

ARCC 2009 Report: College Level Indicators

San Diego Mesa College

San Diego Community College District

College Self-Assessment

For Mesa College, ARCC 2009 presents itself as a turning point with conflicting outcomes. In ARCC 2008, Mesa's performance on four indicators improved over the previous year's; however, ARCC 2009 shows that one of these four indicators (Improvement Rate for ESL) improved for the second consecutive year while our performance on the remaining three indicators has since declined (Annual Successful Course Completion Rate for Vocational Courses, Improvement Rate for Credit Basic Skills Courses, and Percent of Students Who Earned at Least 30 Units, the last by only one-tenth percent). Conversely, in all areas that exhibited declines last year, Mesa reversed the trend and showed improvement this year (Student Progress and Achievement Rate (SPAR), Persistence, and Annual Successful Course Completion Rate for Credit Basic Skills Courses). While Mesa's headcount and FTES increased, any changes in demographics were fractions of a percent.

Although pleased that we performed above our peer group average on the SPAR, particularly since the statistical model for this indicator has the highest predictive quality of all indicators, we are concerned and puzzled by our below-average performance relative to our peer colleges on the remaining indicators. The District Office of Institutional Research and Planning (IRP) recently conducted a demographic analysis of the ARCC 2008 data. Mesa will use the results of the analysis to identify any groups that are under-represented in achieving positive outcomes on the ARCC indicators and then ensure that the appropriate support is provided. We continue to strive toward the goal of meeting our peer group averages in the future.

Mesa's 2008 self-assessment presented the College's initiatives for improving performance on the ARCC indicators. Currently, plans are underway to evaluate the effectiveness of these efforts, as outlined in Mesa's Research Planning Agenda 2008-2009 and the 2008 Basic Skills Action Plan. Given the College's increased focus on Basic Skills, the downturn in Mesa's Improvement Rate for Credit Basic Skills Courses is of particular concern and we will further explore data from the District's internal Basic Skills Report and the 2007 administration of the Community College Survey of Student Engagement (CCSSE) Basic Skills oversample. CCSSE data has been used by the Mesa Research Committee to compile and post online research briefs that discuss the College's benchmark performance and present strategies for improving student engagement on campus. Due to budget constraints, the Silver Process focus groups were discontinued. Two major goals stated in the 2008 self-assessment have been fulfilled: Mesa acquired an online system to assist with SLO information management, and the College has fully integrated Instruction, Student Services, and Administrative Services into Program Review.

Mesa College is conducting Point-of-Service, Employee, and Student Surveys in conjunction with the District IRP Office to inform the 2010 accreditation self-study. The first annual SLO Survey collected baseline data gauging the progress, needs, and perceptions of all Instructional and Student Services programs with regard to SLOs. Using core indicators, especially ARCC, Mesa's newly-formed Strategic Planning Committee will align critical planning constructs and ensure their integration into the operations of the entire campus.

