty Hiring Priorities proposal. These same plans can be identified and expanded upon when filling in the SDCCD Timeline and Recruitment Plan, which is submitted to HR for action. (III.A.-11) For classified positions, a plan is created by the selection committee. The first location for advertising positions is on the District employment website, which includes the job announcement/flyer and online application forms. Other venues for advertising are discipline or position specific and include national journals, associations, educational institutions, and newspapers recommended by the selection committee with their subject-matter expertise. Venues targeting diverse communities are included to assure a diverse applicant pool. For example, in the area of science, advertisements are placed with the Society for the Advancement of Chicano and Native Americans in Sciences.

All advertising is influenced by funding. At the District level, the Director of Employment Services and Vice Chancellor of Human Resources review recruitments. They evaluate the efficacy of expenditures in yielding good applicant pools and pursue those venues. In terms of local markets, the Director of Employment Services has knowledge of the local markets and advertises accordingly. The Timeline and Recruitment Plan is used to identify options for recruitment, and HR also looks for discipline-specific sites and events. Examples of publications where advertisements have been placed include *CCC Registry, InsideHigherEd, HigherEd Jobs, ACCCA, Chronicle of Higher Education, Community College Week, Diverse Issues in Higher Education, EdJoin, Hispanic Hotline, San Diego Gay and Lesbian Times, Women in Higher Education,* and *Hispanic Association of Colleges and Universities*.

Documentation for transcripts from accredited U.S. institutions, work experience, and references are checked by the HR department to assure that quality personnel are hired. In the case of

evaluating non-U.S. institutions, applicants must provide an official evaluation of their degree by a credential evaluation service at the time of application. (III.A-13)

The College employs safeguards to assure that hiring procedures are constantly applied. This process begins with the initial paperwork process with the Site Compliance Officer. Inclusion of an EEO representative as a voting member of the selection committee adds another layer of assurance. The screening and interview processes are begun with specific instructions regarding EEO rules and procedures by the representative. In addition, there is a 24-hour waiting period after the EEO representative signs off on the paperwork before sending forward the list of finalists to the President. The HR department reviews all processes, as does the EEO Office.

Evaluation
The hiring process at Mesa College works well. In terms of ranking faculty positions for funding priority, the process is driven by the values of the College. The ten key principles that must be addressed include diversity, use of technology, student-centeredness, areas of the curriculum, and gatekeeper courses. These directly relate to mission. In terms of classified staff, decisions are made at the executive level and directly relate to program and service area delivery. As with all decisions in the current economy, funding is an essential consideration. However, every effort is made to support the full comprehensive mission of the College as well as the Program Review planning process.

The District HR office has established policies and procedures to support the hiring process. The District's EEO Office assures fair hiring practices; the EEO Site Compliance Officer serves as the local representative by participating in all phases of the hiring process. In terms of recruitment, the budget for advertising has not been as strong as the departments would like; however, given the current budget, this is not expected to change in the near future. In competing with other institutions to create a diverse applicant pool, recruitment is essential.

Faculty are involved in the full hiring process, from the planning phase in Program Review and the Faculty Hiring Priorities process to selection committee participation and to the identification of finalists for the President's review and decision making. This is in compliance with education law AB 1725 and District policy. It is working well in the participatory governance and union environment of Mesa College.

As a measure of the effectiveness of Mesa College hiring practices, in the 2009 Employee Perception Survey, 80% of the respondents agreed or strongly agreed that the criteria for hiring employees are clearly stated (Q63). Sixty-eight percent agreed or strongly agreed that procedures for hiring employees are strictly followed; 15% were neutral (Q64).

The College meets this standard.

Standard III.A.1.b: **The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.**

Description
Mesa College assures the effectiveness of its human resources by evaluating all personnel. As part of the San Diego Community College District, Mesa College follows a prescribed performance appraisal model. This is based upon criteria, procedures, and practices listed in

the SDCCD Human Resources Instructions Manual. The District has nine employee classification groups that are employed at Mesa College, each of which is represented by a union or meet-and-confer group:

- Confidential Unit — Meet and Confer
- Faculty — AFT
- Food Services Unit — AFT
- Office Technical Unit — AFT
- Management Unit — Meet and Confer
- Police Unit — SDCC Police Officers Association
- Operations Unit — AFT
- Supervisory and Professional Unit — Meet and Confer
- Non Academic, Non Classified Employees — AFT

Evaluations are determined by District policies and procedures, the Human Resources Instructions Manual, the various collective bargaining agreements, and the Meet and Confer Handbooks. (III.A-15) Evaluations focus on performance effectiveness and encourage improvement. Personnel in each of the classification groups are evaluated on a cycle that is specified in the bargaining agreement or Meet and Confer Handbook. In the case of faculty, the cycle is related to tenure and rank: tenure track faculty are evaluated annually during their probationary period (four years in most cases), tenured faculty are evaluated every two years after the award of tenure, and faculty with the rank of professor are evaluated every three years. Adjunct faculty are evaluated during their first year of employment and then at least once every six semesters after that.

Appraisal forms and processes are specific to position. Faculty, for example, are evaluated using different domains and criteria depending upon whether they are teaching faculty, counselors, or librarians. Teaching faculty are reviewed using fifteen criteria within five domains, which include Subject Matter Mastery, Preparation for Teaching, Teaching, Coaching and Counseling Skills, and SDCCD Knowledge and Involvement. The Teaching domain includes the criteria of Presentation Skills, Adaptability/Flexibility, Facilitation Skills, Testing and Measurement; Assessment of Student Learning Skills; Skill in Creating the Learning Environment, Skill in Managing Class Time, and Skill in Making Content Relevant. Evidence of effectiveness is determined through class visit and observation, and careful reading and evaluation of current syllabi, updated vita, self-evaluation, statistical profiles and written comment sheets from student evaluations. Other materials provided by the faculty member may include a brief description of all courses taught since initial assignment, course materials, description of teaching methods, description of grading practices, and description of committee, professional, and public service activities. (III.A-15)

Faculty are evaluated by administrators, peers, and students to assess teaching effectiveness, to encourage professional growth, and to make informed decisions regarding retention, tenure, promotion, and salary advancement. The actions taken are based on the outcomes of the evaluation. They are formal, timely, and documented. In the case of tenure and promotion evaluations, the Academic Senate's Tenure and Promotion Review Committee (TPRC) assures that correct procedure was followed and that College and District standards were met.

Other groups are evaluated according to their bargaining agreements or handbooks. The Performance Appraisal Manual was created to assist the District's management and supervisory staff in implementing and administering the District's Performance Appraisal Program for the following four classified collective bargaining units: Office Technical, Confidential, Classified Supervisor, and Facilities employees. This manual is proactive in nature to assure an effective appraisal process.

Evaluation
Evaluation of all employees is strongly institutionalized within the SDCCD. At Mesa College it is fully implemented. The processes and forms developed with the bargaining units and the Meet and Confer groups are designed to lead to improvement of job performance. A formalized notification system for evaluation due dates assures that supervisors and managers stay current on their evaluations. The Employment/Payroll Office notifies managers regarding new hires, and the President's Office ensures that supervisory and manager evaluations are conducted in a timely manner. The one area that was negotiated to a less formal cycle was Office Technical staff. The language now specifies evaluations will take place approximately every twelve months by utilizing the Mutual Feedback Conference process.

Evaluations are related to institutional effectiveness and improvement. Personnel evaluations offer the opportunity for dialogue to assess the employee's performance. There is opportunity to recognize outstanding work and to address areas that may need improvement. It offers the opportunity to take corrective action, when needed, through a plan that may include professional development or other actions. In the 2009 Employee Perception Survey, 82% of all respondents agreed or strongly agreed that their performance evaluations have been conducted according to their contract guidelines (Q65). (III.A-16)

The College assures the effectiveness of its personnel through timely, specific evaluation processes that improve institutional effectiveness.

The College meets this standard.

Standard III.A.1.c: **Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.**

Description
Faculty and others directly responsible for student progress toward achieving stated Student Learning Outcomes (SLO) have engaged in significant dialogue and personal reflection regarding the creation, implementation, and assessment of Student Learning Outcomes at the College, program/service area, and course levels. (III.A-17) The 2009 San Diego Mesa College Catalog listed program and service area level SLOs for the Division of Instruction; Student Services will be added to the catalog in 2010. (III.A-18) Consistent with the participatory governance philosophy of the College, faculty and staff have worked to identify and develop these SLOs. Each department, program, or service area is at its own level of implementation of the SLO Assessment Cycle; however, all are engaged at some point of the cyclical process. From 2005 until the end of fall semester 2009, the College had a 40% reassigned time Student Learning Outcomes Assessment Cycle (SLOAC) Coordinator to support the creation of an SLO assessment cycle in each department, program, and service area on campus. The SLOAC Coordinator met individually with departments, programs, and service areas to assist as they identified and articulated their SLOs and assessment cycle and regularly briefed the Academic Senate regarding progress. The position also co-chaired the SLO Committee, which is a participatory governance committee. With the elimination of the SLOAC Coordinator position, due to college-wide funding reductions, the SLO Committee will determine how to support the College in its efforts.

Beginning in 2004, the College began the serious work of SLOs. This work began with the approval of the San Diego Mesa College Policy on the Genesis, Development and Application of Student Learning Outcomes, signed by the president, vice presidents, and senate presidents. (III.A-19) Founded on principles put forward by the Commission for Higher Education Accreditation, it clearly

placed responsibility for interpretation and local implementation of SLOs with individual faculty departments/programs and student services units. Following this commitment was a series of professional development opportunities to more fully discuss, understand, and develop SLOs. In 2006, the first Campus-Based Researcher for the District was hired to support research at Mesa College. This position reports directly to the Dean of Instructional Services, Resource Development, and Research and collaborates with the District Institutional Research and Planning Office. (III.A-20) The position sits on the SLO, Program Review, Basic Skills, and Research Committees and works with faculty members to design assessment strategies.

For purposes of reporting, SLOs were integrated into the College's Program Review process, which includes the divisions of Instruction, Student Services, and Administrative Services. (III.A-21) SLOs are used to evaluate programs and courses. First-year Program Review reports include information and data on SLOs, and subsequent reports in the six-year cycle have periodic updates. SLO discussion and implementation have led to improvement in curriculum as evidenced by the new English and mathematics requirements for the associate degree. It is evidenced in the process and progress by Basic Skills course outcomes.

In fall 2009, the College implemented TaskStream Accountability Management Software (AMS), which was purchased for the College by the District to delineate, record, and map the progress of program, service area, and administrative unit SLOs and course level SLOs. Mesa College faculty participated in the selection process for the software during the previous academic year. In addition, beginning in fall 2008, the College began its annual survey of SLO implementation by program/ service area/administrative unit. (IIII.A-22; III.A-39) The College now has two years of data which demonstrate the progress of implementation of SLOs and their assessment cycle. The fall 2008 SLO Survey revealed that slightly over half of College programs/ service areas had completed identification of their program/service area level SLOs, and the large majority of the rest were in progress. By summer009, all of the College's program, service area, and administrative unit level SLOs had been written and were input into the new TaskStream software.

As a means of assessing the progress of the SLO Assessment Cycle, the 2008 SLO Survey and the 2009 SLO Survey were compared for completion of the three steps of the assessment cycle:

1) identification of which SLOs to assess and creation of the appropriate assessment tool: 35% reported having completed this step in 2008, while 46% had completed this step by 2009;
2) collection of the assessment data: 20% had completed this step in 2008, while 39% had completed this step by 2009;
3) analysis of the data and decision making for future action had been translated into "action plans" for improved learning: 12% reported having completed this step in 2008, while 28% had completed this step by 2009.

In addition, in 2008, 26% of programs, departments, and service areas reported that they had completed a full assessment cycle and had begun a new iteration or were in progress of beginning a new iteration, while in 2009, 41% reported that they were "completed" or "in progress" with this stage.

In addition to measuring the level of implementation of the assessment cycle, programs, service areas, and administrative units were asked about the level of dialogue and praxis in their units. Four of the seven practices were statistically significantly different ($p < .05$) when comparing the 2008 responses with the 2009 responses. These responses indicated that there was a significant increase in (1) dialogue about student learning involving *all* faculty/staff in their unit; (2) dialogue about student learning in their unit being *robust*; (3) Student Learning Outcomes assessment in their unit being conducted in a *systematic fashion*; and (4) results of Student Learning Outcomes assessment being used for *continuous quality improvement* in their unit. When comparing the two years of data, it is clear that significant progress has been made in implementing SLOs, their assessment cycle, and the practices associated with them.

Within the San Diego Community College District, faculty evaluation is conducted in accordance with processes identified in the contract negotiated by the American Federation of Teachers, Local 1931. (III.A-23) As stated in III.A.1.b, the Faculty Appraisal Form includes multiple criteria upon which the faculty member is evaluated. (III.A-53) In the case of classroom faculty, all 15 criteria support effectiveness in producing Student Learning Outcomes at some level. However, there are some that more directly measure this effectiveness, and those include a) Current Subject Area Knowledge/Professional Development, b) Knowledge of Learning Theory, c) Testing and Measurement, d) Feedback Skills, e) Skill in Creating the Learning Environment, and f) Department/College/District Knowledge and Involvement. Counselor and librarian appraisal forms also have criteria in support of effectiveness in achieving Student Learning Outcomes.

The faculty evaluation process includes a self-assessment by the faculty member, which includes how the faculty member meets each of the criteria, and evaluation of the faculty member, by the school dean, the department chair, and peers, using the same criteria. Classroom faculty are also evaluated through in-classroom observations and student evaluations. In this way, through multiple measures, effectiveness in producing learning outcomes is evaluated.

In the 2009 Mesa College Student Satisfaction Survey, 77% of the students agreed or strongly agreed that their instructors inform them about the types of skills or learning outcomes they are expected to master through their classroom activities and assignments (Q41). Eighty percent of the students agreed or strongly agreed that their instructors tell them how they will be assessed before beginning an assignment or test (Q42). Seventy-eight percent of the students agreed or strongly agreed that their courses prepare them well for transfer to a four-year university (Q42). Seventy-eight percent of the students agreed or strongly agreed that they are satisfied with the overall quality of instruction (Q34). These responses indicate that students perceive their instructors as making clear the Student Learning Outcomes for the class, teaching them so as to effectively prepare them for transfer and providing them with a high quality of instruction. (III.A-43)

Evaluation

The implementation of SLOs has been a long process at Mesa College. It has been discussed extensively in venues including the many participatory governance committees related to Student Learning Outcomes, in professional development activities, at President's Cabinet, and Academic Senate, as well as the American Federation of Teachers Guild, Local 1931. Student Learning Outcomes have a foundation in place that was created by the participatory governance groups, which states that responsibility for SLOs will remain with program level faculty and service area personnel. The implementation of Student Learning Outcomes by the faculty and others responsible for Student Learning Outcomes has come a very long way in the past six years. Comparison of two years of data for the SLO Survey revealed that significant progress has been made in the process. By summer 2009, all of the College's program, service area, and administrative unit level SLOs had been written and were input into the new TaskStream software that enables programs and service areas to manage their progress.

It is clear that in the past few years significant progress has been made in SLO assessment, dialogue, and practice at the unit level at Mesa College. However, there has continued to be considerable discussion and frustration regarding this as well, and in the fall 2009, the American Federation of Teachers local guild and the three Academic Senates in the District approved a Joint Statement regarding Student Learning Outcomes. (III.A-54) The statement addresses academic freedom, how assessment data will be used in evaluations and other areas of institutional effectiveness, and workload issues related to Student Learning Outcomes. However, even as this dialogue has taken place, the process of assessing SLOs and continuing with the assessment cycle has progressed, as evidenced in the comparative data for the SLO surveys.

Specific language regarding effectiveness in producing Student Learning Outcomes is not explicit in the faculty appraisal forms; however, it is implicit in the various criteria that are evaluated, as detailed in the Description section. Progress is being made college-wide with completing the assessment cycle.

The College meets this standard.

Standard III.A.1.d: **The institution upholds a written code of professional ethics for all of its personnel.**

Description
San Diego Community College District has long had policies that address professional ethics; however, they were dispersed according to subject, such as conflict of interest or sexual harassment. In 2009, the Vice Chancellor, Human Resources, began the process of drafting a formal centralized written code of professional ethics for all personnel. The draft policy is currently proceeding through the approval process. (III.A-24)

Evaluation
Mesa has a rich history of supporting professional ethics among all of its personnel. This is deeply integrated into the EEO process on campus and on screening committees and in the role of the Site Compliance Officer, who reports directly to the President. Professional development workshops have included Workplace Ethics and *MEET on Common Ground: Respect in the Workplace.* A subcommittee of President's Cabinet worked on civility issues, and in 2009 a Diversity Committee was created. The written code of professional ethics codifies the practices of the campus. In the 2009 Employee Perception Survey, 81% of respondents agreed or strongly agreed that they were treated with respect at this college (Q62). (III.A-16)

The College meets this standard.

Standard III.A.2: **The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.**

Description
The College works to maintain a sufficient number of qualified faculty with full-time responsibility to the institution and to maintain a sufficient number of staff and administrators to provide administrative services necessary to support the College's mission and purposes. As cited previously, personnel planning is part of Program Review, and it is here that departments, programs, and service areas determine their needs, based upon their mission and that of the College. Only those positions that are justified in Program Review are considered for filling. Faculty positions are ranked and funded through the Faculty Hiring Priorities Committee, while classified positions are evaluated and prioritized for hiring by the Executive Staff. Staffing levels are discussed annually at the administrative retreat and are driven by mission. Considerations include faculty/staff retention data and Program Review.

In 2004, the District performed a pilot study of staffing levels for Student Services and Business Services throughout the District. (III.A-25) The District had experienced hiring freezes over the previous two to three years due to budget constraints, and there was a lack of metrics by which to measure workload. The Chancellor was concerned as to whether there was a consistent staffing pattern for "like and kind" functions and if some functions were overstaffed while others were understaffed. The Pilot Project was established in December 2004 to develop a workload

measures process and staffing model for each pilot area. The result was a high-level measures approach based upon FTES rather than a complex process/workload driver list. The intent was to establish a “base” staff level incorporating ratios from the colleges and Continuing Education for the purpose of budget modeling at the District level. In the end, staff funding was driven by FTES, which is the current model.

Mesa College has long had large schools administered by single deans. In 2006, the College took the opportunity to split one of these schools when an incumbent retired and the school’s associate dean position also became vacated. After broad dialogue across campus, it was determined that the school would be split and two dean’s positions created, which led to a more manageable workload. (III.A-26)

The goal of the College is to meet the state 75/25 ratio of full-time to part-time faculty; however, with the current economy that is difficult. In light of this, the State Chancellor’s Office has established a revised goal. The Faculty Obligation Number (FON), which is the District’s good-faith effort toward achieving the 75% goal, has been achieved and exceeded by 61 full-time positions. The District continues to strive to reach the 75% goal. In making funding decisions, consistent with its mission, the first consideration is given to academic needs and the integrity of programs and services. The staffing ratio has proven to be a burden on smaller departments, where one or two full-time faculty members are required to do the same breadth of administrative work that a large department is expected to do. It has become a workload issue. However, this burden is not limited to chairs or smaller departments, and the overall issue of workload for all faculty reached the point that the Academic Senate approved Resolution 10.02.02, Statement from Chairs Regarding Workload for Accreditation Self Study, which was originally drafted February 13, 2008, and was revised and approved on February 22, 2010. The resolution details the impact of fewer contract faculty on overall workload for all faculty and the need to prioritize how work will be completed in the current budget environment (III.A-60)

There are some unfilled classified positions and some administrative positions that are currently filled with interim appointments. The College is working to meet its needs through careful planning, use of existing personnel, and practices such as cross-training. However, workload is difficult for these governance groups as well.

Evaluation
Subsequent to the last budget crisis, the District entered into a staffing study to determine how to best meet its needs in a rational data-driven manner that reflects programs and services. This model led to the FTES driver for staffing. However, with a far more serious budget situation upon us, staffing has become more difficult. The Chancellor has stated that her first priority is to maintain all contract employees, and this has been the case. Due to funding cuts, a large number of classes have been cut in the 2008-2009 and 2009-2010 academic years. Many adjunct positions have been cut. However, the basic philosophy remains that the integrity of the academic programs and their support services drive decision making.

To this end, each of the divisions is evaluating organizational models. Following lengthy discussion at their Student Services Council Retreat and Student Services Leadership Team Retreat in 2008-2009, a new organizational structure was created, including staffing needs, and one administrative position was amended. Instruction is evaluating similar cost savings and made the decision to eliminate a currently unfilled Associate Dean position.

There is a plan in place for staffing levels, and the College is working to assure that programs and services consistent with the College mission are not compromised during this statewide budget crises. However, it is difficult in terms of workload at all levels of the organization.

The College partially meets this standard given budgetary constraints.

Standard III.A.3: **The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.**

Description
San Diego Community College District systematically develops personnel policies and procedures that are available for information and review. (III.A-8, III.A-9) Policies are developed and updated by the Human Resources Department, and then discussed and evaluated by the District Governance Council before going before Chancellor's Cabinet review. Policies that require dialogue and feedback from the bargaining units or campuses are not implemented until the shared-governance process is completed. The District makes every effort to administer its procedures equitably and consistently. This includes Student Rights and Responsibilities, Policy 3100, with regard to students. (III.A-27)

All District policies, including those affecting personnel, are posted to the Internet. Members of the College and community at large have full open access to these policies via computer. Procedures are posted to the District intranet and are accessible from any District computer.

Evaluation
The District and College make every effort to publicize all personnel policies and procedures and to administer them equitably and consistently. Policies and procedures had previously been available in print format in the President's Office and via the District intranet. However, to increase access to the public, all policies were moved to open Internet access in summer 2009 and can be accessed at:
http://www.sdccd.edu/public/district/policies/index.shtml?menu=sub4&name=student.

The one area where the District could assist the College is with notification when a policy or procedure is implemented or changed. This information is not consistently communicated to the College.

The College meets this standard.

Standard III.A.3.a: **The institution establishes and adheres to written policies ensuring fairness in all employment procedures.**

Description
The College establishes and adheres to written policies ensuring fairness in all employment procedures, as detailed in III.A.3. Policies are indexed and made easily available online. In addition, the Human Resources Department provides assistance upon request.

Of particular importance in ensuring fairness in personnel procedures and policy is the area of discrimination, which provides access through an EEO Site Compliance Officer, who works to resolve matters at the College level. When matters cannot be resolved, protocol is followed so that complaints can be forwarded to the District for resolution. Each step of the written policy is followed.

Evaluation
A measure of this fairness is reflected in the Employee Perception Survey, in which 81% of all respondents agreed or strongly agreed that they are treated with respect at this college (Q62). (III.A-16)

The College meets this standard.

Standard III.A.3.b: **The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.**

Description
San Diego Community College District secures and keeps confidential all personnel records. The Director of Payroll is responsible for safekeeping the District's personnel records in the Payroll Office of the District Human Resources Department. A personnel file is maintained on each employee in a secure, locked room in the Payroll Office. Information contained within the personnel file is considered confidential and as such is shared only as required and to those with a need access to such information. The personnel file room is open to Human Resources/ Payroll Department employees from 7:30 a.m. through 5:00 p.m. during the work week and remains locked during all other times. All personnel files are kept in confidence and are available for inspection only to authorized administrative employees of the District when necessary in the proper administration of the District's affairs or supervision of the employee. (III.A-28)

Faculty evaluations are maintained on campus and are kept locked in the Office of the Dean of Instructional Services, Resource Development, and Research.

Consistent with Education Code Section 87031, every employee has the right to inspect personnel records pursuant to Section 1198.5 of the Labor Code. SDCCD follows this law. In addition, the District has agreements with its bargaining units regarding provisions for employees to view their files. Employees must initiate this process with a request for an appointment to view their file. During the appointment, a member of the Payroll Department inspects the file with the employee, and copies can be requested at this time.

Evaluation
This process works well for the employees of the District. Every effort is made to secure and keep confidential District personnel files. Written procedures exist for what can be placed in the file and for access to the file. Checks and balances remain in place to assure the integrity of the file.

The College meets this standard.

Standard III.A.4: **The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.**

Description
The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity. At the District level, actions have been taken since the last Self Study to advance and formalize our commitment to these issues. Through participatory governance with faculty, staff, and constituent groups, the District has adopted new policies and procedures regarding nondiscrimination and equal employment opportunity to further efforts to ensure that the District engages in fair and equitable hiring practices that support a diverse workforce and effectively address any problems that could arise in this area. These policies reconfirm the District's commitment to support working and educational environments that are free from discrimination and rich in diversity.

Board Policy 7100, Commitment to Diversity, states that the District is committed to the employment of personnel who are dedicated to the success of all students. It recognizes the importance of cultural competency and acknowledges that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. It underscores the Board's commitment to hiring and staff development processes that support equal opportunity, diversity, and cultural

competency as well as provides equal consideration for all qualified candidates. Board Policy 3410, Nondiscrimination, states that the District is committed to equal opportunity in educational programs, employment, and all access to institutional programs or activities. It is very specific on what will not be tolerated. Administrative Procedure 3410 provides the procedures for administering this policy. Board Policy 3430, Prohibition of Harassment, makes clear that all forms of harassment will not be tolerated by the District, including the following statuses: sexual, ethnicity, national origin, religion, age, sex, gender, race, color, medical condition, ancestry, sexual orientation, marital status, physical disability or mental disability. AP 3430 provides the procedures for administering this policy. Complaints in violation of BP 3410 and BP 3430 are processed through procedures listed in Administrative Procedure 3435, Discrimination and Harassment Investigations. (III.A-30)

In addition to formal policies and procedures, the District provides formal Equal Employment Opportunity Training for EEO representatives and members of college screening committees. (III.A-34) The training covers a) diversity in higher education, b) equal opportunity employment laws,; c) confidentiality during the hiring process,; d) conflict of interest,; e) responsibilities of all committee members, f) EEO Representative appointment process,; g) paper screening of applicants,; h) interviewing applicants,; i) candidates with disabilities,; and j) scenarios. As stated previously, the EEO Representative serves as a voting member of each selection committee and assures that these practices will be followed.

In 2009 the Board of Trustees approved a new position to support its commitment to diversity and equity. The new position, Employee Performance and Development Officer, is responsible for professional development in support of the District's mission, including its commitment to diversity. (III.A-55)

The District Equal Opportunity and Diversity Officer (EO/DO) serves a primary role in leading the effort to assure diversity in the workforce. This position develops and recommends EEO/Diversity programs, policies, and strategies which meet federal, state, Board of Governors, and other regulatory mandates. It reviews and approves District recruitment and hiring processes to ensure they are conducted in accordance with District, State, and Federal EEO/Diversity requirements. It conducts investigations of formal complaints of discrimination for SDCCD students and employees. Responsibilities include EEO Training; advisement, and interpretation of federal and state laws related to discrimination and diversity; and chairing of the District's EEO Plan Committee, the Site Compliance Officer Committee, and the Campus Diversity Advisory Council. (III.A-56)

The District is also in the final stages of adopting its Equal Employment Opportunity Plan, which was initiated by District-wide EEO Advisory Committee upon its formation in 2007-2008. The plan is comprehensive and includes the following components: a) Policy Statement; b) Delegation of Responsibility, Authority, and Compliance; c) The Provisions for an Advisory Committee; d) Method for Handling Complaints; e) Notification for District Employees; f) Training for Screening/Selection Committees; g) Annual Written Notice to Community Organizations; h) Analysis of District Workforce and Applicant Pool; and i) Methods to Address Underrepresentation. (III.A-33)

At the college level, the EEO Site Compliance Officer (SCO), under the direction of the District EO/DO Officer, assures that all practices and procedures are followed locally. As stated in III.A.1.a, the SCO assures that all stages of the College hiring process are conducted in accordance with District EEO requirements. The SCO reports directly to the President regarding issues of diversity, equity, and sexual harassment. Issues are resolved locally if possible, but those cases that cannot be locally resolved are referred to the District. The Site Compliance Officer provides a trusted presence to members of the campus community.

In addition, the college assures diversity with components of its Faculty Hiring Priorities process. Included in the application for a new faculty position is a recruitment plan that states how the department will create a diverse applicant pool. (III.A-1)

In fall 2009, the College created the Diversity Committee, which is a participatory governance committee chaired by the Site Compliance Officer, to expand upon the College's commitment and activities in assuring an environment that embraces diversity and cultural competence. The College's values statement, as revised and approved in fall 2009, supports the values of equity and diversity. (III.A-57)

At the College, numerous activities foster an appreciation of diversity, including campus events such as the Festival of Colors, special events focusing on specific diversity issues, International Education activities, Humanities Institute events, the Human Rights Film series, art exhibits, library exhibits, guest speakers, and student clubs. Multicultural disciplines such as Chicano Studies and Black Studies and programs such as Women's Studies provide students and the campus community with opportunities for study. Diversity is also integrated into many courses and is an essential goal of Mesa's degree- level Student Learning Outcomes. (III.A-17)

Evaluation
The District has made great strides in working to establish policies, procedures, and practices that assure employment equity and diversity. Formal plans and practices assure that access is encouraged for all, and a culture of equal employment opportunity and equity has been created. There is collaboration between the colleges and the District in the form of the EEO Plan Committee, the Site Compliance Officer Committee, and the Campus Diversity Advisory Committee.

The College has a strong commitment to diversity. It has institutionalized this commitment with its Faculty Hiring Priorities and numerous other actions. On August 16, 2009, Mesa College hosted the White House Initiative on Educational Excellence for Hispanic Americans' "Community Conversation" for San Diego County, bringing together business, political, community, and education leaders to discuss education issues affecting the Latino community.

In the 2009 Employee Perception Survey, 76% of the respondents agreed or strongly agreed that the policies and practices of the College clearly demonstrate commitment to equity and diversity (Q66). (III.A-16)

The SDCCD Board of Trustees has made diversity a key issue as well. At their retreat on May 28, 2009, the Board received a full briefing on diversity by the Vice Chancellor of Human Resources. (III.A-31) Diversity statistics reflecting the change in demographics from 2000 to 2008 for the community at large and for the employees of the San Diego Community College District were the basis presenting the goal of achieving workforce parity with the community. (III.A-32) To reach this goal, several strategies currently in practice or in planning were presented to the board, including (i) the latest draft of the District EEO Plan, (ii) training materials for EEO Representatives, (iii) examples of Outreach advertising, (iv) accounting of the District's AB1725 EEO Diversity Allocation Funds,; (v) new policies and procedures related to diversity, and (vi) training for Selection Committee Chairs. (III.A-33, III.A-34, III.A-35, III.A-36, III.A-37, III.A-30) From the Board of Trustees to employees at the District office to Mesa College, there is strong impetus to move this forward.

The College meets this standard.

Standard III.A.4.a: **The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.**

Description
The College creates and maintains appropriate programs, practices, and services that support its diverse personnel. In terms of job related support, supervisors and managers work with employees to address their needs. Staff support is considered a key role of management. Managers and supervisors receive yearly training on diversity, sexual harassment, discipline, EEO, leadership, and supervision. The Employee Assistance Program (EAP) provides support services that are available for all personnel; these are confidential services designed to help employees and their household members with needs such as face-to-face counseling, life management skills, emotional well-being, work issues, wellness, legal assistance, and substance abuse and recovery. (III.A-38)

Other sources for programs and services include Mesa's Staff Development Committee, the Classified Staff Development Subcommittee, the Professional Development Committee (in concert with AFT), travel for training and conferences, mentoring for new faculty and administrators, benefits package that includes full health insurance, and free onsite parking.

College programs such as Chicano History Month, Black History Month, and Women's History Month provide extensive presentations and activities for campus. The College recently reorganized and repurposed its Humanities Institute as an internal vehicle for interdisciplinary cultural events in support of College community priorities. It funds numerous events that support cultural enrichment, curriculum enhancement, staff development and global awareness. An example of one of their sponsored events was the International Human Rights Film Series. (III.A-62) In addition, the Art Museum hosts exhibits that reflect the many cultures of the world and the Festival of Colors has become Mesa's premier diversity celebration.

The Student Health Center has been very active in providing programs and services for our diverse personnel, including the Tents of Tolerance event, smoking cessation education, and various film series on issues of culture and identity. (III.A-40) The Counseling Department has offered various film series in support of diversity and understanding.

The Site Compliance Officer provides a confidential annual report to the President based upon complaints filed with her. Complaints to the SCO have prompted flex training sessions to address the issues campus-wide. A sexual harassment letter based on actual complaints was sent to all faculty and staff, clearly detailing the legal parameters of such actions. (III.A-41)

Evaluation
The College works from its participatory governance perspective to deliver the needs of its diverse personnel.

The College meets this standard.

Standard III.A.4.b: **The institution regularly assesses that its record in employment equity and diversity is consistent with its mission.**

Description
Mesa College and the San Diego Community College District regularly assess their record in employment equity and diversity, consistent with its mission. The Mesa College Fact Book, 2009, provides statistical data regarding the ethnicity of its employees. (III.A-42) As part of the District's Equal Employment Opportunity Plan, 2010-2013, Component 9, the Human

Resources Department will annually survey and report on the District's workforce composition to determine whether any monitored group is underrepresented. (III.A-33)

Analysis of the SDCCD Employee Demographic Comparison, Fall 2008, revealed that Mesa College (III.A-59) is working at achieving its equity and diversity goals. This study compared the College's service area demographics with that of its management, faculty, and students. This study revealed a disparity between the service area and the student population, with 66% of the service area being White, while 41% of the student population was White; and 15% of the service area being Latino, while 20% of the student population was Latino. The College's employment practices reveal a higher level of consistency between management and the student population and a higher level of consistency between faculty and the service area population. The Mesa College Fact Book, 2009, revealed that there is a higher level of consistency between the Classified Staff and the student population. The College has made a concerted effort to assure equity and diversity in its employment practices and has made the creation of a diverse applicant pool one of the first priorities when evaluating proposals for Faculty Hiring Priorities decisions.

As stated in III.A.1.a and III.A.4, the College makes diversity and equity a top priority in its employment practices, which is consistent with its mission, vision, and values statements.

Evaluation
Mesa regularly assesses its employment record for consistency with its mission regarding equity and diversity. It actively recruits diverse applicant pools and seeks to support its current personnel. Review of demographics in all areas of employment serves to inform the College regarding its progress. There continues to be a disparity between the demographics of faculty and the student population; however, with more retirements and the eventual hiring of new faculty, a shift will take place. Over the past five years the demographics for new faculty hires have been consistent with this trend. (III.A-58)

The College meets this standard.

Standard III.A.4.c: **The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.**

Description
The College subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students. The following District policies and procedures assure that the College acts with integrity. Students are covered by District Policy 3100 for Student Rights and Responsibilities, among other policies, and by laws and regulations including Education Code, the Privacy Act, Student Right to Know, and Student Information Act. Faculty and staff have rights covered by Board policy, Human Resources Guidelines, Education Code, and bargaining agreements and handbooks. The College respects these rights and privileges.

Evaluation
The College works to treat its students and personnel with integrity. The EEO Office, Site Compliance Officer, and Dean of Student Affairs (regarding administration of Policy 3100 and student rights) ensure this integrity. However, the entire campus, with its participatory governance practice, works to assure integrity for all constituents of the College. The College's values statement, as revised and approved in fall 2009, supports the values of integrity, diversity, respect, and freedom of expression.

The College meets this standard.

***Standard III.A.5*: The institution provides all personnel with appropriate opportunities for continued professional development, consistent with institutional mission and based on identified teaching and learning needs.**

Description
Mesa College has a strong commitment to professional development, consistent with its mission, AB 1725, and Title 5, Sections 55726, 55728, and 55730. The Staff Development Committee, along with its Flex Subcommittee and Classified Staff Development Subcommittee, are participatory governance committees that oversee and support the professional development activities of the College. The Flex Subcommittee's Program Review provides a complete overview of the process, forms, and evaluation used to assure appropriate opportunities for professional development. The process for proposing Flex activities includes a statement of how the activity will improve instruction or provide staff development. When requesting Special Staff Development Funds, the applicants must identify which of the funding priorities their request addresses: responding to overall College priorities and goals; training other faculty, staff, administrators, or students; developing curriculum or programs; and providing systematic, systemic improvement that may be sustained over time. (III.A-46, III.A-47, III.A-48, III.A-49)

Evaluation
The College has a comprehensive and broadly disseminated process for providing professional development opportunities to the College. Specific aspects of this process are described in the subsections of III.A.5.

The College meets this standard.

***Standard III.A.5.a*: The institution plans professional development activities to meet the needs of its personnel.**

Description
The College has specific processes for assessing the professional development needs of its personnel. Each spring, on behalf of the Flex Subcommittee, the Dean of Instructional Services, Resource Development, and Research sends out a request for professional development proposals for the coming academic year. These proposals are reviewed and approved for Instructional Improvement (Flex) credit. Proposals are also submitted throughout the year. In addition, travel and conference funds are made available for personnel attending workshops and conferences off site.

The Classified Staff Development Subcommittee was created to administer the professional development and training program for the classified staff. Based upon a campus-wide needs assessment survey, the committee develops and implements an annual two-day academy to provide the training indicated by the staff. (III.A-44, III.A-45)

In addition to this training, the Professional Development Committee, established by Article VIII A4.4-VIII A4.9 of the AFT and District Contract, oversees professional development plans of individual faculty members, utilized for salary class advancement. Sabbatical leave is also available to tenured faculty for the purpose of professional development.

In an effort to help identify areas of interest district-wide, the Institutional Research and Planning Office administered a needs analysis in 2007 regarding areas of interest and program formats. This information was disaggregated by employee classification. (III.A-50)

Evaluation
The College is committed to professional development for all personnel. The creation of the Classified Staff Development Subcommittee to administer classified staff development and to sponsor the annual training academy is significant. Prior to this, there had not been a specific program for classified staff and their training needs. Programs were provided for faculty and for college-wide employees, and classified staff could attend. However, those programs did not necessarily meet their needs. With the creation of the needs assessment, the Subcommittee is able to provide the training that the classified staff needs.

Flex training continues to be of benefit to the faculty in meeting their required Instructional Improvement hours.

In the 2009 Employee Perception Survey, 68% of all respondents agreed or strongly agreed that the College provides them with adequate opportunities for continued professional and staff development (Q67). Seventeen percent neither agreed nor disagreed. These results indicate that more work needs to be done in this area. Seventy-nine percent of all respondents agreed or strongly agreed that members of their department or program stay current in their fields of expertise (Q68). (III.A-16)

The College meets this standard.

***Standard III.A.5.b*: With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.**

Description
The College evaluates all professional development activities and programs and uses the results of these evaluations as the basis for improvement. In the case of the Classified Staff Development annual training academy, the attendees are surveyed for satisfaction and recommendations for each of the sessions they attended, and an overall conference survey is administered as well. This feedback is analyzed and used to inform the following year's activities. (III.A-51)

Flex activities are evaluated by a campus-wide, online survey to both adjunct and contract faculty. This survey is administered during the spring semester so that faculty can provide feedback for both fall and spring Flex activities. This feedback is used by the Flex Subcommittee when developing the next year's program. Travel and Conference funding requires that those faculty receiving special staff development funds complete a report upon their return to the College. The Staff Development Committee uses this information to determine future funding assistance.

Programs administered by the Professional Development Committee have specific performance requirements, which provide feedback to the committee for future action. Sabbaticals have very specific criteria and require a written report and evidence of completion. Professional development proposals (for salary advancement) are also specific and require documents of completion. (III.A-52)

Evaluation
Using participant assessment to inform improvement of professional development is an established practice at Mesa College. The current system works well.

The College meets this standard.

Standard III.A.6: **Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.**

Description
As stated previously, human resource needs are included in Program Review, which is the primary planning document at the program/service area level. All needs are tied to the mission of the College and the program, assuring the proper deployment of resources. Program Review is the primary document for institutional funding decisions, and it is in this way that human resource planning is integrated with institutional planning. In fall 2009, the new Integrated Planning Process (linking planning with resource allocation) was approved by President's Cabinet and formally incorporated the processes for hiring both faculty and classified staff. Program Review is used to justify any new faculty hiring in the Faculty Hiring Priorities process; it is also used to justify classified positions for consideration by the Executive Staff. Program Review closes the loop during its five year cycle as it reports on the progress of goals and actions, thus informing institutional planning.

The College works toward achievement of the 75/25 ratio of contract to adjunct faculty, per AB 1725. In planning and prioritizing positions, it follows the principles of the Faculty Hiring Priorities; however, it also considers size of the program, the number of full-time faculty in the program, the number of students served, the success of students in the program, the need for new faculty as defined by accreditation standards or standards for the discipline, and other responsibilities that exist.

Evaluation
This process is working well and is becoming more data-informed; however, funding cuts have impacted personnel. The College is doing more with less, and although programs and services are being adequately delivered, the College finds itself spread thin. A campus climate survey to measure employee morale and identify strategies to improve things is planned, and results will be available in early 2011.

The College meets this standard.

Planning Agenda for Standard IIIA: HUMAN RESOURCES

The College employs methods consistent with state education law, District policy and bargaining agreements relative to hiring and evaluation of all its personnel. Professional development for all employees is and will continue to be strongly supported. Its programs and services will continue to use the College's integrated Program Review process to provide planning direction and support resource allocation. Program plans will continue to report the results of the SLOAC cycle. The College will strive to find a solution to the concerns surrounding the uses of assessment data and not intrude into the collective bargaining arena.

No plans of action are identified at this time.

Standard IIIA Evidence

III.A-1	Faculty Hiring Priorities. Documents include: Faculty Hiring Priorities Strategic Plan 2008-2009, and the corresponding Ten Principles of Hiring, Revised for 2008-2009
III.A-2	Minimum Qualifications
III.A-3	Request for Equivalency Form
III.A-4	Administrative Policy 7211 Minimum Qualifications and Equivalency Determination
III.A-5	Board Policy 7120 Recruitment and Hiring
III.A-6	Documentation for Hay Group Study on classifications in 2004
III.A-7	Equivalencies to Minimum Qualifications for College Instructors: Board Docket Item, January, 2004
III.A-8	Human Resources Policies
III.A-9.a	Human Resources Procedure 4200.1
III.A-9.b	Human Resources Procedure 4201.1
III.A-9.c	Human Resources Procedure 4201.3
III.A-10	Site Compliance Officer Job Description
III.A-11	SDCCD Timeline and Recruitment Plan
III.A-12	Samples of where district advertises
III.A-13	Foreign Degree Evaluation website: http://www.sdccd.edu/docs/employment/Foreign_Degree_Evaluation.pdf and website to which applicants are directed: http://www.wes.org
III.A-14	Sample Checklist for Confidential Screening Committee
III.A-15	Human Resources Instruction Manual and Sections of Bargaining Agreements regarding Evaluations
III.A-16	2009 Employee Perception Survey
III.A-17	Student Learning Outcomes Website: http://www.sdmesa.edu/slos
III.A-18	San Diego Mesa College Catalog
III.A-19	Policy on the Genesis, Development and Application of Student Learning Outcomes
III.A-20	Organization chart showing Campus Based Researcher reporting structure
III.A-21	Program Review Handbook
III.A-22	SLO Survey, 2008
III.A-23	Faculty Evaluation Form
III.A-24	Code of Ethics draft policy
III.A-25	District-wide Staffing Study
III.A-26	Staffing Levels: Planning Summary #12 from Focused Midterm Report, 2007, p. 43
III.A-27	Policy 3100: Student Rights, Responsibilities, and Administrative Due Process
III.A-28	Statement provided by SDCCD HR Department: Education Code 87031, Procedure for Accessing Personnel File; Safekeeping of Personnel Records
III.A-29	Sample job announcement with diversity experience statement
III.A-30.a	BP 7100 Commitment to Diversity
III.A-30.b	BP 3410 Nondiscrimination
III.A-30.c	BP 3430 Prohibition of Harassment
III.A-30.d	AP 3410 Nondiscrimination
III.A-30.e	AP 3430 Prohibition of Harassment
III.A-30.f	AP 3435 Discrimination and Harassment Investigations
III.A-31	Presentation by Vice Chancellor Kim Myers to Board of Trustees at Retreat on May 28, 2009

III.A-32	Statistical presentation on changing demographics of community and college, presented to Board of Trustees Retreat, May 28, 2009
III.A-33.a	San Diego Community College District Equal Employment Opportunity Plan, 2010-2013
III.A-33.b	Board of Trustees Meeting Minutes for July 8, 2010, documenting adoption of the Equal Employment Opportunity Plan, 2010-2013
III.A-34	EEO Representative Training Materials
III.A-35	Sample Outreach advertising
III.A-36	Accounting of AB1725 EEO Diversity Allocation Funds
III.A-37	Training for Selection Committee Chairs
III.A-38	Employee Assistance Program brochure
III.A-39	2009 SLO Survey
III.A-40	Tents of Tolerance documentation, including pre and post test and analysis
III.A-41	Diversity and EEO Compliance Officer Guidelines for Addressing Workplace Sexual Harassment
III.A-42	San Diego Mesa College Fact Book 2009
III.A-43	2009 Mesa College Student Satisfaction Survey
III.A-44	Classified Staff Needs Assessment 2009-2010 PPT Presentation
III.A-45	HR Instructions Manual Classified Staff Development Program
III.A-46	San Diego Mesa College Flex Subcommittee Flexible Calendar Program Review for FY 2006-2007
III.A-47	Instructional Improvement Workshop Proposal
III.A-48	Request for Staff Development Funds
III.A-49	Guidelines for Conference and Travel Funding Requests:
III.A-50	SDCCD Leadership Development Program Study Report 2007
III.A-51	Results of Classified Staff Development Conference Overall Evaluation:
III.A-52	Professional Development Committee website: http://www.sdmesa.edu/professional-development
III.A-53	Faculty Appraisal Form (AFT contract appendix)
III.A-54	Joint Statement of the Academic Senates and the American Federation of Teachers Guild, Local 1931
III.A-55	Employment Performance and Development Officer Job Description
III.A-56	Equal Employment Opportunity and Diversity Officer Job Description
III.A-57	Mesa College Diversity Committee
III.A-58	Demographic Information on New Hires
III.A-59	SDCCD Employee Demographic Comparison, Fall, 2008
III.A-60	San Diego Mesa College Academic Senate Resolution 10.02.02 – Statement from Chairs Regarding Workload, Approved February 22, 2010
III.A-61	Online Management Unit Employees Handbook, Meet and Confer Agreement, Chapter 3, page 4.
III.A-62	Humanities Institute Advisory Committee website: http://www.sdmesa.edu/humanities-institute/index.cfm

Standard III.B. Physical Resources. **Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.**

III.B.1. **The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.**

Description:
San Diego Mesa College provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery. This commitment is evidenced in the policies, procedures, and practices of the San Diego Community College District (SDCCD) and San Diego Mesa College. Planning provides the foundation for this commitment, and careful adherence to policies and practices assures that these goals are achieved.

The College, which opened in 1964, is situated on 104 acres in the Kearny Mesa area of San Diego. With over 50 buildings, most of which are over 40 years old, the campus is large, and maintenance continues to be an on-going activity. However, with the passage of Proposition S in 2002 and Proposition N in 2006, the College began updating the campus with new facilities and renovations to modernize the College and expand its capacity to meet the educational and workforce development needs of the community.

Classes are offered through three primary venues at Mesa College: (a) on campus, which provides the largest portion of class offerings; (b) online, using the WebCT-Blackboard Content Management System; and (c) at ten high schools in the San Diego Unified School District (SDUSD) through the College's integrated Accelerated College Program, which provides an average of 35 class sections to over 900 high school students each semester.

Safety is of prime consideration to the College in the acquisition and maintenance of physical resources. All new buildings are planned and constructed to meet or exceed current national, state, and local educational safety standards. Older buildings are maintained and updated to conform to applicable safety regulations and protocols. Equipment is evaluated for safety purposes and updated or replaced when necessary. Practices, likewise, are monitored and updated to conform with regulations.

As part of its agenda for the 2009-2010 academic year, the College is updating its campus-wide safety measures to assure compliance with District Policy 4800, Injury and Illness Prevention Plan, and Procedure 4800.1, which delineates how the College will implement this plan. (III.B-1; III.B-2) The Mesa College President is charged with assuring the implementation of this policy and its procedures and has tasked the Mesa College Site Safety Committee with responsibility for the review and revision of the College's practices and procedures. The Site Safety Committee is co-chaired by the Vice President, Administrative Services, who serves as the Site Safety Officer, and the Dean, Mathematics and Natural Sciences. Membership includes supervisors, faculty, and staff representing departments across the campus; the Director of Student Health Services; the Regional Police Commander; and the Regional Plant Operations Officer. The Site Safety Committee, together with other appropriate members and the President of Mesa College, constitute the safety officers who assure the College's compliance with District policy.

With a campus-wide scope of responsibilities, the Site Safety Plan for Mesa College is comprehensive and detailed. (III.B-3) The plan begins with a restatement of the District's Safety Policy and includes (a) the Illness and Injury Prevention Plan; (b) roles and responsibilities of the

safety officers and committee; (c) employee safety training and communication; (d) campus emergency plan (Disaster Plan); (e) general workplace rules and regulations; (f) inspection requirements and formats; (g) incident investigations, safety processing descriptions, and associated checklists; (h) employee safety manual and safety log; (i) hazardous materials procedures, including Material Safety Data Sheets; and (j) bloodborne pathogen exposure control plans.

The Mesa College Site Safety Committee has duties consistent with Policy 4800 and Procedure 4800.1, per the College's Site Safety Plan, including the following: (a) review recommendations from Safety Officers' formal inspections, (b) review accident reports and investigations (c) consider all safety-related employee complaints or suggestions, (d) recommend disciplinary measures for failure to observe safe work practices to the College President, (e) conduct a semi-annual review of site workers' compensation loss data with the District Risk Manager, (f) conduct an annual review and update of the Employee Safety Manual, (g) update Emergency and Evacuation Plans (Disaster Plan), (h) direct hazard abatement, (i) ensure that appropriate safety training is conducted and documented, and (j) recognize superior safety compliance by campus employees. (III.B-4) A thorough review and revision of the Site Safety Plan is being conducted by the Site Safety Committee and will be presented for review and approval by the participatory governance council, President's Cabinet, at the end of the 2009-2010 academic year.

Consistent with its commitment to safety, the College recently opened a new police substation, which is housed in the new multi-story parking structure. There is a full complement of police officers and college service officers on campus and a central dispatch facility to deploy officers when needed. The police maintain a close watch with operations and activities at the College to assure a safe environment.

Safety of high school facilities where Mesa College courses are taught is assured through measures taken by SDUSD, in their compliance with federal and state K-12 regulations and requirements. (III.B-20) Formal Memoranda of Understanding (MOU) exist for these relationships. (III.B-4) The Accelerated College Program was established in the 1960s and has been highly successful in assuring that advanced academic opportunities are provided to local high school students within their normal school day at their high school. (III.B-5)

The College assures the sufficiency of physical resources to meet program and service area needs through careful planning at multiple levels. The San Diego Mesa College Facilities Master Plan, created by architectural consultants Delawie, Wilkes, Rodrigues, and Barker subsequent to the passage of Proposition S and N, provides the global overview for facilities planning at the College. (III.B-6; III.B-7; III.B-8) Published in 2006, the plan was informed by SDCCD and College long-range plans and the Mesa College Educational Master Plan, in addition to significant input by students, faculty, and staff. Per law, the actual projects had been predetermined by the extensive planning that preceded the placing of the propositions on the ballot. The Facilities Master Plan addressed long-standing problems with parking, both on and off campus, and provided a detailed building plan that would achieve phased renewal of facilities for the College. Because the College is large and already built out, a sequencing and relocation plan was created in order to continue delivering instruction and services without interruption. The master plan has been updated and revised on a continuing basis over the past four years in order to respond to the changing needs of the college community. The plan is overseen by the College's participatory governance Facilities Planning Committee. (III.B-9)

The Facilities Planning Committee is chaired by the Vice President, Administrative Services, and includes membership from all governance groups, including all three vice presidents, the Academic Senate, the Classified Senate, the Associated Student Government, the Deans' Council, and a Disability Support Programs and Services representative who assures accessibility in all applications. In addition, non-voting members include the Regional Facilities

Officer, Regional Campus Police Representative, and the Vice Chancellor of Facilities Management or his designee. The committee's charge includes the following:

- review all facilities plans and make recommendations for the construction, remodeling, and/or reassignment of existing facilities;
- study and recommend development of future facilities including classrooms, laboratories, faculty and staff office space, and grounds;
- study existing facilities and recommend alterations and improvements;
- review and ensure timely construction progress of Mesa College's Facility Master Plan;
- ensure that the needs documented in program and service area Program Reviews, particularly those that relate to attainment of required Student Learning Outcomes, are properly addressed as buildings are remodeled or initially built;
- ensure that represented constituents are apprised of the Facilities Master Plan and construction timelines as needed.

Each spring the Vice President of Administrative Services provides a detailed two hour presentation to the College community, updating the current status of Proposition S and N projects and providing a current overview of the sequence of implementation. Opportunity is provided for feedback and input by campus constituents regarding the plan, any changes, and its overall implementation. (III.B-10)

In terms of assessing the sufficiency of the College's classrooms, lecture halls, laboratories, and other facilities to effectively meet the needs of programs and services, the College uses data from multiple sources. All planning at the College begins at the individual program or service area level using the Program Review process. In this way, the program or service area is able to directly communicate to decision-making bodies its physical resource needs, which are tied to its goals, mission, curriculum, and Student Learning Outcomes. By using the Program Review process in this way, the College assures that all planning, funding, maintenance, and replacement of physical resources are informed by student learning needs directly identified by those who deliver instruction and services. (III.B-11)

Each new building at Mesa College is planned at length by the faculty and staff of the school or division that will be located there. In advance of working with architects, school or division faculty and staff work together to identify their instructional or service delivery needs, with the ultimate goal of continuous improvement in student learning and outcomes. They collaborate together and with others from exemplary programs at other institutions to assure that student learning needs are the focus of design. The recently completed Allied Health Building was designed to meet the diverse learning needs of various programs including Dental Assisting, Physical Therapy, and Radiology. The room layout, technology, furnishings, and equipment were designed and specified to assure an optimum learning experience and to be consistent with program-specific accreditation standards and laws relating to health care delivery, patient protection, and confidentiality of records. Mathematics and Natural Science faculty have been planning their new building for six years and have gone to extensive lengths, including travel to exemplary institutions nationwide, to research best practices and design. They received a grant from the District in 2005-2006 to formalize this research and design a process model. (III.B-12) Their building website provides the design process model, committee membership, individual physical resource/facilities needs by department, and an overview of their vision for the building and the learning that will be engendered within it (http://www.sdmesa.edu/facility21/index.cfm) (III.B-13)

The Division of Student Services followed a process similar to that of Allied Health and Mathematics and Natural Science. Beginning in spring 2008, Student Services faculty and staff began planning for the design and construction of their new, multi-level Student Services

Building. They researched learning space theory and model Student Services facilities at other colleges to inform their plans. From the initial meeting with the architects, a vision was put forth for a building that would meet the needs of the 21st century learner, represent a “one-stop” approach to enrollment services, and incorporate best practices in sustainability. (III.B-37) With the design phase of the project now completed, construction of the new building will begin in summer 2010.

To determine the actual size of each building to be constructed by Proposition S and N funds, a fair formula based upon existing assignable square footage (ASF) is used. The process begins with the various departments’ current ASF and compares it to the ASF that was stated in the bond. Then each department is given an efficiency increase for its existing ASF equivalent to 25% to bring it up to current standards and an overall growth factor for the College of 10% to create its Adjusted ASF. This number is compared to the ASF stated in the bond to determine the amount by which it is over or under that which was proposed, and a District recommendation for ASF is made. In this way, the College assures that funding is available to complete all projects listed on the bond. Likewise, funding for Furniture, Fixtures, and Equipment (FF&E) is allocated per state formula, which cannot be exceeded. (III.B-10)

Institutional research provides data regarding a variety of topics, which serve to inform decision making regarding the sufficiency of physical resources. Surveys, including the 2009 Employee Perception Survey and the 2009 Student Satisfaction Survey, directly inform the College regarding the sufficiency of physical resources. Environmental scans and program level data included in Program Review inform decisions as well. (III.B-14, III.B-15, III.B-16, III.B-17)

In terms of assuring the safety and sufficiency of the College’s online course offerings, significant support occurs at the District level through SDCCD Online Learning Pathways, which administers and promotes the District’s online infrastructure, software, and support to the colleges, and at the College level through the Academic Senate Standing Committee for Distance Learning and the participatory governance Mesa Information Technology Committee. (III.B-18) The Mesa Information Technology Committee has as one of its responsibilities the annual update and revision of the San Diego Mesa College Information Technology Strategic Plan, which includes resource planning for online instruction. (III.B-19) SDCCD Online Learning Pathways offers significant support for the College by administering the WebCT-Vista/Blackboard course management system; working with the District Director of Information Technology to assure adequate hardware and server redundancy for reliable and uninterrupted online learning (which is detailed in III.C.1.d); and providing numerous resources, including a wide range of online tutorials and a training lab to assist faculty as they expand their online instructional skill set. (III.B-22) They also provide an Online Instructional Designer on location at the College two days per week. This is in addition to the assistance faculty can receive at the training lab. SDCCD Online Learning Pathways also provides leadership for the district-wide Distance Education Steering Committee, which provides the central venue for all of the colleges to communicate their program related needs for service and support to the District. (III.B-23) The College maintains a faculty computer lab with multimedia equipment and software and full-time instructional technology support. The Mesa College WebCT-Blackboard mentor recently received a grant to provide video equipment, a computer, and editing software in support of optimizing student learning online. Two audiovisual booths have been dedicated to this purpose.

Evaluation:
The College has done a thorough job of addressing the safety and sufficiency of its physical resources. Numerous processes are in place at all levels of the institution in order to assure that physical resources support student learning and a safe working and learning environment. Participatory governance provides the opportunity for all constituents to have a stake in decision making regarding both safety and sufficiency of physical resources.

Safety is a primary concern for the College, and it is evidenced in the prioritizing of the review and revision of the Site Safety Committee and the Site Safety Plan in 2009-2010.

Planning for new facilities rests with those who will deliver instruction and services in those buildings. To actualize these plans, the College's Facilities Master Plan assures their organized and sequenced implementation. The College assures the effective building and acquisition of new facilities through contract with Gafcon Inc. for project management including construction and FF&E. This is a process that evolved over the past four years to ensure the effective use of resources to meet intended goals in a timely manner. The College has completed approximately half of the projects funded by the propositions, including, the Humanities, Languages, and Multicultural Studies Building; Co-Generation Plant; Visual Arts D-100 Remodel; East Entry to the campus; Parking Structure and Police Substation; Allied Health Building; Football Field and All-Weather Track; and the Modular Village, which is used for temporary relocation of instruction and services during the sequencing of construction projects. Currently in progress are the Student Services Building, which will provide a one stop shop for students; the four-story Mathematics and Natural Sciences Building; and the Muir Design Center for Architecture, Interior Design, and related disciplines. Sequenced further in the timeline are the Social and Behavioral Sciences Building; the Fitness Center; Shipping and Receiving, Reprographics, and Facilities; the Cafeteria and Bookstore; Instructional Technology; and Instructional Art Facility.

Proposition S and N have brought $1.6 billion dollars to the District, of which $443 million is specified for Mesa College. With a facilities effort this large, significant collaboration and cooperation has been needed among the District, the College, the architects, builders, and consultants who serve as project managers in construction and FF&E. More collaboration among District Purchasing and Facilities and the College has resulted in standards and evaluation of equipment and furnishings. It is a work in progress that improves with each phase of each project and it is something upon which we continue to work.

The use of Program Review results in all areas of planning assures that resources are allocated according to needs in support of student learning and achievement of stated Student Learning Outcomes. This is true for facilities, with faculty and staff providing the planning for their new buildings and facilities and with the allocation of resources such as Instructional Equipment and Library Materials (IELM) funds, Perkins Career Training and Education Act (CTEA) funds, and General Funds. Data inform these decisions as part of the College's Integrated Planning Framework, which is discussed in detail in III.B.2.a and III.B.2.b. (III.B-21)

In the 2009 Employee Perception Survey, 74% of respondents agreed or strongly agreed that student learning and support needs are central to the planning, development, and design of new facilities. (Q72) This opinion correlates with that in the 2009 Student Satisfaction Survey, in which 73% of students responded that they agreed or strongly agreed that classroom facilities are adequate for instruction. (Q83) In a related question, 76% of students agreed or strongly agreed that there was adequate study space on campus. (Q84) These responses indicate that the facilities at Mesa College support student learning and that they are perceived as being designed with this as the intended goal.

In the 2009 Employee Perception Survey, 61% of respondents agreed or strongly agreed that safety hazards are addressed promptly. (Q73) This opinion is being directly addressed with the College's commitment to revisiting and revising its safety practices and procedures in order to be fully compliant with District Policy 4800.

The College meets this standard.

III.B.1.a. **The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.**

Description:
The College plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services. As stated in III.B.1, all planning begins with the unit level Program Review process at Mesa College, which assures that physical resources necessary to support programs and services are articulated to decision-making bodies. New facility construction is driven by articulated learning based needs specific to the discipline that will be taught or service that will be delivered in the building. III.B.1 provided a comprehensive overview of how new facility needs are planned for and met. In addition, the President and executive staff remain apprised of progress with new facilities and with the upgrade of others through a monthly briefing by the District Facilities staff. Every two weeks the Mesa College Project Manager updates President's Cabinet regarding progress with Proposition S and N projects. In addition, there are a series of meetings that serve to coordinate the various stages of the building process, including weekly meetings of the construction managers and project managers with various District and College employees (III.B-24), and Red Zone meetings that occur at least monthly in the last six months of the building process, an example of which is documented with the Allied Health Building. (III.B-25) For Red Zone meetings, the College Project Manager brings together all stakeholders, including key College personnel, District personnel, consultants, contractors, and architects for the purpose of cooperation and collaboration to assure that key dates and events take place on schedule in the final phase of the building. The Vice President, Administrative Services, is responsible for all facilities and equipment on campus and assures that these and other processes proceed in the best interest of the College.

The District generates Project Schedules by Campus, which provide schedules for each project at the College, including phase of completion, in terms of (1) design, (2) submission to Division of the State Architect, (3) bid and award, (4) construction, (5) preparation of FF&E binder, (6) VPA processing, (7) purchasing, and (8) occupancy. Primavera Systems software is used to provide scheduling for the planned number of months and the start and finish dates for each of these phases and to present them in a graphic layout that provides a visual overview of progress. (III.B-26)

To assure that best practices are followed and that the College maintains a timely, efficient, and effective construction schedule, all Proposition S and N projects and expenditures are monitored by the Citizens Oversight Committee (COC), with subcommittees for finance and audit, construction, and communications. The Committee's website provides detailed public information regarding audits, project progress, meetings, minutes, and other information. (III.B-27) The COC has been effective in keeping planning and construction on schedule for the College and the District.

To assure consistency in the standards and quality of new building construction, the SDCCD Standard Design Code was written by the District Facilities Office, in conjunction with the District Architect. As a working document, it is updated as new standards are set and provides an architectural and structural baseline that all architects must follow. (III.B-29)

The goal of all facilities constructed with Proposition S and N funds is to achieve Leadership in Energy and Environmental Design (L.E.E.D.) Silver certification, which indicates that it is a sustainable building, both in the materials used for construction and for the equipment and fixtures that will be utilized within it. The two most recent project completions for the College, The Allied Health Building and the Police Sub-station, are in the final stages of Gold certification, which exceeds this standard.

In addition to those efforts in planning, project management, construction, and FF&E for Proposition S and N funded acquisitions and purchases, the College also assures the maintenance, replacement, and upgrading of existing facilities and equipment. In all cases, the need for equipment upgrades is documented in Program Review. Emergent repairs or replacements are funded for existing in-use equipment by contingency funds maintained by the Vice President, Administrative Services. Planned replacements, upgrades, or repairs are requested through the state-funded IELM Program and the federally funded Perkins CTEA funds. Requests are based on Program Review plans that are tied to student learning or student support services specific to the department, program, or service area. A participatory governance committee reviews and allocates formal requests for funding for Perkins CTEA funds. The application process includes project descriptions and costs, how the project or equipment is referenced in their Program Review, and how the program meets the essential Perkins CTEA criteria. (III.-35) In the past, IELM funds have been allocated through a process that begins with formal, documented requests from faculty that are communicated to their department chair and dean; they are then prioritized at the school level. These prioritized lists are then evaluated at Dean's Council, in concert with the Vice President, Instruction. (III.B-36) The rationale for IELM funding includes (1) Health and Safety; (2) Accreditation, Licensure, Mandated by Law; (3) College-wide; (4) Program Review Process; (5) Replacement; (6) Instructional Support; and (7) Faculty/Students. Department, program, or service area requests cannot be considered unless they are substantiated in Program Review. The allocation of IELM funds is based upon a prioritization process, such that each school is considered at each level (e.g., each school's first priority is funded in the first round, then each school's second priority is funded in the second round, and so on, until available funds have been allocated). Ultimately, recommendations for Perkins CTEA and IELM funds are reviewed, approved, and finalized by the participatory council, President's Cabinet.

As much as possible, the College works to plan for equipment replacement, as with the Audiovisual Equipment and Computer Replacement Plans, which are updated annually by year of purchase. (III.B-28) In this way, the College seeks to anticipate needs and provide continuity of service. Until the current year, a set percentage of funds has been set aside for replacement purposes. This practice is done in other areas as well and is reflected in Program Review plans.

Evaluation:
The process by which Mesa College assures the effective utilization of its physical resources and the continuing quality necessary to support its programs and services is well established. Planning is at the heart of all actions taken in support of student learning and services. With the scope of planning and actions necessary to build new facilities funded by Propositions S and N, the College has worked with the District to reach an effective model. This approach was demonstrated, start to finish, with the most recent facility to be built on campus, Allied Health. Many lessons were learned in this process, and these lessons have served to inform the College regarding what needs to be done with future projects. The level of coordination and the massiveness of the work to be done have been made clear in the Proposition S and N projects.

Equipment expenditures are planned for as much as is possible, especially in the current budgetary situation, but not all of the planned replacement can occur on schedule. For cases in which an emergency repair or replacement is warranted, contingency funds have been set aside. When funding is again available, planning through the Program Review process and evaluation through the Integrated Planning Framework will prioritize new purchases.

Mesa College is a large and busy campus, with over 24,000 students attending classes from early in the morning until late at night. The College currently has a 96% fill rate for its classes, which means that everything must operate to the optimum of capacity. To this end, the College works to meet problems and resolve them as proactively as possible. An example of this

occurred in January 2010, when a building experienced water damage and was flooded, making it uninhabitable. With only a week to complete actions prior to the start of the semester, plans were made to relocate classes, Disability Support Programs and Services, and faculty offices to other buildings, some of which were scheduled for renovation. It was a massive response effort in a very short time that was completed through the hard work of numerous departments on campus, including Facilities, Information Technology, and Audiovisual Services, and the academic and student support departments that were affected by the flooding. Leadership was provided by the Vice President, Administrative Services and the Regional Facilities Officer, along with that of many others in the areas of both Instruction and Student Services to assure that there was minimal disruption for students. When classes began, signage at the entry and throughout the campus and information posted to the College website informed students of where their classes and services had been moved.

The College meets this standard.

III.B.1.b. **The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.**

Description:
Mesa College assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment. The College assures access through multiple means. Physically, the campus is located in the Kearny Mesa area of San Diego; primary vehicle access is provided from Highway 163 and Interstate 805 via Mesa College Drive to the east and Genesee Avenue via Marlesta Drive to the west. The College is accessible by bicycle via surface streets, some of which include bike lanes, in this suburban environment. The College recently opened its first two Metropolitan Transit System (MTS) bus stops on campus (Route 44), which complement the off-campus bus stops, including the one that is located on Genesee at Marlesta (Route 41). The MTS Access Bus makes regular stops in the H Parking Lot, which provides direct access to campus for students with disabilities. In addition, the campus bus stops have fully accessible curbs and audible crosswalk instructions and signage.

For those traveling by private vehicle, the centrally located H Parking Lot has 71 handicapped parking spaces, the A Parking Lots have four handicapped parking spaces, and the new parking structure at the east entrance to the campus has 27 handicapped parking spaces. Counting all of the student and employee lots, there are a total of 145 handicapped parking spaces on campus. In addition to these spaces specifically intended to provide accessible parking, the campus has 3,214 spaces for students and 630 for administrators, faculty, and staff.

Recent facilities on campus have been designed to be accessible, and older buildings have been retrofitted whenever possible to be accessible. Automatic doors provide access to the Learning Resource Center, Allied Health Building, Humanities Building, Bookstore, Cafeteria, Health Center, DSPS High Tech Center, DSPS Office and Learning Accommodations Lab, and to the first and fourth floor entrances to the Student Services Building. The Modular Village, which is the temporary facility for relocation of departments being moved during the construction process, has been made fully accessible with ramps and other modifications. Accessible elevators provide access to multi-story buildings, and accessible restrooms are available throughout the campus. In older buildings, accessible tables and chairs are made available in classrooms by request; they are included according to formula in new facilities.

DSPS personnel sit on committees to assure accessibility on campus, including the Facilities Planning Committee and all FF&E committees for new facilities. At the District level, when

establishing standards for furniture or equipment, a DSPS representative sits on each committee to assure accessibility. It has become part of the College and District culture to consider accessibility at the outset of planning each building, specifying furniture and equipment and evaluating grounds and access to those buildings.

Safety is assured through the Site Safety Committee, as it follows District policy and assures compliance with the Site Safety Plan. This plan is described at length in III.B.1. It is a comprehensive effort involving stakeholders from all areas of the campus. Safety is assured by frequent inspections by Facilities staff, and repair requests are managed using an online system that ensures repairs are done in a timely and prioritized manner.

The new Police Substation, which is located at the east entrance to the campus within the main student parking structure, supports police staff, including one lieutenant, three sergeants, nine full-time police officers, four full-time and five part-time college service officers, a bike team, Retired Senior Volunteer Program, and three police administrative staff, who are assigned to provide security to the campus. They provide these services campus-wide, including access via the west entrance to the campus.

College assets are protected by a comprehensive security system administered by District Facilities. This system includes intrusion alarms, building and room security, and equipment security. Alarms notify SDCCD Police Dispatch of any intrusions or security breach; they in turn dispatch police officers to the scene.

A healthful learning and working environment is addressed through multiple means. The Site Safety Plan assures that the environment in which campus constituents learn and work is free of hazardous materials. Sustainability is a major presence on campus, through a robust single stream recycling program administered by Facilities (III.B-30) and a new building construction policy that requires L.E.E.D certification at a minimum Silver level. The campus has a non-smoking policy that has been in effect since 2006 and provides smoking cessation support for those who do smoke. (III.B-31)

The College is adequately maintained by the SDCCD Facilities Department, which provides services and support including daily cleaning crews; day-to-day maintenance; infrastructure repairs; HVAC, electrical, water, and sewage; and campus physical security. A full-time detachment of District Facilities employees is assigned to the College and includes administrative staff consisting of a Regional Facilities Officer and Senior Clerical Assistant; landscaping staff consisting of one Supervisor, one Crew Leader, one Irrigation Technician, and seven Gardeners; and custodial staff consisting of one Supervisor, one Senior Crew Leader, two Crew Leaders, and thirty-three Custodians.

Access, safety, security, and a healthful learning environment for those students participating in the Accelerated College Program are provided by their home institutions, high schools in the San Diego Unified School District.

Evaluation:
The College makes a comprehensive effort to assure access, safety, security, and a healthful learning and working environment for its constituents. This commitment is institutionalized in the practices of the College, Facilities, and District Police. Access is interpreted on multiple levels and assures that all constituents can participate in learning activities at the College. Parking had long been a problem on campus, but with the addition of the new multistory parking structure there is adequate space now. In 2004, when the previous Self Study was written, there were 88 handicapped parking spaces; now there are 145. There were 2,726 student spaces in 2004; now there are 3,214, with more to become available when campus construction is complete.

Parking spaces for faculty, staff and administrators have risen from 502 spaces in 2004 to the current total of 630. Two bus stops now serve the campus, with one of them commemorating Rosa Parks and her history with the College. Safety is not assumed but watchfully practiced, and in fact it is being reviewed at every level this year. The new Police Substation sits prominently at the east entrance to the campus. Security, to protect the College's assets, is included in every aspect of new construction and in existing buildings. The College has long had a commitment to a healthful learning and work environment.

In the 2009 Employee Perception Survey, 83% of respondents agreed or strongly agreed that the grounds are pleasing and adequately maintained (Q74). This is consistent with the 2009 Student Satisfaction Survey, in which 85% of students agreed or strongly agreed that the grounds are adequately maintained (Q85). These responses indicate that College constituents are in agreement regarding adequate maintenance of the grounds. In rating their level of agreement that the exterior of the campus buildings are adequately maintained, the College constituents were again consistent, as 73% of employees agreed or strongly agreed (Q75), and 80% of students agreed or strongly agreed (Q86). Overall, the grounds and the exterior of the buildings were generally perceived as being well maintained.

In rating the interior of the classrooms, offices, and restrooms as adequately maintained, there was a discrepancy between the employees and students. Only 44% of employees agreed or strongly agreed that the interior spaces were adequately maintained, and 36% disagreed or strongly disagreed (Q76). Conversely, 71% of students agreed or strongly agreed that the interior spaces were adequately maintained (Q87). This question is one of perception, and it may be that the students and employees perceive this service differently. However, it is clear that employees do not regard interior space maintenance as adequate, and this issue needs to be addressed.

In rating exterior lighting of the campus as being kept in working order, 66% of employees agreed or strongly agree (Q77). In a similar question of students, regarding the adequacy of exterior lighting, 74% agreed or strongly agreed that it was adequate (Q88). The level of agreement is inconsistent here, and it, too, needs to be addressed.

In terms of campus safety, 75% of students agreed or strongly agreed that they felt safe on campus, and 19% neither agreed nor disagreed (Q89). These findings indicate a relatively high measure of satisfaction.

The College meets this standard.

III.B.2. **To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.**

Description:
The College assures the feasibility and effectiveness of physical resources in supporting institutional programs and services. This is part of the extensive planning process at the College. The primary planning documents for facilities include the Educational Master Plan, the Facilities Master Plan, and Program Review plans. (III.B-32, III.B-8, III.B-11) Through these three venues, the College assures that its physical resources support institutional programs and services. Individual departments, programs, and services determine their program goals and the necessary resources needed to implement them. Based upon student learning and services to students, these needs are articulated in individual Program Reviews. Data include enrollment trends and measures such as student retention and success, in addition to data specific to the program or service. These needs include physical resources in terms of facilities, upgrades to facilities, and equipment. These needs are prioritized at the department and school levels and then evaluated by the appropriate funding committees.

Evaluation is provided at multiple levels. First, equipment and facilities which constitute the College's physical plant, including water heaters, air conditioning units, electrical infrastructure, plumbing, roofing, and similar equipment or infrastructure are administered and serviced by the District Facilities Management Office. There are regular schedules for evaluation to assure proper operation and to plan maintenance and repair.

Evaluation is also conducted to determine if the facilities and equipment for teaching and services are adequate. This process is conducted through the department and schools and provided to the appropriate division vice president. Funding may be provided through Instructional Equipment and Library Materials funds (IELM), Perkins Career Technical Education Act funds (CTEA), or General Fund, or by modification to Propositions S and N projects; however, as with all allocation decisions, final approval is determined by President's Cabinet. An example of this occurred in 2006-2007, when it was determined that there were an insufficient number of science labs available to support the demand for courses. There was adequate lecture space, but not lab space, which was documented in Program Review. Evaluation of the course fill rates and wait lists indicated a strong demand. To address this, two existing classrooms were converted to labs, which in turn opened up more course sections. Another example of this type of planning and evaluation occurred in the same year with an art history classroom that was scheduled for renovation; it was instead repurposed into a joint-use classroom for teaching both digital art and art history. This decision provided the opportunity for the acquisition of technology-related infrastructure and computers for exclusive use by the Art department to meet the demand of a growing program. Sharing existing labs with other departments had not provided sufficient opportunity for offering needed class sections. This type of evaluation is conducted regularly and is acted upon annually according to available funding and in agreement with the Educational Master Plan.

Evaluation of new buildings and equipment is conducted after completion of the facility. In the case of Allied Health, a meeting was held by the College Project Manager and included the faculty, staff, and administration for the building, the College staff and faculty who provided support for the building, Facilities staff, Purchasing staff, Information Technology staff, architects, and the construction project managers. This initial meeting was intended to identify areas needing immediate address. A result of this evaluation was a district-wide evaluation of student computer desks in order to establish standard specifications and products. Another result was the recognition of closer coordination needed for information technology and audiovisual needs in the building construction timeline. A full scale "Lessons Learned" meeting is scheduled for spring 2010 and will become the model for such evaluations for future buildings. It is anticipated that this meeting will lead to improved processes resulting from exposing problems and analyzing and implementing requisite solutions within budgetary and operational constraints.

As stated in III.B.1, members of the Mesa College Safety Committee provide evaluation of existing equipment, buildings, and grounds through monthly inspections of their assigned areas. Formal reports based upon checklists are submitted to the Site Safety Officer, who makes formal recommendations for changes or corrective action to the District Safety Officer. The College assures it is compliant with the requirements and regulations of CalOSHA and the District. Safety is a key component of the College's evaluation process.

Equipment is evaluated using various processes. Computers and printers are specified and purchased on a District contract that is competitive. The equipment is specified according to a district-wide advisory committee, the Microcomputer Users Group, and is evaluated by them at the point of selection. Inherent in the warranty period is the plan for replacement at the end of four years. Similarly, audiovisual equipment is specified and evaluated by the district-wide

advisory committee, Committee for Audio Visual Equipment. A replacement plan for audiovisual equipment is also in place at the College and it, too, is based on a four-year cycle. However, if the equipment is still fully functioning, it is retained for a longer period and monitored. With the current budget situation this has become the case for all equipment that is still functioning. Course or program specific equipment is evaluated and planned for at the department or program level, and replacement costs are included in the Program Review plans.

Evaluation:
Feasibility of facilities and equipment is inherent in the College's selection of the way in which programs, departments, service areas, or schools receive new physical resources. This approach was part of the original planning that preceded the placing of Propositions S and N on the ballot in 2002 and 2006, respectively. Both formal and informal evaluation processes have followed these decisions as facilities have been built and furniture and equipment purchased. It has been a learning process and has required significant work and effort by the College in coordinating not only with District Facilities and Purchasing staff but with external contractors hired by the District to facilitate the building and FF&E process and with the architects and construction project managers building the facilities. It is hoped that with the completion of each new project, lessons learned will ease the process for future buildings.

In terms of evaluating and addressing existing facilities and equipment, a process exists and has proven effective. Data inform decision makers, who prioritize needs. However, given the current budget restrictions, decisions are based upon most immediate need at this time.

The College meets this standard.

III.B.2.a. **Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.**

Description:
The College and District have established long-range capital plans to support institutional goals and reflect projections of the total cost of ownership of new facilities and equipment. This process begins with the College's Educational Master Plan, which includes the Facilities Master Plan and is informed by Program Review. With the passage of Propositions S and N, long-range planning was actualized. The Facilities Master Plan is a comprehensive long-range plan that responds to immediate needs as well and it is overseen by the participatory Facilities Planning Committee. All long-range capital planning is reported in the District's Five-Year Capital Construction Plan 2011-2015, which is submitted to the state and updated annually. All bond-related planning and expenditures are reviewed by the Citizens Oversight Committee, which assures long-range planning and effective expenditure of funds.

As the College adds to or refines the Facilities Master Plan, it works closely with District staff to ensure that the new facilities are appropriate and practical. One of the most important goals of early planning is to ensure that all projects can be maintained in the out-years, after construction is completed. To develop the total cost of ownership (TCO) for each campus building, the following costs are identified: (1) total project cost, including building design, construction, FF&E, and relocation from existing building; (2) operating cost, including routine maintenance, repairs, custodial service, waste management, and utilities; and (3) scheduled maintenance, including long-term building repairs and upgrades.

By virtue of being driven by the Educational Master Plan and informed annually by Program Review results, the Facilities Master Plan supports achievement of College goals.

Evaluation:
The College has effective long-range planning. The Citizens Oversight Committee has been effective in advising the College as it deploys its aggressive building campaign funded by Proposition S and N. Long-range planning, specifically the Facilities Master Plan, has laid out not only the timeline, but the process for building out the campus, and yet it remains responsive to changing needs. An example occurred when the current Student Services Building was determined to need not just remodeling but complete rebuilding due to structural and environmental problems. The College worked to find a way to support this change and still maintain its other projects.

Long-range planning incorporates TCO and assures that the College can sustain its facilities and equipment. Mesa College facilities were included in a presentation on Proposition S & N Future Projects Continuous Costs, which was provided to the SDCCD Board of Trustees at their May 28, 2009 retreat. It includes the annual costs for each new building through 2015-2016, when all projects will be completed. (III.B-38) Costs are included for utilities, information technology maintenance, supplies (maintenance, custodial, equipment repair, and gardening), and personnel. In the same presentation, the funding plan for covering these costs was presented in the SDCCD 3-Year Projected Revenue and Expense Summary, dated May 28, 2009. (III.B-39) The College and District are acting proactively to plan for and meet future continuous costs.

Bond related FF&E expenditures are monitored to assure that the furnishings and equipment can be maintained in future years. In terms of replacing equipment according to existing plans, current budget constraints have caused the College to prioritize according to the immediacy of the need; however, there is a plan in place that will continue once funding returns.

All facilities and equipment decisions are driven by needs identified at the program or service area level, and by doing so, they support College goals. They are grounded in providing the optimum learning experience for students to assure success in reaching their educational goals and to meet the workforce needs of the community.

The College meets this standard.

III.B.2.b. **Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.**

Description:
At Mesa College, physical resource planning is integrated with institutional planning. This is part of the Integrated Planning Framework (III.B-21) that brings together all College planning in a cyclical manner that:

- is driven by the College's mission, vision, and values statements;
- integrates the multiple levels of planning, including the institutional level Educational Master Plan, Division Plans, Information Technology Strategic Plan, and Facilities Master Plan as well as the program or service area level Program Review plans;
- allocates funds according to source and type;
- regularly assesses key performance indicators to inform decision making;
- continues in an annual cycle of planning, evaluation of data, and resource allocation.

The College uses this integrated process to assure that needs are met at both the institutional level and the program and service area levels. This effort includes facility and equipment needs. The results of Program Review are considered repeatedly throughout the various stages of the Integrated Planning Framework. Criteria for funding Perkins CTEA requests are dependent upon meeting the requirements of the Perkins legislation and providing a strong justification,

based in Program Review plans, on how the proposal will support the program or service area's goals and improve student learning. (III.B-34) IELM funding is likewise formally grounded in Program Review planning. The College prioritizes its equipment purchases according to need and urgency. In some cases the purchase of equipment is essential to continuation of the program, as was the case when the Culinary Arts Program needed a new oven when theirs failed. These types of urgency are addressed first.

The College depends upon programs and service areas to identify their needs for equipment, and to demonstrate their importance relative to program goals and student learning.

Evaluation:
The College has worked very hard to integrate its planning and resource allocation processes since the last Self Study. In terms of physical resources, Program Review plans are the drivers that assure that program or service area needs are met. The College has effective processes for evaluating these needs and allocating resources to meet them. New buildings are driven by the faculty, staff, and administration of the school or department that will be housed within them. Buildings are equipped using criteria set forward by the faculty and staff, relying upon their professional expertise. As a case in point, when equipping the new Allied Health Building, the faculty identified equipment necessary to provide exemplary instruction and an optimum learning experience and also to assure that specialty accreditation requirements were met.

By using integrated planning, long-term needs are incorporated into the Facilities Master Plan, and more pressing requirements are considered for IELM, Perkins CTEA, and General Fund expenditures. This division gives the College the opportunity to plan and respond to needs at multiple levels and to assure the integrity and continuation of programs.

The College meets this standard.

Planning Agenda for Standard IIIB: Physical Resources

The College has developed a strong, integrated planning process relative to its physical resources to ensure that the needs of programs and service areas are met. The College will continue its work in this area.

No plans of actions are identified at this time.

Standard IIIB Evidence

III.B-1	District Policy 4800: Injury and Illness Prevention Plan
III.B-2	District Procedure 4800.1: Injury and Illness Prevention Plan
III.B-3	San Diego Mesa College Site Safety Plan
III.B-4	Memorandum of Understanding with San Diego Unified School District for Accelerated College Program
III.B-5	Accelerated College Program Website: http://www.sdmesa.edu/acp
III.B-6	San Diego Community College District Proposition S & N Website: http://www.sdccdprops-n.com/default.aspx
III.B-7	San Diego Mesa College Proposition S & N Website: http://www.sdccdprops-n.com/Mesa-College/default.aspx
III.B-8	San Diego Mesa College Facilities Master Plan
III.B-9	Facilities Planning Committee: http://www.sdmesa.edu/college-services/administrative-services/facilities-rental/facilities-plannir
III.B-10	Propositions S and N Campus Facility Master Plan Presentation, March 4 & 5, 2010
III.B-11	2009 Program Review Handbook
III.B-12	Educational Building Design Process: A Project of the Mathematics and Natural Sciences Building Committee, December, 2005
III.B-13	Mathematics and Natural Sciences Building Website, Facility 21: http://www.sdmesa.edu/facility21/index.cfm
III.B-14	San Diego Mesa 2009 College Employee Perception Survey
III.B-15	San Diego Mesa College Student Satisfaction Survey, Spring 2009
III.B-16	San Diego Community College District Environmental Scan 2006
III.B-17	Mesa College Program Review Handbook, 2009; p. 13: Program Review Data
III.B-18	Mesa Information Technology Committee: http://www.sdmesa.edu/college-services/administrative-services/tech-support/information-techn
III.B-19	San Diego Mesa College Information Technology Strategic Plan
III.B-20	San Diego Unified School District Safety website: http://www.sandi.net/2045107209595313/site/default.asp
III.B-21	Mesa College Integrated Planning Framework
III.B-22	SDCCD Online Learning Pathways, Faculty Support Webpage: http://www.sdccdonline.net/faculty
III.B-23.a	District-wide Distance Education Steering Committee Membership Minutes: http://www.sdccdonline.net/handbook/minutes.htm
III.B-23.b	District-wide Distance Education Steering Committee Purpose: Advisory Group to Review, Discuss, and Make Recommendations Regarding Distance Learning at the SDCCD
III.B-23.c	District-wide Distance Education Steering Committee Meeting Schedule
III.B-23.d	District-wide Distance Education Steering Committee Minutes: http://www.sdccdonline.net/handbook/minutes.htm and sample minutes
III.B-24	SDCCD, Mesa College Prop S & N Weekly Updates
III.B-25	Allied Health Red Zone Meetings, Spring 2009
III.B-26	SDCCD Master Program Schedule, Proposition S and N Projects, Project Schedules by Campus: Mesa College
III.B-27	Proposition S and N Citizens Oversight Committee: http://www.sdccdprops-n.com/members2.aspx
III.B-28	Mesa College Audiovisual Equipment and Computer Replacement Plan
III.B-29	SDCCD District Standard Design Code
III.B-30	Ecomesa:http://www.sdmesa.edu/about-mesa/current-initiatives/ecomesa/recycling.shtml

III.B-31	Smoke-Free Campus:http://www.sdmesa.edu/about-mesa/faculty-staff-resources/smoke-free-ca
III.B-32	San Diego Mesa College Educational Master Plan, 2007-2011
III.B-33	SDCCD Five Year Capital Construction Plan 2011-2015
III.B-34	Perkins Career and Technical Education Act Evaluation Rubric for use by CTEA Committee
III.B-35	Perkins Career Technical Education Act Funds Application Materials
III.B-36	IELM Requests Form; Allocation of Funds, 2008-2009
III.B-37	Learning Spaces, 2008: Mesa College, New Student Services Building (PPT Presentation)
III.B-38	San Diego Community College District Proposition S & N Future Projects Continuous Costs, presented at SDCCD Board of Trustees Retreat, dated 5/28/2009
III.B-39	SDCCD 3-Year Projected Revenue and Expense Summary, presented at SDCCD Board of Trustees Retreat, dated 5/28/2009 and Budget Priorities/Tentative Budget Statement

Standard III.C. Technology Resources. **Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.**

Standard III.C.1: **The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.**

Description

The institution assures that all technology support is designed to meet the needs of learning, teaching, college-wide communications, research, and operations systems. This goal is accomplished through college and district-level planning that relies upon the participation of stakeholders at all levels of the organization. At the College, technology planning takes place at numerous levels. Beginning with the program or service area level, technology needs and applications are identified through Program Review and directly address student learning, teaching, and in some cases, administrative outcomes. (III.C-1) In addition to Program Review, the participatory governance Mesa Information Technology Committee reviews technology needs for the College and proactively implements annual changes to its strategic plan in order to meet those needs. (III.C-2, III.C-3) At the department and school level, technology needs are discussed and planned from a discipline-specific perspective. Technology is discussed as part of Curriculum Review Committee when applied to online teaching and to technology-based course needs on campus. (III.C-4) It is discussed and planned for by the faculty who sit on the Academic Senate Standing Committee on Distance Education. (III.C-5) Concerns and needs of those teaching online are conveyed to the District SDCCD Online Learning Committee through College representatives to that committee. (III.C-6) Faculty members involved in planning new buildings integrate technology needs at each appropriate level, assuring that students can benefit from an optimum learning environment. College faculty and staff sit on the District Committee for Audio Visual Equipment (CAVE) to assure that College needs are met in the award of the District AV contract. (III.C-7) In a similar manner, Mesa faculty and staff sit on the District Microcomputer Advisory Group (MAG) to assure that their needs are met with the award of the District microcomputer contract. (III.C-8) The Vice President, Instruction, works with various committees, the Academic Senate, and Dean's Council to assure that technology-related teaching and learning needs are met.

The College website has become a key means of communication both internally and externally. (III.C-9) Students, and prospective students, can obtain current information on program requirements, Student Learning Outcomes, and the applicability of courses toward educational goals via the website. They can also apply for admission online, register for classes, obtain counseling services as part of a pilot program, and complete transfer applications. The Mesa College website serves as the online portal to information and services. Faculty and staff use the website for numerous business, travel, and administrative tasks.

In 2006, Mesa College integrated all technology services under the direction of the Dean, Learning Resources and Technology. (III.C-10) With one administrator overseeing both administrative and academic computing, there is a more coordinated approach to all technology services. College employees working in areas of technology in the Learning Resource Center, campus Academic Computing Support Services, and administrative technology support services report to this administrator and work cooperatively to assure that the needs of the College are met. In addition, all technology purchases are conducted through this central office, where they are also received and inventoried prior to installation.

Technology is supported through Mesa's funding process as well. Carl D. Perkins Career and Technical Education Act (CTEA, 2006, Perkins IV) funds are administered through a

participatory governance committee to assure that technology is funded in accordance with federal guidelines and in the best interest of student learning. (III.C-11) Instructional Equipment and Library Materials (IELM) funds are allocated through a planning process that begins at the school level, where a prioritized list is developed based upon needs identified during Program Review by the faculty in each academic program. These prioritized lists are reviewed by the Dean's Council, where available IELM funds are assigned according to priorities developed in each school. (III.C-12; III.C-21) General funds are allocated through the College participatory governance Budget Committee. (III.C-13) The manner in which these funding decisions are made is illustrated in the Integrated Planning Framework's Integrated Planning Process Linking Planning and Resource Allocation. (III.C-34) Program Review provides the basis for all requests. As with all funding decisions at Mesa College, committee recommendations are evaluated and acted upon by the participatory governance council, President's Cabinet.

Technology functions of communications, research, and operations are provided through the District and at the College. The District Director, Information Technology, oversees the systems, equipment, and personnel that provide the infrastructure for the wide area network and Internet connectivity; for all areas of communications, including email and telephone; for computing and technology-related equipment; and for all applications development. (III.C-14, III.C-15) The Director works with District Administrative System owners (Student Services Council, Business Services Management Team, Human Resources Management Team, and Instructional Services Council and Online Learning) and College and Continuing Education Information Technology Councils to develop the Annual and 3-5 year Information Technology Work Plans. (III.C-16) There is an integration of District and College-level responsibilities in terms of communications, research, and operations as well. This integration has College staff assigned to these areas of responsibility working cooperatively with District employees in the delivery of these services to the campus community.

Evaluation
Clearly, technology is part of planning at all levels of the College and in conjunction with the District. In terms of teaching and learning, this resource is integrated at all levels: globally with the Mesa College Information Technology Strategic Plan, locally with Program Review, academically with the Academic Senate Standing Committee on Distance Education and the Curriculum Review Committee, and district-wide with SDCCD Online Distance Learning Committee and the CAVE and MAG committees that guide the award of equipment contracts. Also of importance to teaching and learning, and the effective administration of communications, research, and operational systems, is the collaboration between the District Director of Information Technology, the District level system owners (e.g., Student Services Council), and College stakeholders. Each of these areas will be considered in detail in the subsequent sections of this standard.

The College meets this standard.

Standard III.C.1.a: **Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.**

Description
Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution. Mesa College's participatory governance practices assure that stakeholders from across the governance groups of the campus are involved in the identification of technology-related needs. The Mesa College Information Technology (IT) Strategic Plan, which is part of the College's Educational Master Plan, was created and is updated by the participatory governance Mesa Information Technology Committee (MIT). (III.C-17) This plan provides an overview of all College technology services,

with specific goals and strategies that include (i) support for student learning, student services, and information literacy; (ii) classroom-based technologies; (iii) distance learning; (iv) administrative efficiency; (v) professional development; (vi) communication; and (vii) fiscal resources for technology. These goals and strategies were originally developed and are updated annually by MIT representatives including administrators, faculty, supervisors, classified staff, and students, with the revision being approved by President's Cabinet. This process assures broad dialogue in the determination of future needs and priorities.

The Dean, Learning Resources and Technology (LRT), is instrumental in working with campus stakeholders to assure that technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution. This position brings together professional and technical staff for both administrative and academic computing. Centralized purchasing within this office assures that standards are followed, that hardware and software are compatible, and that an accurate inventory of equipment and software can be maintained. This position serves as administrative co-chair of the MIT Committee, sits on the Dean's Council and CTEA Committee, attends President's Cabinet meetings, sits on the SDCCD Online Distance Learning Committee, and meets regularly with the District Director, Information Technology.

The College identifies its technology needs through multiple means and makes decisions based upon this input. The primary resource for identifying technology needs is Program Review, which is the planning document for all programs, service areas, and administrative support units. Through this venue, experts in the specific fields identify what they need in order to most effectively deliver upon their missions. Decisions are based upon industry standards, advisory committees in the case of career technical education, and educational outcomes. (III.C-18) School building committees identify needed technology in the planning phases of new building construction; these needs are identified through collaboration with other institutions and resources specific to the school's program areas. (III.C-19) A broader venue for decision making is the Academic Senate Standing Committee for Distance Education, which provides the opportunity for faculty members who teach online or use online resources for their on-campus classes to come together and plan for the future, share strategies and resources, and voice any concerns. (III.C-20) The Curriculum Review Committee also provides the opportunity for faculty to discuss issues of technology related to teaching and learning in specific courses. The MIT Committee provides a participatory governance venue for the discussion of technology related to all aspects of the College.

Funding for technology is supported through four sources: (i) IELM; (ii) CTEA; (iii) General Funds; and (iv) Bonds S and N in the case of new building Furnishings, Fixtures, and Equipment (F, F & E). In the case of IELM, CTEA, and General Funds, technology requests must compete with other resource needs on campus. Recommendations are made by the appropriate committees as detailed in III.C.1. In the case of new building equipage, there is a standard District formula for some equipment, such as AV, while other decisions are made based upon available funds and program level needs. The Vice President, Administrative Services, and the school dean work with external consultants on bond funded-purchases.

As stated in III.C.1, there are two district-wide committees that are associated with the Purchasing Department and the Office of Information Technology. Through these two committees, CAVE and MAG, representatives from all three colleges and Continuing Education come together to identify the equipment that best meets the needs of their institutions. In both cases, equipment is identified and put out for bid as part of the District AV contract and microcomputer/printer contract. All technology purchases for equipment other than that which is on contract are approved by the Director, Information Technology, in order to assure that all equipment is best suited for its application and integration with District practices.

Because Mesa College is part of a multi-college district, administrative computing has been centralized at the District office in terms of (i) Enterprise Resource Planning (ERP) systems (comprised of the IBM Mainframe, IBM RS6000 RISC Minicomputers, and specialized microcomputers that directly support the ERP hosts); (ii) administrative systems and application development (e.g., ISIS, Sigma Student Aid Management, Colleague Finance and HR/Payroll, and PeopleAdmin Applicant Tracking System); (iii) network and telecommunications infrastructure (voice, data, and video); (iii) network and intranet security systems; (iv) administrative computer support; (v) e-mail system (including anti-virus, anti-spyware, and anti-SPAM systems); PBX telephone system, voice mail, and third-party carrier services; (vi) Dynix Horizon Library Software System; (vii) Blackboard Vista Online Course Management System; (viii) District Web Services; and (ix) remote access services. (III.C-22) All of these services fall under the direction of the Director, Information Technology. The long-term and annual work plans for these services are informed by the District vice chancellors, who represent their area needs from throughout the District, the Vice Chancellor of Business Services, and the college and Continuing Education information technology committees/councils. In this manner, representation for all stakeholders is clearly defined at the District level.

In terms of online learning, there is strong technical support to accommodate curricular commitments for distance education programs and courses, and this support takes place at both the District and college levels. It begins when students apply for admission online, enroll in their classes online, and complete an online learning tutorial, all before beginning their online coursework. These three services are made possible through a technology commitment by the institution. In addition, SDCCD Online Learning Pathways (a division of District Instructional Services) provides technical support for students and faculty with the use of Blackboard/Vista Course Management System. (III.C-23) The District IT department works with SDCCD Online Learning in the administration of the servers that support the CMS and provides back-up redundancy services to assure the integrity of the system. In addition, online office hours are available, and group conferencing is available through the use of Elluminate. Technical support is provided to support online library services, online counseling, and other online student services, all of which make the online learning experience comparable to that which is offered on campus.

Evaluation

Mesa College has come a very long way in terms of improving its structure and process in support of technology. The creation and update of the Mesa College IT Strategic Plan has provided the vision and vehicle for determining what is needed in order to accomplish the College and program/service areas missions. It is based in identified student learning needs and institutional effectiveness. Concurrent with this plan was the consolidation of all technology services under one dean, such that there is no longer a disconnect between academic computing and administrative computing. The School of Learning Resources and Technology includes the library and its labs, online access to library services, the Center for Independent Learning and its labs, campus technology including smart classrooms, all campus computer labs, all administrative computers, all servers necessary for the administration of the labs and library, administrative servers, and distance learning. It also includes all purchasing of technology equipment and software, which has enabled the College to assure that hardware and software are compatible, to manage it in the most efficient manner, and to track it through its life cycle. A full time software administrator tracks licenses and ensures that software is properly deployed and effectively utilized. A full-time web designer keeps the College website current and learning centered, utilizing Cascading Style Sheets and XHTML to assure best practices and accessibility. An SQL server and Google search engine make the website easily searchable. It provides services to both students and to faculty/staff as well. In addition to these services, AV support is provided to the campus through smart classroom design and support and major events support. The department also has a full-time videographer and closed captionist. (III.C-24)

Culminating with the opening of the new Allied Health Building, the School of Learning Resources and Technology worked with the various programs and dean to design their unique AV installations and meet their integrated computing needs, including servers and new software. (III.C-25) This process involved the collaboration of technology personnel on campus, purchasing and IT personnel at the District office, various vendors, campus administration, the architects, GAFCON (contractor for new building equipage and building project management), and the faculty and staff of the School of Allied Health. The process was sometimes cumbersome, but in the end it effectively equipped the building.

Program Review has come a very long way and is fully institutionalized at Mesa now, with one process encompassing all divisions: instruction, student services, and administrative services. It is data informed and serves as the primary planning document for the programs, student service areas, and administrative support units. It includes technology planning as part of its overall planning process. This process enables those on the front lines of delivering instruction and services to articulate their needs. Funding bodies are clearly defined to evaluate these needs and make allocations; however, funding continues to be an issue in terms of state allocations, which has left the College with some technology equipment that is out of warranty and needs that are unmet. These problems are expected to grow given the state of the current budget.

Distance education technology support services are strongly established and growing, with the creation of two new positions: (a) SDCCD Online Learning Pathways Dean at the District level, who works under the direction of the Vice Chancellor of Instructional Services, and (b) the creation of the Director, Information Technology position, at the District level, which assures technology support.

At the District level, collaboration has grown with the creation of the CAVE committee and the continuation of the MAG committee, both of which bring together District purchasing and IT with institutional stakeholders across the District. Sound decisions have been made regarding equipment, and contracts have been awarded to assure best pricing and continued support. The Director, Information Technology position was created in 2005 to administer all administrative technology support for the District. This position is very broad and brings all of the constituents together. Sungard Corporation has been under contract to provide district-level technology support and site-level administrative computing support; however, this outsourcing will end when the current contract expires June 30, 2010. At that time the work will be conducted by District employees. All SDCCD Sungard employees had the opportunity to apply for their existing positions through a competitive open-recruitment process. The extent of District technology support is evidenced in the many administrative systems that the department oversees. Of particular interest to instruction is the administration of the District intranet and Internet systems. The intranet infrastructure is made of 10BaseT ethernet, 100BaseT fast ethernet, and 1000BaseT gigabit ethernet; all instructional networks are connected via fast ethernet or the newer gigabit ethernet. (III.C-26) This prioritization underscores the commitment to teaching and learning. In addition, the District is currently upgrading its Wide Area Network (WAN) circuits from 45 megabit ATM circuits in completely redundant rings to 100 megabit AT&T Opteman circuits, with slower backup circuits for redundancy. The District Internet circuit has just been upgraded to the 1,000 megabit per second AT&T Gigaman circuit, enabling faster and broader connectivity. District IT is working with CENIC, the District Internet provider, to identify a technology and data path that will be a suitable redundant circuit. This effort reflects the District's commitment to enhanced access and secure backup.

The District's acquisition of PeopleAdmin Applicant Tracking Software, which is used extensively in the higher education, government, and non-profit sectors, has provided significant process improvement for applicants and the College alike. Applicants are able to apply online and manage their applications using software that is common to this market sector, and the

College is able to create and submit postings to Human Resources, view applicants, and notify Human Resources of selection decisions. It has streamlined the process significantly.

The College meets this standard.

Standard III.C.1.b: **The institution provides quality training in the effective application of its information technology to students and personnel.**

Description

The College provides quality training in the effective application of its information technology to students and personnel. Technology training occurs at numerous levels, both formal and informal. In terms of students, courses in technology are available on campus and online, and in some cases in open-entry/open-exit self-paced format. These include courses in traditional areas such as Computer Business Technology, Computer Information Systems, and Multimedia, but also in courses such as Architecture, Digital Art, Music, Chemistry, Physics, and a multitude of disciplines in Allied Health and other career technical fields. (III.C-27) Subject-area experts from the faculty and advisory committees assure that students receive appropriate technology education. On a more informal basis, students receive assistance in the labs on campus, from technical staff, and in the Learning Resource Center. The library offers assistance with the use of computers, software, and databases to anyone requesting assistance. This assistance is available online as well. The Center for Independent Learning (CIL) Student Computer Lab is constantly staffed with Instructional Assistants (IAs) to assist students with their use of lab equipment, software, and print systems. On a more formal basis, the CIL previously taught a one-period (80 minute) orientation to the lab, which included accessing course specific software, by teacher request. (III.C-28) The CIL now has instructional videos uploaded to the College website to provide orientation to the lab and individual training videos for course specific software, which are taught by the course faculty. The librarians teach one-period (80 minute) classes in information literacy, by teacher request. (III.C-29) The request is assigned to a librarian who works with the requesting faculty member to tailor the instruction to the specific assignment. In some cases, additional support, to be used out of class, is provided for a specific course or assignment through the use of online tutorials and research guides.

In terms of faculty and staff, the College offers technology-training opportunities through the Mesa College Staff Development Committee and its Flex Subcommittee and Classified Staff Development Subcommittee. (III.C-30) To determine what training is needed by the College, the Flex Subcommittee sends out a request for proposals and suggestions for training each spring for the coming academic year. (III.C-31) Based upon the feedback from this query, training sessions are set up for the coming year. They also include training sessions that are necessary to support ongoing processes such as Program Review, which uses technology to download files and data and to write the report, and for campus-wide practices, such as the use of TaskStream software for managing the Student Learning Outcomes assessment cycle. Each of these training sessions is evaluated by its participants, and this approach provides feedback on the effectiveness of the training. In addition, an annual survey, administered using an online instrument during the spring semester, evaluates the effectiveness of the flexible calendar program.

College technical staff in the areas of audiovisual and information technology attend training sessions or participate in webcasts and online training sessions offered through InfoComm International, the training arm of the International Communication Industries Association. Through its membership with the organization, the College provides training in the areas of (1) information technologies and (2) solutions and networking in audiovisual systems, information communications, and systems integration. (III.C-32)

The Classified Staff Development Subcommittee provides a training academy each spring that offers two full days of training. The Subcommittee surveys the classified staff to determine what type of training they would like to receive, and this includes technology. Once the training areas have been identified, the Committee finds expert faculty or staff, or consultants, to teach the class. Each training session is evaluated at its conclusion to determine its effectiveness, and this feedback is used for design of future offerings.

In addition to these offerings, numerous training sessions are offered through the library in terms of using databases and other technology-based services and through the CIL for using online tools for teaching. The CIL has a full faculty lab and a small multimedia lab in addition to its 18-seat computer classroom. The CIL faculty member is also the College Blackboard/Vista Mentor and runs various training sessions for creating class shells for online instruction or for supporting an on-campus class. The CIL multimedia lab provides space for SDCCD Online Learning Pathways instructional designers to work individually with faculty.

Each spring, SDCCD Online Learning Pathways typically offers a full-day multi-session Online Learning Expo, which is available to all District personnel. Mesa College faculty members serve as presenters, along with other District personnel. The event is large, and in 2008 it had 162 attendees and 22 presentations, in addition to the Keynote speaker. In fall 2009, individual campus showcases were provided by the SDCCD Online Faculty Mentors, in which Mesa College participated; a similar event is planned for spring 2010. (III.C-33)

In addition, the AV department offers training on the use of equipment in smart classrooms and on how to use various AV-related equipment such as a digitized slide scanner. During Instructional Improvement (Flex) Days, the AV department often offers classes to train an entire department if it is bringing a new classroom(s) online; it also offers individualized training for faculty assigned to smart classrooms.

Another technology-training opportunity offered to College personnel is access to Lynda.com online training, which offers tutorials in most software currently in use and specifically Adobe Creative Suite and Microsoft Office Suite.

Evaluation
Training is offered both formally and informally and in multiple formats to fit the varying schedules and many needs of students and personnel. The content of formal courses is informed by expert faculty and advisory committees and is vetted through the rigorous Curriculum Review Committee when changes are made to a course or when a new course is created. This process continues to be effective for the College; evaluation of formal coursework is done through the department and by student evaluation of the course/instructor. Informal training for students is provided by technical staff and librarians, and this training is evaluated through satisfaction surveys.

Training for faculty and staff is also available both formally and informally. Feedback from participants helps to inform the effectiveness of the training. In terms of training, the 2009 Employee Perception Survey indicated that 66% of College employees agreed or strongly agreed that the College provides adequate training to faculty and staff in the application of information technology while 19% disagreed or strongly disagreed (Q71). In terms of adequate training, this may be a factor of capacity, as one of the two CIL faculty members retired in 2008 and has not been replaced, thus reducing the number of technology trainers available to assist the campus. This position remains vacant due to current funding shortfalls.

The College meets this standard.

Standard III.C.1.c: **The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.**

Description
As described in III.C.1.a, the College systematically plans for, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs. The creation and updating of the Mesa College Information Technology Strategic Plan provides the framework for all technology at Mesa. In terms of equipment, the College has a four-year replacement cycle that corresponds to the four-year warranty that is purchased with every computer. (III.C-35) Some other equipment has shorter warranty periods, usually three years, but they too are expected to last four years. District standards are set for computer configurations through the MAG contract process, which awards the computer/printer contract every two years; updates are made to the configurations as needed during the life of the contract. In all cases, district-wide technology experts, including faculty, staff, and District technology employees, work together to identify the technology needs of the College. Program Review identifies the technology needs of each program, student service area, and administrative unit.

Acquisition of equipment at Mesa is done through the office of the Dean, Learning Resources and Technology. In the case of AV equipment, including smart classrooms, all requests are initiated through the AV Librarian prior to request for funding. In doing this, the end user and the technology staff fully evaluate what needs to be done and request the proper quotes. Once approved by the funding authority, the AV department processes the order through the purchasing technician in the LRT office. A similar procedure takes place for the order of computing equipment. Once received, the equipment and software are added to the inventory prior to installation or deployment. Equipment is systematically serviced using a preventive maintenance schedule to extend the life of the equipment and to upgrade the computer images with current software. The staff works closely with the vendors regarding warranty work to ensure that equipment is not out of service for extended periods of time. Backup replacement equipment is made available whenever possible.

The College maintains servers for academic support purposes, including the Learning Resource Center's library and computer labs, and uses best practices of backup and redundancy. The District infrastructure is likewise maintained and backed up, as described in III.C.1.a. The District has upgraded its Ethernet in support of a more robust WAN and has increased its Internet capability and speed. The District provides nightly backup of all files to assure redundancy of data. All of this is part of the District Annual Work Plan and long-term Work Plan.

Evaluation
The College is thorough in its processes for planning, acquiring, maintaining, and upgrading or replacing its technology infrastructure and equipment to meet institutional needs. Systematic planning drives the specification of equipment and infrastructure for programs and for the institution. Acquisition is centralized to assure quality and compatibility in the purchase of the equipment and software, and it is entered and tracked through a database for purposes of maintenance, warranty, planning, and security. Until recently, the College did very well in meeting the four-year standard it had set for itself. However, over the last two years, reduced available funding has slowed the replacement cycle. Currently the replacement backlog for all computer and audiovisual equipment is $859,800. (III.C-35) To ensure that computer reliability is maintained, when new equipment is provided in a new building, replaced equipment is preserved and carefully maintained to serve in the event it is needed in the future. A similar program is in place to ensure back-up audiovisual equipment is available if needed.

The District Information Technology Department has worked to meet the institutional needs of the College. An example of this effort was the pilot project to test the feasibility of wireless Internet access on campus. The success of the pilot led to expansion of this service, and the commitment to provide wireless Internet access in all new teaching and learning spaces. Following this commitment, wireless access has just been completed in the new Allied Health Building. An area of need that the District is investigating is student portals, which will provide direct e-mail access by the College to its students. The Vice Chancellor of Student Services identified student portals as part of future plans, when resources become available. The Director of Information Technology is researching student e-mail/portal options for the District. However, there is not a current plan for implementation, and the College would like to see one as soon as economically feasible.

The security of data is ensured by regular backup of shared drives and servers on campus, using equipment located at the District Data Center. Security is enhanced by a firewall and the district-wide use of anti-virus, anti-SPAM, and anti-spyware applications. ProofPoint SPAMware has proven to be effective in eliminating 95% of the SPAM in email, which had been a source of problems in the past.

The College meets this standard.

Standard III.C.1.d: **The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.**

Description
Technology resources are distributed and utilized in a manner consistent with the Mesa College IT Strategic Plan. There is a prioritization of distribution in place that is based on a “roll down” principle. In this case, the CIL student lab and certain technology based academic labs (e.g., Multimedia) receive new computers every one to two years. The rolled down computers still have 2-3 years of warranty left on them and are repurposed in other labs or at workstations for staff. This prioritization puts instruction first and is driven by the technical nature of the instruction. Every four years each faculty member receives a new computer; this provides the equipment necessary to teach, research, and communicate. Faculty are offered the option of Mac or PC for their office computer. This plan has served the campus well; however, in the past two years, these practices have been impacted by the budget shortfall.

Mesa has had a commitment to assuring that industry standard equipment and software are purchased for use in the labs. To this end, Macs are purchased for applications including Fashion, Digital Art, Journalism, and Multimedia. PCs are purchased for programs running standard applications such as Microsoft Office Suite and other PC-based software. There is an instructional purpose driving each of these decisions, and as stated in previous responses in this standard, Program Review drives planning and the allocation of resources.

The College assures accessibility to its technology resources through collaboration with Disability Support Programs and Services (DSPS) personnel. A DSPS representative consults with technology staff to identify measures to meet these needs. To this end, all new classrooms with installed sound systems include assistive listening devices and all projectors have closed caption decoders. The College has also begun work on original design of an ADA compliant lectern as part of a district-wide effort. In addition, standards have been set at the District for accessibility in classroom furniture, including computer desks. The Learning Resource Center (LRC) maintains 10% of its computers with full accessibility features, including 19” LCD monitors and alternative keyboards and mice. The DSPS High Tech Center, located within the LRC, is a fully accessible lab that provides alternative media, software, and hardware support for DSPS students. (III.C-36) Assistive technology devices such as screen readers and

enlargers are provided in the lab, in the LRC, and where needed on campus. The LRC has three computer workstations that provide assistive software such as that available in the High Tech Center, including Kurzweil screen readers and Jaws. This arrangement extends the hours of availability for such access, as the LRC is open more hours than the High Tech Center. The College provides video relay equipment and access for the Deaf and Hard of Hearing and adaptive equipment as needed for identified accommodations.

Assuring a robust and secure technical infrastructure and providing maximum reliability for students, faculty, and staff are key concerns of the College and the District. As cited earlier, the District provides anti-virus, anti-spyware, and anti-SPAM software to protect its users; it is protective of its firewall to prevent infractions, and it has planned redundancy on its files. Bandwidth was significantly expanded in 2009. Wireless connectivity was installed in the Learning Resource Center, and the District was very cautious in its implementation in order to safeguard the firewall. To this end, wireless access users are never behind the firewall but enter as if they are remote users.

The College provides consideration for equipment selected for distance learning programs. Server redundancy assures reliability; the District supports the Blackboard/Vista Course Management System, and a digital video server supports media for online instructional use. Elluminate was purchased for group conferencing online as a result of planning cooperatively with the District; Mesa faculty were instrumental in its deployment. The Mesa IT Strategic Plan specified that online faculty should have the same “virtual office” that on-campus faculty have: a computer and proper hardware and software to teach. The plan also calls for technical support for the hardware and software and for the same levels of support for online courses as on-campus courses.

Evaluation

There is a definite plan for the distribution and utilization of technology resources to support the development, maintenance, and enhancements of its programs and service areas. It follows a logical purchasing strategy and roll down of equipment that is cognizant of technology standards based upon teaching and learning requirements. Two things should be noted with regard to online support: there is a high level of collaboration with the District SDCCD Online Learning Pathways and other District faculty to improve delivery of online instruction, and there are scarce funds with which to purchase equipment that is needed to support online instructors. In the first instance, there are numerous joint ventures with SDCCD Online Learning Pathways and Mesa College, one of which was a funded grant proposal for a video studio for online faculty to make their classes more personal. A second collaboration was regarding the implementation of the Vista version of WebCT in 2007. The second consideration is funding. The Mesa College IT Strategic Plan states that a laptop, software, and related hardware should be issued to all online instructors, and they should receive technical support as if in a classroom. This plan is a bold proposal that has gone unfunded and will continue to do so until stable funding can be secured. Funding is a problem for technology purchased with funds other than those coming from Propositions S and N.

The College follows a successful process to assure accessibility to its technology resources and makes use of this and other technology to provide equivalent learning and work opportunities for its constituents.

As a measure of technology resources, in the 2009 Mesa College Student Satisfaction Survey, 71% of the students agreed or strongly agreed that classroom computer labs are equipped with updated computers and software (Q81). Seventy-six percent of the students agreed or strongly agreed that the availability of open computer labs is sufficient to meet their educational needs (Q82). In the 2009 Employee Perception Survey, only 60% of the respondents agreed or strongly

agreed that the availability of computers, software, multimedia, and other technologies is sufficient to support teaching and learning; 27% disagreed or strongly disagreed; 14% were neutral (Q70).

The College meets this standard; however, it needs to obtain a more stable source of funding for technology equipment.

Standard III.C.2: **Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.**

Description
The Mesa College Information Technology Strategic Plan is updated annually by the participatory governance Mesa Information Technology Committee (MIT), is approved by President's Cabinet, and is part of the Educational Master Plan. It is cited as one of the integrated plans in the College strategic plan. It is also used to inform Program Review planning, as faculty and staff members determine which technology resources they will need to deliver in support of their mission. The IT Strategic Plan is also used to guide new facility planning (Prop S and N), which is done by the appropriate school faculty and staff. Staff members from the School of Learning Resources and Technology are involved with planning campus-wide in terms of computer and audiovisual applications. Both audiovisual equipment and computers/printers are part of district-wide contracts that assure colleges get the equipment that best meets their needs, can be adequately supported, and is cost effective. Funding for technology requests is dependent upon how the technology will deliver upon the mission of the College and the program, and this approach is detailed in Program Review and the facilities planning process. Formal requests for CTEA funds are very specific in terms of how the technology will accomplish this objective. IELM requests are dependent upon Program Review support.

The College assesses the effective use of technology resources at the Program Review level and at the MIT committee level, the latter of which leads to revisions of the IT Strategic Plan when necessary. Statistics are kept regarding the life of equipment and problems are noted, which leads to action in terms of warranties and to changing product specifications on the contracts. Analytics are kept regarding the College website to determine which resources stakeholders are using and to inform how to improve the site. In addition, the College administered satisfaction surveys in 2003 and 2009, which included technology resources and support. The Learning Resource Center administered satisfaction surveys in 2003, 2007, and 2009 regarding technology and library resources. These results are reported in II.C.

Evaluation
Technology has had a formal strategic plan since 2004-2005 at Mesa College. The plan is integrated with other strategic planning efforts, such as the College Strategic Plan and the Educational Master Plan. Participation in planning has expanded as the MIT Committee has grown and become more diverse in terms of programs and/or service areas participating. New buildings being planned rely upon standards set by the IT strategic plan and the operational standards set by the AV and computer/printer contracts and by custom design necessary for specific discipline-related requirements, such as the new Allied Health Building. CTEA and IELM both require Program Review justification for the award of funds. The process is securely in place and is working. However, in the 2009 Employee Perception Survey, only 63% of respondents agreed or strongly agreed that technology planning is effectively integrated with institutional planning (Q69). Twenty-six percent of respondents were neutral on this. These results make it clear that although technology is planned for at the IT Strategic Plan level, the Program Review level, the facilities level, and the School of Learning Resources and Technology level, it is not clear that College personnel strongly perceive that technology is included in institutional planning.

In terms of evaluating technology, the 2009 Employee Perception Survey revealed that 72% of respondents were satisfied or very satisfied with the College's computer labs (Q56); 67% were satisfied or very satisfied with technology resources (Q53); 80% were satisfied or very satisfied with the Center for Independent Learning (Q20); 91% were satisfied or very satisfied with library support (including technology) (Q25); 80% were satisfied or very satisfied with technical support (Q27); and 86% were satisfied or very satisfied with AV support (Q28). Clearly support is strong, but resources satisfaction reflects the funding issues that impact equipment purchase.

The College meets this standard.

Planning Agenda for Standard IIIC: Technology Resources

The College has had a formal strategic plan in place for its technology resources since 2004-2005 with supporting processes for the development, maintenance and enhancement of this infrastructure. This extensive planning is expressed in the Mesa College Information Technology Strategic Plan, the vision and vehicle for determining what is needed to accomplish program and service area missions.

The College has identified three areas to address within the scope of this standard and recommends:

8. improving communication concerning the process used for technology planning to all campus stakeholders;
9. developing methods to engage non-users in technology; and
10. locating stable funding sources for technology resources as cited in IIIC.1.d.

Standard IIIC Evidence

III.C-1	Program Review Handbook, 2009
III.C-2	Mesa Information Technology Committee
III.C-3.a	Mesa Information Technology Strategic Plan (original)
III.C-3.b	Mesa Information Technology Strategic Plan (latest update)
III.C-4.a	Curriculum Review Committee Website: http://www.sdmesa.edu/crc
III.C-4.b	Sample Curriculum Review for Architecture 107
III.C-5	Academic Senate Standing Committee on Distance Education sample minutes and notes
III.C-6.a	SDCCD Online Learning Pathways Sample Minutes
III.C-6.b	SDCCD Online Learning Pathways Evaluation of Course Management Systems, 2009-2010
III.C-7	Committee for Audio Visual Equipment: Request for Proposal; Contract; and Mesa College Standard Installation
III.C-8	Microcomputer Advisory Group: Collaborative specifications for bid process and contract award
III.C-9	San Diego Mesa College Website: http://www.sdmesa.edu
III.C-10	Dean, Learning Resources and Technology: Job Description
III.C-11	CTEA Sample application for funding
III.C-12	IELM: Historical records of allocations, Campus Technology Summary, 2008; Requests; Final Allocation
III.C-13	Budget Development Committee
III.C-14	SDCCD District IT Governance Chart
III.C-15	SDCCD District IT Organization Chart
III.C-16	SDCCD Annual Work Plan, 2008-2009; Annual Report, 2008
III.C-17	San Diego Mesa College Educational Master Plan, 2007-2011
III.C-18	Sample Advisory Committee Meeting Minutes: CBTE: Website Design
III.C-19	Sample Planning Sheet with architects for Mesa College Design Center: Prop S and N construction
III.C-20	Agenda for Academic Senate Standing Committee for Distance Education and follow up with Academic Affairs and Academic Senate.
III.C-21	Dean's Council
III.C-22	SDCCD District IT Role and Governance Overview
III.C-23	Blackboard/Vista technology support
III.C-24	Audio Visual Department Website: http://www.sdmesa.edu/av
III.C-25	Allied Health AV and Computer/Printer Planning Sheets
III.C-26	SDCCD WAN and Internet Connectivity
III.C-27	Mesa College Catalog
III.C-28.	List of Computer Programs Loaded in CIL to support course instruction.
III.C-29.a	Library Website:http://www.sdmesa.edu/library
III.C-29.b	Library Classes Taught: Statistics
III.C-30	Staff Development Committee Website
III.C-31	Flex Instructional Development Survey/Request GET EMAIL
III.C-32	InfoComm International Website: http://www.infocomm.org/cps/rde/xchg/infocomm/hs.xsl/index.htm
III.C-33	SDCCD Online Expo; email with statistics
III.C-34	Integrated Planning Framework, including attachments A-G
III.C-35	IT Backlog Report: projected to 6/30/2010
III.C-36	High Tech Center: http://www.sdmesa.edu/high-tech-center

Standard III: Resources: **The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.**

Standard III.D: Financial Resources. **Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.**

Description:
Although strained by the current downturn in the economy in recent years, San Diego Mesa College has financial resources that are sufficient to support student learning programs and services and to improve institutional effectiveness. The College's overall adopted budget for 2009-2010 was $70,545,747, which included $51,579,775 General Fund Unrestricted, $8,965,972 General Fund Restricted, and $10,000,000 Restricted Funds. (III.D-1) However, as with the previous year, there were budget reductions. These reductions totaled $2,631,248 for the past two years, including $840,000 for 2008-2009 and $1,121,568 for 2009-2010, along with $669,666 in FTEF funding elimination (169 class sections, 37.79 FTEF). (III.D-2)

The downturn in the economy, which has been in effect for the past three years, has reduced funding for all sectors of education. The College has been affected by these budget cuts and has responded by following its mission as it acts to reduce spending. Fortunately, the District was in sound financial standing when the reductions were put into effect, but even so, it has been a challenge to address these funding shortfalls, and it becomes more difficult each year.

The College has acted to reduce its expenditures to keep them in alignment with revenue. To this end, the College reduced the number of classes offered while maintaining its core curriculum, and it worked to maintain its core matriculation services. (III.D-3) Concurrent with reducing the number of classes, the College reduced the number of adjunct and hourly employees while maintaining all of its contract employees. Productivity measures indicated that the Fill Rate for classes progressed from 79% in fall 2006 to a high of 94% for fall 2009; Load, which is the ratio of Weekly Student Contact Hours to Full-Time Equivalent Faculty, progressed from 485 in fall 2006 to 561 in fall 2009. (III.D-4) Both of these measures reflect dramatic increases in productivity. The District also offered an early retirement incentive that reduced the workforce and implemented a case-by-case evaluation process for filling vacant positions. (III.D-5) The College has a history of financial stability and supporting student learning programs and services, and this commitment has continued through the current economic downturn.

The District's commitment to sound financial practices is evidenced in its policies and procedures. Board Policy (BP) 6200, Budget Preparation, is consistent with Education Code, Title 5, and Government Code. This consistency is also found in BP 6205, Final Budget; BP 6250, Budget Management; BP 6300, Fiscal Management; and BP 6305, Business and Financial. The District and College work in accordance with the California Community College Business and Accounting Manual, District Policies, and Administrative Procedures. (III.D-6, III.D-7, III.D-8, III.D-9, III.D-10)

The College has consistently supported educational improvements. It continues to do so in the current budget situation by relying upon and pursuing sources of funding that are separate from those allocated through state apportionment. These funds include Propositions S and N (passed in 2002 and 2006, respectively), which provided $1.6 billion dollars for the District, of which

$443 million was specified for Mesa College. (III.D-11) Using its Facilities Master Planning process to guide the expenditure of these funds, the College has continued building new facilities to enhance learning, as detailed in III.B.1. The most recent completion was the state of the art Allied Health Building, which was designed to support best instructional practices in its field. All new facilities planning is driven by the faculty of the school that will be housed within the building, which assures educational improvement.

In addition to bond resources, the College has received several grants to date. For example, in 2008 and 2009, the College received $207,964 and $209,659, respectively, for its National Institutes of Health/National Center on Minority Health and Health Discrepancies grant-funded Bridges to the Baccalaureate Program, which provides opportunities for underrepresented students in the biomedical and behavioral sciences fields. Long-term funding for this grant, which was initially awarded in 2005, has been secured through 2012. (III.D-12) In the area of Student Services, the Community College Pathways for Foster Youth initiative funded the FAST Scholars Program in its effort to provide a bridge from high school to college for foster youth and to support these students in their work at the College. This program is based upon providing both access and success to an at-risk student population. (III.D-54) As a measure of the College's success in generating external funding, a total of $2,709,797 in grant funding was received by the College in the academic year 2009-2010, and a request for another $220,000 was pending. (III.D-73) To support further grant funding, in the 2009-2010 academic year, the College established a Grants Office, which is administered by the Dean, School of Health Sciences and Public Service and is staffed by a faculty grant writer on special assignment. (III.D-13) They are creating a streamlined course of action to simplify the grant application and administration process.

Educational improvements continue to be funded by Perkins Career Technical Education Act (CTEA) funds and until the current year were funded by Instructional Equipment and Library Materials (IELM) grant funds. As with all resource allocation at the College, requests and proposals require information and data from Program Review. In addition to these funds, the College has participated in the Basic Skills Initiative since the 2005-2006 academic year and receives funding from the state to advance student success in its Basic Skills courses. Allocations totaled $1,610,111 for the five-year period beginning 2006-2007 and ending 2010-2011. Receipt of these funds requires the use of data analysis to evaluate and track practices, outcomes, and expenditures. (III.D-14)

The resource allocation process has a means for setting priorities for funding institutional improvements. Prioritization begins at the school level with the evaluation of Program Reviews and institutional needs at the school and college level. (III.D-15) Because resource allocation is accomplished through the Integrated Planning Process, program plans and goals, as well as assessment measures for key indicators of effectiveness, are considered. (III.D-16, III.D-17) Prioritization is determined according to type of expenditures and funds. In the case of Faculty Hiring Priorities, a combination of criteria is used to prioritize the allocation of resources. (III.D-18) A full description of the planning/allocation process is provided in Standard I.B.

Evaluation:
The College has worked very hard to achieve high educational outcomes and remain financially responsible. The District has a history of financial stability and sound financial planning, and the College is consistent with this in its practices. Policies and procedures are in place to assure that the District and College maintain high standards and legal practices. The College's Integrated Planning Process brings together in one document the many considerations in planning and resource allocation and how they are informed by Program Review. The participatory governance structure of the College supports transparency and commitment to educational improvement.

Adding to the transparency at the College has been the District's process for addressing the budget shortfalls. In public forums, the District has made known its values and goals in addressing the problem: (1) avoiding negative impact on contract faculty and staff, (2) maintaining sufficient classes and services for students, (3) increasing FTES revenue, (4) increasing average class size, and (5) enacting cost-containment measures. The forums have also provided full disclosure of the District's financial status, including General Funds, reserves and set asides, and revenue and expense projections. The forums have explained proposed actions and their impact. (III.D-19)

As funding has been reduced, the College has acted proactively by assessing its needs and expanding its work to find new sources of funding. This work is apparent in the creation of the new Grants Office and special assignment of a grant writer. This effort is not the first time that the College has sought alternative funding, as its participation in the campaigns for Propositions S and N yielded successful outcomes, and the resulting funds have been used to build and equip new facilities to better support learning.

As important as its effort to obtain new sources of funding is the College's self-discipline in assuring that expenditures do not exceed revenue. Decisions have been based on assuring core curriculum and services and preserving quality education for students.

The College meets this standard.

Standard III.D.1: **The institution relies upon its mission and goals as the foundation for financial planning.**

Description:
The College relies upon its mission and goals as the foundation for all planning, including financial. The Integrated Planning Process makes clear the primacy of mission and goals. (III.D-16, III.D-17) Program Review plans inform planning and resource allocation at the campus. (III.D-20) Each program and service area begins its Year One review with a statement of how it supports the college mission, which is "to inspire and enable student success in an environment that is strengthened by diversity, is responsive to our communities, and fosters scholarship, leadership and responsibility." (III.D-21) Each program/service area also has its own mission statement, which is informed by the College mission.

The goals of the college are:

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

The College's mission, vision, values, and goals are revisited every two years and are revised to reflect any changes. They are sometimes revised more frequently, as was the case in the last cycle, when the statements were revisited at the 2009 President's Cabinet Retreat and revised by the Academic Affairs Committee in fall 2009. The new mission and goals were designed to inform the Integrated Planning Process, which was created and refined in 2008-2009 and further expanded in fall, 2009 to more explicitly describe the resource allocation process as it fits into the planning cycle. (III.D-22, III.D-23)

Evaluation:
The College's mission and goals provide the foundation for planning at all levels of the institution. The mission and goals are regularly reviewed and revised to assure that they meet current needs of the College.

The College meets this standard.

Standard III.D.1.a: **Financial planning is integrated with and supports all institutional planning.**

Description:
As described in III.D.1, financial planning is integrated with institutional planning. The integration of financial planning with institutional planning began in 2005, subsequent to the last Self Study. As reported in the Focused Midterm Report, the integration brought together in one matrix all planning and resource allocation for the College. (III.D-24) Program Review was at the center of all program planning, and it informed institutional planning as well. This model was further refined to create the Integrated Planning Process (Linking Planning with Resource Allocation), which consists of a cyclical process that is informed by mission, vision, and values. The annual process proceeds in the following manner:

1. Alignment with the Educational Master Plan, which is the long-range campus plan;
2. Development of and actions consistent with the Strategic Plan, which is the short-term plan for meeting long-term goals;
3. Proceeding with Program Review, which consists of a five-year planning cycle for each program, service area, and administrative unit, where Year One entails program assessment, development of goals, and the creation of action plans; and Years Two-Five provide implementation, review, and evaluation of the plans;
4. Development of Program Plans, which are Division, School, and Department/Service Area Plans to meet campus goals and objectives, and include Student Learning Outcomes and Administrative Unit Outcomes assessment, data review, and request for resources;
5. Review of resource allocation requests by appropriate participatory governance committees, such as the CTEA Committee, Dean's Council, Budget Development Committee, and Faculty Hiring Priorities Committee, resulting in formal recommendations for allocation; (III.D-18, III.D-25, III.D-26, III.D-27)
6. Culminating with review of committee recommendations by President's Cabinet and rendering of their own recommendation as to action to be taken; based upon this input, the President makes the final allocation decision.

This cycle is repetitive on an annual basis. It is informed by evaluation of data in Program Review plans and measurement of the four goals of the institution, including College performance in achieving Equity and Access, Engagement and Retention, Persistence, Success, and Institutional Effectiveness. This cycle is also detailed in the Research Planning Agenda, which is reviewed and revised annually. (III.D-28)

Evaluation:
The planning and resource allocation process is in the implementation stage; it has evolved through a series of configurations to its current model. However, it is still a work in progress. Always at the foundation of resource allocation are the Program Review plans, to assure that those who deliver instruction and services are the drivers of resource allocation. In this way, financial planning has been integrated with and supportive of institutional planning.

The College meets this standard.

Standard III.D.1.b*:* Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Description:
Mesa College assures that institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements. This method has been especially crucial during the budget shortfall of the past three years. Those who are involved in institutional planning receive accurate information about available funds, including the annual budget showing ongoing and anticipated fiscal commitments. This goal is accomplished through the work of three participatory governance committees. At the broader, district level, there is the involvement of the Vice President, Administrative Services, Academic Senate President, and Classified Senate President in the District-wide Budget Development and Institutional Planning Committee, which is chaired by the Executive Vice Chancellor, Business Services. (III.D-29) Involvement on this committee works to provide the District with input by the College in matters related to budget and fiscal matters. The committee reviews and recommends district-wide budgetary priorities to the Chancellor; they also participate in the budget development process, have access to District financial information, and advise the District on fiscal issues including the self-insurance fund, health and welfare costs, allocation formulas, and the Budget Development Model. The College participates in and is kept apprised of budget matters at the district level and communicates this information back to the College.

The college level participatory governance Budget Development Committee, which includes membership of all three vice presidents and representatives of the various governance groups, develops the General Unrestricted Fund operating budget. This committee remains informed of changes in the budget and acts accordingly. The third group that is essential to dissemination of information regarding financial resources and to approving all financial plans and allocations is President's Cabinet. Budget issues and financial resource availability are routinely discussed in this forum.

The College establishes priorities for funding that help the College achieve its goals. In terms of Faculty Hiring Priorities, there are priorities within the ten question application form that are evaluated and ranked by the committee. (III.D-18) However, in addition, there are larger considerations for evaluation as well, such as the needs of the department in terms of specialized accreditation requirements or department size that are used to prioritize decisions. The CTEA Committee uses a rubric for evaluating and ranking applications for funding, which includes how the proposal fits in with Program Review plans and how it meets the criteria related to CTEA per federal law. (III.D-25) The Budget Development Committee uses a prioritization process with seven criteria, including Safety and Health; Accreditation, Licensure: Mandated by Law; college-wide need; Program Review plans; Replacement; Instructional Support; and Faculty/Students. (III.D-27: waiting for documentation) The Deans' Council also used these criteria in prioritizing the IELM funding requests, when these funds were available. (III.D-15)

Because of Title 5 requirements associated with categorical programs, most departments within Student Services successfully align planning with budget allocation. The Matriculation Program, which includes admissions, counseling, assessment, evaluations, recruitment and career and transfer, completes a Matriculation Plan each year. (III.D-64) This plan outlines programs and activities for each of the matriculation components. Extended Opportunities Programs and Services, Disability Support Programs and Services, and Financial Aid are other departments that must prepare annual plans and budgets (III.D-65, III.D-66). Budget allocation of categorical funds must be aligned with each plan. At the end of the year, all categorical programs prepare a report of accomplishments. Documentation of students served and activities completed, as

indicated in planning documents, for each of these programs is tracked systematically and included in the Student Services Monthly Reports (http://www.sdmesa.edu/student-services/monthly-reports.cfm). As well, each year, Student Services produces an annual report which documents success in goal achievement (http://www.sdmesa.edu/student-services/administration.cfm).

Beginning in 2008, Student Services adopted the Categorical Allocation Guidelines, which highlight how funds are allocated for all categorical programs and links resources to specific activities identified in planning documents. Additionally, for every major event associated with Student Services, faculty and staff must complete a Major Event Form, which identifies learning outcomes and links funding to the outcomes of the event. (III.D-68)

Evaluation:
The process by which the College remains apprised of financial resource availability and expenditure requirements is effective. The committee structure at the college and district levels provides for effective communication of this information and dissemination to the College. Prioritization is accomplished through the use of criteria that are made available to College constituents seeking these funds.

In addition to the three committees that directly affect budget, College participation on District Governance Council also provides access to information on financial resources. This Council is chaired by the Chancellor, and its members serve in an advisory capacity regarding District matters, including budget. The College President, Academic Senate President, Academic Senate Vice President, Classified Senate President, and Associated Student Government President sit on this committee. They work with the Chancellor to review various reports or recommendations prior to their final development and submission to the Board of Trustees. Participation on this committee has proven very informative for the campus and has given the College a strong voice on District matters, including those regarding budget.

To assure that all District constituents remain apprised of budget and other issues of importance to the District and the College, the Chancellor holds informational forums at each college every fall semester. The forums include a full review of the district-wide budget, including all allocations and reserves. In the spring, The Chancellor and Executive Vice Chancellor of Business Services hold campus forums to provide information about the budget and budget development, with an opportunity for direct campus input. The District has been transparent about budget and budget development, especially with the recurring revisions due to state revenue declines and adjustments. (III.D-71, III.D-72)

The College meets this standard.

Standard III.D.1.c: **When making short range financial plans, the institution considers its long range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.**

Description
When making short-range financial plans, the College considers its long-range financial priorities to assure financial stability. This approach is evidenced in the College's Educational Master Plan, which is the five-year, long-term plan. (III.D-31) This document is the locus for comprehensive planning for all aspects of the College. It includes the overview of the process and how the various plans intersect; the integration of College and District planning; the planning cycle; Instructional Division Plans, with goals and objectives, including those for each school; Student Services Division Plans, with goals and objectives; Research Planning Agenda; Staff Development Plan; and Information Technology Strategic Plan. The Facilities Master Plan

augments these plans that are all long term in nature. They are carried out by annual short term or strategic plans. These are integrated and evidenced in the Integrated Planning Process. (III.D-16, III.D-17)

At the district level, financial planning is sound. In terms of liabilities, GASB 45 requirements for funding retiree health benefit costs have been met with the District's participation in the Community College League of California-Joint Powers Agreement and the establishment of an irrevocable trust. Demsey, Filliger & Associates conducted an audit of this liability for the District and found that benefits were 58% funded as of the July 1, 2007 GASB 45 Actuarial Valuation. (III.D-32) The 2009 Independent Auditors' Reports revealed that this number increased to 59.81% in 2008 and to 63.93% in 2009. (III.D-33)

The future costs of utilities, maintenance, etc., particularly those associated with future Proposition S & N facilities, are approved by the Board of Trustees as projects. These funds are set-aside in the annual budget to cover continuous costs. For example, of the $13.57 million in projected on-going costs, the Board has set-aside $3.18 million in General Fund monies. Documentation from the 2008-2009 Amended Budget revealed that salaries, benefits, supplies, repairs, and utilities have been projected for Proposition S & N facilities, and they have been acted upon by the District and Board. (III.D-34) In addition, revenue to fund such future costs will come from a combination of general fund, lease revenue, and restricted funds.

Evaluation
The College acts responsibly with regard to short-term financial plans and long-range financial responsibilities. At the District level, sound planning and anticipation of future costs associated with obligations for retiree health benefits and facilities operations have placed the District in good standing.

In their report to the Board of Trustees and Management, and a letter dated October 30, 2009, Caporicci and Larson found one liability accounting deficiency. (III.D-35) This deficiency related to accounts payable accruals, and an extensive number of invoices concerning Propositions S & N construction projects expenditures that had not been accrued and recorded in the proper accounting period. The District concurred with the auditors' recommendation for addressing this problem. Of note, this was the only discrepancy identified in the entire audit, and the District was identified as a "low-risk audit". (III.D-34, p. 87) As evidence of the financial stability of the District, SDCCD received the highest bond rating for any community college in the state from both Moody's and Standard and Poor's, AA+. (III.D-73)

The College meets this standard.

Standard III.D.1.d: **The institution clearly defines and follows its guidelines and processes for financial planning and budget.**

Description
The College has worked diligently to create a system for planning and budget allocation. Recommendations for allocation are made by participatory governance committees and reviewed and approved through President's Cabinet. Actions are documented in committee and Cabinet minutes. The College monitors its expenses throughout the year and assures that needs are covered and that deficits are avoided.

Evaluation
The College meets this standard.

Standard III.D.2: **To assure financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.**

Description:
The District and College work to assure the financial integrity of the institution and responsible use of financial resources through the financial management system, which has appropriate control mechanisms. Communication from the District to the College through the district-wide Budget Development and Institutional Planning Committee and e-mails and updates from the Chancellor keep the College abreast of financial changes. (III.D-36, III.D-37) In addition, policies and procedures detailed in BP 6300, Fiscal Management, and AP 6300.1 are followed and assure that adequate internal controls exist; fiscal objectives, procedures, and constraints are communicated to the Board and employees; adjustments to the budget are made in a timely manner; and the management information system provides timely, accurate, and reliable information. The California Community College Budget and Accounting Manual is strictly followed in administering the books and records of the District. The District uses Colleague financial management system. All managers and supervisors have access to real-time budget information using "WebAdvisor," and an online summary of the current year is maintained up to date on a daily basis.

Evaluation:
The College is able to make sound financial decisions based upon updated information provided through the District and through consistent application of practices set forward in policies and procedures. Colleague financial management system provides up to date feedback on the status of accounts. Colleague has been a work-in-progress since its purchase; however, the District has worked with the colleges and Continuing Education to develop better usability and responsiveness to user needs.

The College meets this standard.

Standard III.D.2.a: **Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.**

Description:
The District participates in annual audits that include College finances as well. The annual independent audit performed by Caporicci and Larson for the year ended June 30, 2009, found (1) an unqualified opinion on the basic financial statements of the District, which is excellent; (2) one significant deficiency in the accrual of accounts payable for Propositions S & N, with which the District concurred and has addressed; (3) no instances of noncompliance material to the financial statements; (4) no significant deficiencies relating to the audit of the major federal award programs; (5) an unqualified opinion on compliance for the major federal award programs. (III.D-34) The District was determined to be a low-risk auditee, which is exceptional.

The District was compliant with all state requirements, including (1) maintaining separate and complete tabulation for each course section reported for state attendance support, (2) assuring that salaries of classroom instructors equaled or exceeded 50% of the District's current expense of education, (3) claiming only the attendance of students actively enrolled in a course section as of the census date for apportionment, and (4) expending Matriculation funds in accordance with the Matriculation Plan. It was compliant with all federal requirements.

The College assures that funds in support of achieving stated goals for student learning are allocated within the proper object codes to ensure appropriate funding levels.

Evaluation:
The District has an impeccable record with regard to budget and independent audit reports. Propositions S & N are overseen by the Citizens Oversight Committee (COC), which provides external monitoring of practices. (III.D-46) All meetings, minutes, and publications related to the propositions and the oversight committee are posted to the general Propositions S & N website. (III.D-47) A subcommittee of the COC is the Finance and Audit Subcommittee, which meets regularly and posts its agenda and minutes to its website. (III.D.48) Discussion of the 2009 external audit is included in the minutes for October 29, 2009, where it noted that both bond funds received "unqualified opinions," meaning that they had "no issues". (III.D-49) The general website includes publications and reports. Of note was the 2008 report, which called attention to the benefits of the District's accelerated schedule for construction; Mesa College's Allied Health Building was used as an example of how this new approach was benefiting the District. It was scheduled for completion in 15.5 months as opposed to 18 months as originally scheduled. (III.D-50) The advice of the COC has enabled the District to go forward with construction that is both effective and efficient.

The College meets this recommendation.

Standard III.D.2.b: **Appropriate financial information is provided throughout the institution.**

Description:
Information on the budget is communicated through multiple outlets on campus. As stated previously, there is constant communication from the Chancellor and the President via updates and e-mails. In addition, budget is discussed in President's Cabinet on a regular basis, and this venue is open to all campus constituents. In fall 2009, the President held town hall meetings on the budget. (III.D-38)

Evaluation:
The College meets this standard.

Standard III.D.2.c: **The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.**

Description:
The District and College have sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences. The College's ending balance carryover for General Unrestricted Funds for the past three years has been 2006-2007: $769,008; 2007-2008: $434,858; and 2008-2009: $443,349. (III.D-51) The District's ending balance for General Unrestricted Funds for 2008-2009 was $14,160,184. It maintains a minimum 5% reserve, in compliance with state law, and this is sufficient to maintain a reserve for emergencies. (III.D-52)

In terms of risk management, the District carries sufficient insurance, with coverage for Property, Boiler and Machinery, Comprehensive Liability, Excess Liability, Automobile Liability, Crime, Excess Workers' Compensation –California, Workers' Compensation –Other States, Foreign Liability, Student Professional Liability, Air Travel, Student Accident Insurance, Student Athletic Insurance, and Earthquake and Flood. The District is self insured for its deductible. (III.D-39) The District pays for insurance through its Internal Services Fund. (III.D-40)

Evaluation:
The College and District maintain sound financial practices to assure a solid reserve and proactive planning for risk management.

The College meets this standard.

Standard III.D.2.d: **The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.**

Description:
As discussed in III.D.2.a, the independent auditors found the District's financial practices to be excellent. In terms of financial aid and grants, the audit found no exceptions. A separate audit was performed on the District's Auxiliary Organization and found "no finding or questioned costs related to the audit…for the year ended June 30, 2009." (III.D-41) Audits for Proposition S and N found "no finding or questioned costs related to the audit." (III.D-42, III.D-43)

The college maintains the Mesa College Foundation, which is a 501c organization. Its financial statements revealed it to be in good standing. The foundation's portfolio value for the period ending March 31, 2010, was $473,054.11. Full value of the Scholarship Fund, including the portfolio, is listed as $726,436.15; the General Fund is listed as $59,965.04 (III.D-44) An audit was performed on the financials for the years ending June 30, 2006 and 2007, by Caporicci & Larson, with the report dated July 27, 2009. The Foundation has acted upon recommendations made by the auditor, and a second audit is being conducted in spring 2010. (III.D-69) The foundation was initially formed to provide scholarships for Mesa College students; however, in December 2008, it expanded its mission to provide for broader purposes, including a capital campaign. (III.D-45)

Evaluation:
The District and College maintain strong fiscal practices in the areas of grants, financial aid, externally funded programs, and foundations.

The College meets this standard.

Standard III.D.2.e: **All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.**

Description:
All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the College. The Mesa College Foundation has been consistent with following its mission with integrity, and when the Foundation Board decided to expand its mission, it did so through proper procedures, which are detailed in Retreat Minutes for December 2008. (III.D-45; III.D-70) The College is proceeding with expansion of its grant-generating efforts and has established a formal office and reassigned grant writer to support this work. The College works to provide compliance and support in becoming more entrepreneurial in its funding efforts.

The monies from the foundation and grants are used in a manner consistent with the mission and goals of the College, which are listed in III.D.1.a.

Evaluation:
The College acts with integrity and is consistent with its mission in these areas. The foundation awarded scholarships in the past three years, with an annual total of 2006-2007: $117,350; 2007-2008: $87,350; and 2008-2009: $91,950. (III.D-53) Grants have included the Bridges to the Baccalaureate program, which prepares underrepresented students for transfer to a four-year institution and includes an eight-week summer internship at University of California, San Diego, where the student conducts research. Another grant supports returning war veterans. The College also received a STAR/TRIO grant to help increase student success. The College is actively seeking grants in support of meeting its mission. The new Grants Office provides a process for grant application and administration that supports consistency and integrity aligned with the mission. (III.D-13)

The College meets this standard.

Standard III.D.2.f: Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

Description:
Contractual agreements with external entities are (1) consistent with the mission and goals of the College. (2) governed by institutional policies, and (3) contain appropriate provisions to maintain the integrity of the College. Inherent in all levels of planning at the College are its mission, vision, values, and goals, which serve as the foundation for the Integrated Planning Process Linking Planning and Budgeting (III.D-17). The process for entering into external contractual agreements includes checks and balances to assure that agreements are consistent with the mission and goals of the College. Policy 6480, Grants, states that the "Board of Trustees will be informed about all grant applications made and received by the District" and directs the Chancellor to set the procedures for this. (III.D-55) Administrative Procedure AP 6480.1, Contract & Grant Administration, which was revised and approved by Chancellor's Cabinet on September 22, 2009, provides these procedures, which include extensive requirements for both pre-award and post-award administration. (III.D-56) One such requirement included in the pre-award protocol is the review for programmatic merits, which requires that the Dean, Director, or Vice President overseeing the grant obtain approval from the campus oversight committee, which in the case of Mesa College is President's Cabinet. This participatory council discusses each grant or application and assures that it is consistent with the College mission and goals, as it relates to the individual program or service area and the College. The proposal is then forwarded to the Director, Grants and Contracts, Instructional Services and to the Grants and Contracts Accounting Supervisor, Business Services, where it is reviewed for content, budget impact, and District liability. Once approved to proceed by the Chancellor and Vice Chancellor of Business Services, the grant can be submitted to the granting authority. If the grant application is accepted, a second round of requirements must be met and overseen by the Vice President, Administrative Services, including acceptance of the grant by the Board of Trustees and setting up the budget with Grants and Contracts Accounting. Clearly, this process assures that grants and in some cases contracts are consistent with College mission and goals, that procedures follow stated policy, and that the content of the grant is scrutinized to assure the integrity of the College.

Contracts are administered under BP 6330, Purchasing and Contract Services, which is consistent with Education Code Section 81656 and Public Contract Code 20650. (III.D-57) The Board delegates the authority to negotiate contracts on behalf of the District to the Vice Chancellor of Business Services and the Director of Purchasing and Contract Services. The Vice President, Administrative Services, assures that contracts are properly administered and follow Administrative Procedures including AP 6330.3, Bids and Quotations; AP 6330.4, Developing Bid

Specifications; AP 6330.5, Bids and Contracts; AP 6330.7, Contracts –Personal Services; AP 6330.8, Consultant Services; and AP 6330.9, Contracts –Electronic Systems and Materials. (III.D-58, III.D-59, III.D-60, III.D-61, III.D-62, III.D-63) It is clear from the breadth of procedures that the complexity of contract negotiation and administration is proactively managed in the best interests of the institution. Like the policy and procedures related to grants, the policy and procedures for contracts were recently reviewed and approved by Chancellor's Cabinet on September 22, 2009. Contract procedures are consistent with California Education Code 81641, 81651, 82363, 8803.1; Public Contract Code 20651; and Government Code 53060, according to type of contract. As with the protocol for grants, contracts are vetted through proper channels and discussion in the College's participatory governance structure to assure that they are in the best interest of the College and are consistent with its mission and goals.

Evaluation:
The College follows a strict and consistent protocol, established by the District, and implemented at the College, to assure that grants and contractual agreements are in the best interest and outcome of the institution. The Vice President, Administrative Services plays a pivotal role in achieving this goal. The Office of the Vice President, Administrative Services works closely with the District and College to assure that protocol is followed and that the process proceeds in a timely and proper manner. The creation of the new Grants Office and online form protocol assists the College in assuring that proper process in followed.

The College meets this standard.

Standard III.D.2.g: The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

Description:
The District participates in annual external audits for all of its various functions, and it acts to maintain compliance with best practices. The District and College are fortunate to have a strong financial processes and practices.

Evaluation:
The College meets this standard.

Standard III.D.3: The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

Description:
The College systematically assesses the effective use of financial resources and uses the results as the basis for improvement. The College accomplishes this through dialogue in the participatory governance committees that allocate resources and through President's Cabinet which approves all resource allocation.

Evaluation:
The College has been working on making its planning and resource allocation process more transparent and inclusive. The models that have evolved over the past five years have placed Program Review as the driving force behind the allocation of resources. In this way, funding is driven by those who are directly delivering instruction and services to students. The next step is formal assessment of these allocations, which "closes the loop" on funding outcomes and effectiveness. Examples of allocations for which the loop has been closed include the Matriculation Plan in the Division of Student Services, which addresses goals, funding, and outcomes, and is discussed in III.D.1.b.

Results of the 2009 Employee Perception Survey revealed the College's process to be a work in progress. Sixty percent of the respondents agreed or strongly agreed that College guidelines and processes for budget development are clearly communicated (Q78). Twenty-four percent were neutral on this. These responses indicate that the majority of employees understand how budget development takes place and that this process is adequately communicated to them by the College. However, only 48% of employees agreed or strongly agreed that they had adequate opportunity to participate in budget development through its shared-governance processes (Q79). Twenty-nine percent were neutral, and 24% strongly disagreed. Forty-seven percent of employees agreed or strongly agreed that the resource allocation model equitably supports College programs and services; 35% were neutral (Q80). These last two questions are disconcerting. There is not a strong level of agreement that the respondents think they have the opportunity to participate in decision making, and they do not see the allocation of funds as equitably distributed to the programs and services. There could be a variety of reasons why employees responded this way. The College needs to pursue these findings further and determine why these practices are being perceived as they are. The College has come a long way in building its integrated planning and resource allocation model, but these responses indicate that there is more work to be done.

The College partially meets this standard.

Planning Agenda for Standard IIID: Financial Planning

The College has a long history of financial stability, and during these troubled times, Mesa has continued to be proactive by assessing its needs and seeking alternative sources of funding. The mission, vision, and values statement along with an evolving integrated planning process will continue to guide the College through these turbulent waters. The College will continue its efforts to ensure that its constituents participate in financial planning and budget development.

The College has identified two recommendations within the scope of this standard and recommends:

11. Establishing methods to maintain the awareness of and to increase the participation in financial planning and the budget development process; and
12. Developing assessment tools to measure the success of these methods and then using the results for improvement.

Standard IIID Evidence

III.D-1	SDCCD Adopted Budget, 2009-2010
III.D-2	San Diego Mesa College Budget Reductions Recap, dated March 2, 2010
III.D-3	Documentation of matriculation cut –past two years, by year
III.D-4	SDCCD College Productivity Report, Fall, 2009
III.D-5	Documentation on SERP (early retirement)
III.D-6	Board Policy 6200 Budget Preparation
III.D-7	Board Policy 6205 Final Budget
III.D-8	Board Policy 6250 Budget Management
III.D-9	Board Policy 6300 Fiscal Management
III.D-10	Board Policy 6305 Business and Financial
III.D-11	Propositions S and N Campus Facility Master Plan Presentation, March 4 & 5, 2010
III.D-12	Bridges to the Baccalaureate Grant
III.D-13	Grants Office; presentation to President's Cabinet, March 23, 2010
III.D-14	Basic Skills Budget
III.D-15	Priorities on IELM funding application and General Fund Unrestricted application
III.D-16	Integrated Planning Process
III.D-17	Integrated Planning Process Linking Planning with Resource Allocation
III.D-18	Faculty Hiring Priorities
III.D-19	Budget Development and Issues: 2007-2008 and 2008-2009: Campus Forums. Get this year's forum also.
III.D-20	Program Review Handbook, 2009
III.D-21	Mission, Vision, Values and Goals Statements
III.D-22	President's Cabinet Retreat, 2008
III.D-23	President's Cabinet Retreat, 2009
III.D-24	Focused Midterm Report, 2007
III.D-25	CTEA Committee
III.D-26	Deans' Council
III.D-27	Budget Development Committee
III.D-28	Research Planning Agenda, 2010
III.D-29	District-wide Budget Development and Institutional Planning Committee
III.D-30	District Governance Council
III.D-31	Mesa College Educational Master Plan, 2007-2011
III.D-32	GASB 45 Actuarial Report for San Diego Community College District by Demsey, Filliger & Associates, dated March 27, 2007, for July 1, 2007 GASB 45 Valuation
III.D-33	San Diego Community College District Basic Financial Statements and Independent Auditors' Reports, for the year ended June 30, 2009; prepared by Caporicci and Larson
III.D-34	San Diego Community College District 2008-2009 Amended Budget: Summary of Future Prop S and Prop N Project Costs
III.D-35	San Diego Community College District Report to the Board of Trustees and Management, for the year ended June 30, 2009, prepared by Caporicci and Larson.
III.D-36	Chancellor's Update sample
III.D-37	Board Report sample
III.D-38	President's Town Hall Meetings on Budget, fall, 2009
III.D-39	San Diego Community College District Insurance Summary

III.D-40	San Diego Community College District Internal Services Fund
III.D-41	San Diego Community College District Auxiliary Organization, Basic Financial Statements and Independent Auditors' Report for years ended June 30, 2009 and 2008
III.D-42	San Diego Community College District Proposition S Bond Building Fund, Basic Financial Statements, Supplemental Information and Independent Auditors' Reports, for the year ended June 30, 2009; prepared by Caporicci and Larson
III.D-43	San Diego Community College District Proposition N Bond Building Fund, Basic Financial Statements, Supplemental Information and Independent Auditors' Reports, for the year ended June 30, 2009; prepared by Caporicci and Larson
III.D-44	Mesa College Foundation Financial Statement
III.D-45	Mesa College Foundation Minutes sample
III.D-46	Proposition S & N Citizens Oversight Committee
III.D-47	Proposition S & N website: http://www.sdccdprops-n.com/default.aspx
III.D-48	Proposition S & N Citizens Oversight Committee Finance and Audit Subcommittee Meeting Schedule
III.D-49	Proposition S & N Finance and Audit Subcommittee Minutes for October 29, 2009
III.D-50	Proposition S & N 2008 Annual Report
III.D-51.a	Budget to Actual Report for 2006-2007
III.D-51.b	Budget to Actual Report for 2007-2008
III.D-51.c	Budget to Actual Report for 2008-2009
III.D-52	San Diego Fiscal Trend Analysis 311: For Period FY2005-06 to 2009-10
III.D-53	Mesa College Foundation Scholarship Awards; per award list provided by Office of Student Affairs
III.D-54	FAST Scholars Program Grant Award for Foster Youth
III.D-55	BP 6480 Grants
III.D-56	AP 6480.1 Grants & Contract Administration
III.D-57	BP 6330 Purchasing and Contract Services
III.D-58	AP 6330.3 Bids and Quotations
III.D-59	AP 6330.4 Developing Bid Specifications
III.D-60	AP 6330.5 Bids and Contracts
III.D-61	AP 6330.7 Contracts –Personal Services
III.D-62	AP 6330.8 Consultant Services
III.D-63	AP 6330.9 Contracts –Electronic Systems and Materials
III.D-64	Matriculation Plan
III.D-65	EOPS Annual Budget Reports
III.D-66	DSPS Annual Budget Reports
III.D-67	Categorical Allocation Guidelines, Student Services
III.D-68	Major Events Approval Form and sample document for Annual Transfer Day
III.D-69	San Diego Mesa College Foundation Audit, Report to Board of Directors and Management for the years ended June 30, 2007 and 2006
III.D-70	San Diego Mesa College Foundation By-Laws

Standard Four •

Leadership and Governance

A. Decision-Making Roles and Processes
B. Board and Administrative Organization

GOALS

• To respond to and meet community needs for economic and workforce development.

WE ARE *Mesa*

Standard IV.A: Decision Making Roles and Processes: The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

Standard IV.A.1: Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

Description

San Diego Mesa College institutional leaders create an environment for empowerment, innovation, and institutional excellence through their support of the College's long-established practice of participatory governance. In the written overview of the College's governance structure and processes, published on the College website at http://www.sdmesa.edu/governance, the President describes the active roles played by administrators, faculty, classified staff, and students through their participation in a variety of decision-making venues. (IV.A-1) Opportunities are provided through formal appointments such as membership on participatory governance committees and through governance group representation of the Deans' Council, the Academic Senate, the Classified Senate, and the Associated Student Government on President's Cabinet, which is the central decision-making council for the College. Other opportunities are provided for employees and students at school, department, program, service unit, and administrative service unit levels. The 2009-2010 Faculty and Staff Handbook details the District's commitment to collegial governance and the roles played by the Academic and Classified Senates. (IV.A-2)

The commitment to institutional excellence begins with the College vision, mission, and values statement, which includes institutional goals; the statement was revised by College constituents and approved by President's Cabinet on October 17, 2009. (IV.A-3) Goals include delivering and supporting exemplary teaching and learning in support of the comprehensive mission, providing a learning environment that maximizes student access and success and employee well-being, responding to and meeting community needs for economic and workforce development, and cultivating an environment that embraces and is enhanced by diversity. The institution's values describe the way in which the College meets these goals through access, accountability, diversity, equity, excellence, freedom of expression, integrity, respect, scholarship, and sustainability. These goals and values are clearly articulated to the College in written format and are listed in the Mesa College Catalog, Faculty and Staff Handbook, Integrated Planning, Annual Report, and on the College website at http://www.sdmesa.edu/mission-statement. In addition, the Vision, Mission, and Values Communication Campaign, titled "We are Mesa," will be launched campus-wide in spring 2010 to assure that all College employees have a sense of ownership for their roles in reaching these goals. (IV.A-4)

Individuals are encouraged to participate in efforts to improve delivery of services or instruction in their areas of responsibility. These occur through activities at the school, department, or program/service area levels and include the Program Review process. Other opportunities include campus forums, Flex workshops, Staff Development events, and retreats. Several initiatives have been instituted in recent years based upon efforts proposed by College constituents. One example is the Smoke-Free Policy, which began with the work of one student and culminated with the collaborative efforts of the Student Health Center, the Associated Students, and other College constituents. Another example is Ecomesa, the College environmental sustainability initiative, which was inspired by a student organization and its faculty leadership, along with other grassroots efforts on campus. (IV.A-5; IV.A-6) The

Environmental Stewardship Committee, created in 2007, formalized the intent of the initiative and extended its breadth. (IV.A-7) College-wide efforts now include single-stream recycling, sustainability leadership, and an active lecture series. The President keeps constituents apprised of what is happening at the College through weekly college-wide e-mails that are also posted to the College website. (IV.A-8)

Individuals and groups use the governance process to enhance student learning through participation on committees and programs such as Basic Skills, Student Learning Outcomes, Curriculum Review Committee, Program Review, Honors, Humanities Institute, Learning Communities, Freshman Year Experience, and Associated Students' programs. Program funding, faculty reassigned time, and student support services enhance student learning and are exemplified in programs such as Honors, Tutoring, the Learning Resource Center, and Counseling and with practices such as classroom instructional assistants for Basic Skills courses.

To assure that the College is meeting its goals, reports of institutional performance are compiled and made available to the campus and community. These include the annual San Diego Mesa College Fact Book, Student Equity Report, Accountability Reporting for the Community Colleges (ARCC), Facts on File, Annual Report, Program Review Annual Reports, Basic Skills Report, and numerous others created by the District and College research offices. The College participated in the Community College Survey of Student Engagement in fall 2007, and these results have been made available to the College community through the campus research office. Publicly available documents can be accessed on the District Institutional Research and Planning website at http://research.sdccd.edu/pages/1.asp, and some are made available on the College Institutional Research website at http://www.sdmesa.edu/institutional-research, and by the committees responsible for the research. (IV.A-9; IV.A-10) Reports are presented and briefed to various participatory governance committees according to their areas of responsibility.

Evaluation

The College has made a concerted effort to assure that constituents are aware of their roles and opportunities to participate in the governance process. The College's strong participatory governance structure provides a venue for this that is actively supported by the senates and other governance groups. The Vision, Mission, and Values Campaign was created in fall 2009 and planned for implementation in spring 2010 to assure that all employees envision how *they* contribute to the College's vision, mission, values, and goals. The campaign, titled "We are Mesa," will disseminate posters with pictures of Mesa employees, personalized postcards for display on employee desktops, and brochures, all of which will bear the College's vision, mission, values, and goals.

In the 2009 Employee Perception Survey, 68% of employees agreed or strongly agreed that College leaders encourage all members of the College community to take initiative in improving institutional effectiveness (Q81). (IV.A-31) The College's governance groups are continuing their work to encourage participation by all members of the College in this effort.

A major aspect of institutional effectiveness is the availability of research data and reports. The College and District Institutional Research Offices generate numerous reports for the campus, some of which are in response to state and federal requirements, and some in response to local research needs to inform decision making. Campus constituents have reported difficulty in finding these reports on the College and District websites. Both the District and College Institutional Research websites were recently revised to provide an improved interface, but with the volume of research published on the District site, more assistance is needed to locate appropriate reports. A possible solution is to have the District and three colleges work together through their representatives on the District-wide Research Committee to identify a means for

disseminating these reports in a manner that would help constituents more easily find the research that they need, which in turn would support fuller participation in building our culture of evidence and achieving higher levels of institutional effectiveness.

The College meets this standard.

Standard IV.A.2: **The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.**

Description
The institution has established and implemented a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. In the Faculty and Staff Handbook, 2009-2010, under Participatory Governance, it states that the College implements the San Diego Community College District's written policy, BP 2510, Participation in Local Decision-Making. This policy states that the District, and hence Mesa College, is committed to collegial governance, "intended to ensure that faculty, students, and staff have the right to participate effectively in the governance of the District." The policy also "ensures the right of the Academic Senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards." In addition, it details the role of the Classified Senate in decision making and in fostering "a sense of responsibility for maintaining a superior level of instructional support and professional activity." (IV.A-11)

Evaluation
The College's established culture of participatory governance is based upon written District policy that is made public via the Faculty and Staff Handbook, 2009-2010. In addition, the President presented an overview of participatory governance to President's Cabinet and discussed it in her weekly e-mail to the College, along with providing a direct link to the PowerPoint document. The presentation, titled "Importance of Shared Governance," was presented to President's Cabinet on October 27, 2009, and clearly delineates Title 5 regulations specific to faculty, staff, and student involvement in decision making and how this is interpreted and applied through Board Policy 2510. (IV.A-12)

In the 2009 Employee Perception Survey, 74% agreed or strongly agreed that they were aware of staff and/or faculty roles in various governing, planning, budgeting, and policy-making bodies at the College (Q85). This indicates that employees are aware of the roles they play in carrying out the governance of the College and that this has been successfully communicated to them. (IV.A-31)

The College meets this standard.

Standard IV.A.2.a: **Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.**

Description
San Diego Mesa College faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. As an institution that values the role of participatory governance in decision-making, students and staff also have established

mechanisms and organizations for providing input into institutional decisions. The College's Educational Master Plan states, "To ensure that planning at Mesa College is fully integrated within all related functions, the College elected not to utilize a separate body for this purpose, but decided to employ the central, participatory governance council for this purpose: the President's Cabinet." (IV.A-39) The structure of President's Cabinet provides for all institutional constituencies to have a voice in the College's governance, planning, and budget development. President's Cabinet is the central decision-making council for the College and includes representation from each of the participatory governance groups: Academic Senate, Classified Senate, Dean's Council, and Associated Students Government.

The 2009-2010 Faculty and Staff Handbook provides the College organization chart, which delineates the three divisions of the College: Instruction, Student Services, and Administrative Services. It lists the members of President's Cabinet, the Academic Senate Executive Committee, and the Classified Senate Officers. It also lists all Academic Senate committees, Ad Hoc committees, campus-wide participatory governance committees, Associated Students committees, and district-wide committees. The District Administration and Governance Handbook lists the District organization chart, provides a description of participatory governance per Board Policy 2510, and lists each of the district-wide committees, with their purpose, function, authority, and membership. Mesa College has representation on each of these committees. (IV.A-13)

A major component of all planning at Mesa College is Program Review, which is integrated across all three divisions of the College. Program Review is driven by the mission, goals, and needs of the individual programs, service areas, and administrative units. Faculty and staff from the programs, service areas, and administrative units have a strong voice in articulating this level of planning. In fall 2009, the College began a pilot study to strengthen the link of Program Review to resource allocation; this was done by the newly created Resource Allocation Committee, which is discussed in detail in Standard 1.B. Representatives from the programs and service areas were able to make presentations to the committee stating their resource needs, in specific budget areas, as identified in their Program Review documents. Resource Allocation Committee membership included representatives from administration, faculty, staff, and students, which reflects their voice in this decision making.

In terms of specifying faculty responsibilities and authority in decision making, Board Policy 2510, which is in accordance with Title 5 and consistent with AB1725, states that the Board of Trustees "shall elect to rely primarily on the advice and judgment of the Academic Senates for the following policy development: (a) curriculum, including establishing prerequisites and placing courses within disciplines; (b) degree and certificate requirements; (c) grading policies; (d) educational program development; (e) standards or policies regarding student preparation and success; (f) District and college governance structures, as related to faculty roles; (g) faculty roles and involvement in accreditation processes, including the Self Study and annual reports; and (h) processes for institutional planning and budget development." In addition, the San Diego Mesa College Academic Senate Constitution specifies the role and responsibilities of the Academic Senate in College and District matters, including committee assignments and representation, and purview of authority. (VI.A-14) The Academic Senate makes available to its senators a two-page overview of faculty areas of responsibility identified as "10+1", which was legislated in AB 1725 and codified in Title 5 Section 53200 (b) and (c).(IV.A-38)

San Diego Mesa College Classified Senate Bylaws specify its purpose, which includes the following areas of responsibility with respect to providing voice in governance, planning, and budget development: to represent the issues and concerns of classified employees in all aspects of governance and decision-making on matters that are not related to collective bargaining and contract negotiations, to make informed classified employees available for

decision-making within the democratic processes of Mesa College and the San Diego Community College District, and to represent the interest of the classified staff in all matters before any policy making committee or governing body of the College. (IV.A-15)

The Associated Student Government (ASG) website identifies it as the representative body for students in the participatory governance process at Mesa College. Students are encouraged to participate in student government and to sit on College participatory governance committees. (IV.A-16) The ASG's Constitution specifies its purpose, membership, organizational structure, and details of nominations and qualifications for office, elections, and other rules. (IV.a-23)

Evaluation

Mesa College has a strong, established culture of participatory governance and opportunity for input by all of its constituents. This strength was a commendation in the College's 2004 Self Study evaluation report from the Commission. The 2009 Employee Perception Survey revealed that 72% of Mesa employees agreed or strongly agreed that the faculty exercises substantial voice in matters related to educational programs, the hiring of faculty and other personnel, and institutional policies (Q82). (IV.A-31) Of concern, however, was the response to the statement that classified staff exercise a strong voice in College planning, budgeting, and institutional practices (Q83). Approximately a third (32%) of those responding to this statement indicated that they did not know the answer. Approximately half (51%) agreed or strongly agreed, while the other half were either neutral (30%) or in disagreement (20%). This response stands in contrast to the response for the faculty's role. This finding is perplexing, as classified staff are encouraged to serve on participatory governance committees at the College and have long had a strong Classified Senate to represent them. They have had a separate Classified Staff Development Committee since 2007 that was established to meet their specific professional and personal development needs and to recognize the role they play on campus. (IV.A-22) The survey response regarding their voice in College planning, budgeting, and institutional practices indicates that there is more to be done to assure awareness of their role on campus, to communicate their role to all campus constituents, including faculty and management, and to assure that their supervisors can make these opportunities possible.

In the evaluation report for the 2004 Self Study, the College received a recommendation to further involve students in participatory governance so they are able to work with other constituents within the College. Much has been accomplished since that time, some of which was reported in the College's Focused Midterm Report. (IV.A-19) Students have been active in initiatives that benefited the student body, including those listed in IV.A.1. Some of these efforts have related to health, with the Smoke-Free initiative, and with a grassroots effort in 2006-2007 to raise their own health fees in order to provide a higher level of student health care service on campus. (IV.A-24) The latter initiative led to expanded psychological counseling and support services on campus. To identify and meet student needs in these areas, Student Health Services conducted a needs assessment with students, analyzed the data, and then planned services to meet those needs. The Director of Student Health Services updates the Associated Students Government (ASG) annually on services provided and the budget for delivering these services. (IV.A-40)

In addition to the expansion of health services, the ASG has financially supported and participated in the Student Health Services' Health Fair in recent years. Other student initiatives have addressed environmental sustainability, as with the Enviro Club, which inspired a massive sustainability effort campus-wide, and was captured in a student created video, which was uploaded to YouTube. (IV.A-25) They have also been active in diversity related events, such as Tents of Tolerance, and in fundraising $10,000 to send Mesa College student, Hermes Castro, a hydro-geology major and paraplegic, on the Inspire Antarctic Expedition. (IV.A-29; IV.A-30)

Students participate in clubs, which numbered 33 in the 2009-2010 academic year, and in Associated Students Government, through which they influence the campus and provide opportunities for student interaction and leadership. In addition to campus signage that advertises these opportunities, the Dean of Student Affairs actively promotes them through regular e-mails to the campus, encouraging faculty and staff to assure that students are aware of these opportunities as well. (IV.A-28)

Students have continued to participate in social activism events and activities, including those in support of increased funding for education in the current budget environment. In the past year, Mesa College students have traveled to Washington, D.C. and to Sacramento in their efforts to influence funding. The Mesa College President described a recent rally, one of many both locally and at the state level in which Mesa College students have participated, in her President's Update e-mail to the College community, which was uploaded to the College website. (IV.A-27)

Opportunities for students to serve on college-wide participatory governance committees are extensive and include Academic Senate, Academic Affairs, Catalog Subcommittee, Student Services Council, Student Disciplinary/Grievance Committee, President's Cabinet, Strategic Planning Committee, Budget Development Committee, Diversity Committee, Environmental Stewardship Committee, Facilities Planning Committee, Information Technology Committee, Program Review Committee, Research Committee, Commencement Committee, Crisis Response Committee, Scholarship Committee, Mesa College Foundation, and Mesa College Marketing Advisory Committee. Students also have the opportunity to sit on committees such as the Student Success Day Committee, which is the major new student orientation program put forth each year by the Division of Student Services. In addition, each of the three colleges' student government presidents sits on the SDCCD Board of Trustees for one-third of the year. Students are encouraged to serve on participatory governance committees, and many of these committees have students assigned to them. (IV.A-26) However, not all of the student positions on committees have been filled, and this is likely due to the large number of committee opportunities available and the part-time commuter nature of the day and evening student population. The Dean of Student Affairs works with the Associated Students Government to find as many representatives as possible for these committees.

Another measure of student involvement is reflected in the participation of a student on the search committee for the Vice President, Instruction, in spring 2009. The student served as a full voting member of the committee.

Outreach to students has been a priority for the College, and participation on campus has increased in recent years. However, responses to three items on the 2009 Student Satisfaction Survey regarding student involvement in decision-making roles and processes indicate that work remains to be done. The survey items related to (1) students having a substantial voice in matters related to programs and services, with 41% agreeing or strongly agreeing that they did; (2) students being a valued part of the decision-making process at this campus, with 38% agreeing or strongly agreeing that they did; and (3) that student government has a strong presence on campus, with 27% agreeing or strongly agreeing that it did, and 28% expressing disagreement. (IV.A-32; Q90, 91, 92) On each of the three items, approximately one-fourth of the students responded that they had not used the resource or service, and almost half of those who had were neutral about it (43%, 44%, and 44%). Those in disagreement were minimal, with the exception of the last item. Results were mostly in the neutral category for all three questions, which indicates that for the most part they neither agreed nor disagreed. The College will continue its efforts to reach and engage more students.

The College meets this standard.

Standard IV.A.2.b: **The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.**

Description
San Diego Mesa College relies on its faculty, Academic Senate, Curriculum Review Committee, and academic administrators for recommendations about student learning programs and services. As stated in IV.A.2.a, per Board Policy 2510, the Academic Senate has purview over curriculum, degree and certificate requirements, grading policies, educational program development, and standards regarding student preparation and success. The Curriculum Review Committee (CRC) is tasked with developing procedures that will assure that the approval of courses of instruction and of educational programs satisfies requirements of the Education Code and that the College offers a wide range of programs to satisfy the occupational and transfer needs of students, including courses ranging from developmental to honors. (VI.A-17) Curriculum Review Committee is a participatory governance committee consisting of ten faculty members, three deans, one Associated Student representative, and one classified staff member. The Committee is co-chaired by a member of the Academic Senate and the Vice President, Instruction. The faculty co-chair sits on the Academic Senate Executive Committee and makes regular progress reports to the full Senate. The two CRC co-chairs and the Mesa College Articulation Officer represent the College on the District Curriculum and Instruction Council (CIC), where curriculum is reviewed and approved district-wide.

Further documentation of the faculty's role in curricular and other educational matters is provided in the Policy on the Genesis, Development and Application of Student Learning Outcomes, adopted by the college in 2004, which states that "the responsibility for the interpretation and local implementation of SLOs shall remain within the purview of individual faculty department/programs or student services units." (VI.A-18) This policy places the authority for SLOs in the hands of faculty and student services staff members who directly provide instruction and services. (IV.A-18)

Evaluation
The faculty has a strong role in matters of curriculum and educational program development. Processes are in place in terms of policies, practices, and committee structure to assure this level of involvement. The 2009 Employee Perception Survey revealed that 79% agreed or strongly agreed that the faculty is central to decision making involving curriculum development (Q84). This response reflects the strong role played by faculty in matters of curriculum and program development.

The College meets this standard.

Standard IV.A.3: **Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.**

Description
As detailed in standard IV.A.2.a, the College has written policies on governance, including BP 2510, which details the roles of faculty, students, and staff in decision making. The responsibilities of students are listed, including the role of the Student Trustee on the Board of Trustees and the commitment by the Board to work with the representative body of students on issues having "a significant effect on students." The College's participatory governance committee structure provides many opportunities for all constituencies to work together in the best interest of the institution.

The College works to achieve transparency in the work of its committees and to communicate to all stakeholders what is happening both at the committee level and across the campus. Each week the President sends an e-mail to all College constituents informing them of recent actions and events and provides links to resources and information when appropriate. The e-mail message is then uploaded to the "President's Updates" section of the College website, where it is archived by date. These postings provide the opportunity to revisit messages and for external community members to access what is happening on campus. In addition, the President has created a website for posting President's Cabinet Agendas and Outcomes, which informs the campus of what has happened at Cabinet that week. These postings include all actions taken by the Cabinet and any discussions that occurred. The Vice President of Instruction and Vice President of Student Services each send a monthly update of division happenings to the College via e-mail. The Vice President of Administrative Services holds forums to keep the College abreast of budget and facilities issues and sends regular e-mail updates to the campus regarding Proposition S and N progress. (IV.A-33, IV.A-34)

Other forms of communication for the College include the online posting of all participatory governance committee meeting minutes, Academic Senate meeting minutes, and Classified Senate meeting minutes. Meeting dates for all committees and governance groups are posted to the website. In addition, department and school meetings provide the opportunity for further communication, as do campus forums, such as the Town Hall meeting on budget in Fall 2009, and the various Faculty and Staff Breakfasts, and other events. (IV.A-35)

Information regarding institutional efforts to achieve College goals and improve learning is included in the President's Updates. Some reports regarding student success are available on the College Institutional Research website and on various committee websites, and all institutional research reports are available on the District Institutional Research website. (IV.A-9, IV.A-10)

Evaluation
The College informs constituents of their roles and disseminates information to them regarding what is happening at the College. The College has a high level of transparency in terms of what is occurring at the various committees, Senate meetings, and President's Cabinet; however, the constituent needs to seek out this information on each group's website, which can sometimes be cumbersome. The President's weekly e-mail message has improved communication on campus. The 2009 Employee Perception Survey revealed that 68% of College employees agreed or strongly agree that the College has established governance structures, processes, and practices to facilitate effective communication among the institution's constituencies (Q86). This response indicates that there is more work that needs to be done to integrate the communication of this information.

The College meets this standard.

Standard IV.A.4: **The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-study, and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.**

Description
San Diego Mesa College demonstrates honesty and integrity in its relationships with external agencies. Its history demonstrates that it is committed to complying with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-study, and other reports, team visits, and prior approval of substantive changes.

The College worked proactively to respond to recommendations made by the Commission to its 2004 Self Study. These actions were detailed in the College's Focused Midterm Report, 2007, which was accepted by the Commission without exception. (IV.A-19) In fall 2007, the College also submitted its Substantive Change Proposal for Distance Learning, which was accepted by the Commission. (IV.A-20) As part of the Substantive Change Proposal and its acceptance, the College has worked to offer more support services online, such as online counseling and expansion of online library services.

The College continues to work to meet Commission standards set for the rubrics for Program Review, Planning, and Student Learning Outcomes. The College sends representatives to participate in workshops and conferences offered by the Commission as well as the statewide Academic Senate Accreditation Institute. The Accreditation Liaison Officer works with the Commission to assure that the College is compliant.

In terms of relations with the United States Department of Education, the College is in year five of a five-year grant cycle with a STAR TRIO Student Support Services (SSS) grant and year one of a four-year grant cycle with a Child Care Access Means Parents in School (CCAMPIS) grant. The College STAR TRIO program was funded for $271,074 per year for the first three years; $285,305 for the fourth year, and $305,995 for the fifth year. The CCAMPIS grant supports STAR TRIO with an additional $59,409 for a total of $365,404 in funding the current year. There have been no exceptions with the grant, and the College is actively seeking a new STAR TRIO grant for 2010-2015. (IV.A-19) The College also receives federal funding from Title IV, including Federal Pell Grant; Federal Supplemental Educational Opportunity Grant; Federal Academic Competitiveness Grant; Federal Work-Study Program; and Federal William D. Ford Student Loan Program. (IV.A-21)

Evaluation
The College has diligently worked to be compliant with the standards of the Commission. The College has a strong, mature Program Review process that has reached the level of continuous quality improvement. It has just taken the next step in aligning and integrating planning and resource allocation with the College's Integrated Planning Process, which was developed in an evolutionary process since that last Self Study. Student Learning Outcomes are making progress, with all programs having written their Program and Service Area Level SLOs and continuing with their assessment cycles. Work has also begun on the course and service level SLOs. In concert with the District, the College purchased and began using TaskStream software in fall 2009 to record and track progress in SLO assessment. This software was selected after extensive study and input from the faculty to ensure that the system provided the features that Instruction, Student Services, and Administrative Services could use to more effectively manage the information and data generated by the SLO cycle. Initial training sessions were offered during the fall 2009 with positive preliminary reports from users.

The College meets this standard.

Standard IV.A.5: **The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.**

Description
San Diego Mesa College evaluates its governance and decision-making structures primarily through its process and structure. With all governance groups formally represented at President's Cabinet, it serves as an on-going check and balance for governance at the College. Participatory governance participation on committees also assures evaluation of process, as does the active

participation of the Academic and Classified Senates. Dialogue is a means for much of the evaluation of governance and decision making at the College. In fall 2009 there was extensive dialogue and open campus discussion regarding the development and finalization of the College's strategic plan, which included integrated planning and resource allocation. The Resource Allocation Committee, which was created to integrate Program Review plans with resource allocation in fall 2009 was assessed both informally through dialogue and formally through a survey for participants. Survey results were used to inform how to proceed with the process.

Information regarding the results of these evaluative processes is communicated to the College through its participatory governance structure, including President's Cabinet and the President's weekly e-mail update. It is also communicated through Senate meetings, Associated Student Government meetings, Chairs Committee meetings, Dean's Council, school and department level meetings as well as numerous other venues.

The College works to address identified problems and act upon them. Again, this is the benefit of the structure of governance and decision making at the College.

Evaluation
The College effectively evaluates its practices and acts upon results. However, most of the evaluation is embedded in the College's governance structure, as opposed to formal assessment tools, although those are sometimes used as well.

The 2009 Student Satisfaction Survey and the 2009 Employee Perception Survey represent sources of assessment for governance and decision-making practices at the College. These surveys were formally briefed to the College community by the SDCCD Director of Institutional Research and Planning on September 11, 2009 (Employee Survey), and September 18, 2009 (Student Survey). "Conclusions and Recommendations" were written jointly by the District Institutional Research and Planning Office and the Campus-Based Researcher and then posted to the College Institutional Research website. (IV.A-10) More formal assessment such as this would be beneficial in helping the College to evaluate its processes and structures.

The College meets this standard.

Planning Agenda for Standard IVA: Decision-Making Roles and Processes

The College has a history of strong participatory governance and continues to make efforts to assure that all constituents understand their roles. These efforts, described throughout the standard, demonstrate a commitment to use the governance process to support and enhance student learning. Survey results in section IV.A.2.a report the College's concerns regarding classified staff and students relative to their voice in the governance process.

The College has identified two areas to address within the scope of this standard and recommends:

13. Formalizing methods to ensure that all constituents become more knowledgeable of participatory governance as well as understand their roles and responsibilities in the decision-making process; and
14. Instituting a more formal assessment process of its governance and decision-making process.

Standard IVA Evidence

IV.A-1	San Diego Mesa College Governance section of website, introduction: http://www.sdmesa.edu/governance
IV.A-2	San Diego Mesa College 2009-2010 Faculty and Staff Handbook
IV.A-3	San Diego Mesa College Mission Statement
IV.A-4	Vision, Mission, and Values Communication Campaign
IV.A-5	Smoke Free Campus: http://www.sdmesa.edu/smoke-free
IV.A-6	Ecomesa Environmental Sustainability website: http://www.sdmesa.edu/ecomesa
IV.A-7	Environmental Stewardship Committee: http://www.sdmesa.edu/about-mesa/current-initiatives/ecomesa/ecomesa-committee/
IV.A-8	President's Update website: http://www.sdmesa.edu/president
IV. A -9	San Diego Community College District, Office of Institutional Research and Planning website: http://research.sdccd.edu/pages/1.asp
IV.A-10	San Diego Mesa College Institutional Research website: http://www.sdmesa.edu/institutional-research
IV.A-11	Board Policy 2510, Participation in Local Decision Making
IV.A-12	"Importance of Shared Governance" Power Point Presentation to President's Cabinet
IV.A-13	San Diego Community College District Administration and Governance Handbook, 2009-2010.
IV.A-14	Mesa Academic Senate Constitution, December 2007: http://www.sdmesa.edu/about-mesa/gov academic-senate/documents/Mesa Academic Senate Constitution November 5 2014.pdf
IV.A-15	San Diego Mesa College Classified Senate Bylaws, 2008: http://www.sdmesa.edu/classified-senate/pdf/by-laws.pdf
IV.A-16	Associated Students Government website: http://www.sdmesa.ed/associated-students
IV.A-17	Curriculum Review Committee website: http://www.sdmesa.edu/crc
IV.A-18	Policy on the Genesis, Development and Application of Student Learning Outcomes
IV.A-19	Focused Midterm Report, 2007
IV.A-20	Substantive Change Proposal, 2007
IV.A-21	STAR TRIO Grant information
IV.A-22	Classified Staff Development Committee
IV.A-23	Associated Students Government Constitution
IV.A-24	Email from Suzanne Khambata forwarding information on Student Health Fee from Jonathan Aravalo, AS President, dated April 9, 2007.
IV.A-25	Enviro-Club: http://www.sdmesa.edu/campus-life ; Student created video, Mesa College Recycling Program v2, uploaded to YouTube in 2008: http://www.youtube.com/watch?v=ZQMNJB5VDEk
IV.A-26	Governance Committees Website: http://www.sdmesa.edu/about-mesa/governance/committees/
IV.A-27	Coverage of Mesa College students involvement with the March in March on Sacramento, and their rally on campus; see March 5, 2010 and March 5, 2010 pt. 2: http://www.sdmesa.edu/president
IV.A-28	Emails from Dean of Student Affairs, Ashanti Hands, to Mesa Community announcing Spring 2010 Club Orientation (February 3, 2010) and announcing information on Student Clubs and Student Government (March 10, 2010).
IV.A-29	Tents of Tolerance
IV.A-30	Hermes Castro fundraising campaign

IV.A-31	2009 Mesa College Employee Perception Survey
IV.A-32	2009 Mesa College Student Satisfaction Survey
IV.A-33	Budget Presentation, VP Ron Perez
IV.A-34	Facilities Master Plan Update, VP Perez and Diane Malone, Project Manager for Proposition S & N
IV.A-35	President's Town Hall Meeting on Current Budget
IV.A.38	California Community Colleges Academic Senate two page overview of 10+1
IV.A-39	Educational Master Plan, 2007-2011

Standard IV.B: Board and Administrative Organization: **In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.**

Standard IV.B.1: **The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.**

Description

As part of the San Diego Community College District (SDCCD), San Diego Mesa College falls under the oversight of the SDCCD Board of Trustees, which is responsible for establishing policies to assure the quality, integrity, and effectiveness of student learning programs and services and the financial stability of the institution. Each of the five members of the Board is elected to represent one of the five districts. Trustees are elected in even numbered years to serve staggered four-year terms. (IV.B-1, IV.B-2) A student trustee position rotates between the three colleges' Associated Student Governments Presidents. (IV.B-3) This position participates in board meetings; however, voting is in an advisory capacity. The Trustee Advisory Council, currently composed of 27 members appointed by the five board members to represent their districts, advises the Board regarding various community needs. (IV.B-4, IV.B-5)

The Board of Trustees establishes and reviews all District policies and may adopt, revise, add to, or amend such policies at any regular Board meeting by a majority vote per BP 2410. (IV.B-6) The Board operates under clearly defined roles and responsibilities as defined by BP 2200. (IV.B-7) All policies for the District, including those regarding the Board of Trustees, are made publicly available on the SDCCD website and are accessible from the Board's homepage (IV.B-8) The District's Mission, Shared Values/Shared Vision, Strategic Goals, and Strategic Plan, 2009-2012 are available from the Board's homepage as well. The District subscribes to the Community College League of California (CCLC) Board Policy and Administrative Procedure Service to assure that District policies follow best practice and are consistent with the law.

The process for selecting the Chancellor is detailed in BP 2431; the process for evaluating the Chancellor is provided in BP 2435. (IV.B-9, IV.B-10) In addition to the basic duties and responsibilities of the position, the Chancellor also sets annual goals and objectives in addition to any specific goals set by the Board for the Chancellor. (IV.B-11) The Chancellor is evaluated on the results of (1) Goals and Objectives for the previous year, (2) the Management Feedback Instrument, (3) Board Evaluation Committee, (4) Self-Evaluation and Goals and Objectives for the following year. Criteria for evaluation are based upon Board policy, the Chancellor's job description, and performance goals and objectives developed in accordance with Board Policy 2430, Delegation of Authority to the SDCCD Chancellor. (IV.B-12) Results of the Chancellor's annual evaluation are reported to the public at a regularly scheduled Board meeting. (IV.B-13)

Board Policy 5300, Courses of Instruction and Educational Program Approval, details the means by which the District assures the quality and integrity of instruction and educational programs. (IV.B-14) The Board of Trustees is regularly briefed on the status of instruction and educational programs in the District. (IV.B-15) BP 6100, Delegation of Authority (for Business and Financial Services), places responsibility for financial compliance, integrity, and best practices with the Vice Chancellor for Business Services. (IV.B-16) BP 6200, Budget Preparation; BP 6205, Final Budget; BP 6250, Budget Management; and BP 6300, Fiscal Management, provide clearly defined directives for how the District's business will be carried

out. (VI.B-17, VI.B-18, VI.B-19, VI.B-20) The Vice Chancellor for Business Services regularly briefs the Board regarding current and projected budgeting. As cited in III.D.1.c, the District has the highest bond rating of all community colleges in the state and received an excellent audit report. The budget is also a component of the Board's retreat agenda. (IV.B-21)

Evaluation
The Board has established policies to assure the quality, integrity, and effectiveness of student learning programs and services and the financial stability of the institution. It has been consistent in establishing and following policies regarding student learning and the financial stability of the institution, and it monitors these practices through briefings at both regular Board meetings and at the Board's retreats. The May 28, 2009, Board of Trustee Retreat included briefings by the Chancellor and by the appropriate vice chancellors regarding (1) planning and policies, including the newly adopted SDCCD Strategic Plan 2009-2012, and the updating of policies to assure that they are current; (2) high school issues, including the Pipeline Report on feeder high schools, services and partnerships with K-12 schools and early and middle college programs; (3) diversity planning, including diversity statistics for the District, diversity planning information, and the draft SDCCD Equal Employment Opportunity Plan, 2009-2012; (4) budget and finance, including three-year revenue and expense projections, revised Propositions S and N continuous cost projections, summary of hiring delays and defunded positions, and budget reduction summary; and (5) facilities progress and issues, including Propositions S and N, and evaluation of a consultant report regarding cost savings of facilities services. (IV.B-21) Each of these areas is of importance to the Board, which is transparent in its evaluation of student learning and financial stability.

The College meets this standard.

Standard IV.B.1.a: **The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.**

Description
The SDCCD Board of Trustees is an independent policy-making body that reflects the public interest in board activities and decisions. This commitment begins with the election process for the Board, which is described in BP 2100. (IV.B-2) SDCCD encompasses a large part of the San Diego metropolitan region. The District is divided into five distinct geographic trustee areas for the purpose of representation. (IV.B-22) Candidates are elected from a specific trustee area and must live within its boundaries. Only those voters living within the trustee area may vote for those candidates in the Primary Election; all registered voters in the SDCCD area may vote in the General Election. This creates accountability to act in the best interests of the public. In addition, each trustee appoints up to seven members from their electoral district to the Trustee Advisory Board, which meets twice yearly and provides input to the Board. (IV.B-4) The Trustee Advisory Board supports the role of public interest in the actions and decisions of the Board. In addition, external oversight of progress and practices related to the District's two Proposition 39 School Facilities bonds is provided to the District and Board by the Citizens Oversight Committee for Propositions S and N. (IV.B-23)

Board policies also address public interest and assure that decision making is protected from undue influence or pressure. The Board has policies addressing Conflict of Interest (BP 2710), which assures that no Board member will have any financial or other interest in any contracts entered into by the Board, and that they will make public disclosure of any such interest and be excused from discussion and voting on such issues; Code of Ethics/Standards of Practice (BP 2715), which is discussed in IV.B.1.h; Political Activity (BP 2716); Board of Trustees Personal

Use of Public Resources (BP 2717); and Communications among Board Members (BP 2720). (IV.B-24, IV.B-25, IV.B-26; IV.B-27, IV.B-28)

Evaluation
The Board of Trustees does an excellent job in their governance role for the District. They have effectively limited their actions to established board-level governance and policy-level decision making. They have current policies in place that assure that they act with integrity and that the election process, based upon geographic trustee areas, is one that engenders accountability.

The College meets this standard.

Standard IV.B.1.b: **The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.**

Description
The Board of Trustees establishes policies consistent with the SDCCD mission statement to ensure the quality, integrity, and improvement of student learning programs and services and resources necessary to support them. Per BP 2200, Board Duties and Responsibilities, the Board establishes policies that define the institutional mission and set prudent, ethical and legal standards for college operations. (IV.B-7) The Mission, Values, Vision, and Goals of the San Diego Community College District are posted to the District website. (IV.B-29) The Mission is to "provide accessible, high quality learning experiences to meet the educational needs of the San Diego community." To assure that this Mission is carried out, the Board establishes policies in support of student learning and adequate resources. As stated in IV.B.1, the Board established BP 5300, Courses of Instruction and Educational Program Approval, and a series of policies in the BP 6000's related to business and financial issues. The Board also requests and receives updates on various instructional issues and financial matters during its regular board meetings.

Development and review of policies and procedures are collegial efforts that involve a variety of participatory governance groups. This is based upon BP 2510, Participation in Local Decision-Making. (IV.B-30) For policies and regulations that affect academic and professional matters, the Board relies primarily upon the Academic Senates; for matters within the scope of bargaining interests, the Board follows the requirements of negotiations. For administrative matters, the Board relies primarily upon the recommendations of the administrative staff with input from various constituencies. Public input into policy making is encouraged, both via the Trustee Advisory Council, and open communication with the constituents. In addition, Board Meeting Agendas are posted publicly and in advance on the District website, per the Brown Act; comments by the public can be made at any open session Board meeting.

In addition to policies, the District approved the SDCCD Strategic Plan, 2009-2012 on April 16, 2009. (IV.B-31, IV.B-101) In creating the strategic plan, the District integrated the four planning processes used by the colleges and Continuing Education to create their framework for planning. The strategic plan is based upon seven strategic goals, with their objectives; the planning process is cyclical and includes assessment of performance indicators for these goals and objectives. The process leads to a continuous cycle of sustainable quality improvement, grounded in data.

Evaluation
The Board effectively establishes policies consistent with the mission of the District to assure quality, integrity, and improvement of student learning and support services. In 2009, the Board established a subcommittee on Accreditation and Student Learning Outcomes. (IV.B-32) The

Board also remains informed on matters related to budget in order to assure that there are adequate resources to support student learning and support services.

The College meets this standard.

Standard IV.B.1.c: **The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.**

Description
The SDCCD Board of Trustees has ultimate responsibility for educational quality, legal matters, and financial integrity of the District. The Board is directed by BP 2200, Board Duties and Responsibilities, to "monitor institutional performance and educational quality," to "establish policies that …set prudent, ethical and legal standards for operations," to "advocate and protect the district," and to "assure fiscal health and stability." This policy is consistent with Education Code Section 70902. (IV.B-7) In each of these areas of responsibility there are policies and procedures to carry out the mission. The day-to-day work of carrying out these responsibilities is delegated by the Board to the Chancellor, the Presidents, and the Vice Chancellors; however, the Board has ultimate responsibility for assuring educational quality, legal matters, and financial integrity.

The Board is regularly briefed on instructional issues and relies on faculty for curriculum development and oversight; it is responsible for approving all new curriculum and curriculum changes for the District. It is briefed on matters of access, success, completion, Basic Skills, Accountability for the Community Colleges (ARCC), transfer, and other areas and measures of the instructional program. (IV.B-33) The Board has created a subcommittee on Accreditation and Student Learning Outcomes.

The Board is consistent in its personal compliance with legal issues, including those policies listed in IV.B.1.a: conflict of interest, code of ethics, political activity, and personal use of public resources. It is compliant with the Brown Act.

The Board sets policies for compliance in budget and financial practices, stating that they will be consistent with Title 5, Sections 58307, 58308, and 58311 and strictly adhere to practices in the Community Colleges Budget and Accounting Manual. The Board approves the annual budget and any subsequent changes between major expenditure classifications. (IV.B-19, VI.B-20, VI.B-33) It is regularly updated on financial matters, including the annual audit.

The Board has ultimate authority for its decisions; it is not subject to the actions of any other entity. If a matter of law arises regarding a decision, the Board itself would revisit the decision.

Evaluation
The Board of Trustees assumes ultimate authority for educational quality, legal matters, and financial integrity of the District.

The College meets this standard.

Standard IV.B.1.d: **The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.**

Description
The San Diego Community College District publishes the board bylaws and policies specifying the Board's size, duties, responsibilities, structure, and operating procedures. These policies are made available on the District's public website at: http://www.sdccd.edu/public/district/policies. SDCCD

Board Operations Policy series 2000 provides specific information as to (1) the size of the Board, which is five, plus one student trustee; (2) the duties of the Board, which include representing the public interest, defining the mission of the District, setting standards for operations, hiring and evaluating the Chancellor, delegating authority to the Chancellor, assuring fiscal health and stability, monitoring performance and educational quality, and advocating for and protecting the District; (3) the structure of the Board, which includes the President and Vice President of the Board; and (4) operating procedures, which include a series of policies regarding meetings, closed sessions, prior publication of the agendas, and other practices consistent with the Brown Act.

Evaluation
The Board of Trustees publishes all policies related to its size, duties, responsibilities, structure, and operating procedures. The Board makes these policies available to the public through the District website and in print format at the District and College offices, including San Diego Mesa College.

The College meets this standard.

Standard IV.B.1.e: **The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.**

Description
The San Diego Community College District Board of Trustees acts in a manner consistent with its policies and bylaws. The Board is transparent in its practices and makes its agendas and minutes available to the public on the District website: http://www.sdccd.edu/public/district/trustees/agendas.asp. Review of the minutes indicates that the Board is acting in an appropriate manner. (IV.B-34)

The Board has a systematic process for evaluating and revising its policies on a regular basis as well as a flexible process for issues as they arise. The District participates in the Community College League of California (CCLC) Policy and Procedure Subscription Service, which provides model policies and serves to inform the Board regarding current legal requirements and best practices related to policy. A major revision to the policies was conducted in 2006. Policies are established and reviewed on an as-needed basis, generally upon request by the administration or the public, or due to notification by CCLC or changes in Education code. (IV.B-35, IV.B-36) In some cases the review and revision is due to events that drive the policy. An example of this was the revision of the policy related to free speech. BP 3925, Posting and Distribution of Literature, Political and Vending Activities, Food Handling, and Free Speech on Campus is an extensive policy that was updated to provide definitions, standards of practice, details for each activity, and identification of free speech areas and what can be communicated therein. (VI.B-37)

Evaluation
It is clear from reviewing the policies that there have been recent updates, some dated as recently as 2010. Comprehensive policies completed and adopted by the Board to date include policies in the following areas: Board Operation, Business Services, Facilities and Equipment Services, and Human Resources. Student Services Policies are 100% current, and Instructional Services Policies are currently undergoing revision and expect to be approved this summer. BP 2410, Policy and Administrative Procedures, gives the Board of Trustees authority to adopt, revise, add to, or amend policies. (IV.B-6) Almost all policies have been reviewed, revised, and approved since 2006, using CCLC model policies. One action that would be helpful for end users would be the inclusion in each policy of the dates when it was reviewed, thus reflecting that the policy had been evaluated, even when changes weren't made to it. This change would clarify the status and currency of each policy. The District has made progress in updating the policies in recent years and in posting them to the Internet for public access.

The College meets this standard.

Standard IV.B.1.f: **The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.**

Description
The Board of Trustees has a program for Board development and new member orientation. All new Board members receive an extensive orientation by the Chancellor. In addition, they are introduced to the District Vice Chancellors and to the College and Continuing Education Presidents, each of whom provides an overview of their area and a tour of the facility or campus. New Board members also meet with the Academic Senate Presidents. In addition, they attend a two-and-a-half-day orientation for new trustees, provided by CCLC, and receive a copy of the CCLC Trustee Handbook. (IV.B-38) Each summer, comprehensive training is provided for the new Student Trustees as well as a formal orientation for new Student Trustees in Sacramento. (IV.B-39) New Board members also benefit from the institutional memory provided by the sitting Board members.

Board development includes membership in CCLC and the Association of Community College Trustees (ACCT) and attendance at their annual conferences. (IV.B-40) An annual Board of Trustees Retreat provides further opportunity for development and greater understanding of issues related to District. (IV.B-21) Trustees request presentations and briefings on areas of concern or interest; as an example, at the May 28, 2009, Board Retreat, the Trustees requested and received an extensive presentation on diversity planning and training and the status of the District's efforts to create a more diverse workforce. (IV.B-21)

Board development includes training and briefings regarding accreditation. A description of this activity is included in IV.B.1.i, which provides a detailed overview of the Board's involvement in accreditation.

The Board has a formal, written method of providing for continuing membership and staggered terms of office. This information is detailed in BP 2100, Board Elections, in which it states that "the term of office of each trustee shall be four years, and that elections will be held every two years, with the terms of trustees staggered so that, as nearly as practical, one half of the trustees shall be elected at each trustee election." (IV.B-2)

Evaluation
The Board provides new member orientation and Board development for its trustees. This process begins with orientation to the District and its many functions by the Chancellor and includes formal training through CCLC. Each year, the three college Associated Students Government Presidents share the role of Student Trustee. They, too, receive formal training and support. New member orientation is a thoughtfully organized process in the District. Ongoing Board development is also well organized and includes formal participation in CCLC and ACCT activities as well as the Board's annual retreat and training that it receives in regular meeting sessions.

The Board has been proactive in learning more about accreditation, as evidenced by the many areas upon which they have been briefed, the creation of the Subcommittee on Accreditation and Student Learning Outcomes, and the creation of BP 0005, Accreditation.

By staggering the terms of its members, the Board preserves the stability of the membership and retains its "institutional memory."

The College meets this standard.

Standard IV.B.1.g: **The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.**

Description
The Board of Trustees' self-evaluation processes for assessing Board performance are clearly defined, implemented, and published in its policies. BP 2745, Board Self-Evaluation, clearly defines the process. (IV.B-41) The Board conducts an annual evaluation of its accomplishments. The evaluation has two components: (1) self-evaluation among the Board members, and (2) the periodic evaluation of Board members by faculty, administration, staff and other parties who frequently interact with the Board. The policy states that a committee of the Board will determine the instrument or process to be used in the self-evaluation. The evaluation instrument will include criteria regarding Board operations and Board effectiveness. The most recent Board evaluation was held in 2009. As described in Board Docket 191.1, September 24, 2009, the self-evaluation was conducted at the Board closed session on September 10, 2009; the results of the survey portion of the evaluation were tabulated and presented to the Board in open session on September 24, 2009. In addition, a self-evaluation of the Board's Goals for 2008-2009 was presented along with the Board's Goals for 2009-2010. (IV.B-42)

The Board has consistently received good ratings in all areas. When an area of concern has been noted, the Board has taken action. Examples of these concerns include the need to increase visibility, increased attention to diversity, and the need to review and update policies more frequently. The Board has been responsive to its evaluative process.

Evaluation
The Board follows best practice in its self-evaluation process, acts upon recommendations, and is transparent with the District and the public regarding results.

The College meets this standard.

Standard IV.B.1.h: **The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.**

Description
The Board of Trustees has a code of ethics that includes a clearly defined policy for dealing with behavior that violates the code. BP 2715, Code of Ethics/Standards of Practice, clearly states the expected behavior of Board members in terms of (1) recognizing their role as a member of the Board and the ramifications of being part of a governing body such as this, (2) managing conflicts of interest, and not intentionally using their position for personal gain, (3) monitoring compensation and expense accounts, (4) handling special interest groups, (5) using appropriate channels of communication, and supporting District personnel, (6) maintaining appropriate conduct at Board meetings, (7) exercising their authority as Trustees in proper manner, and (8) handling of administrative matters, assuring that they refrain from involving themselves in matters delegated to the Chancellor. (IV.B-25) It further states that possible violations of the Code of Ethics will be handled by the Board President, who will review the matter with the Board member in question and may establish a review process if warranted. In instances where it is the President's behavior that is in question, the Executive Vice President will address the matter.

In addition to the Code of Ethics, there are other policies relating to the behavior of Board members, as stated in IV.B.1.a, which include conflict of interest, political activity, personal use of public resources, and communication among Board members. The Board has numerous policies that specify how Trustees should conduct themselves in an appropriate and legal manner. It also has policies to assure that Trustees know what their duties and responsibilities are, including BP 2200, and numerous policies regarding meetings and practices compliant with the Brown Act.

Evaluation
This policy was reviewed and revised using the CCLC Handbook and policy subscription service in 2006. The Board has acted consistently with behavior described in the policy.

The College meets this standard.

Standard IV.B.1.i: **The governing board is informed about and involved in the accreditation process.**

Description
The Board has acted to inform itself about accreditation and understand its role in the accreditation process. These actions are evidenced in the reports and briefs that they receive regarding accreditation during their regular meetings. They have read accreditation documents, including the three colleges' Focused Midterm Reports from 2007, which addressed recommendations to each of the colleges from the 2004 accreditation self studies. In addition to local input, the Trustees are informed of their role in accreditation through CCLC's Trustee Handbook, which covers it in detail in section 4 of Chapter 21.

With the current accreditation process in place, the Board has acted to become more informed and to better understand their responsibilities. These actions have included briefings, study sessions with district-wide accreditation team members, and the creation of a subcommittee on Accreditation and Student Learning Outcomes.

Evaluation
The Board has been proactive with its responsibilities regarding accreditation, as evidenced in actions taken in the past year. Their actions began in early spring 2009, when the Board received a status report on the 2010 self studies, which included an overview of accreditation, the nature of accreditation in multi-college districts, the involvement of the Board and what their role is in the process, the District-wide Steering Committee, and the timeline for completion of the studies. (IV.B-43, IV.B-44) Shortly after that the Board met with the Standard IV chairs from the three colleges and Continuing Education to participate in a question-and-answer session regarding sections related to the Board. (IV.B-45) Concurrently, the newly created Board Subcommittee on Accreditation and Student Learning Outcomes met for the first time to discuss the role and purpose of the Subcommittee and accreditation training for the Board and to set a future meeting schedule. (IV.B-46) In a later meeting of the Subcommittee, in fall 2009, a full update was provided for 2010 Accreditation Planning, including the progress made to date, employee and student survey results, the delineation of function map for the District, the District response to district-wide recommendations from the last Self Study, and the presentation of a model for establishing a culture of evidence and inquiry. (IV.B-47) An overview of the subcommittee meeting was presented to the full Board in February 2010. (IV.B-48, IV.B-49) In addition, the Board of Trustees adopted BP 0005 Accreditation at this meeting. This policy delegates responsibility to ensure compliance with accreditation processes and standards to the Chancellor and states that the Chancellor will keep the Board informed on the status of accreditation and to involve them in all accreditation processes for which their participation is required. (IV.B-50)

The College meets this standard.

Standard IV.B.1.j: **The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/ system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.**

Description
The Board of Trustees is responsible for selecting and evaluating the Chancellor, the chief executive officer for the San Diego Community College District. This responsibility is identified in BP 2431, Chancellor Selection, and BP 2435, Evaluation of Chancellor. (IV.B-51, IV.B-52) The process for selecting the Chancellor begins with the designation of a Board subcommittee to oversee the search process. A search committee is formed, including members of District governance groups and appropriate representatives from the community. The search committee follows an effective process, consistent with District policies and regulations, to identify finalists for the position. The final decision for selection of Chancellor is made by the Board. The search for the current Chancellor was consistent with established board policy, including a screening committee with representation from all District governance groups, which led to the recommendation of a strong group of finalists who were interviewed by the Board. The process included a public forum where the two finalists responded to questions presented to them by the Board. (IV.B-53, IV.B-54)

The Board evaluates the Chancellor annually, consistent with BP 2435. The evaluation is based on goals and objectives for the current year, the Management Feedback Instrument, findings of the Board Evaluation Subcommittee, the Chancellor's Self-Evaluation, and goals and objectives for the following year. The criteria for evaluation is based on Board policy, the Chancellor's job description, and performance goals and objectives consistent with the delegation of authority stated in BP 2430, Delegation of Authority to the SDCCD Chancellor. (IV.B-55) The Chancellor's most recent evaluation was in summer 2009. The evaluation was conducted in closed session, with the public announcement of the decision approving the Employment Agreement for Chancellor Constance Carroll, for the period July 1, 2009-June 30, 2013. (IV.B-56)

The Chancellor serves as the Chief Executive Officer for the District, consistent with BP 2430, Delegation of Authority to the SDCCD Chancellor. The authority of the Chancellor to act in this capacity is clearly defined and is further described in the Chancellor's job description. The Chancellor is charged with all administrative functions in accord with policies adopted by the Board. The execution of all decisions made by the Board concerning internal operations of the District is delegated to the Chancellor. (IV.B-57) This delegation is clear in both policy and practice. The Board regularly receives reports and updates on District operations at its regular public meetings and requests information as needed.

SDCCD is a multi-college District, and as such also has a clearly defined practice for the evaluation of college presidents, which is consistent with District procedure and the SDCCD Management Handbook. (IV.B-58, IV.B-59) Evaluation is based upon criteria including accomplishment of goals, self-evaluation, and the Management Feedback Survey.

Evaluation
SDCCD has clearly defined policies and procedures for selecting and evaluating the Chancellor. The search for the current Chancellor included a nationwide search with a transparent process that was inclusive of all stakeholders. The Board expressed pride with the process for selection and with the performance of the current Chancellor. The evaluation process and results have

also been publicly documented with the Chancellor receiving extended employment agreements each year. The Board described the evaluation process as the opportunity for “growth” for the Board and the Chancellor, with the process providing good discussion and constructive feedback both ways.

The Board has been consistent in delegating matters to the Chancellor and fulfilling its duties responsibly, per District policy.

The College meets this standard.

Standard IV.B.2: **The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.**

Description
The President has primary responsibility for the quality of San Diego Mesa College. Consistent with Policy 0010, the President reports to the Chancellor and serves with responsibility for the total College program. (IV.B-57) The President provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness for the College. The College operates within a participatory governance structure and culture that is inclusive of faculty, classified staff, management, and students. This approach is evidenced by the structure of the organization, membership of committees, and composition of and actions taken by the college-wide decision-making body, President’s Cabinet, as it advises the President. The President represents the College in her position on Chancellor’s Cabinet and as an active member of the District Governance Council, which serves as the locus for communication, planning, and reviews for major issues affecting the District.

The President provides leadership in planning by participating in the strategic planning process. As Chair, she worked collaboratively with the Strategic Planning Committee when it was initially established to create a model that was right for the College. She is supportive of the Program Review process and encouraged a model that integrated all three divisions, combining Instruction, Student Services, and Administrative Services into one process that is overseen by one committee. She is supportive of the use of data to inform planning at all levels.

The President provides leadership in budgeting and assures that the College operates in a sound financial manner, with particular attention paid to communication and college-wide understanding of the budget and the priorities for developing it. The President provides leadership in selecting and developing personnel. She makes final hiring decisions for all administrators and faculty. She has been especially supportive in staff development training and encouraged the creation of the Classified Staff Development Subcommittee of the Staff Development Committee. This Subcommittee plans and implements the annual classified staff development training that is provided each spring. The President also supported participation of selected College supervisors and new administrators in the District’s leadership development program, intended to address succession planning across the District.

The President provides leadership in institutional effectiveness through her support of strategic planning and the use of key performance indicators to measure effectiveness. The Research Planning Agenda was created and revised during her tenure as President.

Evaluation
The President provides effective leadership for the College. Each component of her leadership was presented briefly here to provide an overview. A more detailed evaluation of her leadership is provided in the following subsections.

The College meets this standard.

Standard IV.B.2.a: **The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.**

Description

The President plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purpose, size, and complexity. The administrative organization chart represents the reporting structure for the College. (IV.B-60) The President serves as the chief executive officer for the College, with direct reporting from the Vice President, Instruction, the Vice President, Student Services, and Vice President, Administrative Services. The President delegates authority as appropriate to each of the Vice Presidents. The Division of Instruction includes the seven Schools of Instruction; Learning Resources and Technology; and Instructional Services, Resource Development, and Research. The Division of Student Services includes Student Affairs, Student Development and Matriculation, Extended Opportunities Programs and Services, and Disability Support Programs and Services. The Division of Administrative Services includes campus support services related to business and employment; shipping and receiving, and reprographics. They act as the liaison to the District for facilities, College police, cafeteria, and bookstore. The Vice Presidents administer their own divisions according to their internal administrative structures and governing councils. The three Vice Presidents meet weekly with the President for Executive Staff meetings, at which issues of importance at the district and college levels are discussed, and leadership is kept apprised of work at the division levels.

In addition to the Vice Presidents, the Public Information Officer and Site Compliance Officer/EEO Officer report directly to the President. The Dean of Instructional Services, Resource Development and Research reports directly to the President for the research function. (IV.B-61) These additional positions with direct reporting to the President assure that communications, equal employment opportunity and site compliance with diversity and harassment issues, and research are college-wide considerations, and not specific to one division.

The College has an organizational structure and institutional culture of participatory governance, which includes full participation by faculty, staff, administration, and student groups. College committee membership reflects this commitment. The participatory governance process is best described as one of consultation; however, the College takes it one step further to a process based upon consensus. (IV.B-62, p.7) This methodology is evidenced by the composition and practices of President's Cabinet, which meets weekly to review and advise the President on matters regarding the College, including discussion and approval of budget proposals; annual Program Review reports; strategic planning; mission, vision, values, and goals; research planning agenda; major events; and other issues. This structure ensures healthy debate and dialogue and provides a system of checks and balances. Agendas and outcomes of President's Cabinet meetings are published on the College website.

While there is no formal process for evaluating the administrative structure of the College, the President asks the divisional vice presidents to review and evaluate their management structures and make recommendations for changes and improvement on a semi-regular basis. Changes in all three divisions have occurred over that past years. The Division of Instruction split the School of Humanities and Languages into two schools in 2006 in order to create a more manageable workload and administrative structure; it accomplished this by converting the Associate Dean position to a Dean position when it became vacant and created the School of Humanities and the School of Arts and Languages. In Student Services, changes included the creation of the Leadership Team, composed of the division's two deans and two program managers. The Leadership Team is in addition to the existing Student Services Council, which is a larger group.

In response to budget constraints, organizational restructuring has occurred when necessary; one example was the defunding of the Associate Dean position for the School of Social and Behavioral Sciences and Multicultural Studies, which was vacant at the time. There have been other situations where personnel have been reassigned according to workload needs.

Evaluation
The President works with the advice of the Executive Staff and President's Cabinet to assure that the administrative structure of the College is able to support its purpose, size, and complexity. There is established delegation of authority, as appropriate, to the Vice Presidents, and the College has a strong participatory governance structure that supports the effective conduct of business and decision making.

The College has responded with organizational change in order to assure continuation of core program and service-area levels. However, it must be said that budget reductions over the past three years have affected the College's workforce and its workload. This approach is not to say that any other choices could be made in this economy, but rather that workload has been significant for all employees at all levels of the organization.

A formal process for evaluating the organizational structure would be useful for assuring that the College continues to meet the needs of its constituents and that during times of leadership transition an established process remains intact.

In the 2009 Employee Perception Survey, 55% of the respondents agreed or strongly agreed that the College's administrative structure is organized and staffed to reflect the institution's purposes, size, and complexity (Q 87). Twenty-seven percent were neutral, and 18% disagreed or strongly disagreed. These results indicate that although the majority of employees perceived administrative staffing as adequate and appropriate, a substantial number were either neutral or did not perceive this finding. The College is working to understand and address these perceptions and to more effectively utilize its administrative resources.

The College meets this standard; however, it becomes more challenging as the budget situation continues.

***Standard IV.B.2.b*: The president guides institutional improvement of the teaching and learning environment by the following:**

- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts.**

Description
The President guides institutional improvement of the teaching and learning environment. Institutional improvement begins with the mission, vision, values, and goals of the College, and the President has been supportive of the process leading to these statements. Mission, vision, values, and goals are revisited and revised every two years; however, for the current cycle, they were revisited and revised earlier in order to more adequately inform strategic planning. This work began in earnest in the 2008-2009 academic year. The need for revision was discussed by the Strategic Planning Committee, which is a participatory governance subcommittee of President's Cabinet. The need for a new mission, vision, values, and goals statement was presented at President's Cabinet Retreat, in April 2009, along with the framework for expanding

the strategic planning. It was agreed by this body to refer the task to the Academic Affairs Committee, which is also a participatory governance committee and is charged with this responsibility. (IV.B-64) The President provided support and opportunity for the new statements to be written and vetted through the participatory governance process prior to approval by President's Cabinet on October 27, 2009. (IV.B-65) In addition, the President was supportive of the Mission, Vision, Values, and Goals Campaign designed to assure that all college employees were aware of and invested in the tenets of the new document. (IV.B-66) The President incorporates the mission, vision, values, and goals statements in her public comments, including the President's Message to students, which appears on the College website. (IV.B-67) The President acts in a manner consistent with the College's goals and values, including her celebrations, such as the Unsung Hero Award, the Faculty Tenure and Promotion Ceremony, and the Student Leadership Recognition Ceremony. In fall 2009, she was instrumental in the College hosting the White House Initiative for Educational Excellence for Hispanic Americans, which is consistent with these values and goals. (IV.B-68) The President was recognized nationally by *Hispanic Outlook in Higher Education* for efforts consistent with the values and goals of the institution. (IV.B-69)

In addition, the President supports the mission, vision, values, and goals statements as the basis for strategic planning, the Educational Master Plan, and the Research Planning Agenda. (IV.B-70, IV.B-71) The Research Office reports directly to her, assuring that research findings as well as data are available college-wide and that she is informed of its progress.

The President ensures that evaluation and planning are informed by high quality research and analysis of external and internal conditions. As a former policy analyst and educational researcher, the President is very familiar with data and analyses and their value to the institution. She was instrumental in getting the first Campus-Based Researcher in the District placed at Mesa College. She was supportive of the first Research Planning Agenda for the College, which was created by the Research Committee and approved by President's Cabinet. (IV.B-71) This document has been updated annually and is now in its third revision. The latest version states that it "comprises the four goals of the Mesa vision, values, and mission statements and will be accomplished through the Strategic Initiatives. Supporting Evidence in the form of reports and resources is listed for each Strategic Initiative and hyperlinked, where possible, to online reports, as well as being mapped to Indicators and Measures." This linking of Initiatives to reports and indicators underscores the extent to which research informs decision making at all levels of the organization. The Research Planning Agenda formally supports the assessment of Key Performance Indicators in the Strategic Plan.

The President uses numerous public opportunities to communicate the importance of a culture of evidence and its focus on student learning. In fall 2008, the President included a written statement on building a culture of evidence in her correspondence to college employees prior to the fall forums, including the various breakfasts for the governance groups that traditionally begin the new academic year. (IV.B-73) The statement focused on the College community, the strategic planning process, discussion of a new mission, vision, and values statement, the College's associate degree-level Student Learning Outcomes, and the Research Planning Agenda, and how "our culture of evidence" will inform the College as it works to reach its goals. A few months later, the College hosted the annual meeting of the Board of Trustees at the College and used this opportunity to spotlight its research-based methodologies and results with the themed presentation, "Building a Culture of Evidence: We Measure What We Treasure." (IV.B-74) The presentation lasted one hour and culminated with examples of exemplary Student Learning Outcomes from multiple departments.

The President sends biweekly e-mails to the College community in which she often discusses practices and results related to building a culture of evidence. These e-mails are uploaded to

the College website in the “President’s Updates” section. (IV.B-75) The President takes every opportunity to disseminate information related to research informed practices and to celebrate programs, such as the African-American/Latino Male Leadership Summit, which are grounded in research based strategies. (IV.B-76)

Use of data and research is evident in Program Review, strategic planning, educational master planning, and resource allocation. The President is supportive of a process that will link all of these, which is in development now. Strategic planning, which integrates planning and resource allocation in a classic model, has been the topic of President’s Cabinet Retreat for the past three years.

Evaluation
The President has acted in a manner that clearly supports institutional improvement of the teaching and learning environment. The College has come a very long way under her leadership; however, there is still the final step to fully integrate planning and resource allocation and make real the promise of a culture of evidence and inquiry. As with any major cultural change, it takes time and hard work to make the transition. The President supported the purchase of TaskStream software, which is helping with the tracking of Student Learning Outcomes by programs and service areas. She has endorsed practices and outcomes related to the College’s culture of evidence. For the 2009-2010 President’s Cabinet Retreat, the decision was made to focus upon strategic planning processes again but also participatory governance at the College and each governance group’s authority and responsibility within this model.

In the 2009 Employee Perception Survey, 64% of respondents agreed or strongly agreed that the President provides effective leadership in planning and assessing institutional effectiveness (Q 88). Twenty-three percent were neutral, and only 12% expressed disagreement.

The College meets this standard.

Standard IV.B.2.c: **The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.**

Description
The President assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies. The President works with the Vice Presidents of Instruction, Student Services, and Administrative Services to assure compliance at every level of the organization. Compliance with laws, regulations, and Board policies is imbedded in the operational procedures of the College. Examples include the Program Review evaluation process, compliance with requirements for categorical funding, and compliance with program accreditation requirements. (IV.B-76) The College submits an annual report each spring to the Accrediting Commission for Community and Junior Colleges, reporting on its compliance in areas of Instruction. (IV.B-77) Accountability Reporting for Community Colleges (ARCC) requirements is met annually with the submission of the longitudinal report and self-assessment to the state. (IV.B-78) Categorical Site Visits reflect the effectiveness with which these regulations are met in Student Services. As described in III.B.1, the College is reviewing and updating its safety plan to assure full compliance with all health and safety regulations, including those related to hazardous materials.

The President acts to encourage and assure compliance with laws, regulations, and Board policies through support and clarification of practices and procedures from appropriate District departments. This approach includes matters of personnel, such as consistence with collective bargaining agreements and fair hiring practices; facilities management, including Proposition S and N construction projects; and matters of finance and budget. The President remains

apprised of issues related to laws, regulations, and Board policies through her participation on Chancellor's Cabinet and District Governance Council and reports this information back to the College.

Evaluation
The President provides leadership to assure that the College is compliant with laws, regulations, and Board policies.

The College meets this standard.

Standard IV.B.2.d: **The president effectively controls budget and expenditures.**

Description
The President effectively controls budget and expenditures by adhering to College processes and principles for budget development. This task is accomplished through the participatory governance structure of committees charged with budget development and with approval of recommendations for those budgets by President's Cabinet. These committees include the Budget Development Committee for General Funds, Career Technical Education Act (CTEA) Committee for Perkins IV CTEA funds, and Deans Council for Instructional Equipment and Library Materials when those funds were available.

Each year the President works with the three Vice Presidents, and together they present information on the budget to the campus. (IV.B-79) The President works with the Vice President of Administrative Services regarding the budget and strategies to assure that expenditures are consistent with it. Given the statewide budget crisis that has significantly and increasingly affected appropriations for community colleges, the President instituted a series of Town Hall meetings in summer and fall 2009 to discuss the situation and seek campus input for how to address the problem. (IV.B-80) These meetings provided information on projected budget appropriations, core values for dealing with reductions, and the process for identifying how to reduce expenditures. The process was transparent and participatory, including input by the Academic Senate, Budget Development Committee and President's Cabinet. Reductions were consistent with the College's mission and were kept away from the classroom as much as possible. Focus was provided on where reductions were made at the budgeting level, and strategies were provided for assuring that expenditures do not exceed budget.

The President includes regular budget updates in her biweekly e-mails to the College community. Communication has been a key component in addressing the current budget situation.

Evaluation
The President has been proactive in her leadership to help the College deal with the current budget situation. She has been inclusive in asking the College for possible strategies to mitigate the impact of the current budget shortfall. The consistent thread that emerges from the President's actions has been to follow the participatory decision making practices of the College and to engage all constituents in understanding what has happened, how decisions were made, and how they might help with solutions. The College has a strong history of fiscal responsibility, and that has held true in good economic times as well as bad.

In the 2009 Employee Perception Survey, 67% of respondents agreed or strongly agreed that the President provides effective leadership in fiscal planning and budget development. Twenty-five percent were neutral, and just 8% were in disagreement (Q89).

The College meets this standard.

Standard IV.B.2.e: **The president works and communicates effectively with the communities served by the institution.**

Description
The President works and communicates effectively with the communities served by the College. The President is active in the local community and participates in organizations. She serves as a board member for San Diego Youth Services Council, San Diego Workforce Partnership, Neighborhood House Association, and United Way of San Diego. She serves as a board member for the San Diego Community College Auxiliary Organization and as an ex-officio member of the San Diego Mesa College Foundation. At the state level, she chairs the Intersegmental Coordinating Council (ICC) Transfer Committee, co-chairs the Chicano Latino Intersegmental Convocation, and serves on the Steering Committee for the Basic Skills Initiative. Nationally, she serves as a board member for the American Association of Community Colleges. She is a featured speaker at numerous events, representing the College and promoting education for *all* members of the community. On campus, she is very visible and speaks at events for students, faculty, and staff.

The President works closely with the Public Information Officer, who reports directly to her, to create the publications that present the College to the community. These include the "Annual Report to the Community," which provides information on the College, current achievements, "the year in review," student stories, "facts on file," and fiscal responsibility information. The College website provides significant communication with the campus community and the community at large. It provides information related to all aspects of the College, including information for students, the community, and faculty and staff. To assure its service to all members of the community, the website meets Section 508 accessibility standards. The Public Information Officer manages media relations for the College and assures that local events and achievements receive proper coverage.

Evaluation
The President has worked hard to advance the College and communicate with the many communities served by it. One example of this leadership was evidenced in her work with local area residents regarding Proposition S and N construction and the building of a parking structure as part of an adjacent canyon. Local residents were concerned about its impact on the environment and sustainability of the canyon space. The President's work included coordination efforts with the City of San Diego and with the City Council Representative for the area. Ultimately the issue was resolved, but through the work of the College, it went beyond that. Consistent with its commitment to environmental sustainability, Canyon Day was created, to celebrate the ecology of the canyon and to provide the opportunity for community service. (IV.B-81) It has now become an annual event linking the College and the community.

In the 2009 Employee Perception Survey, 69% of employees agreed or strongly agreed that the President communicates effectively with the communities it serves (Q 91). Only 9% were in some level of disagreement with the statement, indicating that employees perceive the President as effective in this practice. In the 2009 Student Satisfaction Survey, 30% agreed or strongly agreed that the President communicates effectively with the students (Q 94). Forty-five percent of those responding rated the communication neutral, and 25% disagreed or strongly disagreed with the effectiveness of communication with the students. In addition, over a quarter of the students had not observed communication from the President and could not rate the practice. Clearly, this is a different observation from that of employees. The largest percentage of students by far was either neutral or couldn't rate it. To provide more effective communication between the President and students, a broader use of technology is needed. The high number of part time, day and evening students enrolled at the College limits the opportunities for personal interaction. In particular, an integrated student web portal would help in providing a means of communication between the

President and student body. A portal, which is part of the District's long range plans, would allow the President, and other College employees, to directly communicate with students via e-mail. Bi-weekly "President's Update" e-mails to employees have significantly improved communication at the College. Expanding this type of communication to students will be beneficial as will exploring other modalities available through technology.

The College meets this standard.

Standard IV.B.3: **In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.**

Description

In the 2004 Institutional Self Study for Reaffirmation of Accreditation evaluation report from the Accrediting Commission for Community and Junior Colleges (ACCJC), the College, and its sister colleges, received the following recommendation: *The district should build upon its efforts to clearly delineate the functions of the district and the colleges to communicate more effectively with faculty and staff throughout the district, paying additional attention to coordinating and integrating services and activities within the district office and regularly evaluating the effectiveness of the delineation and the quality of services provided to the college.* (IV.B.3.a, IV.B.3.b, IV.B.3.g)

This recommendation has guided many changes made at the District level in the past five and a half years in terms of assuring that this delineation of functions is made clear and that it is communicated more effectively to faculty and staff in the District. The College's Focused Midterm Report, 2007, updated progress that had been made up to that point. In that report it was noted that a new Chancellor had been selected for the District, which led to changes including reformulation of the District Governance Council (DGC), making it a vital and actionable participatory governance committee chaired by the Chancellor, with representation from each of the colleges, Continuing Education, and the District office. DGC meets biweekly and provides the locus for district-wide discussion; this council reviews the Board Docket for each upcoming Board of Trustees meeting and advises the Chancellor accordingly. It also reviews current issues with district-wide implications and advises the Chancellor accordingly. The Mesa College President, Academic Senate President and Vice President, Classified Senate President, and Associated Students Government President sit on the council, providing representation for each of the college's governance groups and creating a two-way channel of communication. In 2006-2007, the DGC approved the publication of "The District Governance and Administration Handbook," which is updated annually to reflect the composition and meeting schedule of the Board of Trustees, the organizational structure of the District and its delineation of functions, the participatory governance committees of the District, and Proposition S & N Citizens' Oversight Committee.

The hiring of a new Vice Chancellor for Business Services led to the creation of the District-wide Budget Development Committee and the establishment of a strong district-wide communication network regarding budget. The Instructional Services, Planning, and Technology Division was reorganized to Instructional Services and Planning, and a new Vice Chancellor was hired. Concurrently, the Director of Technology position was created to oversee district-wide technology services and report to the Vice Chancellor of Business Services. A revitalized District-wide Marketing and Outreach Committee provided opportunity for coordination of the Public Information Offices. And a new venue, the Enrollment Management Committee was

created to bring together Presidents, Vice Presidents, and Vice Chancellors from the colleges, Continuing Education, and the District for the purpose of discussing enrollment-management issues, agreeing upon strategies, and creating recommendations for Chancellor's Cabinet.

In short, a very good start had been established and documented by the time of the Focused Midterm Report in 2007. Subsequent to that time, the District has continued to move forward. New Vice Chancellors in Human Resources and Facilities have worked to establish clear delineation of function and to communicate and coordinate with the colleges and Continuing Education; a new Vice Chancellor for Instructional Services and Planning was hired and recently completed the new District Strategic Plan.

In 2009-2010, the District worked with the colleges and Continuing Education to create a district-wide Integrated Planning Model. (IV.B-100) This is based upon a cyclical process that begins with the District Mission, Vision, and Values, which informs District Strategic Planning and Goals. At the center of the process is the District Governance Council as it interacts with the Board of Trustees and Chancellor's Cabinet in the process of planning, allocating resources, and assessing outcomes. Of note in this model is a thorough and concise overview of the Campus Budget Development process.

Evaluation
The District has made much progress in the time since the last Self Study. Progress and challenges are discussed in each of the subsections listed below.

The College meets this standard.

Standard IV.B.3.a: **The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.**

Description
District Policy 0020, District Functional Organization, provides the basis for the functional organization structure of the District. (IV.B-82) It states that "the functional organization of the District is an orderly means of achieving the District's primary objective, an effective program of instruction for students." Accordingly, the District's functions have a single purpose: effective delivery of instruction and support services. In a District as large as SDCCD, clarity on the functions and how they align with the colleges can sometimes be lost. To address this matter, the District created the Delineation of Functions Map, which serves to articulate these alignments between the District and the colleges and Continuing Education. It is included in the District's "Administration and Governance Handbook" and was recently updated.

In spring 2009, the District began work on a new Delineation of Functions Map of District and College/Continuing Education Functional Organization. (IV.B-83) Early drafts were provided to the colleges and Continuing Education for review and feedback. The document clearly identifies the responsibilities of the District administrative departments, including Business Services, Facilities Management, Human Resources, Instructional Services, and Student Services, and those of the three colleges and Continuing Education. Functions that are the responsibility of the District administrative departments are intended to provide for efficiency and continuity of services and programs. Matters of legal compliance that are statutorily required are also the responsibility of District administrative departments. Each college and Continuing Education has responsibility for educational programs, student services, staff development, direct campus operations, and ancillary functions. A line is clearly drawn between the responsibilities of the District and the colleges, and the Function Map not only describes the function of each District administrative department but provides the title of the position at the college or Continuing Education that coordinates with that

department. For example, for fiscal oversight, the District Executive Vice Chancellor, Business Services, has District responsibility and the college or Continuing Education Vice President, Administrative Services has local responsibility. The Vice President, Administrative Services works closely with District Vice Chancellor to assure smooth collaboration and practices. The District has primary responsibility for administering policy and procedures related to the expenditure of funds and full audit compliance responsibility. However, once a budget is approved by the Board of Trustees, the colleges and Continuing Education have full authority and autonomy in determining how to spend the funds in support of their individual missions. In this way the colleges and Continuing Education are able to make resource allocations consistent with their institutional mission, vision, values, and goals and local processes for accomplishing this, while the District assures that the college acts in a manner that is proper and compliant with Board Policy, Education Code, Title 5, and other laws and regulations. The local Vice President, Administrative Services assures compliance at the college level.

Delineation of functions begins with the Board of Trustees and the role of the Chancellor, with District responsibility, and the Presidents, with local institutional responsibility. The Chancellor and the Presidents provide overall leadership and authority for the functional areas of the District and the colleges/Continuing Education, respectively. These areas include the function, what it entails, who is responsible at the District, who is responsible at the college or Continuing Education, and identification of committees that provide structure for the function when applicable. It also provides a full listing of all district-level councils and committees, college and Continuing Education level governance groups and participatory governance councils, and community level involvement committees and councils serving the District and the colleges and Continuing Education.

Evaluation
The Delineation of Functions Map has improved in detail and explanation and makes clear the responsibility and authority of the District and that of the colleges and Continuing Education. A "next step" that would be beneficial is a map that drills down further, for practical application by employees at the District and the college to identify counterparts at operational levels.

The College meets this standard.

Standard IV.B.3.b: **The district/system provides effective services that support the colleges in their missions and functions.**

Description
The District provides services that support the colleges in their missions and functions. These services, as identified in the functions map, include the specific areas of:

- Budget Development, with alignment between the District Executive Vice Chancellor for Business Services and the College Vice President, Administrative Services;
- Cafeteria and Bookstore operations, with alignment between the District Executive Vice Chancellor for Business Services and the College Vice President, Administrative Services;
- Information Technology, with alignment between District Director of Information Technology and the colleges and continuing education for support of administrative computing, networking/telephony, data center operations, web services, and 24/7 Help Desk. Although not formally stated, the District Director of Information Technology works in alignment with the college Deans of Learning Resources and Technology;
- Legal Services and Equal Employment Opportunity, with alignment between the District Director, Legal Services and EEO and College Site Compliance Officer;
- Facilities Management: Facilities and Planning, with alignment between the District Vice Chancellor, Facilities Management and the College Vice President, Administrative Services;
- College Police, with alignment between the District Chief of Police and the College Police Lieutenant;

- Fiscal Oversight, with alignment between the District Executive Vice Chancellor for Business Services and the College Vice President, Administrative Services;
- Public Information and Government Relations, with alignment between the District Director, Public Information and Government Relations and the College Public Information Officer;
- Institutional Research, with alignment between the District Vice Chancellor, Student Services, the District Director of Institutional Research, the College Dean responsible for Research, and the College Campus-Based Researcher; due to the nature of the work of the Campus-Based Researcher, the College Dean is responsible for the daily supervision of this position and the District Director for its functional aspects.
- Instructional Services, with alignment between the District Vice Chancellor for Instructional Services and Planning and the College Vice President, Instruction;
- Human Resources, with alignment between the District Vice Chancellor for Human Resources and the College Vice President, Administrative Services;
- Risk Management, with alignment between the District Risk Manager and the College Vice President, Administrative Services;
- Student Services, with alignment between District Vice Chancellor, Student Services and College Vice President, Student Services.

Each of these areas of alignment for function from District to college includes specific policy, procedure, and/or compliance support. In 2009-2010, the District began a planning and evaluation process for each of its service divisions similar to the Program Review process at the colleges. The District Student Services Division provided the model for the process, which is discussed at length in III.B.3.g. (IV.B-99)

The College has representation on committees and councils at the district level which provide communication, coordination, and collaboration in support of needs for specific services. The roles for these councils are provided in District Procedures in the 0020 series. Councils and committees that provide functional support for effective decision making include:

- District Governance Council "serves as the District-wide communication, planning, and review forum on matters pertaining to major issues affecting the District. The District Governance Council (DGC) is a standing council comprised of students, faculty, and staff representatives from throughout the District. The Council will meet to share information and review matters concerned with educational programs and services. The DGC shall not address matters which are negotiable." (SB 160). (IV.B-84)
- District Instructional Council "reports to the Chancellor's Cabinet and consists of members who meet to review and coordinate instructional matters. The Council is charged with development of district-wide guidelines for the improvement of instruction in the colleges and centers in the District. It is also charged with providing for a district-wide review of all procedures and activities related to instructional programs." (IV.B-85)
- District Student Services Council "reports to the Chancellor's Cabinet and consists of the Chief Student Services officers from each college and continuing education. The Council is charged with the establishment, development and maintenance of all student services policies, procedures, and related matters district-wide." (IV.B-86)
- District Management Services Council provides the venue where "district-wide staff and administrative representatives meet to review matters concerned with the District's management services, which include: Business Services, Human Resources, and Facilities Services." (IV.B-87)

Formal evaluation of the effectiveness of District-wide participatory governance committees was initiated with a pilot project in 2009-2010. The process involves a self-evaluation of the committee according to specified domains and using a rubric to rate the level of attainment. This

process is discussed at length in IV.B.3.g. (IV.B-97, IV.B-98) It will be useful in evaluating the efficacy of the governance committees and lead to a process of improvement. The College's representatives to these committees have been active participants in this process.

Evaluation
Since the last Self Study, the College and District have worked diligently to create and sustain effective services in support of College needs. This is evident both in services provided and in the structure and purpose of district-wide committees.

The 2009 Employee Perception Survey provided feedback by Mesa College employees rating their levels of agreement that the specific service offered sufficient support to the College. Analysis of the results indicated that a large number of respondents indicated that they had not used the District services (16% to 29%) or were neutral on the sufficiency of support (26% to 34%), neither agreeing nor disagreeing. Of those who responded and rated agreement or disagreement, the majority were in agreement, although in some cases, barely so. The breakdown is listed below:

- 62% agreed or strongly agreed that the following services were sufficient to support their needs: Public Relations/Communications (Q94); Information Technology (Q97); Instructional Services (Q98);
- 61% agreed or strongly agreed that Student Services (Q99) provided services sufficient to support their needs;
- 57% agreed or strongly agreed that the following services were sufficient to support their needs: Business and Fiscal Services (Q93); Institutional Research and Planning (Q100);
- 54% agreed or strongly agreed that Human Resources (Q96) provided services sufficient to support their needs;
- 51% agreed or strongly agreed that Facilities Services (Q95) provided services sufficient to support their needs.

Instructional Services and Student Services have the lowest percentages of those disagreeing or strongly disagreeing with the sufficiency of the service (8% and 10% respectively), while Facilities and Human Resources had the highest numbers of those disagreeing or strongly disagreeing with sufficiency of the service (17% and 15% respectively).

It is affirming of the mission that two services having high levels of agreement and low levels of disagreement were Instructional Services and Student Services. This response indicates that the District is working to meet the needs of the College in these areas. Facilities Services had the lowest level of agreement and the highest level of disagreement regarding the sufficiency of services, which indicates a discrepancy and merits further evaluation. Subsequent to this survey, Facilities centralized campus facilities services through the District Office for the purpose of cost effectiveness; it would be beneficial to the College to follow up with future evaluations to determine the level at which its needs are being met.

The College meets this standard.

Standard IV.B.3.c: **The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.**

Description
The District provides fair distribution of resources that are adequate to support the effective operations of the colleges. SDCCD uses a fair and consistent FTES-based formula for allocation of resources. The process is reviewed regularly by members of the District-wide Budget Development and Institutional Planning Advisory Committee, which includes the Mesa College Vice President, Administrative Services, the President of the Academic Senate, and the President of the Classified

Senate. Practices are consistent with the law and sound fiscal management and ensure that fiscal plans provide for contingencies and reserves. Current revenues must finance current expenditures and provide for contingency reserves. (IV.B-88) The College is responsible for preparing and administering its own Operational Budget once allocated.

Allocation of human resources is designed by the Board to be an equitable process. The allocation of Facilities resources, with its requisite infrastructure, equipment, and furnishings, is also a fair process, with Mesa College receiving approximately 30% of the new building construction funds provided by Propositions S and N.

With the current budget shortfall, allocation reductions have been fair and consistent with the mission and have followed District goals to preserve the permanent workforce and provide the least disruption to delivery of instructional services. (IV.B-89) Strategies to reduce expenditures have included the canceling of classes for which the College will not be funded by the state and a hiring freeze, both of which have been proportionate. In Student Services there have been reductions as well, with the College reducing the hours of operation for services and eliminating some services altogether due to significant reductions of matriculation funds. Every effort has been made to minimize the impact of these reductions on students and to support matriculation costs using other funds.

Evaluation
The District provides a fair distribution of resources, and in the current budget shortfall, that means a fair distribution of funding reductions. The College has been able to continue offering its instructional programs and student support services at a reduced "core" level; however, it has been a hardship in terms of workload for faculty, staff, and students.

The College meets this standard.

Standard IV.B.3.d: **The district/system effectively controls its expenditures.**

Description
The District effectively controls its expenditures. This outcome is a result of the District's long history of conservative fiscal management and compliance with laws regarding financial practices. Independent audit reports, as discussed in III.D.1.c. and III.D.2.a, stated that the District had "no instances of non-compliance or other matters that are required to be reported under government auditing standards" (p. 84) and considered the District finances "low risk." (p. 87) (IV.B-90) As a result of its sound financial practices, the District has the highest bond rating for any community college district in California, AA+. (IV.B-91)

The District uses multiple strategies to achieve its high level of financial stability. This approach begins with compliance with District policy and procedures regarding Fiscal Management. (IV.B-20) Procedures include internal practices of monitoring expenditures to assure they are consistent with allocations and account balances especially in the current environment of constantly readjusted allocations. This plan is accomplished real-time by supervisors and managers as they monitor the accounts for which they are responsible. Use of Datatel's Colleague financial software provides current account information. In addition, the District has an Internal Auditor position to monitor fiscal management.

The District consistently ends the fiscal year with a positive ending balance. (IV.B-92) The College contributes to this success by ending each year with a positive balance as well.

The administration of Proposition S & N funds for new facilities for the District has also been administered responsibly, as described in III.B.1 and III.D.2.a. The District has allocated square

footage according to a formula driven by existing space and expansion to bring teaching spaces in alignment with current standards. Funds are allocated and expended according to formula. The build-out is being overseen by District Facilities Management, with consultants for specific areas of project management. The entire process is overseen by the Proposition S & N Citizens' Oversight Committee. An independent audit reflected sound financial practices and made one recommendation to assure that accounts payable were posted in the period incurred. This matter has been corrected, as discussed in III.D.2.d.

Evaluation
A culture of fiscal responsibility does not just happen. This condition is the result of attention and importance at each level of the institution. The Chancellor frequently communicates information regarding budget and fiscal responsibility to the District. She does this through district-wide e-mails, publications such as "Chancellor's Cabinet Update" and "SDCCD Annual Reports" as well as through presentations to the colleges and Continuing Education. At the 2009 Chancellor's Cabinet Retreat, the Executive Vice Chancellor, Business Services presented a thorough overview of the District's finances, including budget and for expense each of the colleges and Continuing Education for 2006-2007, 2007-2008, and 2008-2009; analysis of compliance with the 50% law; ending balance summary for 2007-2008 and 2008-2009; campus discretionary and reserve accounts; and revenue and expense projections for the fiscal year 2009-2010, with the adopted budget dated August 10, 2009. (IV.B-93) Other items included a listing of permanent hiring delays and defunded positions that documented actions taken in response to budget reductions. This approach reflects a proactive stance to assuring financial stability.

Mesa College follows suit with practices such as those demonstrated by the Chancellor. The College has a record of sound financial practices and ends the year with a surplus.

The College meets this standard.

Standard IV.B.3.e: **The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.**

Description
Consistent with Board Policy 0010, the Chancellor gives full responsibility and authority to the Presidents of the colleges to implement and administer delegated District policies without her interference and holds them accountable for the operation of the colleges. The Chancellor has demonstrated a practice of noninterference with the presidents as they lead their colleges. The college and Continuing Education presidents are active on Chancellor's Cabinet during which policies and the operation of the individual colleges and centers are discussed. The Chancellor utilizes the Presidents' Evaluations to determine the success of the operation of the individual campuses. Reports and Board Docket items reflect the successful operation of the individual campuses.

Evaluation
The Chancellor has acted in a manner consistent with Policy 0010 and delegated appropriate authority to the President.

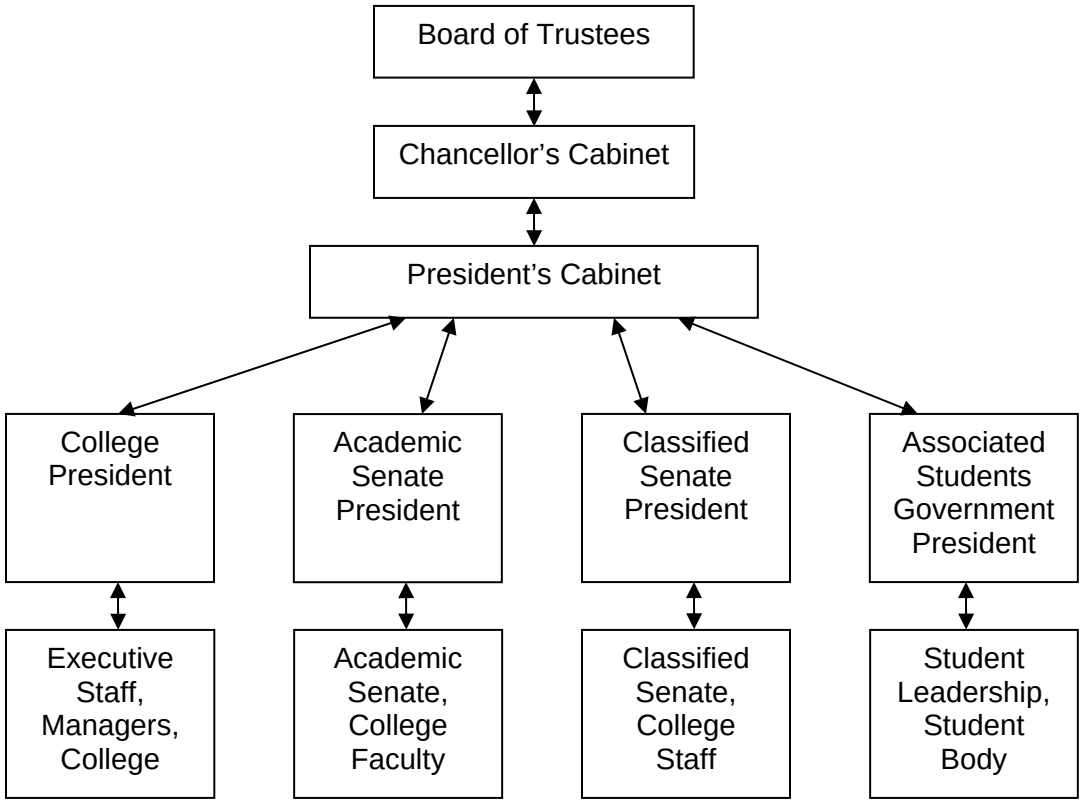
The College meets this standard.

Standard IV.B.3.f: **The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.**

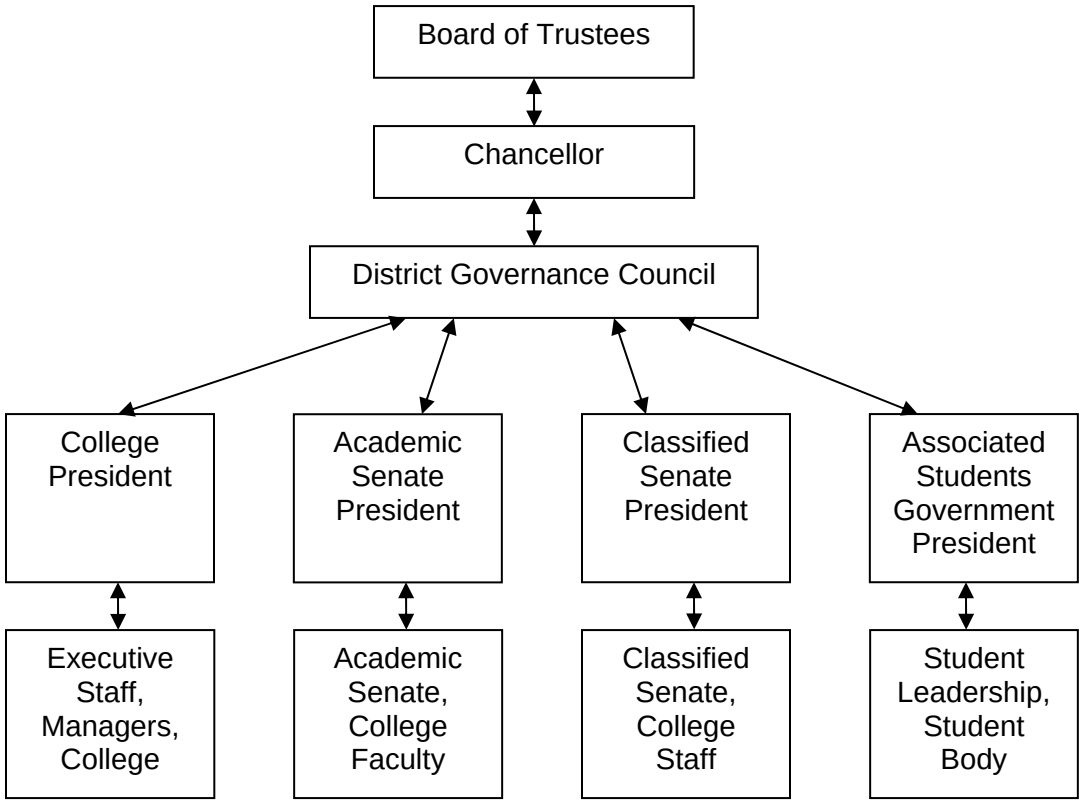
Description
The District acts as the liaison between the colleges and the Board of Trustees. This action is accomplished through the governance and committee structure of the colleges and District and is consistent with the administrative structure established in Board Policy 0010. College constituents sit on district-level participatory governance committees described in section IV.B.3.b. These committees and councils report to Chancellor's Cabinet, which provides access to the Board of Trustees. In addition, the College Presidents sit on Chancellor's Cabinet and communicate their needs through this forum. College Presidents and the Presidents of the Academic Senate, Classified Senate, and Student Government Councils sit on the District Governance Council, which directly advises the Chancellor on matters of the District and the colleges.

The flow of communication is illustrated in the following diagrams:

1. Flow of communication using President's Cabinet as the intermediary between College and District, and District to Board of Trustees.



2. Direct flow of communication by representatives of each of the college's governance groups through the District Governance Council, which advises the Chancellor on numerous issues and reviews the Board Docket for each Board Meeting; in this way the District Governance Council becomes the intermediary to the Board of Trustees, as the Chancellor chairs the Council.



Communication is indicated by the arrows going both ways in the diagrams, and this is significant. Chancellor's Cabinet is a standing item on the President's Cabinet agenda, by which constituents are informed and consulted regarding District matters; likewise, the governance groups carry the information back and forth between their constituencies, and the President carries information back and forth to the Chancellor. Participation in District Governance Council reflects a more direct form of involvement, with representatives of the College governance groups formally advising the Chancellor. In addition to these two structures that formally provide the infrastructure for communication, College representatives serve on numerous other district-wide committees. A chart reflecting the District-wide Budget Development Committee would look similar to the one for the District Governance Council, although its Chair would be the Executive Vice Chancellor for Business Services, and it would include the Vice President, Administrative Services. However, the dynamics of the communication would be the same. Similar committees exist for Instruction, Student Services, and other areas of support. College constituents also sit on Purchasing Committees to communicate their needs to the Board; examples include the Committee for Audio Visual Equipment, which establishes and monitors the District AV Contract; the Microcomputer Advisory Committee, which serves a similar function for computers and peripherals; and less formal committees addressing purchases such as specific types of furnishings. The College actively communicates its needs to the District and serves to develop solutions overall.

In some cases, District employees sit on College committees as is the case with the District Director of Institutional Research and Planning, who serves as an ex-Officio member of the Mesa College Research Committee. In addition, the Mesa College Dean, Instructional Services, Resource Development, and Research, collaborates with the District Director of Institutional Research and Planning on College research issues and needs as well as the work of the Mesa College Campus-Based Researcher. This level of integration illustrates the interaction that can occur between the colleges and the District.

Another way in which the District acts as the liaison between the Board and the college is with the use of mainframe software systems administered by the District administrative departments, such as CurricUNET, Colleague, Datatel, ISIS, WebAdvisor, and Blackboard/WebCT Online Course Management System, which are used by college constituents in the conduct of business. Software and technology needs are communicated to the Board through the District.

Communication of actions taken at the District level is accomplished through direct e-mails from the Chancellor to the District and written reports such as “Chancellor’s Cabinet Update” and the “Board Report.” Communication is provided through personal interaction, such as formal presentations by the Chancellor or Vice Chancellors to the colleges and by the colleges to the District and Board, as is the case each year when Mesa College hosts the Board meeting and provides a one-hour presentation on the College. Communication can also be one-on-one, as is the case with Chancellor’s Open Office Hours, which are provided by the Chancellor to the college communities. These office hours are held on location at the colleges, Continuing Education locations, and the District Office. (IV.B-96)

Communication works both ways, with the College publishing the outcomes of each week’s President’s Cabinet on the President’s section of the College website; with biweekly e-mails from the President to the campus, updating them on happenings, which are also archived on the website; and by various written reports and publications. In addition, the College hosts one Board meeting each year, where it communicates its priorities and accomplishments through a college-wide theme.

Evaluation
The District serves as the liaison between the College and the Board. This connection is accomplished through established participatory governance practices and various communication venues. However, effective communication between the District and the colleges is mixed. In some cases it is very effective; in others it is not. There can be many layers of management between the District and colleges that allow for misinterpretation of plans, details, and policies. Examples include decisions that are not fully vetted with College constituents, such as the establishment of uniform building standards or the creation of purchasing standards without sufficient consultation involving campus faculty and staff. There is sometimes a feeling of disconnectedness between the District and end user at the College. However, there are also examples of excellent communication between the District and colleges, including those during times of crisis, such as the H1N1 virus notification, and the real-time dissemination of information regarding continuing budget issues.

The College actively communicates its needs to the District and the Board through formal and informal channels. The President represents the College each week with participation on Chancellor’s Cabinet. College constituents serve on various committees and councils to support the participatory governance of the District.

In the 2009 Employee Perception Survey, 53% of employees agreed or strongly agreed that the District Office uses effective methods of communicating with College staff and faculty, which is best described as moderately in agreement. (Q92) Twenty percent of the respondents disagreed or strongly disagreed with this statement. This response rate indicates that the District should review its communication practices with the colleges and consider alternatives. With the advance of technology solutions, consideration of listservs and other means of technology-based interaction would be useful.

The College meets this standard.

Standard IV.B.3.g: **The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.**

Description
The District evaluates role delineation and governance, as well as decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. Evaluation of such processes and structures has led to actions by the District, such as the reorganization of the District EEO Office, leading to the creation of a Director, Legal Services and Equal Employment Opportunity position to more effectively represent the District in investigating complaints of unlawful discrimination. Another example is the reorganization of the District Instructional Services Office to include a Director of Grants and Resource Development position to assist the colleges in obtaining alternative sources of funding. (IV.B-94, IV.B-95) These actions reflect evaluation and response. However, they have not previously been regular or systematic, and they were not widespread.

In 2009-2010, the District initiated a pilot process to systematically evaluate the effectiveness of its administration and governance structures and processes. The creation of the SDCCD district-wide Shared Governance Self-Assessment process was the first step in creating an actionable assessment tool for this purpose. (IV.B-97) It evaluates the effectiveness of the District's eight participatory governance committees. This process is accomplished at the committee level, with each committee member responding to a survey based upon identified qualities of governance in four domains. The process has been driven by the participatory governance processes established in AB 1725, with the District Governance Council taking a leadership role in developing a rubric for evaluation. The self-assessment was deployed in spring 2010 and will be evaluated in fall 2010. (IV.B-98) Of importance, it is an annual process and includes assessment coupled with a mutually agreed upon action plan at the committee level. The results of these assessments will be communicated district-wide.

Concurrent with the District's evaluation of governance structures, it developed a process for planning and assessment of the service divisions, which is similar to Program Review at the college level. (IV.B-99) Like the governance self-evaluation, it is an annual process. The District has just begun implementing this process, and the District Division of Student Services has served as the model. It is a cyclical process that "closes the loop," consistent with an outcomes-based planning and review process. It includes a scorecard for the division, based upon its goals, as measured by identified indicators. The Department Action Plans include the mission, core values, goals, key activities for the department, and indicators and their appropriate measures, with fields for outcomes and action plans.

Evaluation
The District has long had an informal, as-needed process for evaluating the effectiveness of administrative departments; it has assessed and acted upon data to improve services, but not on a regular basis or cycle. In order to assure its effectiveness, the District has recently begun a process of systematic, regular assessment of its role in governance. It has also established a departmental planning and assessment process that is similar to Program Review. Once established and institutionalized, these evaluation instruments should provide the necessary tools to continually improve their processes and better meet College needs. Both of these evaluation processes will serve to inform the district-wide Integrated Planning Model described in III.B.3.

The College meets this standard.

Planning Agenda for Standard IVB: Board and Administrative Organization

The SDCCD Board of Trustees is an independent policy making body that reflects the public interest in their activities and decisions. They have established and monitor policies that support student learning and the financial stability of the District's institutions. Current policies uphold the mission statement and ensure members act with integrity. As a legal entity, the SDCCD governing board polices itself through their bylaws and policies including member orientation, development, self-evaluation and a code of ethics. They are informed about and involved in accreditation.

The current Chancellor was selected and continues to be evaluated using existing policies. She is delegated appropriate authority and responsibilities as defined by policy. Policy also guides the College President, who is responsible for planning, organizing, budgeting, selecting and developing personnel as well as assessing institutional effectiveness using appropriate statutes and regulations. In her role, the President delegates appropriate responsibility and authority to her vice presidents, who in turn administer their own divisions. With participatory governance in place, there is support for effective conduct of business and decision making at the college level.

The President's actions clearly support improvement of the College's teaching and learning environment. The continued use of research in evaluation, planning and all levels of decision making indicates institutionalization of data use. The final steps to fully integrate planning and resource allocation are underway.

In these trying times, the President has kept the College constituents informed of the budget. Her approach is transparent and participatory in nature. An effective communicator at the local, state and national levels, the President strives to keep all informed. Her internal ratings are bimodal with a higher percentage of employees than students agreeing or strongly agreeing.

Since the 2004 accreditation visit, the District has made many changes to meet the recommendation received from the ACCJC. The delineation of functions for the colleges relative to those of the District has been addressed through the creation and distribution of a "functions map". To review its services in support of the College's mission and functions, the District has implemented a new self-assessment process to determine effectiveness.

With appropriate delegation of responsibility and authority from the Chancellor, the President operates the College in an environment of noninterference. The existing District participatory governance structure reinforces the liaison role it plays between the College and the Board. The District strives to maintain and improve communication with the colleges as well as evaluate its progress. Recent findings suggest that more effective methods of communication should be considered.

The College has identified three recommendations within the scope of this standard and recommends:

15. Developing a formal process for evaluation of its organizational and decision-making structures;
16. Investigating improved methods for the President to communicate with the students; and
17. Working with the District to help develop more effective methods of communication.

Standard IVB Evidence

IV.B-1	BP 2010 Board Membership
IV.B-2	BP 2100 Board Elections
IV.B-3	BP 2015 Student Membership
IV.B-4	BP 1020 Trustee Advisory Councils, Policies and Bylaws Governing the Formation and Operation
IV.B-5	SDCCD Administration and Governance Handbook, 2009-2010, p. 35-36: Trustee Advisory Council, including membership
IV.B-6	BP 2410 Policy and Administrative Procedures
IV.B-7	BP 2200 Board Duties and Responsibilities
IV.B-8	SDCCD Board of Trustees Website Homepage: http://www.sdccd.edu/public/district/trustees
IV. A -9	BP 2431 Chancellor Selection
IV.B-10	BP 2435 Evaluation of the Chancellor
IV.B-11	Chancellor's Goals and Objectives for 2009-2010
IV.B-12	BP 2430 Delegation of Authority to the SDCCD Chancellor
IV.B-13	Board Meeting Minutes for July 8, 2010, where the most recent evaluation of the Chancellor was approved
IV.B-14	Board Policy 5300 Courses of Instruction and Educational Program Approval
IV.B-15	Board Meeting Minutes --samples where instruction and programs have been briefed.
IV.B-16	BP 6100 Delegation of Authority (for Business and Financial Services)
IV.B-17	BP 6200 Budget Preparation
IV.B-18	BP 6205 Final Budget
IV.B-19	BP 6250 Budget Management
IV.B-20	BP 6300 Fiscal Management
IV.B-21	Agenda for SDCCD Board of Trustees Retreat, May 28, 2009
IV.B-22	SDCCD Trustee Boundaries Map: http://www.sdccd.edu/public/district/boundaries.shtml
IV.B-23	SDCCD Proposition S and N Citizens Oversight Committee: http://www.sdccdprops-n.com/members2.aspx
IV.B-24	BP 2710 Conflict of Interest
IV.B-25	BP 2715 Code of Ethics/Standards of Practice
IV.B-26	BP 2716 Political Activity
IV.B-27	BP 2717 Board of Trustees Personal Use of Public Resources
IV.B-28	BP 2720 Communications among Board Members
IV.B-29	SDCCD Mission, Vision, Values, and Goals Statements: http://www.sdccd.edu/public/district/mission.shtml
IV.B-30	BP 2510 Participation in Local Decision-Making
IV.B-31	SDCCD Strategic Plan 2009-2012
IV.B-32	SDCCD Institutional Research and Planning Website, Board Reports: http://research.sdccd.edu/pages/160.asp
IV.B-33	Board of Trustees Minutes for budget approval and changes to major expenditure classifications –sample
IV.B-34	SDCCD Board of Trustees Minutes demonstrating actions consistent with its policies and bylaws –sample
IV.B-35	SDCCD Board of Trustees Minutes demonstrating review and revision of Board Policies –sample
IV.B-36	Board of Trustees Minutes for meeting with Board and District-wide Accreditation Standard IV B Self Study Chairs, April 16, 2009
IV.B-37	BP 3925 Posting and Distribution of Literature, Political and Vending Activities, Food Handling, and Free Speech on Campus

IV.B-38	CCLC New Trustee Orientation
IV.B-39	Summer Training Session for Student Trustees
IV.B-40	SDCCD Board of Trustees Minutes related to CCLC and ACCT conferences –sample
IV.B-41	BP 2745 Board Self-Evaluation
IV.B-42	Board Docket 191.1, September 24, 2009: Board of Trustees Self-Evaluation, including attachments for survey instrument and results, 2008-2009 Goals with responses, and 2009-2010 Goals; and record of unanimous vote to approve the self-evaluation.
IV.B-43	Board Docket 902.1, March, 13, 2009. Status Report on Accreditation for City, Mesa, Miramar and Continuing Education
IV.B-44	Presentation of "Status Report on 2010 Accreditation" to Board of Trustees, March 12, 2009
IV.B-45	Board Study Session: Discussion and Minutes Notes, April 16, 2009
IV.B-46	Board Subcommittee on Accreditation and Student Learning Outcomes, Agenda, April 9, 2009
IV.B-47	Board Subcommittee on Accreditation and Student Learning Outcomes, Agenda, November 12, 2009
IV.B-48	Board Docket 902.1, February 18, 2010. Status Report on Fall 2010 Accreditation. Summary of November 12, 2009 meeting of the Subcommittee on Accreditation and Student Learning Outcomes
IV.B-49	Status Report on Fall 2010 Accreditation presentation
IV.B-50	BP 0005 Accreditation
IV.B-51	BP 2431 Chancellor Selection
IV.B-52	BP 2435 Evaluation of Chancellor
IV.B-53	Board Study Session, Discussion and Minutes Notes, April 16, 2009
IV.B-54	Documentation on Chancellor Job Search
IV.B-55	BP 2430 Delegation of Authority to the SDCCD Chancellor
IV.B-56	SDCCD Board Docket 640.1, July 9, 2009
IV.B-57	Policy 0010 Governance: District Administrative Organization
IV.B-58	Procedure 4200.6 Employment of Managers
IV.B-59	SDCCD Management Handbook
IV.B-60	San Diego Mesa College Faculty and Staff Handbook
IV.B-61	Reporting structure for Research function of Dean, Instructional Services, Resource Development and Research
IV.B-62	San Diego Mesa College Educational Master Plan, 2007-2011
IV.B-63	San Diego Mesa College Website: President's Cabinet Agenda Outcomes: http://www.sdmesa.edu/about-mesa/office-of-the-president/cabinet-agenda-outcomes.shtml
IV.B-64	President's Cabinet Retreat Notes for April, 2009, referring new mission, vision, values, and goals to Academic Affairs Committee
IV.B-65	President's Cabinet Agenda Outcomes for October 27, 2009, when new Mission, Vision, Values, and Goals were approved
IV.B-66	Mission, Vision, Values and Goals Campaign, spring, 2010
IV.B-67	President's Message on Mesa College Website: http://www.sdmesa.edu/president
IV.B-68	White House Initiative for Educational Excellence for Hispanic Americans: http://www.sdmesa.edu/president/initiative.cfm
IV.B-69	Hispanic Outlook in Higher Education Award: Dr. Rita Cepeda: Consummate Educator and Compassionate Leader. November 16, 2009
IV.B-70	San Diego Mesa College Strategic Planning: Integrated Planning Process
IV.B-71	San Diego Mesa College Research Planning Agenda
IV.B-72	Planning and Resource Information for Faculty, Administration, Classified Staff, and Governance Leaders, August, 2008; Rita Cepeda, Ed.D.: "Building a Culture of Evidence"

IV.B-73	Annual Board of Trustees Meeting hosted by Mesa College; October 27, 2008; Presentation to the Board: “Building a Culture of Evidence: We Measure What We Treasure”
IV.B-74	President’s Updates Section of Mesa College Website: http://www.sdmesa.edu/president
IV.B-75	African American/Latino Male Leadership Summit
IV.B-76	Report of Categorical Programs Site Visit, 2009
IV.B-77	Accrediting Commission for Community and Junior Colleges Annual Report Form, 2006-2007; 2007-2008; 2008-2009
IV.B-78	Accountability Reporting for the California Community Colleges, 2009:
IV.B-79	Budget Presentation to the Campus
IV.B-80	Town Hall 2009-2010 Budget Meetings (three presentations)
IV.B-81	Canyon Day Activities: http://www.sdmesa.edu/canyon-day
IV.B-82	District Policy 0020: Governance, District Functional Organization
IV.B-83	Delineation of Functions Map of District and College/Continuing Education Functional Organization
IV.B-84	Procedure 0020.6
IV.B-85	Procedure 0020.2
IV.B-86	Procedure 0020.3
IV.B-87	Procedure 0020.7
IV.B-88	SDCCD Administration and Governance Handbook, 2009-2010, p. 19-20: Budget Development and Institutional Planning Advisory Committee, including membership
IV.B-89	District Budget Development and Issues: Campus Forum
IV.B-90	San Diego Community College District Basic Financial Statements and Independent Auditors’ Reports for the year ending June 30, 2009; prepared by Caporicci and Larson
IV.B-91	Standard and Poor’s and Moody’s Bond Ratings for SDCCD
IV.B-92	SDCCD Budget, 2008-2009
IV.B-93	Chancellor’s Retreat, August 14, 2009
IV.B-94	Board Docket for 680.1, dated 6/7/07, reorganizing EEO Office and creating new Director, Legal Services and EEO position.
IV.B-95	Board Docket for 671.1, dated 7/25/06, creating new Director of Grants and Resource Development
IV.B-96	Chancellor’s Open Office Hours for 2005-2010
IV.B-97	SDCCD Districtwide Shared Governance Self-Assessment
IV.B-98	Districtwide Shared Governance Committee Contributions Report 2010
IV.B-99	Action Plans and Assessments: District Student Services Division, March 2010
IV.B-100	Districtwide Integrated Planning Model

A List of Evidence

in the Team Room

MISSION

environment...that is responsive to our communities, and fosters scholarship, leadership and responsibility.

WE ARE Mesa

A List of Evidence Available in the Team Room

Organization of the Institution – Mesa College

OMC.1-1	Names of Individuals Holding Positions

Eligibility Requirements Evidence

ER.1-1	Authorization to Operate
ER.2-1	Mission, Vision, Values Statement http://www.sdmesa.edu/mission-statement
ER.2-2	Minutes from BOT meeting on Dec. 10, 2009 (approval of Mission Statement): http://www.sdccd.edu/docs/bot/agendas/20092010/20091210M.pdf
ER.3-1	Biographical Information for Board Members
ER.3-2	Governing Board Bylaws http://www.sdccd.edu/public/district/policies/policies-print.shtml
ER.3-3	BP 2710 Conflict of Interest: http://www.sdccd.edu/docs/policies/Board%20Operations%20Policies/BP%202710.pdf
ER.4-1	Biographical Information for President
ER.4-2	President's Certification
ER.5-1	Table of Organization
ER.5-2	Biographical Information for Administrative Staff
ER.6-1	Enrollment History, 2008-2009
ER.6-2	Enrollments in Degree Programs and Degrees Award
ER.6-3	Spring 2010 Class Schedule
ER.7-1	List Degrees with Course Requirements and Length of Study http://www.sdccd.edu/catalogs/mesa pp. 113-223
ER.7-2	General Education Requirements for each degree http://www.sdccd.edu/catalogs/mesa pp. 69-112
ER.7-3	College Designation of College Level Courses http://www.sdccd.edu/catalogs/mesa pp. 226-424
ER.7-4	Degree Data
ER.8-1	Educational Programs
ER.8-2	Course Description with Curricular Sequence
ER.8-3	Program Location including Online
ER.9-1	Policy on Transfer and Award of Credit
ER.9-2	Catalog documentation on credit awarded (2009-10 Catalog p. 52)
ER.9-3	Formula used to calculate credit values
ER.10-1	Catalog documentation of Student Learning Outcomes (SLOs) for Programs
ER.10-2	SLOs data from Program Review (Samples)
ER.10-3	TaskStream (SLO Data)
ER.10-4	Graduation, transfer, job placement licensure examination pass rate history
ER.11-1	General Education Courses and Descriptions
ER.11-2	Course Outlines for Language and Quantitative Reasoning Courses
ER.11-3	Evidence of Higher Education Rigor and Quality
ER.12-1	BP 4030 Academic Freedom and Freedom of Expression: http://www.sdccd.edu/docs/policies/Student%20Services/BP%204030.pdf
ER.12-2	AFT Contract, Appendix II, Page 152: http://hr/hr/index/Collective_Bargaining_Agreements/AFT_College/7-1-05%20to%2012-31-08%20AFT%20COLLEGE%20AGR%20Updated%203-10.pdf
ER.13-1	Faculty Roster (See Employee Personnel Files at District HR)
ER.13-2	Faculty Contract (Link): (page 15-23) http://hr/hr/index/Collective_Bargaining_Agreements/AFT_College/7-1-05%20to%2012-31-08%20AFT%20COLLEGE%20AGR%20Updated%203-10.pdf

ER.13-3	Classification Description – Contract Instructor http://hr/hr/CandC/Classiifications/Faculty/Contract_Instructor.pdf
ER.14-1	Student Demographic Characteristics http://research.sdccd.edu/pages/112.asp See College Demographics
ER.14-2	Point of Service Survey Results http://research.sdccd.edu/pages/112.asp
ER.14-3	List of Student Services and their Missions with Special Student Populations noted ER.15-1 Adr
Policy	
ER.15-2	Enrollment Application http://studentweb.sdccd.edu
ER.15-3	Student Qualifications for Admission
ER.15-4	Roles/Expectations of Admission Personnel – Student Services Assistant Classifications ER.16-1
Information	and Learning Resources Profile
ER.16-2	Agreements for Access to External Resources
ER.17-1	Budgets and Financial Statements (08/09; 09/10; 10/11)
ER.17-2	External Foundation Funding Support
ER.17-3	Funding Base
ER.18-1	Budgets (08/09; 09/10;10/11)
ER.18-2	Audit Materials
ER.18-3	Financial Aid program audit
ER.18-4	Student Loan Default Rate/Relevant USDOE Reports
ER.19-1	Current Institutional Plan
ER.19-2	Planning and Resource Allocation Pilot and Evaluation
ER.20-1	2010-2011 Catalog http://www.sdccd.edu/catalogs/mesa/
ER.20-2	Student Handbook http://www.sdmesa.edu/accreditation/handbooks/student- handbook.pdf
ER.20-3	Faculty and Staff Handbook http://www.sdmesa.edu/accreditation/handbooks/faculty-staff-handboo
ER.20-4	Recent print/other media advertisements
ER.21-1	BP 0005 Accreditation: http://www.sdccd.edu/docs/policies/Student%20Services/BP%200005%20Accreditation.pdf
ER.21-2	List of Accreditations held by Institution
ER.21-3	Description of Other Accrediting Bodies

Responses to Recommendations from the 2004 Comprehensive Evaluation:
District Response Evidence

Recommendation 1.4	
DRE 1.4-1	Program Review Data and Information
DRE 1.4-2	Survey Development, Implementation and Delivery (Reports and Briefings)
DRE 1.4-3	Weekly or Monthly Enrollment Management (Interactive Spread Sheets for the CIOs)
DRE 1.4-4	First and Final Census Student Profile Reports
DRE 1.4-5	Student Tracking Studies
DRE 1.4-6	Organizational Chart, Research Reporting Relationships
Recommendation 1.5	
DRE 1.5-1	SDCCD 2009-2012 Strategic Plan
Recommendation 3.2	
DRE 3.2-1	Board Policy 7100, Commitment to Diversity
DRE 3.2-2	New Policies and Procedures Re: Non discrimination and Equal Employment Opportunity
DRE 3.2-3	EEO Representative Training (PowerPoint)
DRE 3.2-4	Employee Performance and Development Officer Classification Description
DRE 3.2-5	Cabinet Retreat, Cultural Competency Presentation
DRE 3.2-6	Equal Opportunity and Diversity Officer Classification Description

DRE 3.2-7	Board of Trustees Retreat, Diversity Presentation
DRE 3.2-8	Summary of Academic Hiring Statistics, 2008-2009
DRE 3.2-9	EEO Plan (pending approval July 8, 2010)
Recommendation 4.2	
DRE 4.2-1	District Governance and Administration Handbook 2009-2010
DRE 4.2-2	Chancellor's Cabinet Update (Sample)
DRE 4.2-3	Board Report (Sample)
DRE 4.2-4	District Governance Council Minutes
DRE 4.2-5	Facts on File
DRE 4.2-6	High School Partnership Delineation Document
DRE 4.2-7	Prop S and N Report
DRE 4.2-8	On-going Emergency Response Reports
DRE 4.2-9	Chancellor's Messages and Regular Updates (Sample)
DRE 4.2-10	Chancellor's Cabinet Update (Sample)
DRE 4.2-11	Fact Book
DRE 4.2-12	Enhanced Outreach Structure at each College and Continuing Education
DRE 4.2-13	Operational Structure for Disabled Students Programs and Services
DRE 4.2-14	Reorganization of District Human Resources, the Instructional Services and Economic Development Department and the Information Technology Department

Standard IA Evidence

I.A-1.	San Diego Mesa College Mission Statement
I.A-2.	High School to Community College Pipeline Report (District Institutional Research & Planning web site: http://research.sdccd.edu/pages/154.asp)
I.A-3	SDCCD Environmental Scan web site (District Institutional Research & Planning web site: http://research.sdccd.edu/pages/124.asp)
I.A-4	Student profile data (District Institutional Research & Planning web site: <http://research.sdccd.edu/pages/126.asp>)
I.A-5	GIS Population Density Maps
I.A-6	California Ed Code 66010.2
I.A-7	Integrated Planning Matrix, Educational Master Plan 2007-2011, p. 41
I.A-8.a	President's Cabinet Agenda Outcomes 101310
I.A-8.b	President's Update 101310
I.A-9	Mesa College Integrated Planning Framework
I.A-10	Mesa College Research Planning Agenda
I.A-11	Program Review Handbook, 2009
I.A-12.a	Enrollment Management Reports (Tallies) email and samples
I.A.12.b	Enrollment Management Report in spreadsheet format 052910
I.A-13	President's Cabinet Retreat, April 24, 2009 agenda, PPT and notes
I.A-14	President's Cabinet Agenda Outcomes, March 23, 2010
I.A-15	Student Equity Report
I.A-16	Mesa College Self Assessment for 2009 ARCC Report
I.A-17	Mesa College Fact Book, 2009
I.A-18	Mesa College Student Satisfaction Survey, 2009
I.A-19	Mesa College Educational Master Plan, 2007-2011
I.A-20	San Diego Community College District Board of Trustees Meeting Minutes December 10, 2009, item 590, p. 196

Standard IB Evidence

I.B-1	Educational Master Plan 2007-2011
I.B-2	Research Planning Agenda, 2009-2010
I.B-3	San Diego Mesa College Policy on the Genesis, Development and Application of Student Learning Outcomes
I.B-4	Focused Midterm Report, 2007
I.B-5	Academic Senate Minutes –Sample
I.B-6	Mesa College Catalog –Academic Programs with Program SLOs
I.B-7	Guidelines for Implementing the Research Planning Agenda, 2009-2010
I.B-8.a	SLO Survey 2008
I.B-8.b	SLO Survey 2009
I.B-9	Mission, Vision, and Values Statements, 2009
I.B-10	Strategic Plan: Integrated Planning Framework (9/3/09)
I.B-11	Research Committee Minutes –Sample
I.B-12	Research Office Research Request Log
I.B-13	Categorical Allocation Funding Manual, 2008-2009
I.B-14	Basic Skills Success and Retention Committee
I.B-15	Basic Skills Retreat Data, 2009
I.B-16	Basic Skills Report, 2009
I.B-17	Basic Skills Initiative: http://www.sdmesa.edu/basic-skills
I.B-18	Basic Skills Action Plan, 2009
I.B-19	Accountability Reporting for the Community Colleges, 2009 Self Evaluation
I.B-20	Student Equity Report 2008
I.B-21	Mesa College Fact Book 2009
I.B-22	Mesa College High School Pipeline Report 2009
I.B-23	Program Review Years 1-5 Handbook 2009
I.B-24	Community College Survey of Student Engagement Results and Briefs 2008
I.B-25	Point of Service Surveys, 2009: http://research.sdccd.edu/pages/225.asp Samples for Counseling, LRC, and Reprographics
I.B-26	Employee Perception Survey 2009
I.B-27	Student Satisfaction Survey 2009
I.B-28	SDCCD Institutional Research website: http://research.sdccd.edu/pages/1.asp
I.B-29	Mesa College Institutional Research website: http://www.sdmesa.edu/institutional-research
I.B-30	Employee Perception Survey 2009 Briefing to the College
I.B-31	Student Satisfaction Survey 2009 Briefing to the College

Standard IIA Evidence

II.A-1	California Postsecondary Education Commission (CPEC) – Report of System-wide Transfers by Individual Community Colleges (1989/1990 to 2008/2009): c. California State University d. University of California http://www.cpec.ca.gov/OnLineData/TransferPathway.asp
II.A-2	Interview with Dr. Rita Cepeda, President, San Diego Mesa College, Mesa is Building a Better Future Article by Ursula Kroemer, Mission Times Courier, San Diego, 8/31/2009
II.A-3	2009-2010 San Diego Mesa College Catalog http://www.sdccd.edu/catalogs/mesa/
II.A-4	2009 San Diego Mesa College Program Review Handbook for Instructional Programs, Student and Administrative Services http://www.sdmesa.edu/program-review; refer to "Program Review Handbook".

II.A-5	San Diego Community College District (SDCCD) Procedure 5300.2: College Curriculum Committee Responsibilities 2.0 – August 27, 2008.
II.A-6	San Diego Community College District (SDCCD) Procedure 5300.2: District Curriculum Instructional Council (CIC) responsibilities 4.0 – August 27, 2008.
II.A-7	San Diego Community College District (SDCCD) Procedure 5300.2: Purpose and Description 1.7.4 – August 27, 2008.
II.A-8	San Diego and Imperial Counties Community Colleges Association (SDICCCA) http://www.sandiegoatwork.com/generate/html/Employers/wap_sdiccca.html
II.A-9	Articulation System Stimulating Inter-institutional Student Transfer (ASSIST); the official repository of articulation for California's public colleges and universities. http://www.assist.org
II.A-10	October 2, 2009 interview with Robert Fremland, Chairperson, San Diego Mesa College Chemistry Department
II.A-11	California State University Curriculum Summaries http://www.sdmesa.edu/articulation
II.A-12	2009-2010 San Diego Mesa College Catalog, p. 214, Radiologic Technology program description. http://www.sdccd.edu/catalogs/mesa/
II.A-13	Joint Review Committee on Education in Radiologic Technology (JRCERT). http://www.jcert.org
II.A-14	San Diego Associate of Governments. http://www.sandag.org, refer to Demographics and Other Data.
II.A-15	2004/2005 – 2008/2009 San Diego Mesa College High School to College Pipeline (Feeder) Report http://research.sdccd.edu/pages/1.asp, refer to Student Profiles followed by High School Feeder.
II.A-16	San Diego Mesa College Student Learning Outcomes (SLO) Fair, April 23, 2009 – Compact Disc (105 Minutes) or http://www.sdmesa.edu/instruction/slo/index.cfm, refer to SLOs Fair 2009 - VIDEOS
II.A-17	TaskStream Student Learning Outcomes (SLO) management system http://www.taskstream.com
II.A-18	2009 San Diego Mesa College Program Review Handbook for Instructional Programs, Student and Administrative Services, p. 17 (Question #2 – a ,b, c and d) http://www.sdmesa.edu/instruction/prog-rev/materials.cfm; refer to "Program Review Handbook".
II.A-19	Articulation System Stimulating Inter-institutional Student Transfer (ASSIST); the official repository of articulation for California's public colleges and universities. http://www.assist.org; refer to the University of California Transfer Course Agreement (UCTCA).
II.A-20	Online Course Satisfaction Surveys, Spring: e. 2006 f. 2007 g. 2008 h. 2009 http://research.sdccd.edu/pages/137.asp
II.A-21	San Diego Mesa College Basic Skills Report 2008 http://research.sdccd.edu/pages/153.asp, refer to Table of Contents.
II.A-22	2009-2010 San Diego Mesa College Catalog, pgs. 8-9, refer to Student Learning Outcomes. http://www.sdccd.edu/catalogs/mesa/
II.A-23	San Diego Mesa College Policy on the Genesis, Development and Application of Student Learning Outcomes – May 4, 2004 http://www.sdmesa.edu/instruction/slo/index.cfm
II.A-24	San Diego Mesa College Student Learning Outcomes Workshop with Dr. Norena Badway – October 14, 2005 http://www.sdmesa.edu/instruction/slo/index.cfm

II.A-25	San Diego Mesa College Instructional Student Learning Outcomes http://www.sdmesa.edu/academic-programs/index.cfm
II.A-26	San Diego Mesa College Student Learning Outcomes and Assessment Subcommittee: http://www.sdmesa.edu/instruction/slo/index.cfm
II.A-27	Academic Senate for California Community College Student Learning Outcomes Regional Meeting Announcement: http://www.asccc.org/events/Accreditation.htm, refer to Events
II.A-28	San Diego Community College District (SDCCD) Procedure 5500.1 – Curriculum and Program Review Process – October 9, 2001.
II.A-29	California State University (CSU) Baccalaureate Level Course and general education criteria: d. CSU Baccalaureate Level Course Criteria e. CSUGE-Breadth Criteria f. IGETC Criteria http://www.sdmesa.edu/articulation/csu.cfm
II.A-30	University of California transfer course and general education criteria: c. UC Transferable Course Guidelines d. IGETC Criteria http://www.sdmesa.edu/articulation/uc.cfm
II.A-31	CurricUNET, http://www.sdccdcurricu.net/sdccd2/
II.A-32	Curriculum Board Agenda items http://instsrv.sdccd.edu/agenda_items_2009.html
II.A-33	San Diego Mesa College Academic Senate Minutes – November 9, 2009 http://www.sdmesa.edu/academic-senate/minutes.cfm?yoa=2009
II.A-34	San Diego Mesa College Research Committee http://www.sdmesa.edu/governance/committees/research.cfm
II.A-35	San Diego Mesa College Flex Subcommittee http://www.sdmesa.edu/instruction/flex/index.cfm
II.A-36	San Diego Mesa College Mission, Vision and Values Statement http://www.sdmesa.edu/mission-statement/index.cfm
II.A-37	San Diego Mesa College Educational Master Plan 2007-2011 http://www.sdmesa.edu/instruction/accreditation/emp.cfm
II.A-38	California Community Colleges Program and Course Approval Handbook http://instsrv.sdccd.edu/Curriculum/Handbook/Curriculum_Handbook032003.doc
II.A-39	San Diego Mesa College Learning Communities flyer http://www.sdmesa.edu/learning-communities/index.cfm
II.A-40	San Diego Community College District Board of Trustees Policy 3910 – Course Repetition, Academic Renewal and Grade Alleviation http://www.sdccd.edu/public/district/policies
II.A-41	San Diego Community College District (SDCCD) Procedure 5300.2: Purpose and Description 1.0 – August 27, 2008 http://instsrv.sdccd.edu; refer to the "Policies" tab.
II.A-42	September 15, 2009 message from Judith Ross, San Diego Mesa College Mathematics Professor and former Department Chair.
II.A-43	San Diego Mesa College Catalog Sub-committee http://www.sdmesa.edu/governance/committees/catalog.cfm
II.A-44	December 16, 2009 interview with Margie Fritch, Dean, School of Health Sciences and Public Service
II.A-45	San Diego Mesa College Research Committee Minutes, March18, 2005 – Item #6
II.A-46	San Diego Mesa College Research Committee Minutes April 29, 2005 – Item #3
II.A-47	San Diego Mesa College Research Committee Minutes May 20, 2005 – Item #4
II.A-48	San Diego Mesa College Research Committee Minutes September 30, 2005 – Item #3
II.A-49	San Diego Mesa College Research Committee Minutes October 21, 2005 – Item #2a
II.A-50	San Diego Mesa College Research Committee Minutes February 24, 2006 – Item #2
II.A-51	San Diego Mesa College Research Committee Minutes September 22, 2006 – Item #6

II.A-52	San Diego Mesa College Academic Senate Minutes March 23, 2009 – Item V #D
II.A-53	2009 San Diego Mesa College Program Review Handbook for Instructional Programs, Student and Administrative Services, p. 13, refer to Instructional Programs http://www.sdmesa.edu/instruction/prog-rev/materials.cfm; refer to "Program Review Handbook".
II.A-54	San Diego Community College District (SDCCD) Procedure 5300.2: Purpose and Description 1.7.3 – August 27, 2008.
II.A-55	August 17, 2009 interview with Dr. Shelly Hess, Dean, San Diego Community College District Curriculum and Instructional Services
II.A-56	Curriculum Instructional Council – Review and Approval of G.E. and Transferability Actions, November 12, 2009
II.A-57	2009-2010 San Diego Mesa College Catalog, p.8, refer to Statement of Philosophy http://www.sdccd.edu/catalogs/mesa/
II.A-58	San Diego Mesa College Catalog Sub-Committee Information http://www.sdmesa.edu/governance/committees/catalog.cfm
II.A-59	San Diego Mesa College Student Learning Outcomes (SLOs) for the Associate Degree – Approved by the Research Committee May 23, 2003 http://www.sdmesa.edu/instruction/slo/index.cfm, refer to SLOs for the Associate Degree.
II.A-60	San Diego Mesa College Student Learning Outcomes (SLOAC) and Assessment Cycle Proposal – Approved by the Academic Senate May 23, 2005, and the President's Cabinet, May 24, 2005 http://www.sdmesa.edu/instruction/slo/index.cfm, refer to Student Learning Outcomes and Assessment (SLOAC) Cycle.
II.A-61	California Articulation Policies and Procedures Handbook, California Intersegmental Articulation Council (CIAC) Revised Spring 2009 http://ciac.csusb.edu/ciac/handbook.html
II.A-62	San Diego Mesa College Articulation Guidelines and Sample http://www.sdmesa.edu/articulation/aiccu.cfm
II.A-63	San Diego Mesa College Office of Instructional Services, Resource Development, and Research Request for Research Reports – Submitted by the San Diego Mesa College Articulation Officer January 22, 2007
II.A-64	2009-2010 San Diego Mesa College Catalog, pgs. 74-75, refer to General Education Outcomes Defined http://www.sdccd.edu/catalogs/mesa/
II.A-65	San Diego Mesa College Program Discontinuance Policy – Approved by the Academic Senate May 23, 2005 and the President's Cabinet, May, 24, 2005
II.A-66	San Diego Mesa College Fact Book: c. 2008 d. 2009 http://research.sdccd.edu/pages/152.asp
II.A-67	San Diego Mesa College Academic Senate Minutes – March 23, 2009, Item VII #A http://www.sdmesa.edu/academic-senate/minutes.cfm?yoa=2009
II.A-68	San Diego Community College District Board of Trustees Policy 4030 – Academic Freedom and Freedom of Expression http://www.sdccd.edu/public/district/policies
II.A-69	2009-2010 San Diego Mesa College Catalog, pgs. 64-65, refer to Academic Freedom and Freedom of Expression http://www.sdccd.edu/catalogs/mesa/
II.A-70	American Federation of Teachers Guild-College Faculty, Local 1931 Agreement with the San Diego Community College District, Article XII-Rights of Parties–Faculty Rights (12.1), The Pursuit of Truth (12.1.2), p. 88 http://www.aftguild.org
II.A-71	2009-2010 San Diego Mesa College Catalog, p. 50, refer to Course Repetition – Lapse of Time. http://www.sdccd.edu/catalogs/mesa/
II.A-72	2009-2010 San Diego Mesa College Catalog, p. 52, refer to Transferability of Credits http://www.sdccd.edu/catalogs/mesa/

II.A-73	2009-2010 San Diego Mesa College Catalog, pages 52-57, refer to Academic Credit for Nontraditional Education http://www.sdccd.edu/catalogs/mesa/
II.A-74	San Diego Community College District Board of Trustees Policy 3100 – Student Rights, Responsibilities, and Administrative Due Process, October 14, 1998 http://www.sdccd.edu/public/district/policies
II.A-75	2009-2010 San Diego Mesa College Catalog, pgs. 62-64, refer to Student Rights, Responsibilities, and Privacy of Student Records (Policy 3100) http://www.sdccd.edu/catalogs/mesa/
II.A-76	San Diego Mesa College Student Affairs website, refer to Student Rights and Responsibilities http://www.sdmesa.edu/student-affairs/index.cfm
II.A-77	San Diego Mesa College 2009-2010 Faculty and Staff Handbook, refer to p. 19 #1.3. http://www.sdmesa.edu/handbook/faculty-staff.cfm
II.A-78	San Diego Community College District (SDCCD) Instructional Services Curriculum Updating Project as of October 8, 2009 CIC
II.A-79	San Diego Mesa College 2008 Classified Staff Professional and Interpersonal Development Conference Packet (Cover Letter, Session Schedule and Registration Form)
II.A-80	San Diego Mesa College Full-Year Transfers 2006/2007: c. California State University (CSU) d. University of California (UC). Data Source: California Postsecondary Education Commission (CPEC)
II.A-81	San Diego Mesa College 2009-2010 Faculty and Staff Handbook http://www.sdmesa.edu/handbook/faculty-staff.cfm
II.A-82	San Diego Community College District Honest Academic Conduct Policy, Procedure 3100.3, January 16, 2009 http://www.sdmesa.edu/instruction/policy/academic-conduct.cfm
II.A-83	2009-2010 San Diego Mesa College Catalog, p. 50, refer to Honest Academic Conduct http://www.sdccd.edu/catalogs/mesa/
II.A-84	San Diego Community College District Student Grievance Policy, Procedure 3100.1, October 14, 1998 http://www.sdmesa.edu/instruction/policy/student-grievance.cfm
II.A-85	Minority Access, Inc. News Release, October 2, 2008 – Colleges and Universities Committed to Diversity Recognized by Minority Access, Inc.
II.A-86	San Diego Mesa College Public Information Officer, Lina Heil's, Draft Press Release – San Diego Mesa College to Receive National Award for Commitment to Diversity
II.A-87	July 2009 interview with Dr. Yvonne Bergland, Dean of Instructional Services, Resource Development and Research
II.A-88	San Diego Community College District, May 2010
II.A-89	San Diego Mesa College TaskStream Training Invitations: f. July 28, 2009 TaskStream Training (SLO Software) First Training g. August 17, 2009 TaskStream Training (SLO Software) Department Chairs and Managers h. August 18, 2009 TaskStream General Training Sessions (SLO Software) i. September 4, 2009 Special Training for TaskStream SLO Assessment Workspaces j. September 8, 2009 TaskStream General Training for AUOs
II.A-90	a. Notification of TaskStream Training Sessions – Posted Online, January 15, 2010 b. TaskStream Training Videos http://www.sdmesa.edu/instruction/slo/index.cfm
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II.A-92	September 16, 2009 telephone interview with Judith Ross, San Diego Mesa College Mathematics Professor and former Department Chair (follow-up to 9/15/09 e-message).
II.A-93	San Diego Mesa College Academic Senate Minutes – December 1, 2008, Item VI #B http://www.sdmesa.edu/academic-senate/minutes.cfm?yoa=2008

II.A-94	San Diego Mesa College Fact Book: c. 2008 (pgs. 52-58) d. 2009 (pgs. 54-60) http://research.sdccd.edu/pages/152.asp
II.A-95	San Diego Community College District (SDCCD) Procedure 5300.2 (1.6 and 1.7), August 27, 2008.
II.A-96	San Diego Mesa College School of Business, Computer Studies and Technologies Course Syllabus Sample Packet: e. Course Syllabus Checklist f. San Diego Mesa College Course Syllabus Information Sheet g. San Diego Community College District Course Syllabus Sample (ACCT 116A) h. San Diego Community College District Official Course Outline – Accounting 116A, CIC approval November 8, 2007.
II.A-97	2009 San Diego Mesa College Program Review Handbook for Instructional Programs, Student and Administrative Services, pgs. 17 and 23 – Value of the Program/Service Area to the Community (Question #1a re: requested advisory committee information) http://www.sdmesa.edu/instruction/prog-rev/materials.cfm; refer to "Program Review Handbook".
II.A-98	Industry Advisory Committees http://www.sdccd.edu/public/partnerships/industrycouncils.shtml
II.A-99	San Diego Community College District Office of Institutional Research and Planning http://research.sdccd.edu/pages/1.asp
II.A-100	San Diego Community College District Classification Description – Contract Instructor, Faculty.
II.A-101	Proposition S and N Campus Facility Master Plan Presentation – Mesa Campus Forum, March 4-5, 2010. http://www.sdmesa.edu/facilities/index.cfm
II.A-102	San Diego Mesa College Substantive Change Proposal-Distance Learning, May 5, 2010

Standard IIB Evidence

II.B-1	2009-2010 San Diego Mesa College Catalog
II.B-2	San Diego Mesa College Student Handbook 2008-2009: http://www.sdmesa.edu/handbook/pdf/student-handbook.pdf
II.B-3	San Diego Mesa College Admissions website: http://www.sdmesa.edu/admissions/index.cfm
II.B-4	San Diego Mesa College International Students website: http://www.sdmesa.edu/international/index.cfm
II.B-5	San Diego Mesa College Allied Health Department Policy Manual 2009-2010 http://www.sdmesa.edu/allied-health/pdf/policy-manual.pdf
II.B-6	San Diego Mesa College Allied Health Department website: http://www.sdmesa.edu/allied-health/index.cfm
II.B-7	San Diego Mesa College Outreach website: http://www.sdmesa.edu/outreach/index.cfm
II.B-8	San Diego Mesa College Testing Center website: http://www.sdmesa.edu/testing-center/index.cfm
II.B-9	San Diego Mesa College Counseling website: http://www.sdmesa.edu/counseling/index.cfm
II.B-10	San Diego Mesa College Counseling Department SLOs and evaluation, 2005
II.B-11	San Diego Mesa College Program Review Report 2008-2009
II.B-12	San Diego Mesa College website, Catalog Sub-Committee: http://www.sdmesa.edu/governance/committees/catalog.cfm
II.B-13	San Diego Mesa College website, Academic Programs http://www.sdmesa.edu/academic-programs/index.cfm

II.B-14	San Diego Mesa College Student Services website: http://www.sdmesa.edu/student-success/index.cfm
II.B-15	San Diego Mesa College Student Services Strategic Plan for Online Matriculation Services, Fall 2008
II.B-16	SLO Survey 2008
II.B-17	Mesa Point of Service Surveys 2009: j. Admissions k. Counseling l. DSPS m. EOPS n. Financial Aid o. Student Health p. STAR q. Transfer Center r. Veterans Affairs
II.B-18	12/17/09 Interview with Joi Blake, San Diego Mesa College Dean of Student Development and Matriculation
II.B-19	San Diego Mesa College Associate Degree Website: http://www.sdmesa.edu/rockit/index.cfm
II.B-20	2008-2009 San Diego Mesa College Student Services Annual Report, p. 15, last bullet under Outreach/Community Relations
II.B-21	San Diego Community College District Office of Institutional Research and Planning, September 2009 FYE report http://research.sdccd.edu/Include/Research%20Reports/Miscellaneous/FYE_2009_v08.pdf
II.B-22	San Diego Mesa College website, Participatory Governance http://www.sdmesa.edu/governance/index.cfm
II.B-23	San Diego Mesa College Website, Welcome http://www.sdmesa.edu/welcome/tour-apply.cfm
II.B-24	San Diego Mesa College STAR Continuing Student Service Request (also know as Needs Assessment) form: http://www.sdmesa.edu/star/apply.cfm
II.B-25	1-20-10 Interview with Suzanne Khambata, San Diego Mesa College Director of Health Services
II.B-26	San Diego Mesa College Disability Support and Programs Website http://www.sdmesa.edu/dsps/index.cfm
II.B-27	San Diego Mesa College Disability Support and Programs Website, Online Orientation http://www.sdmesa.edu/dsps/online-orient.cfm
II.B-28	San Diego Mesa College Financial Aid Website http://www.sdmesa.edu/financial-aid/index.cfm
II.B-29	Interview with Gilda Maldonado, San Diego Mesa College Director of Financial Aid (Fall, 2009)
II.B-30	San Diego Mesa College Website http://www.sdmesa.net/eops/orientation.edu; refer to EOPS Quiz #17
II.B-31	San Diego Mesa College Graduation Website http://www.sdmesa.edu/rockit/index.cfm?pid=4#confidence
II.B-32	Petition for Graduation.
II.B-33	Counselor observation SLO sheet.
II.B-34	1/19/10 Interview with Ashanti Hands, San Diego Mesa College Dean of Student Affairs
II.B-35	San Diego Mesa College Student Affairs website http://www.sdmesa.edu/student-affairs/index.cfm
II.B-36	San Diego Mesa College Health Services Smoking Survey, October 2008
II.B-37	San Diego Mesa College Health Services Alcohol and Drug Awareness Survey, October 2008

II.B-38	San Diego Mesa College Student Health Services Student Interest Survey
II.B-39	2009-2010 San Diego Mesa College Catalog, p. 73, column 1, under the Multicultural Studies header.
II.B-40	San Diego Mesa College Student Health Services Tents of Tolerance Statistical Results (Pre and Post event)
II.B-41	San Diego Mesa College Student Health Services Angry Eye Event Announcement, October 2008.
II.B-42	San Diego Mesa College Humanities Institute Website http://www.sdmesa.edu/humanities-institute/index.cfm
II.B-43	12/17/09 Interview with Dr. Cesar Lopez, San Diego Mesa College Humanities Institute Coordinator
II.B-44	San Diego Mesa College website, Diversity Committee http://www.sdmesa.edu/governance/committees/diversity.cfm
II.B-45	1/25/10 Interview with Donna Duchow, Chairperson, San Diego Mesa College Diversity Committee
II.B-46	San Diego Mesa College Program Review Committee website http://www.sdmesa.edu/instruction/prog-rev/index.cfm
II.B-47	San Diego Mesa College Student Learning Outcomes (SLO) Fair, April 23, 2009. Presenter: Cathy Springs [Compact Disc (105 minutes) or https://www.sdmesa.edu/instruction/SLO/index.cfm ; refer to SLO Fair 2009 – VIDEOS.
II.B-48	San Diego Mesa College Extended Opportunity Programs and Services (EOPS) Mutual Responsibility Contract (MRC)
II.B-49	April 5, 2010 Letter from the County of San Diego Human and Health Services Agency to San Diego Mesa College Health Services
II.B-50	San Diego Mesa College Student Services Fair 2009 Flyers: c. February 25 d. September 24
II.B-51	San Diego Mesa College African American/Latino Male Leadership Welcome Reception Flyer for Keynote Speaker, Dr. Pedro Noguera, April 8, 2010.
II.B-52	San Diego Mesa College Annual Transfer Day Event Flyer, October 7, 2008
II.B-53	March 10, 2009 E-message between Monica Romero, Career Guidance and Transfer Center Supervisor and Gilda Maldonado, Financial Aid Officer regarding sponsorship for the 2009 Career Opportunities Expo
II.B-54	California Community College Chancellor's Office Foster Youth Success Initiative Region X Convening – San Diego and Imperial Valley County Planning and Implementation Session, April 17, 2009
II.B-55	San Diego Mesa College Fostering Academic Success and Transitions –FAST Scholars Summer Institute, July 6-10, 2009 Event Flyer.
II.B-56	San Diego Mesa College Majors' Day Event Flyer, October 2008.
II.B-57	San Diego Mesa College Transfer Options Workshop Flyer, Spring 2009
II.B-58	San Diego Community College District Historically Black Colleges and Universities (HBCU) Directory, February 2008
II.B-59	ASSIST Transfer Channel (The Official Newsletter of ASSIST) 6th Edition – February 2007, Reading an ASSIST Articulation Agreement
II.B-60	San Diego Mesa College Research Committee, refer to Naomi Grisham http://www.sdmesa.edu/governance/committees/research.cfm
II.B-61	San Diego Mesa College Rosa Parks Memorial Project http://www.sdmesa.edu/rosa-parks/memorial.cfm
II.B-62	San Diego Mesa College Matriculation Handouts in Spanish and Vietnamese: d. Application for Admission e. Matriculation, Orientation, Assessment f. Online Registration (REG-E)

II.B-63	San Diego Mesa College Admissions website http://www.sdmesa.edu/admissions/index.cfm
II.B-64	San Diego Mesa College Welcome Week Flyer, August 25-28.
II.B-65	San Diego Mesa College Counseling Center Website http://www.sdmesa.edu/counseling/index.cfm, refer to the Counseling Center email address: mesacoun@sdccd.edu
II.B-66	San Diego Mesa College Career Workshop Flyer for Veterans
II.B-67	2009-2010 San Diego Mesa College Basic Skills Action Plan
II.B-68	San Diego Mesa College Disability Support Programs and Services (DSPS) Student Learning Outcomes
II.B-69	California Department of Rehabilitation Information Flyer
II.B-70	County of San Diego Health and Human Services Agency Directory of Adult Services
II.B-71	April 5, 2010 e-message from Jill Jansen, San Diego Mesa College Disability Support Programs and Services (DSPS) Counselor and Presenter to the East County Asparger's Support Group
II.B-72	April 6, 2010 Interview e-message from Gilda Maldondo, Financial Aid Director
II.B-73	Extended Opportunities Programs and Services (EOPS) Requirements http://www.sdmesa.edu/eops/requirements.cfm
II.B-74	San Diego Mesa College EOPS Intake Session Online http://www.sdmesa.edu/eops/orientation.cfm
II.B-75	San Diego Mesa College STAR TRIO website. http://www.sdmesa.edu/star/index.cfm
II.B-76	San Diego Mesa College Extended Opportunities Programs and Services Guidebook to Student Success
II.B-77	San Diego Mesa College Transfer Center Student Learning Outcomes
II.B-78	San Diego Community College District Association of African American Educators Annual Historic Black Colleges and Universities Day Event Flyer – February 27, 2008 hosted at San Diego Mesa College
II.B-79	San Diego Mesa College Connection Day Booklet – February 27, 2009
II.B-80	Casey Family Programs Spring 2009 Newsletter – Article: Colleges Stand Up for Foster Youth, p. 3
II.B-81	April 13, 2010 E-message from Ashanti Hands, San Diego Mesa College Dean of Student Affairs
II.B-82	San Diego Mesa College 2010 Career Opportunities Expo Event Flyer 2010
II.B-83	2008-2009 San Diego Mesa College Student Services Annual Report, p.11
II.B-84	2008-2009 San Diego Mesa College Student Services Annual Report, p. 18
II.B-85	EOPS Annual Report, 2008-2009
II.B-86	Mesa College TRIO Program Annual Report, 2008-2009
II.B-87	Mesa College High School to College Pipeline Report, 2004/2005 – 2008/2009:
II.B-88	DSPS Annual Report, 2008-2009
II.B-89	E-message titled Mesa College RE: ARRA Grant 4-13-10

Standard IIC Evidence

II.C-1	School of Learning Resources and Technology Program Review Year One Report 2006-2007
II.C-2	Library Holdings Information: Email from Roger Olson, Technical Services
II.C-3	Summary from Electronic Resources Librarian, Mesa College
II.C-4	Library Website: http://www.sdmesa.edu/library
II.C-5	LRC website: http://www.sdmesa.edu/lrc/index.cfm
II.C-6	CIL website: http://www.sdmesa.edu/cil/index.cfm
II.C-7	African Art Collection: http://www.sdmesa.edu/african-art/index.html
II.C-8	Audiovisual Department Website: http://www.sdmesa.edu/av/index.cfm
II.C-9	High Tech Center: http://www.sdmesa.edu/dsps/htc.cfm

II.C-10	2009 Mesa College LRC Point of Service Survey
II.C-11	2009 Mesa College Employee Perception Survey
II.C-12	2009 Mesa College Student Satisfaction Survey
II.C-13	Mesa College Library Monthly Circulation Reports
II.C-14	2009 Mesa College Tutoring Center Point of Service Survey
II.C-15	Library Instruction Website: http://www.sdmesa.edu/library/instruction.cfm
II.C-16	Library Student Learning Outcomes
II.C-17	Mesa College Associate Degree Level SLOs webpage: http://www.sdmesa.edu/instruction/slo/pdf/03-04ASdegree.pdf
II.C-18	Tutoring Center Website: http://www.sdmesa.edu/tutoring-center/index.cfm
II.C-19	Mesa College Computer Inventory
II.C-20	Mesa College LRC/Library Disaster Plan

Standard IIIA Evidence

III.A-1	Faculty Hiring Priorities. Documents include: Faculty Hiring Priorities Strategic Plan 2008-2009, and the corresponding Ten Principles of Hiring, Revised for 2008-2009
III.A-2	Minimum Qualifications
III.A-3	Request for Equivalency Form
III.A-4	Administrative Policy 7211 Minimum Qualifications and Equivalency Determination
III.A-5	Board Policy 7120 Recruitment and Hiring
III.A-6	Documentation for Hay Group Study on classifications in 2004
III.A-7	Equivalencies to Minimum Qualifications for College Instructors: Board Docket Item, January, 2004
III.A-8	Human Resources Policies
III.A-9.a	Human Resources Procedure 4200.1
III.A-9.b	Human Resources Procedure 4201.1
III.A-9.c	Human Resources Procedure 4201.3
III.A-10	Site Compliance Officer Job Description
III.A-11	SDCCD Timeline and Recruitment Plan
III.A-12	Samples of where district advertises
III.A-13	Foreign Degree Evaluation website: http://www.sdccd.edu/docs/employment/Foreign_Degree_Evaluation.pdf and website to which applicants are directed: http://www.wes.org
III.A-14	Sample Checklist for Confidential Screening Committee
III.A-15	Human Resources Instruction Manual and Sections of Bargaining Agreements regarding Evaluations
III.A-16	2009 Employee Perception Survey
III.A-17	Student Learning Outcomes Website: http://www.sdmesa.edu/instruction/slo
III.A-18	San Diego Mesa College Catalog
III.A-19	Policy on the Genesis, Development and Application of Student Learning Outcomes
III.A-20	Organization chart showing Campus Based Researcher reporting structure
III.A-21	Program Review Handbook
III.A-22	SLO Survey, 2008
III.A-23	Faculty Evaluation Form
III.A-24	Code of Ethics draft policy
III.A-25	District-wide Staffing Study
III.A-26	Staffing Levels: Planning Summary #12 from Focused Midterm Report, 2007, p. 43
III.A-27	Policy 3100: Student Rights, Responsibilities, and Administrative Due Process
III.A-28	Statement provided by SDCCD HR Department: Education Code 87031, Procedure for Accessing Personnel File; Safekeeping of Personnel Records
III.A-29	Sample job announcement with diversity experience statement

III.A-30.a	BP 7100 Commitment to Diversity
III.A-30.b	BP 3410 Nondiscrimination
III.A-30.c	BP 3430 Prohibition of Harassment
III.A-30.d	AP 3410 Nondiscrimination
III.A-30.e	AP 3430 Prohibition of Harassment
III.A-30.f	AP 3435 Discrimination and Harassment Investigations
III.A-31	Presentation by Vice Chancellor Kim Myers to Board of Trustees at Retreat on May 28, 2009
III.A-32	Statistical presentation on changing demographics of community and college, presented to Board of Trustees Retreat, May 28, 2009
III.A-33.a	San Diego Community College District Equal Employment Opportunity Plan, 2010-2013
III.A-33.b	Board of Trustees Meeting Minutes for July 8, 2010, documenting adoption of the Equal Employment Opportunity Plan, 2010-2013
III.A-34	EEO Representative Training Materials
III.A-35	Sample Outreach advertising
III.A-36	Accounting of AB1725 EEO Diversity Allocation Funds
III.A-37	Training for Selection Committee Chairs
III.A-38	Employee Assistance Program brochure
III.A-39	2009 SLO Survey
III.A-40	Tents of Tolerance documentation, including pre and post test and analysis
III.A-41	Diversity and EEO Compliance Officer Guidelines for Addressing Workplace Sexual Harassment
III.A-42	San Diego Mesa College Fact Book 2009
III.A-43	2009 Mesa College Student Satisfaction Survey
III.A-44	Classified Staff Needs Assessment 2009-2010 PPT Presentation
III.A-45	HR Instructions Manual Classified Staff Development Program
III.A-46	San Diego Mesa College Flex Subcommittee Flexible Calendar Program Review for FY 2006-2007
III.A-47	Instructional Improvement Workshop Proposal
III.A-48	Request for Staff Development Funds
III.A-49	Guidelines for Conference and Travel Funding Requests:
III.A-50	SDCCD Leadership Development Program Study Report 2007
III.A-51	Results of Classified Staff Development Conference Overall Evaluation:
III.A-52	Professional Development Committee website: http://www.sdmesa.edu/professional-development/index.cfm
III.A-53	Faculty Appraisal Form (AFT contract appendix)
III.A-54	Joint Statement of the Academic Senates and the American Federation of Teachers Guild, Local 1931
III.A-55	Employment Performance and Development Officer Job Description
III.A-56	Equal Employment Opportunity and Diversity Officer Job Description
III.A-57	Mesa College Diversity Committee
III.A-58	Demographic Information on New Hires
III.A-59	SDCCD Employee Demographic Comparison, Fall, 2008
III.A-60	San Diego Mesa College Academic Senate Resolution 10.02.02 – Statement from Chairs Regarding Workload, Approved February 22, 2010
III.A-61	Online Management Unit Employees Handbook, Meet and Confer Agreement, Chapter 3, page 4.
III.A-62	Humanities Institute Advisory Committee website: http://www.sdmesa.edu/humanities-institute/index.cfm

Standard IIIB Evidence

III.B-1	District Policy 4800: Injury and Illness Prevention Plan
III.B-2	District Procedure 4800.1: Injury and Illness Prevention Plan
III.B-3	San Diego Mesa College Site Safety Plan
III.B-4	Memorandum of Understanding with San Diego Unified School District for Accelerated College Program
III.B-5	Accelerated College Program Website: http://www.sdmesa.edu/acp/index.cfm
III.B-6	San Diego Community College District Proposition S & N Website: http://www.sdccdprops-n.com/default.aspx
III.B-7	San Diego Mesa College Proposition S & N Website: http://www.sdccdprops-n.com/Mesa-College/default.aspx
III.B-8	San Diego Mesa College Facilities Master Plan
III.B-9	Facilities Planning Committee: http://www.sdmesa.edu/governance/committees/facilities.cfm
III.B-10	Propositions S and N Campus Facility Master Plan Presentation, March 4 & 5, 2010
III.B-11	2009 Program Review Handbook
III.B-12	Educational Building Design Process: A Project of the Mathematics and Natural Sciences Building Committee, December, 2005
III.B-13	Mathematics and Natural Sciences Building Website, Facility 21: http://www.sdmesa.edu/facility21/index.cfm
III.B-14	San Diego Mesa 2009 College Employee Perception Survey
III.B-15	San Diego Mesa College Student Satisfaction Survey, Spring 2009
III.B-16	San Diego Community College District Environmental Scan 2006
III.B-17	Mesa College Program Review Handbook, 2009; p. 13: Program Review Data
III.B-18	Mesa Information Technology Committee: http://www.sdmesa.edu/governance/committees/it.cfm
III.B-19	San Diego Mesa College Information Technology Strategic Plan
III.B-20	San Diego Unified School District Safety website: http://www.sandi.net/2045107209595313/site/default.asp
III.B-21	Mesa College Integrated Planning Framework
III.B-22	SDCCD Online Learning Pathways, Faculty Support Webpage: http://www.sdccdonline.net/faculty
III.B-23.a	District-wide Distance Education Steering Committee Membership Minutes: http://www.sdccdonline.net/handbook/minutes.htm
III.B-23.b	District-wide Distance Education Steering Committee Purpose: Advisory Group to Review, Discuss, and Make Recommendations Regarding Distance Learning at the SDCCD
III.B-23.c	District-wide Distance Education Steering Committee Meeting Schedule
III.B-23.d	District-wide Distance Education Steering Committee Minutes: http://www.sdccdonline.net/handbook/minutes.htm and sample minutes
III.B-24	SDCCD, Mesa College Prop S & N Weekly Updates
III.B-25	Allied Health Red Zone Meetings, Spring 2009
III.B-26	SDCCD Master Program Schedule, Proposition S and N Projects, Project Schedules by Campus: Mesa College
III.B-27	Proposition S and N Citizens Oversight Committee: http://www.sdccdprops-n.com/members2.aspx
III.B-28	Mesa College Audiovisual Equipment and Computer Replacement Plan
III.B-29	SDCCD District Standard Design Code
III.B-30	Ecomesa: http://www.sdmesa.edu/ecomesa/recycling.cfm
III.B-31	Smoke-Free Campus: http://www.sdmesa.edu/notices/smoke-free.cfm

III.B-32	San Diego Mesa College Educational Master Plan, 2007-2011
III.B-33	SDCCD Five Year Capital Construction Plan 2011-2015
III.B-34	Perkins Career and Technical Education Act Evaluation Rubric for use by CTEA Committee
III.B-35	Perkins Career Technical Education Act Funds Application Materials
III.B-36	IELM Requests Form; Allocation of Funds, 2008-2009
III.B-37	Learning Spaces, 2008: Mesa College, New Student Services Building (PPT Presentation)
III.B-38	San Diego Community College District Proposition S & N Future Projects Continuous Costs, presented at SDCCD Board of Trustees Retreat, dated 5/28/2009
III.B-39	SDCCD 3-Year Projected Revenue and Expense Summary, presented at SDCCD Board of Trustees Retreat, dated 5/28/2009 and Budget Priorities/Tentative Budget Statement

Standard IIIC Evidence

III.C-1	Program Review Handbook, 2009
III.C-2	Mesa Information Technology Committee
III.C-3.a	Mesa Information Technology Strategic Plan (original)
III.C-3.b	Mesa Information Technology Strategic Plan (latest update)
III.C-4.a	Curriculum Review Committee Website: http://www.sdmesa.edu/instruction/crc/index.cfm
III.C-4.b	Sample Curriculum Review for Architecture 107
III.C-5	Academic Senate Standing Committee on Distance Education sample minutes and notes
III.C-6.a	SDCCD Online Learning Pathways Sample Minutes
III.C-6.b	SDCCD Online Learning Pathways Evaluation of Course Management Systems, 2009-2010
III.C-7	Committee for Audio Visual Equipment: Request for Proposal; Contract; and Mesa College Standard Installation
III.C-8	Microcomputer Advisory Group: Collaborative specifications for bid process and contract award
III.C-9	San Diego Mesa College Website: http://www.sdmesa.edu
III.C-10	Dean, Learning Resources and Technology: Job Description
III.C-11	CTEA Sample application for funding
III.C-12	IELM: Historical records of allocations, Campus Technology Summary, 2008; Requests; Final Allocation
III.C-13	Budget Development Committee
III.C-14	SDCCD District IT Governance Chart
III.C-15	SDCCD District IT Organization Chart
III.C-16	SDCCD Annual Work Plan, 2008-2009; Annual Report, 2008
III.C-17	San Diego Mesa College Educational Master Plan, 2007-2011
III.C-18	Sample Advisory Committee Meeting Minutes: CBTE: Website Design
III.C-19	Sample Planning Sheet with architects for Mesa College Design Center: Prop S and N construction
III.C-20	Agenda for Academic Senate Standing Committee for Distance Education and follow up with Academic Affairs and Academic Senate.
III.C-21	Dean's Council
III.C-22	SDCCD District IT Role and Governance Overview
III.C-23	Blackboard/Vista technology support
III.C-24	Audio Visual Department Website: http://www.sdmesa.edu/av/index.cfm
III.C-25	Allied Health AV and Computer/Printer Planning Sheets
III.C-26	SDCCD WAN and Internet Connectivity
III.C-27	Mesa College Catalog
III.C-28.	List of Computer Programs Loaded in CIL to support course instruction.

III.C-29.a	Library Website: http://www.sdmesa.edu/library/index.cfm
III.C-29.b	Library Classes Taught: Statistics
III.C-30	Staff Development Committee Website
III.C-31	Flex Instructional Development Survey/Request
III.C-32	InfoComm International Website: http://www.infocomm.org/cps/rde/xchg/infocomm/hs.xsl/index.htm
III.C-33	SDCCD Online Expo; email with statistics
III.C-34	Integrated Planning Framework, including attachments A-G
III.C-35	IT Backlog Report: projected to 6/30/2010
III.C-36	High Tech Center: http://www.sdmesa.edu/dsps/htc.cfm

Standard IIID Evidence

III.D-1	SDCCD Adopted Budget, 2009-2010
III.D-2	San Diego Mesa College Budget Reductions Recap, dated March 2, 2010
III.D-3	Documentation of matriculation cut –past two years, by year
III.D-4	SDCCD College Productivity Report, Fall, 2009
III.D-5	Documentation on SERP (early retirement)
III.D-6	Board Policy 6200 Budget Preparation
III.D-7	Board Policy 6205 Final Budget
III.D-8	Board Policy 6250 Budget Management
III.D-9	Board Policy 6300 Fiscal Management
III.D-10	Board Policy 6305 Business and Financial
III.D-11	Propositions S and N Campus Facility Master Plan Presentation, March 4 & 5, 2010
III.D-12	Bridges to the Baccalaureate Grant
III.D-13	Grants Office; presentation to President's Cabinet, March 23, 2010
III.D-14	Basic Skills Budget
III.D-15	Priorities on IELM funding application and General Fund Unrestricted application
III.D-16	Integrated Planning Process
III.D-17	Integrated Planning Process Linking Planning with Resource Allocation
III.D-18	Faculty Hiring Priorities
III.D-19	Budget Development and Issues: 2007-2008 and 2008-2009: Campus Forums. Get this year's forum also.
III.D-20	Program Review Handbook, 2009
III.D-21	Mission, Vision, Values and Goals Statements
III.D-22	President's Cabinet Retreat, 2008
III.D-23	President's Cabinet Retreat, 2009
III.D-24	Focused Midterm Report, 2007
III.D-25	CTEA Committee
III.D-26	Deans' Council
III.D-27	Budget Development Committee
III.D-28	Research Planning Agenda, 2010
III.D-29	District-wide Budget Development and Institutional Planning Committee
III.D-30	District Governance Council
III.D-31	Mesa College Educational Master Plan, 2007-2011
III.D-32	GASB 45 Actuarial Report for San Diego Community College District by Demsey, Filliger & Associates, dated March 27, 2007, for July 1, 2007 GASB 45 Valuation
III.D-33	San Diego Community College District Basic Financial Statements and Independent Auditors' Reports, for the year ended June 30, 2009; prepared by Caporicci and Larson
III.D-34	San Diego Community College District 2008-2009 Amended Budget: Summary of Future Prop S and Prop N Project Costs

III.D-35	San Diego Community College District Report to the Board of Trustees and Management, for the year ended June 30, 2009, prepared by Caporicci and Larson.
III.D-36	Chancellor's Update sample
III.D-37	Board Report sample
III.D-38	President's Town Hall Meetings on Budget, fall, 2009
III.D-39	San Diego Community College District Insurance Summary
III.D-40	San Diego Community College District Internal Services Fund
III.D-41	San Diego Community College District Auxiliary Organization, Basic Financial Statements and Independent Auditors' Report for years ended June 30, 2009 and 2008
III.D-42	San Diego Community College District Proposition S Bond Building Fund, Basic Financial Statements, Supplemental Information and Independent Auditors' Reports, for the year ended June 30, 2009; prepared by Caporicci and Larson
III.D-43	San Diego Community College District Proposition N Bond Building Fund, Basic Financial Statements, Supplemental Information and Independent Auditors' Reports, for the year ended June 30, 2009; prepared by Caporicci and Larson
III.D-44	Mesa College Foundation Financial Statement
III.D-45	Mesa College Foundation Minutes sample
III.D-46	Proposition S & N Citizens Oversight Committee
III.D-47	Proposition S & N website: http://www.sdccdprops-n.com/default.aspx
III.D-48	Proposition S & N Citizens Oversight Committee Finance and Audit Subcommittee Meeting Schedule
III.D-49	Proposition S & N Finance and Audit Subcommittee Minutes for October 29, 2009
III.D-50	Proposition S & N 2008 Annual Report
III.D-51.a	Budget to Actual Report for 2006-2007
III.D-51.b	Budget to Actual Report for 2007-2008
III.D-51.c	Budget to Actual Report for 2008-2009
III.D-52	San Diego Fiscal Trend Analysis 311: For Period FY2005-06 to 2009-10
III.D-53	Mesa College Foundation Scholarship Awards; per award list provided by Office of Student Affairs
III.D-54	FAST Scholars Program Grant Award for Foster Youth
III.D-55	BP 6480 Grants
III.D-56	AP 6480.1 Grants & Contract Administration
III.D-57	BP 6330 Purchasing and Contract Services
III.D-58	AP 6330.3 Bids and Quotations
III.D-59	AP 6330.4 Developing Bid Specifications
III.D-60	AP 6330.5 Bids and Contracts
III.D-61	AP 6330.7 Contracts –Personal Services
III.D-62	AP 6330.8 Consultant Services
III.D-63	AP 6330.9 Contracts –Electronic Systems and Materials
III.D-64	Matriculation Plan
III.D-65	EOPS Annual Budget Reports
III.D-66	DSPS Annual Budget Reports
III.D-67	Categorical Allocation Guidelines, Student Services
III.D-68	Major Events Approval Form and sample document for Annual Transfer Day
III.D-69	San Diego Mesa College Foundation Audit, Report to Board of Directors and Management for the years ended June 30, 2007 and 2006
III.D-70	San Diego Mesa College Foundation By-Laws

Standard IVA Evidence

IV.A-1	San Diego Mesa College Governance section of website, introduction: http://www.sdmesa.edu/governance/index.cfm
IV.A-2	San Diego Mesa College 2009-2010 Faculty and Staff Handbook
IV.A-3	San Diego Mesa College Mission Statement
IV.A-4	Vision, Mission, and Values Communication Campaign
IV.A-5	Smoke Free Campus: http://www.sdmesa.edu/notices/smoke-free.cfm
IV.A-6	Ecomesa Environmental Sustainability website: http://www.sdmesa.edu/ecomesa/index.cfm
IV.A-7	Environmental Stewardship Committee: http://www.sdmesa.edu/governance/committees/eco.cfm
IV.A-8	President's Update website: http://www.sdmesa.edu/president/updates.cfm
IV. A -9	San Diego Community College District, Office of Institutional Research and Planning website: http://research.sdccd.edu/pages/1.asp
IV.A-10	San Diego Mesa College Institutional Research website: http://www.sdmesa.edu/institutional-research/index.cfm
IV.A-11	Board Policy 2510, Participation in Local Decision Making
IV.A-12	"Importance of Shared Governance" Power Point Presentation to President's Cabinet
IV.A-13	San Diego Community College District Administration and Governance Handbook, 2009-2010.
IV.A-14	Mesa Academic Senate Constitution, December 2007: http://www.sdmesa.edu/academic-senate/pdf/constitution.pdf
IV.A-15	San Diego Mesa College Classified Senate Bylaws, 2008: http://www.sdmesa.edu/classified-senate/pdf/by-laws.pdf
IV.A-16	Associated Students Government website: http://www.sdmesa.edu/associated-students/index.cfm
IV.A-17	Curriculum Review Committee website: http://www.sdmesa.edu/governance/committees/curriculum.cfm
IV.A-18	Policy on the Genesis, Development and Application of Student Learning Outcomes
IV.A-19	Focused Midterm Report, 2007
IV.A-20	Substantive Change Proposal, 2007
IV.A-21	STAR TRIO Grant information
IV.A-22	Classified Staff Development Committee
IV.A-23	Associated Students Government Constitution
IV.A-24	Email from Suzanne Khambata forwarding information on Student Health Fee from Jonathan Aravalo, AS President, dated April 9, 2007.
IV.A-25	Enviro-Club: http://www.sdmesa.edu/campus-life ; Student created video, Mesa College Recycling Program v2, uploaded to YouTube in 2008: http://www.youtube.com/watch?v=ZQMNJB5VDEk
IV.A-26	Governance Committees Website: http://www.sdmesa.edu/governance/committees/index.cfm
IV.A-27	Coverage of Mesa College students involvement with the March in March on Sacramento, and their rally on campus; see March 5, 2010 and March 5, 2010 pt. 2: http://www.sdmesa.edu/president/updates.cfm
IV.A-28	Emails from Dean of Student Affairs, Ashanti Hands, to Mesa Community announcing Spring 2010 Club Orientation (February 3, 2010) and announcing information on Student Clubs and Student Government (March 10, 2010).
IV.A-29	Tents of Tolerance
IV.A-30	Hermes Castro fundraising campaign
IV.A-31	2009 Mesa College Employee Perception Survey

IV.A-32	2009 Mesa College Student Satisfaction Survey
IV.A-33	Budget Presentation, VP Ron Perez
IV.A-34	Facilities Master Plan Update, VP Perez and Diane Malone, Project Manager for Proposition S & N
IV.A-35	President's Town Hall Meeting on Current Budget
IV.A.38	California Community Colleges Academic Senate two page overview of 10+1
IV.A-39	Educational Master Plan, 2007-2011

Standard IVB Evidence

IV.B-1	BP 2010 Board Membership
IV.B-2	BP 2100 Board Elections
IV.B-3	BP 2015 Student Membership
IV.B-4	BP 1020 Trustee Advisory Councils, Policies and Bylaws Governing the Formation and Operation
IV.B-5	SDCCD Administration and Governance Handbook, 2009-2010, p. 35-36: Trustee Advisory Council, including membership
IV.B-6	BP 2410 Policy and Administrative Procedures
IV.B-7	BP 2200 Board Duties and Responsibilities
IV.B-8	SDCCD Board of Trustees Website Homepage: http://www.sdccd.edu/public/district/trustees
IV. A -9	BP 2431 Chancellor Selection
IV.B-10	BP 2435 Evaluation of the Chancellor
IV.B-11	Chancellor's Goals and Objectives for 2009-2010
IV.B-12	BP 2430 Delegation of Authority to the SDCCD Chancellor
IV.B-13	Board Meeting Minutes for July 8, 2010, where the most recent evaluation of the Chancellor was approved
IV.B-14	Board Policy 5300 Courses of Instruction and Educational Program Approval
IV.B-15	Board Meeting Minutes --samples where instruction and programs have been briefed.
IV.B-16	BP 6100 Delegation of Authority (for Business and Financial Services)
IV.B-17	BP 6200 Budget Preparation
IV.B-18	BP 6205 Final Budget
IV.B-19	BP 6250 Budget Management
IV.B-20	BP 6300 Fiscal Management
IV.B-21	Agenda for SDCCD Board of Trustees Retreat, May 28, 2009
IV.B-22	SDCCD Trustee Boundaries Map: http://www.sdccd.edu/public/district/boundaries.shtml
IV.B-23	SDCCD Proposition S and N Citizens Oversight Committee: http://www.sdccdprops-n.com/members2.aspx
IV.B-24	BP 2710 Conflict of Interest
IV.B-25	BP 2715 Code of Ethics/Standards of Practice
IV.B-26	BP 2716 Political Activity
IV.B-27	BP 2717 Board of Trustees Personal Use of Public Resources
IV.B-28	BP 2720 Communications among Board Members
IV.B-29	SDCCD Mission, Vision, Values, and Goals Statements: http://www.sdccd.edu/public/district/mission.shtml
IV.B-30	BP 2510 Participation in Local Decision-Making
IV.B-31	SDCCD Strategic Plan 2009-2012
IV.B-32	SDCCD Institutional Research and Planning Website, Board Reports: http://research.sdccd.edu/pages/160.asp
IV.B-33	Board of Trustees Minutes for budget approval and changes to major expenditure classifications –sample

IV.B-34	SDCCD Board of Trustees Minutes demonstrating actions consistent with its policies and bylaws –sample
IV.B-35	SDCCD Board of Trustees Minutes demonstrating review and revision of Board Policies – sample
IV.B-36	Board of Trustees Minutes for meeting with Board and District-wide Accreditation Standard IV B Self Study Chairs, April 16, 2009
IV.B-37	BP 3925 Posting and Distribution of Literature, Political and Vending Activities, Food Handling, and Free Speech on Campus
IV.B-38	CCLC New Trustee Orientation
IV.B-39	Summer Training Session for Student Trustees
IV.B-40	SDCCD Board of Trustees Minutes related to CCLC and ACCT conferences –sample
IV.B-41	BP 2745 Board Self-Evaluation
IV.B-42	Board Docket 191.1, September 24, 2009: Board of Trustees Self-Evaluation, including attachments for survey instrument and results, 2008-2009 Goals with responses, and 2009-2010 Goals; and record of unanimous vote to approve the self-evaluation.
IV.B-43	Board Docket 902.1, March, 13, 2009. Status Report on Accreditation for City, Mesa, Miramar and Continuing Education
IV.B-44	Presentation of "Status Report on 2010 Accreditation" to Board of Trustees, March 12, 2009
IV.B-45	Board Study Session: Discussion and Minutes Notes, April 16, 2009
IV.B-46	Board Subcommittee on Accreditation and Student Learning Outcomes, Agenda, April 9, 2009
IV.B-47	Board Subcommittee on Accreditation and Student Learning Outcomes, Agenda, November 12, 2009
IV.B-48	Board Docket 902.1, February 18, 2010. Status Report on Fall 2010 Accreditation. Summary of November 12, 2009 meeting of the Subcommittee on Accreditation and Student Learning Outcomes
IV.B-49	Status Report on Fall 2010 Accreditation presentation
IV.B-50	BP 0005 Accreditation
IV.B-51	BP 2431 Chancellor Selection
IV.B-52	BP 2435 Evaluation of Chancellor
IV.B-53	Board Study Session, Discussion and Minutes Notes, April 16, 2009
IV.B-54	Documentation on Chancellor Job Search
IV.B-55	BP 2430 Delegation of Authority to the SDCCD Chancellor
IV.B-56	SDCCD Board Docket 640.1, July 9, 2009
IV.B-57	Policy 0010 Governance: District Administrative Organization
IV.B-58	Procedure 4200.6 Employment of Managers
IV.B-59	SDCCD Management Handbook
IV.B-60	San Diego Mesa College Faculty and Staff Handbook
IV.B-61	Reporting structure for Research function of Dean, Instructional Services, Resource Development and Research
IV.B-62	San Diego Mesa College Educational Master Plan, 2007-2011
IV.B-63	San Diego Mesa College Website: President's Cabinet Agenda Outcomes: http://www.sdmesa.edu/president/cabinet.cfm
IV.B-64	President's Cabinet Retreat Notes for April, 2009, referring new mission, vision, values, and goals to Academic Affairs Committee
IV.B-65	President's Cabinet Agenda Outcomes for October 27, 2009, when new Mission, Vision, Values, and Goals were approved
IV.B-66	Mission, Vision, Values and Goals Campaign, spring, 2010
IV.B-67	President's Message on Mesa College Website: http://www.sdmesa.edu/president/index.cfm

IV.B-68	White House Initiative for Educational Excellence for Hispanic Americans: http://www.sdmesa.edu/president/initiative.cfm
IV.B-69	Hispanic Outlook in Higher Education Award: Dr. Rita Cepeda: Consummate Educator and Compassionate Leader. November 16, 2009
IV.B-70	San Diego Mesa College Strategic Planning: Integrated Planning Process
IV.B-71	San Diego Mesa College Research Planning Agenda
IV.B-72	Planning and Resource Information for Faculty, Administration, Classified Staff, and Governance Leaders, August, 2008; Rita Cepeda, Ed.D.: "Building a Culture of Evidence"
IV.B-73	Annual Board of Trustees Meeting hosted by Mesa College; October 27, 2008; Presentation to the Board: "Building a Culture of Evidence: We Measure What We Treasure"
IV.B-74	President's Updates Section of Mesa College Website: http://www.sdmesa.edu/president/updates.cfm
IV.B-75	African American/Latino Male Leadership Summit
IV.B-76	Report of Categorical Programs Site Visit, 2009
IV.B-77	Accrediting Commission for Community and Junior Colleges Annual Report Form, 2006-2007; 2007-2008; 2008-2009
IV.B-78	Accountability Reporting for the California Community Colleges, 2009:
IV.B-79	Budget Presentation to the Campus
IV.B-80	Town Hall 2009-2010 Budget Meetings (three presentations)
IV.B-81	Canyon Day Activities: http://www.sdmesa.edu/canyonday/index.cfm
IV.B-82	District Policy 0020: Governance, District Functional Organization
IV.B-83	Delineation of Functions Map of District and College/Continuing Education Functional Organization
IV.B-84	Procedure 0020.6
IV.B-85	Procedure 0020.2
IV.B-86	Procedure 0020.3
IV.B-87	Procedure 0020.7
IV.B-88	SDCCD Administration and Governance Handbook, 2009-2010, p. 19-20: Budget Development and Institutional Planning Advisory Committee, including membership
IV.B-89	District Budget Development and Issues: Campus Forum
IV.B-90	San Diego Community College District Basic Financial Statements and Independent Auditors' Reports for the year ending June 30, 2009; prepared by Caporicci and Larson
IV.B-91	Standard and Poor's and Moody's Bond Ratings for SDCCD
IV.B-92	SDCCD Budget, 2008-2009
IV.B-93	Chancellor's Retreat, August 14, 2009
IV.B-94	Board Docket for 680.1, dated 6/7/07, reorganizing EEO Office and creating new Director, Legal Services and EEO position.
IV.B-95	Board Docket for 671.1, dated 7/25/06, creating new Director of Grants and Resource Development
IV.B-96	Chancellor's Open Office Hours for 2005-2010
IV.B-97	SDCCD Districtwide Shared Governance Self-Assessment
IV.B-98	Districtwide Shared Governance Committee Contributions Report 2010
IV.B-99	Action Plans and Assessments: District Student Services Division, March 2010
IV.B-100	Districtwide Integrated Planning Model

WE ARE *Mesa*

Spring 2010

Institutional self.study

For Reaffirmation of Accreditation

San Diego Mesa College
Barbara Kavalier, Ph.D., Acting President

Tim McGrath, J.D., Vice President, Instruction
Accreditation Liaison Officer
619-388-2755

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2010 San Diego Mesa College Self-Study
Self Study Chairs: Yvonne Bergland, Ph.D., Jill Baker, Ed.D., Juliette Parker
Administrative Assistant: Caterina Palestini
Graphic Design: Carol Beilstein • Photography: Carol Beilstein, Anabel Pulido

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

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

Constance M. Carroll, Ph.D., Chancellor

Mesa Communications Services 6/10