

## 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.*

### A. Mission

*The institution has as statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.*

- A.1 *The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.*
- A.2 *The mission statement is approved by the governing board and published.*
- 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.*
- A.4 *The institution's mission is central to institutional planning and decision making.*

### 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.*

- B.1 *The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.*
- 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.*

- 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.***
- B.4 The institution provides evidence that the planning progress is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.***
- B.5 The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.***
- 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.***
- 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.***

**A. Mission**

**SAN DIEGO MESA COLLEGE STATEMENT OF MISSION AND GOALS**

San Diego Mesa College, as part of the California Community College system and the San Diego Community College District, has a vital role in higher education with a commitment to provide excellent educational programs and services to its students and the community.

San Diego Mesa College cultivates relationships with the total community, offering programs for the benefit of college students of all backgrounds and ages, including those wishing to re-enter the educational process. The College is committed to providing education and services that promote access, retention, and student success. Through participatory governance, all segments of the College promote excellence in College programs and governance, engage in ongoing dialogue about quality, assess how well learning is occurring, and implement institutional changes to improve student success.

The primary mission of San Diego Mesa College is to provide:

- Programs which lead to an Associate degree or Certificate.
- Lower division curricula in Arts and Sciences with an emphasis on courses which transfer to baccalaureate institutions.
- Programs in career and technical education.
- Programs which promote regional economic development.

To further this mission, educational programs and services offered by San Diego Mesa College include:

**General Education, Associate Degree Majors, and Transfer Education:** Courses and programs which contribute to the broad education of career, technical and transfer students. Included are critical thinking, writing, and oral communication skills; the ability to use and understand quantitative analysis; awareness of the arts and humanities; understanding of diversity, personal and civic responsibility, and of the physical, social and behavioral sciences as they affect one's participation in the diverse local and global community.

**Basic Skills:** Courses and programs which prepare students, including native and non-native speakers of English, for college level reading, writing, speaking, and mathematics, as well as other programs designed to enable those with special learning needs to reach their educational goals.

**Student Services:** Admission, orientation, assessment, counseling, tutorial, and other services which assist students in the matriculation process; including helping students select programs and courses that help satisfy their transfer and/or career goals and offering services that promote access, retention and student success.

**Co-curricular Activities:** Courses, programs and activities that further the students' learning experience through the practical implementation of curriculum-based methods, theories, and concepts resulting in the enrichment of both student's development and campus life.

**Economic and Career Development:** Courses and degree and certificate programs that advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.

(1.1)

## **Description**

San Diego Mesa College opened in 1964 with an enrollment of 1,900 students. Since then, it has grown to become one of the largest and finest community colleges in the state and in the nation. It now serves approximately 25,000 students on a spacious campus of 104 acres. The more than 150 programs and 2,200 classes at Mesa College are designed to meet the needs of students with various backgrounds, interests, and educational goals. Courses are provided in general education, lower-division transfer programs, occupational and developmental education (1.2).

The College is the largest college in the San Diego Community College District. The College holds a strong reputation and is positioned to address the needs of the San Diego community by recruiting students from diverse backgrounds. Over 40% of the Mesa College's student population is classified as minority and traditionally underrepresented: 13.6% Hispanic, 5.9% African American, 14.2% Asian/Pacific Islander, 5.5% Filipino, 1.2% American Indian, and 4.7% Other. Less than 50% of the student population is white (1.3).

The student learning programs relevant to the College's mission statement are designed to serve a diverse and multicultural group of students with varying abilities at the College and are targeted toward the concepts of access, retention, and success. These programs span the student's academic life at the College, and range from matriculation and orientation for new students, to personal growth courses, co-curricular activities and study abroad programs. The academic resources provided by administration, the College Transfer Center and the Learning Resource Center's career collection provide additional support to programs that develop a workforce of graduates to enhance economic growth of the region through business, labor, government and civic partnerships.

During the 2002-2003 academic year, the President's Cabinet addressed the issue of revising the Mission Statement. The Academic Affairs Committee was charged to review it, and a sub-committee of the Academic Affairs committee chaired by the Vice-President of Instruction revised the College's Mission and Goals. This action resulted in reassessment of the role of the College as it serves both the students and the community. The revised mission statement reflects the College's current programs and services. This revision also ensured alignment with the new accreditation standards, as well as community and legislative needs. The new Mission Statement was adopted in 2003. The revised mission, goals and objectives appear under the Statement of Philosophy and Mission and Goals in the 2003-2004 catalog (1.1).

In spring 2002, the President's Cabinet charged the Research Committee (co-chaired by the Dean of Instructional Services/Economic Development and the Chair of Behavioral Sciences) with developing Student Learning Outcomes (SLOs) for the Associate degree. These SLOs are aligned with Mesa's revised mission statement. Both the mission statement and the SLOs were shared with the faculty at the beginning of the fall 2003 semester and approved by the President's Cabinet in spring 2004. Although the current mission statement does not utilize specific student learning outcomes language, the College is committed to the spirit of such outcomes, presently described in the mission statement as student success (1.4).

Based on students' goals, objectives and student satisfaction surveys, an enrollment management plan is designed and implemented in collaboration with the participatory governance team and is implemented to meet the needs of students. This process has many steps and is reviewed and adjusted as course schedules are constructed.

In an effort to maintain coherence between institutional planning and the mission statement, the College utilizes the mission statement as a reference document as it regularly meets to discuss issues related to enrollment management, student success, etc. Stakeholders have many opportunities to participate in instructional and institutional planning and decision making.

The mission statement is reviewed regularly as needed to address internal and external demands such as legislative, budgetary, and economic issues, evolving demographics as well as curriculum shifts that prompt change.

The Mesa College mission statement is approved by the governing board and published annually in the College catalog, the President's Cabinet report, the President's midsummer planning mailing, and the planning information packet distributed at the beginning of each fall semester to faculty, administrators, and classified staff. A standing committee of the Academic Senate, the Academic Affairs Committee makes regular revisions to the College's mission statement based on curricular shifts, external factors, and recommendations from the President's Cabinet (1.5). The mission statement then proceeds through a revision process that reflects participatory governance input prior to its subsequent return and adoption by the President's Cabinet and then is forwarded to the Board of Trustees for their approval process. As the cornerstone document of the College, the mission statement effectively provides the frame of reference for student learning outcomes, institutional planning and decision-making.

### **Appraisal**

Mesa College's commitment to provide education and services that promote access, retention, and success is entirely appropriate to an institution of higher learning, particularly at the community college level, with its open enrollment format. Further, Mesa's primary mission, which is to provide:

- Lower division curricula in Arts and Sciences, with an emphasis on transfer to baccalaureate institutions
- Programs in career and technical education
- Programs which promote regional economic development;

ensures that virtually any member of the community can find a program at which she or he may not only apply, but, considering the wide array of student services offered by the College, excel. Mesa's recently adopted learning outcomes represent a further step that the College has taken to diversify its stake in the dynamic relationship between students and the services offered by the school.

The Research Committee's enhanced breadth and scope has already had a positive effect, as it is currently focusing more specifically on student learning outcomes. The implementation of these outcomes is appropriate based on Mesa's organization. The College recently updated its 2003-2004 catalog, and there is anticipation that perhaps at its next revision, the mission statement could make those learning outcomes explicit. The mission statement remains the benchmark for all planning and procedures at the College; thus it becomes imperative for it to reflect the continuously changing landscape of higher education (1.6).

The College frequently administers a variety of surveys in order to determine how faithfully and accurately the mission statement is being applied to its student population. The information gathered from point-of-service and satisfaction surveys drives the planning of facilities, for example (1.7, 1.8).

A recent development in the life of the College is a renewed relationship with District Institutional Research and Planning. This sector of the District is able to provide specific

feedback to the College (and District) via its reports, some of which cast a very candid light on instructor and student expectations. Additionally, a District liaison has been assigned and attends standing committee meetings (e.g. Research Committee). However, exit and employer survey information, student learning outcomes assessment, faculty-driven research projects, comparative analyses of academic performance and student engagement analyses continue to be insufficient. The absence of exit and employer survey information leaves a gap in the College's ability to gauge how well it meets this aspect of its mission. The College continues to maintain a strong connection to area employers and the community providing economic and career development (1.9).

The process for periodic review of the mission statement as part of the participatory governance structure is employed by the Mesa College community. A standing committee of the College, the Academic Affairs Committee, regularly meets and part of its charge is to review the mission statement as needed. The Academic Affairs Committee met in fall 2003 and discussed the need to establish a more routine approach towards the review of position papers, documents that provide guidance for regular review and/or revision to existing academic policies and procedures (1.10). The Academic Affairs Committee reported to the President's Cabinet the necessity of reviewing and updating all position papers so that they reflect current student and community demands. For example, the committee reviewed the College's curriculum balance plan, College mission statement, reassigned time and academic program review during the 2003-2004 academic year. The committee has recognized the need for updating documents and during fall 2003 instituted new procedures to periodically review all position papers and present the reviewed/revised documents to the President's Cabinet (1.11). The recent trend in higher education to emphasize student learning outcomes has placed the burden on committees of this nature to take a hard look at what exactly the College says it can provide to its students. Mesa College, in its most recent revision of the mission statement, has taken an important first step toward a clear articulation of how it intends to proceed along these lines. A perusal of the College's catalogs over the past three or four years shows language consistent with the College's commitment to the needs of the students. The changing demands of the student population are frequently considered as the mission statement is reviewed.

For example, when the President's Cabinet charged the Research Committee with developing student learning outcomes (SLOs) for Mesa College, the Committee used the College mission statement and the 2002-2003 catalog Statement of Philosophy as the foundation for their development. As a result, the Research Committee approved six student learning outcomes for the Associate degree and a timeline for implementation during 2003-2004. In summer 2003, the student learning outcomes were distributed to faculty and staff in the President's mid-summer mailing (1.12). As detailed in the timeline, the next steps are for review by departments and schools in early fall, followed by submission for approval to the Academic Affairs Committee and the President's Cabinet. This approval occurred in the spring 2004. In turn, these dynamic and comprehensive changes have prompted the Flex Subcommittee at Mesa to add programs, activities, and events aligned with Mesa's revised mission. These professional development opportunities are included with other workshops in Mesa's Instructional

Improvement Handbook. All of these activities are available online at the Instructional Improvement (Flex) website. Because this website is managed at the District level, all three colleges' staff development workshops are made available to Mesa's faculty (1.13).

## **B. Improving Institutional Effectiveness**

### **Description**

Mesa's self-reflective dialogue with regard to institutional effectiveness is manifested throughout the College. Point-of-service and satisfaction surveys are regularly administered to students utilizing various services. Instructional faculty and staff contribute to systematic academic program reviews and are engaged in the execution and completion of integrated course outlines, which explicitly state each discipline's goals for student learning outcomes. Both classified and contract employees participate in surveys that affect the life and culture of the College. The classified staff and certificated personnel in the student services area participate in the preparation of student services program reviews and are engaged in the self-reflective dialogue about point-of-service evaluation, as well as with resource allocation and planning. The Academic Senate, Classified Senate, Associated Students, and the President's Cabinet make weekly and regular reports to the College community.

College goal-setting concerning student access, retention, and student success is evaluated and planned in an integrated manner between Student Services and Instructional programs. The tools currently in place for measuring these qualities are located in the aforementioned integrated course outlines as well as academic and student services program reviews (1.14). College committees such as the Research Committee, Instructional Improvement (Flex) activities, and annual Associated Students' retreat, offer opportunities for the College community to stay abreast with recent developments vis-à-vis student learning outcomes and to work collaboratively towards their achievement. The College's goals are set at the annual President's Cabinet Retreat (1.16, 1.17, 1.18). The College's stated goals are annually reviewed, revised, developed and approved by the President's Cabinet and then submitted to the Board of Trustees. Publications generated by the College, by the District, or delivered by outside sources provide the supporting quantitative and qualitative evidence necessary to demonstrate progress toward achieving those goals. Contingent upon availability, resource allocation follows upon determination of student needs as they are articulated in the College's mission statement. The planning process is dynamic and involves virtually all of the appropriate College constituencies.

The College has structured its dialogue model to allow for active participation by giving its constituents the opportunity to provide input and feedback through their participatory governance representatives. The process emphasizes point-of-service and is open at all levels. Leadership groups channel the dialogue, but input into the process is dynamic and discussions are expanded at all levels. The President's Cabinet is representative of all College constituents. Each representative is able to bring topics to the table for discussion

and further action as necessary. In addition, others in attendance at these regularly held, open meetings may also present issues and concerns for discussion and possible action.

Administrators, faculty, classified staff and student leaders are available to attend school, committee, and department and student leadership meetings to hear concerns and dialogue regarding issues. This information may result in further discussion at the participatory governance table; assignments to examine all concerns related to the issues are fully explored in order to bring about resolution. The exploration can take the form of surveys and discussions that may outline options. Results of this dialogue include the revision of the mission statement, the Research Committee's charge to develop student learning outcomes for the Associate degree, professional development opportunities such as Fourth Friday meetings and Instructional Improvement Days, and advocacy for the improvement of the College's cafeteria and student parking.

The College has established an on-going planning process which, although it is broad in scope and mirrors the fiscal year, has the ability to reflect the limitations in a balanced manner. The enrollment management process has developed into a data-based decision-making process. Planning documents such as Enrollment Tallies Reports are distributed and discussed at department meetings and have become integral to schedule planning and are closely monitored. An integrated process has been developed to include planning systems, contract faculty hiring process, and facilities planning. The integrity of the institution is maintained by realistic adjustments of enrollment and curriculum balance objectives based on College-wide input and budgetary constraints. The data needed to support curriculum development and revisions, the class and catalog development is coordinated by the Office of Instructional Services and Economic Development (1.19).

In August 1999, the College created a new position, the Dean of Instructional Services and Economic Development. The dean is responsible for developing systems and mechanisms for the collection and analysis of data and works as a liaison with the District Office Institutional Research and Planning to design, implement and analyze data. The office focus is presently transitioning into one that will play a more active role in College-based research. The dean is working closely with the District-appointed researcher to assist in the development of surveys delineating the College's specific needs. The District has become increasingly aware of the College's need to manipulate District raw data and reports. This office also provides support for scheduled planning activities through the compilation and distribution of supportive documents.

This strategic planning process was also instrumental in the restructuring of the College's Research Committee, co-chaired by a faculty member and the Dean of Instructional Services and Economic Development, to include a focus on College-wide and classroom research needs. This Committee coordinates its research efforts with those of the District Institutional Research and Planning Office to develop research questions for investigation that accurately reflect Mesa's priorities. Specifically, this Committee was charged with developing the student learning outcomes for the Associate degree level. These outcomes were developed during spring 2003 and a first draft of outcomes was approved by the Research Committee and distributed to faculty, staff, and administration in the President's

mid-summer update and planning packet. Revision to these outcomes continued with subsequent approval in spring 2004 as the Research Committee received and reviewed the feedback and recommendations from various members of the College community. In addition, the Research Committee recently purchased a software package, Survey Select, for use in pilot assessments of these outcomes. The software package will also be used to conduct other assessments in conjunction with academic program review activities. Until spring 2004, the College also maintained a license for a statistical software program, SPSS, for data analysis related to student learning outcomes and other assessment activities. However, due to budget constraints, the College was unable to renew a software program for data analysis.

Multiple College groups such as the President's Cabinet, Academic Senate, Classified Senate, Dean's Council, Departments, Outreach Council, Mesa's Student Services Council, and Associated Students, participate in the on-going planning process which involves the review of previous year's data. Presently, only a small section of the College seeks external funding to support enrollment management and curriculum balance objectives.

The College provides support to a wide range of District databases that are pertinent to the planning needs of the College. Any collection of College- and District-wide data is available upon request to the Office of Instruction and Economic Development and is available to all through the District's website. Additionally, with the creation of the Office of Instructional Services and Economic Development, the College is now able to request information specific to the needs of the College, design surveys, and generate other tools needed to gather data rather than be limited to the District's research template. Some of these databases supported by the College are:

- Enrollment Data: student profiles; enrollment analysis data;
- FTES Data: State report summary; weekly enrollment data; WSCH/FTES data; and FTES by programs;
- Institutional Research and Planning Reports: survey reports such as faculty/staff accreditation report, 16-week schedule survey results, and point of service surveys; Board of Trustees reports; high school reports; student performance, retention and persistence reports; student equity reports; and other reports such as the relationship of enrollment and the local economy and changes from 1990-2000 census in relationship to the College service area's population and housing characteristics;
- Student Outcome Reports: numbers of degrees and certificates awarded; transfer data; student performance, retention and persistence; and performance for excellence data (1.20, 1.21, 1.22, 1.23);
- Research Abstracts that include topical studies such as "Are Students Prepared for Their English Course?" and "Implementation of the Transfer Studies Degree: Impact on Course Enrollment in District Breadth Requirement Area";
- CurricUNET faculty access to the SDCCD Curriculum Development and Workflow Automation Project to facilitate all phases of curriculum development and approval (1.24).

The College has put in place systems (joint/complementary) to ensure the effective development and systematic distribution of the information specific to the College. The scope of distribution of the information and its formats is broad, to include on- and off-campus mailings, in an effort to ensure that the information requirements of different groups within the population are met. A range of different channels of systematic distribution of the information include:

- The President's Cabinet Update (The President's Cabinet Minutes published weekly during the academic year)
- The Mesa News (The Mesa College faculty staff newsletter published five times a year and edited by the College information officer)
- The Annual Report (summer edition of Mesa News)
- The Mesa Press (student generated newspaper)
- The College and District Website (1.25, 1.26, 1.27, 1.28)

Total distribution of the Annual Report is over 2,500 copies with an estimated 52% sent to faculty and staff, and the remaining sent to specific people and organizations off campus, including state and a little national distribution. The remaining four newsletters (two published in fall, two in spring) are also distributed off campus, including state and national, with each distribution about equal to that of the Annual Report.

Through its procedures and processes for strategic planning, the President's Cabinet has initiated numerous projects to ensure and enhance effective institutional planning. An annual review of the accomplishments, outcomes, and goals takes place at the President's Cabinet retreat in the spring of each academic year. During this retreat, members of the President's Cabinet review and evaluate the progress towards achievement of the goals pertaining to different aspects of the College, as well as brainstorm possible goals for the upcoming academic year. Through this dialogue, the Cabinet has successfully identified numerous projects and engaged in strategic planning to ensure these projects lead to positive changes at the College (1.29, 1.30, 1.31, 1.32, 1.33, 1.34).

The President's Cabinet utilizes data and resources from numerous sources in its planning process, including data from District Institutional Research and Planning, student surveys and evaluations, employee satisfaction surveys and evaluations, community assessment needs, as well as academic and student services program reviews (1.14, 1.15). These sources of data help ensure the effectiveness of the projects initiated by the Cabinet. It should be noted that this strategic planning process always allows for input from all members of the College community, creating dialogue and communication throughout the College. This communication and participatory governance increases the probability of success when approved plans and programs are implemented.

Both the academic and student services program review processes have been reviewed and evaluated by the Academic Affairs Committee. The academic program review process with input from the lead writers, the Research Committee and the Deans' Council was revised to include a five-year cycle while student services became a three-year process. The role of the Academic Program Review Committee members was expanded to serve as liaisons to the lead writers. Both processes use institutional effectiveness data

to support responses, new goals, and plans of action. In addition, training opportunities and handbooks have been developed to guide writers as they prepare an academic or student services program review (1.14, 1.15).

Data pertaining to transfer, graduation, and completion rates, as well as data from student satisfaction surveys, employee opinion surveys, college climate surveys, and point of service surveys in matriculation and the Learning Resource Center (LRC) have provided the College with valuable information used to improve existing programs and services. Data also highlight areas where programs or services need to be developed, such as the need for a general on-line orientation in the area of matriculation.

In general, data from these evaluations and assessments are analyzed, summarized and presented throughout the year via the President's Cabinet Update, Mesa News, Master Plans, and various newsletters. As illustrated above, this process allows faculty, staff, and administration to make informed decisions as they plan, develop, and implement programs and services to enhance student learning.

### **Appraisal**

There is a dialogue and it is working well. The College embraces and understands the purpose of the dialogue in planning and decision making. Almost all of the faculty and staff perceived that the mission statement defines the College's broad educational purposes, its intended student population, and its commitment to achieving student learning (contract 99%; adjunct, 97%; staff, 96%). The College's effectiveness through the participatory governance process at communicating the needs of the students and instructional services has provided the vehicle for members of the College community to work well together. Recently, most of the faculty and staff reported that they were familiar with the mission statement of the College (contract 98%; adjunct, 89%; staff, 87%) and more than 86% of the faculty and staff indicated that College programs, services, and planning are consistent with the mission statement (1.35).

The planning processes at the College have become incorporated into the fabric of the College operations and recent survey reports indicate that the majority of those surveyed indicate that they are aware of the processes and that they align with the mission statement of the College (1.9). However, the survey returns are not reflective of 100% participation, and that continues to be a concern.

Data that are used are accurate and accessible. The College enhanced its ability to retrieve data specific to its needs through the expanded role of the College Research Committee and its membership.

Apparently, the public has been effectively informed about the institution's quality as evidenced by a continued strong enrollment; recent passage of a bond measure to erect new college buildings; and increased support for student scholarships by the business community.

The planning process and the results of that process have proven to be very effective over the past several years as evidenced by:

- The maintenance of instructional and co-curricular programs even during times of budgetary constraints;
- A consistency in transfer rates to the CSU and UC systems:
  - 2000-2001: Total of 1,166 students transferred to CSU/UC, with 74.3% transferring to CSU
  - 2001-2002: Total of 1,164 students transferred to CSU/UC, with 74.1% transferring to CSU
  - 2002-2003: Total of 1,152 students transferred to CSU/UC with 67.6% transferring to CSU (1.22, 1.36)
- Enrollment management and curriculum planning efforts:
  - Shift of program to a nearby college with more appropriate links (Water/Wastewater)
  - Shift of the electronics program to a sister college
  - Linkage of courses with Puente Project and Mesa Academy
  - Changes in ESL and English course sequencing and numbering
  - New program development: Geographic Information Systems, Chemistry Technician, and Dietetic Service Supervisor
  - Development of new student clubs and honor societies
  - Development of a Writing Center
  - Redesign and relocation of such programs as the EOPS Office, Transfer Center; AS Office (1.37, 1.38, 1.39, 1.40).

Examples of improvements include transfer center expansion, scholarship expansion for students, increases in online applications, and changes to the food services and facilities. In addition, the Learning Resource Center (LRC) has implemented upgrades and additions to its databases, integrated the library's catalog with the LRC website, and expanded the Library Instruction program.

These data and assessment processes have also influenced the development of new programs and services, such as the creation of the writing center and service learning program, the launching of CurricUNET for integrated course outlines and construction of new facilities (Humanities, Languages, and Multicultural Studies Building). Analysis has also led to changes in parking policies through the implementation of flex parking for students beginning in fall 2003, in addition to the partnerships with Kearny High School and the parking agreements with Muir School. A major change in the 2002-2003 academic year included the implementation of the 16-week schedule and extensive Instructional Improvement (Flex) program. Data collected throughout the year from faculty pertaining to this Instructional Improvement (Flex) program has led to some modifications designed to improve this process in the 2003-2004 academic year.

### **Plans of Action**

The process for the mission statement's regular review and revision has recently been codified through the College participatory governance apparatus. It only remains for the

College, through its participatory governance bodies, to monitor community needs as they relate to the mission statement, and then to make the appropriate changes as necessary.

Mesa College communicates its mission internally and externally. The overall effectiveness of its mission is determined by a participatory planning process that includes College-wide student services, instructional and facilities master planning committees. The success of the Proposition S campaign is an example of how the College's effective planning provided needed data for the campaign. Currently, there are various planning groups dedicated to specific aspects of the facilities master plan. Many of these committees are comprised of school or department faculty, who utilize academic program reviews and discipline requirements to prioritize and plan the functionality of their respective buildings and how these buildings will fit into the overall College plan. In addition to academic needs, the facilities master planning will also include the needs of students and the community. For example, parking has remained a persistent concern of the community. Therefore, construction of a parking facility will maximize parking spaces and ensure a safe traffic flow once the College begins its building projects. Additionally, the facilities master plan committee has compiled a list of sixteen construction projects, representing an array of various student needs. Among these are a new or remodeled facilities for tutoring, testing, financial aid, accounting, and admissions. All of these new or remodeled facilities have clear and long-term impacts on those things most clearly germane to the mission statement – access, retention, and success (1.31).

The College will develop and implement more extensive retention programs on campus. The number of learning communities will expand beyond the freshman experience, as we work to address the challenges of enrollment logistics and the processes for faculty to create learning communities are streamlined. The longitudinal student success data will provide justification for long-term institutional and fiscal commitments to the College's effective student retention programs. In order to better facilitate the mission statement's charge, a closer working relationship between student services and instructional programs would contribute to a strengthening of the retention programs currently in existence.

The development of student learning outcomes will remain a focus for the College. The first draft of student learning outcomes for the Associate degree was reviewed and revised, incorporating feedback from faculty and staff. The final version of these outcomes was presented to the Academic Senate, Academic Affairs Committee, and President's Cabinet and approved in spring 2004. A main goal pertaining to student learning outcomes is their eventual incorporation into the Mission Statement, which will continue to serve as the benchmark for planning at Mesa College.

Faculty will continue to play an important role in determining appropriate measures of assessment for their courses and disciplines in order to ensure that these indicators of student learning are valid. Dialogue among the different campus constituents through various flex activities, Fourth Friday presentations, and other group events will further explore various outcome measures. In addition to current outcome measures (such as

grades, certificate and degree attainment, transfer rates, and subsequent occupational success), the schools, disciplines, and/or departments may develop additional assessment measures. It is important to note there may be variation among disciplines in the operational definitions of these outcomes, and as a result, there may also be variation in assessment measures from discipline to discipline.

Pilot assessment projects should be scheduled to provide data and feedback pertaining to successful student learning both at the College level and the discipline level. There will also be an increased focus on certain input measures, such as the replacement of numerous unfilled contract faculty and staff positions, to aid in the rebuilding of some departments and allow for expansion of other departments. This focus on hiring full-time contract personnel will increase the number of individuals available to address the large task of assessment development and implementation.

Furthermore, the need for research-based outcomes data at the local level remains at the forefront. Access to such data may enhance the College's ability to anticipate community needs and respond to queries regarding employability of student and transfer readiness. Further, the additional research capabilities will enhance the College's outward involvement as it seeks new community and business partnerships and by increasing its collaboration with community organizations in addressing critical, social and urban problems, especially as they relate to educational access and employer needs. An example of one such collaboration is the proposed building of the "middle college" – high school adjacent to the College.

The Research Committee will continue to address research issues pertaining to student learning outcomes (such as the planned pilot assessment projects) and communicate these needs to the District Institutional Research and Planning Office, most often through the liaison member(s) of the Research Committee, Academic Affairs Committee, and Academic and Student Services Program Review Committees.

Although a renewed relationship with District Institutional Research and Planning has been noted in this document previously, this relationship could yet bear further strengthening. With the current scrutiny on student learning outcomes demanding quantitative and measurable results, it would benefit the College in the long term to retain a full-time researcher. This would allow the nuances and vagaries of planning, academic program review, and revision of the mission statement to have an on-demand resource capable of meeting these demands. The office of Instructional Services and Economic Development is currently set up in such a way that a dedicated researcher could easily be accommodated.

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

1. integrating Student Services and Instructional programs to strengthen access, outreach, retention and publicity;
2. expanding the development and the incorporation of institutional research in all facets of institutional planning.

## List of Evidence

- 1.1 Mesa College Mission Statement
- 1.2 Mesa College Updates, 1999-2003
- 1.3 Profiles, Fall 2001 - Spring 2003
- 1.4 Mesa College Catalog, 2003-2004
- 1.5 Academic Senate Committees Handbook/Leadership Manual
- 1.6 Research Committee Minutes
- 1.7 Student Satisfaction Survey, Fall 2001
- 1.8 Point of Services Survey Reports, Fall 2002
- 1.9 Mesa College Accreditation Survey, Spring 2003  
[http://www.sdccd.net/research/IRP\\_reports/](http://www.sdccd.net/research/IRP_reports/)
- 1.10 Position Paper #1, Mission Statement
- 1.11 Academic Affairs Committee Minutes
- 1.12 Associate Degree Level Student Learning Outcomes
- 1.13 Mesa College Instructional Improvement (Flex) Handbook  
<https://faculty.sdccd.net/facflex>
- 1.14 Academic Program Review Handbook
- 1.15 Student Services Program Review
- 1.16 President's Cabinet Accreditation & Planning Retreat, 2003
- 1.17 President's Cabinet Planning Retreat, 2004
- 1.18 President's Cabinet Retreat Minutes, 1999-2004
- 1.19 Enrollment Analysis, Fall 2002 and Spring 2003
- 1.20 Retention Report
- 1.21 Student Success Report, 2000
- 1.22 Transfer to Private and Out of State Institutions
- 1.23 Student Outcomes, Second Quarter Report
- 1.24 CurricUNET Website, <http://www.sdccdcurricu.net/sdccd/>
- 1.25 President's Cabinet Updates
- 1.26 The Mesa News, Faculty/Staff Newsletter
- 1.27 The Mesa Press
- 1.28 College and District Websites:  
Institutional Research and Planning: <http://www.sdccd.net/research/>  
Student Web Services: <http://studentweb.sdccd.net/>  
SDCCD Online: <http://www.sdccdonline.net/>  
Mesa Self-Study: <http://accreditation.sdmesa.net>
- 1.29 Overview of Strategic and Long-Range Planning
- 1.30 Proposition S Bond Election Capital Projects Materials
- 1.31 Facilities Master Plan
- 1.32 Facilities, Strategic Plan for Proposition S Projects
- 1.33 Facilities, Master Facilities Needs List
- 1.34 Priorities for Proposition S Projects
- 1.35 Employee Opinion Surveys
- 1.36 Transfer to Private and Out of State Institutions, 2000
- 1.37 Student Services Master Plan
- 1.38 Student Services Master Plan, 1999-2001 (Executive Summary)
- 1.39 Student Services Master Plan, 2001-2004
- 1.40 Student Services Plans and Activities

## **Supplemental Documents**

Academic Program Review Handbook  
Academic Senate Committee Lists  
Academic Senate Statement of Instructor's Rights and Responsibilities  
Accreditation Self-Study, 1998  
District Research Data (see specific references)  
Educational Master Plan Resource Document  
Graduation and Completion Rates (IRP)  
Master Calendar of Major Events Resource  
National and State Licensure Boards Resource  
Point of Service Surveys (i.e. LRC – student and faculty)  
President's Mid-Summer Mailing  
Research Abstracts (under 1.18 p.9)  
San Diego Community College District 2001 Fact Book  
San Diego Community College District, 2001-2005 Principles and Priorities  
San Diego Mesa College's Budget Summary/Updates, 2000-2004  
Student Services Program Review