

DRAFT 04/20/10

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 where 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, it was 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, the other 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 depicting 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 where 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 where enrollment and productivity data, student success data and diversity along with 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 very 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, 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 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 is 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 Proposition 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 their role.** This goal continued to be addressed by the College and with the hiring of the Dean of Student Affairs in XXXX, 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.*