

**SAN DIEGO MESA COLLEGE
SELF-STUDY PROCESS FOR ACCREDITATION EVALUATION
ACCREDITATION FORUMS**

This packet contains reference materials to guide the Steering Committee and other participants in the review and discussion of Mesa's Self Study. Please carefully review these documents and bring them to each session of the scheduled Accreditation Forums (please see page 2). The purpose of this cover sheet is to briefly describe the references and then explain how the Forums will be conducted.

An important part of the Self-Study process, these Accreditation Forums are designed to provide an opportunity for the Mesa College community to learn about the accreditation process and provide a venue for dialogue concerning the four Standards. Mesa's process to develop its self-study included:

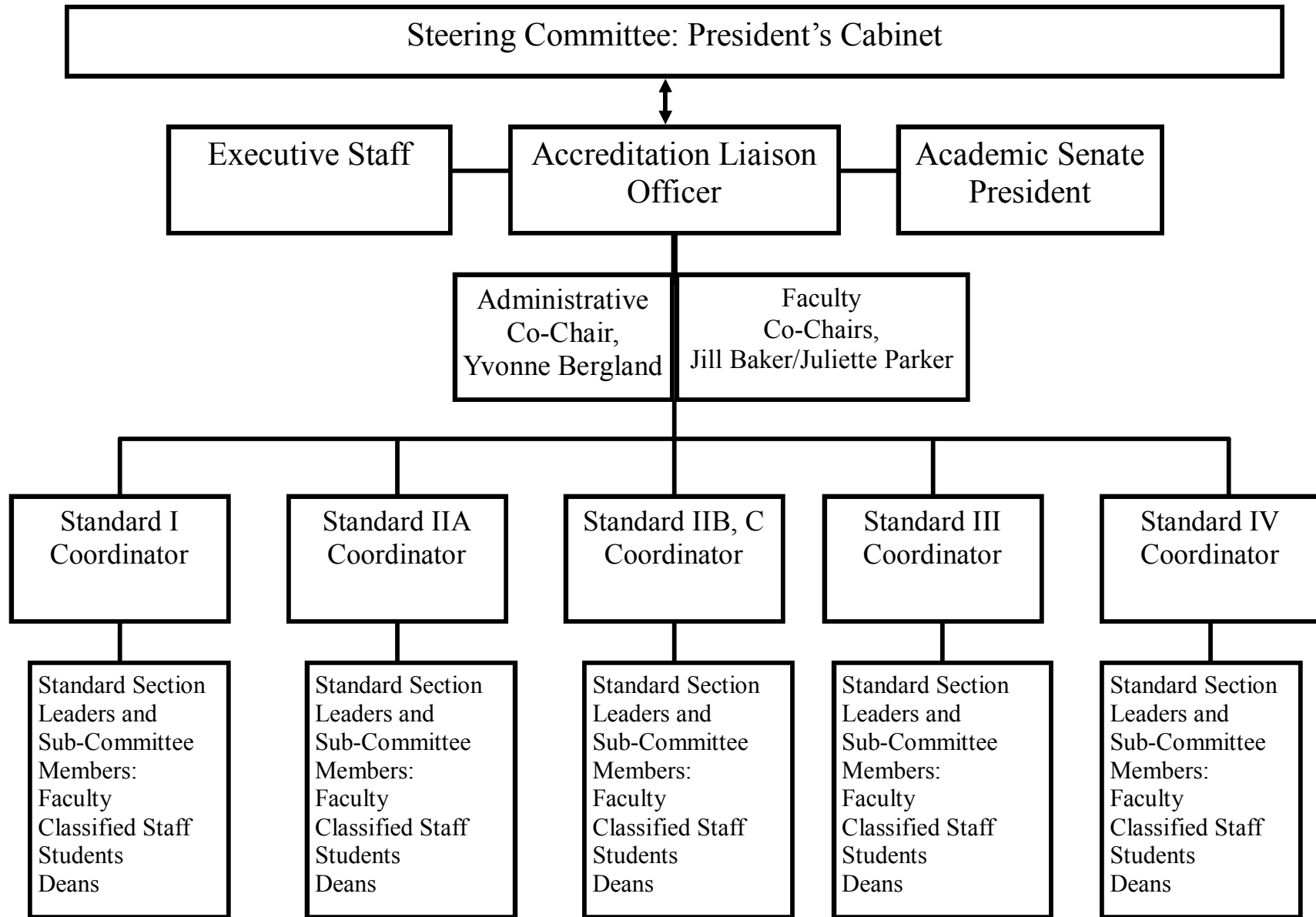
- The creation of a Steering Committee (please see page 1) and five (5) standard subcommittees, each lead by a Standard Coordinator and an appropriate number of section leaders. Faculty, staff and administrators self-selected membership in one of these subcommittees.
- The development of the self-study, beginning in fall 2008, under the guidance of the Self Study Co-Chairs, also tasked with being lead writers.
- The development of templates containing questions from the "Guide to Evaluating Institutions" and used by the subcommittees to collect information and evidence that the lead writers used to create the Self Study.
- In addition to the information provided by the subcommittees, the lead writers consulted various resources including the original 2004 Evaluation Report from the Accrediting Commission (please see pages 4 to 9) and the results the Focused Mid-Term Report (please see page 10). The commendations and recommendations contained in these two reports were used by the lead writers when responding to the appropriate parts of the standards involved.

Page 3 of the packet describes how each of the standards will be presented and reviewed by the Steering Committee. Please note that we will not engage in rewriting of the standards but focus on their review to ensure that the information is correct. The standards will be distributed by the Self Study Co-Chairs to the Steering Committee and the college for their review and feedback. Submission of feedback and supporting evidence to them must occur prior to the scheduled forum. Each forum will follow the same agenda below for the weekly 3:30 – 4:30 pm meeting:

1. A brief, general overview of the standard being reviewed will be given by the standard coordinator and/or lead writer. This overview will summarize the standard and include challenges as well as commendations.
2. Review and discussion of issues submitted by the Steering Committee and college
3. Review and discussion of issues arising during the meeting
4. Issues requiring in-depth discussion will be referred to the scheduled, one-hour Friday meeting. A short report on the results of this meeting will be presented at the next Forum.
5. New information or items to be added to the Self Study will be the decision of the Steering Committee. If a decision cannot be made, the ALO and Self Study Co-Chairs will be directed to do further research and report back to the Steering Committee.

San Diego Mesa College Accreditation Self Study, 2010

Accreditation Steering Committee



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

Presentation of Self Study Standards to Steering Committee/President's Cabinet

After review of the standard by the Coordinator and committee, it will be presented and reviewed according to the schedule by the Steering Committee and campus community using the following process. Please note the purpose of these meetings is to review and then to correct or give correct information as of 12/31/09 concerning the Self Study Standards, not to rewrite them.

1. The Accreditation Lead Writers will review and process the feedback received from the Standard Coordinator and membership.
2. The standard will be sent to members of the Steering Committee and the college's DL for review one week in advance of the scheduled review session.
3. Members of the Steering Committee will review and discuss the standard. Information to be added to the Self Study will be determined by group based upon input from the Standard Coordinator, lead writers and ALO. When appropriate, evidence will be provided by the individual(s) requesting the revision to the standard.
4. Any items discussed by the Steering Committee that require further research and discussion will be referred for review at a special meeting scheduled Friday afternoon by the Standard Coordinator, lead writer(s) and ALO.
5. The lead writers will incorporate approved feedback into the standard. Appropriate evidence will be included. An update will be provided to the Steering Committee at the next meeting.
6. The finalized standard will be reviewed by the Steering Committee as scheduled.

01/15/10

YB/cp

EVALUATION REPORT

SAN DIEGO MESA COLLEGE

7250 Mesa College Drive
San Diego, California 92111

A Confidential Report Prepared for
The Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

This report represents the findings of the evaluation team that visited
San Diego Mesa College on October 4-7, 2004

Dr. Victoria P. Morrow, Team Chair

Visiting Team Members

Dr. Victoria Morrow (Chair)
Executive Vice Chancellor
Chancellor's Office Calif Community
Colleges

Mr. Michael Barendse
Dean, Finance and Administration
Marymount College

Dr. Heather Brown
Director, Institutional Research
Cypress College

Mr. David Follocco
Vice President, Student Services
West Los Angeles College

Ms. Marianne Franco
Professor, Div. of Language and Language Arts
Modesto Junior College

Ms. Karin Guzman
Counselor
Santa Rosa Junior College

Dr. Julie Hanks
Reading Instructor
Cabrillo College

Ms. Theresa Tena (Assistant)
Specialist, Financial Planning &
Administration
Chancellor's Office of the California
Community Colleges

Mr. William Karns
Vice President for Instruction/Student
Learning
Cosumnes River College

Dr. Lydia Ledesma Reese
President
Oxnard College

Ms. Judy Mowrey
Librarian
De Anza College

SUMMARY OF THE EVALUATION REPORT

INSTITUTION: San Diego Mesa College

DATE OF VISIT: October 5-7, 2004

TEAM CHAIR: Dr. Victoria P. Morrow
Executive Vice Chancellor, System Office
California Community Colleges

Summary

Mesa College is in compliance with most of the eligibility requirements. It is encouraged to further develop its structures and processes for institutional assessment, planning and evaluation. The college's responses to the recommendations of the prior visiting team report are largely complete and current, and in most cases represent fulfillment of the recommendations. The exception concerns the support for the research function at the college.

Based on the self study, resource documents and interviews with Mesa College personnel, it is clear that the college is in compliance with standard I.A and portions of I.B. The college has recently revised its mission statement to affirm its commitment to student success. There is evidence that the college considers the mission in its planning and decision making. With respect to institutional effectiveness, new student learning outcomes (SLOs) emerged from constructive college-wide dialogue. The college has new academic and student services program review cycles and procedures. However, college assessment, planning, and evaluation processes need to be improved, expanded and integrated.

Overall, the team found that the college meets or exceeds the expectations of Standard II. The college has an impressively broad array of outstanding instructional programs whose faculty approach the assurance of quality with a palpable avidity and deep sense of purpose. In the specific areas of student services and library and learning support services, the college deserves special recognition, and overall, the college should be strongly commended as being a student-centered institution.

An evaluation of human, physical, financial, and technological resources relative to Standard III shows that the college intends to connect the deployment of its resources to the accomplishment of its mission. The process of strategic planning is not stated as clearly as might have been appropriate. New facilities are being constructed thanks to the passage of a bond measure; after a multi-year time of hiring freezes, additional faculty have been hired to meet the needs of a steadily growing student population and a strategic plan for future faculty hiring has been developed; new technologies are appearing throughout campus; in a time of statewide fiscal problems, the college and district appear to be poised to prevent a major financial catastrophe. The college has provided evidence that it meets or exceeds most of the

elements of the standard, with a few exceptions.

Relative to Standard IV, scrutiny of on-site records and interviews of staff indicated that the college is in compliance with most of the standards in this chapter and is making specific efforts to address the rest.

There are two key changes in progress relative to leadership and governance. The former president of Mesa College was recently appointed as the new Chancellor for the district. An Interim President of Mesa College has been appointed. The search process is under way and the plan is to have a permanent president by July 1, 2005. There are also two interim instructional deans and there are plans for making a permanent appointment for the Dean of Social/ Behavioral Sciences and Multicultural Studies in summer 2005. The Dean of Business, Computer Studies and Technologies at Mesa is currently serving as the Interim Assistant Chancellor of Instructional Services at the district office. He will return to Mesa College once the Assistant Chancellor position has been filled, which is expected by July 1, 2005.

Commendations

The college and the district are to be commended for the following:

- The entire college is a clear example of an institution where students and their success clearly come first; this is truly a student-centered institution.
- The college has undertaken an extensive process of internal dialogue and self-discovery in regard to the issue of student learning outcomes, demonstrating a notable professionalism in undertaking a difficult task that was not initially attractive to at least some if not many members of the community.
- The college makes effective learning resources support a clear priority, and the learning support staff provide what is clearly outstanding support for the learning process.
- The college has focused on student learning and community as it has begun the new construction. Students clearly appreciate the new facilities and are utilizing them heavily.
- The college has established financial integrity, uses its resources responsibly and provides detailed financial information throughout the college community.
- The college leadership provides strong support of shared governance structures, processes and practices.
- The institutional leaders have facilitated an environment that supports both best practices and continuous improvement of the institution.
- There is a district-wide curriculum and schedule that provide exceptional access for students and facilitate their ability to obtain the education they want and need.

- The board of trustees is committed to avoiding the divisiveness of prior boards and working together with faculty, staff, the community, and each other to ensure a strong and purposeful organization even in the face of severe budgetary challenges.
- The new chancellor is building upon the fine traditions of the San Diego Community College District by strengthening district-wide communication and coordination, and by taking steps to ensure that the district uses its resources as effectively as possible to support the educational programs of the colleges.

Recommendations

- 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).
- 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).
- 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).
- 1.4 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.)
- 1.5 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).
- 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)

- 3.2 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)
- 4.1 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).
- 4.2 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)



**ACCREDITING
COMMISSION
for COMMUNITY and
JUNIOR COLLEGES**

10 COMMERCIAL BOULEVARD
SUITE 204
NOVATO, CA 94949
TELEPHONE: (415) 506-0234
FAX: (415) 506-0238
E-MAIL: accjc@accjc.org
www.accjc.org

Chairperson
E. JAN KEHOE
CCLDIF

Vice Chairperson
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CLARE GOLDBERG

January 31, 2008

Dr. Rita Cepeda
President
San Diego Mesa College
7250 Mesa College Drive
San Diego, CA 92111

Dear President Cepeda:

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting on January 9-11, 2008, reviewed the Focused Midterm Report submitted by San Diego Mesa College. The purpose of this review was to assure that the recommendations made by the evaluation team are addressed by the institution and that the college has also addressed the self-identified plans for improvement which were included in the institutional self study.

The Commission took action to accept the Focused Midterm Report. The Focused Midterm Report will become part of the accreditation history of the college and should be used in preparing for the next comprehensive evaluation.

The Commission requires that you give the report and this letter appropriate dissemination to your college staff and to those who were signatories of your college report. This group should include the Chancellor, campus leadership, and the Board of Trustees. The Commission also requires that all reports be made available to students and the public. Placing copies in the college library can accomplish this.

Please note that the next comprehensive evaluation of San Diego Mesa College will occur in **Fall 2010**.

On behalf of the Commission, I wish to express continuing interest in the institution's educational programs and services. Professional self-regulation is the most effective means of assuring integrity, effectiveness, and quality.

Sincerely,

Barbara A. Beno, Ph.D.
President

BAB/tl

cc: Dr. Constance Carroll, Chancellor, San Diego CCD
Ms. Elizabeth J. Armstrong, Accreditation Liaison Officer
Board President, San Diego CCD