

2017 Institutional Self Evaluation Report

IN SUPPORT OF REAFFIRMATION
OF ACCREDITATION



Submitted by: San Diego Mesa College | 7250 Mesa College Drive, San Diego, CA 92111

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

San Diego Mesa College

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December 8, 2016

Institutional Self Evaluation Report Certification Page

Date: December 8, 2016

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, CA 92111

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



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TABLE OF ACRONYMS AND INITIALISMS

AA	Associates of Arts
AACC	American Association of Community Colleges
AAHHE	American Association of Hispanics in Higher Education
ACCJC	Accrediting Commission for Community and Junior Colleges
ACE	American Council on Education
ACE	Association of Confidential Employees
ACP	Accelerated College Program
ACRL	Association of Colleges and Research Libraries
ACS	Accrediting Commission for Schools
ADA	Americans with Disabilities Act
ADT	Associate Degrees for Transfer to CSU
AFL-CIO	American Federation of Labor and Congress of Industrial Organizations
AFT	American Federation of Teachers
AHIMA	American Health Info Management Association
ALA	American Library Association
ALO	Accreditation Liaison Officer
AMS	Taskstream Accountable Management System
ANAPISI	Asian and Native American Pacific Islander Serving Institution
AO	Articulation Officer
AP	Administrative Policy
APAR	Annual Program Assessment Report
APPA	Association of Physical Plant Administrators
AS	Associated Student
AS	Associates of Science
ASC	Academic Skills Center
ASCCC	Academic Senate for the California Community Colleges
AS	Associated Student Government
ASSIST	Articulation System Stimulating Inter-Institutional Student Transfer
AUO	Administrative Unit Outcomes
BA	Bachelors of Arts
BAM	Budget Allocation Model
BARC	Budget and Allocation Recommendation Committee
BGFW	Better Grades Fee waiver
BOG	Board of Governors
BOT	Board of Trustees
BP	Board Policy
BPDC	Budget Planning and Development Council
BS	Bachelors of Science
BSI	Basic Skills Initiative

BSILI	Basic Skills Initiative Leadership Institute
BSSOT	Basic Skills Student Outcomes and Transformation Grant
CA	California
CACM	Culinary Arts/Culinary Management program
CAHIIM	Commission on Accreditation for Health Information and Informatics Management Education
CAM	Campus Allocation Model
CARE	Cooperative Agencies Resources for Education
CAVE	Campus Audio Visual Equipment
CBA	Collective Bargaining Agreement
CCAP	College and Career Access Pathway
CCC	California Community College(s)
CCCAA	California Community College Athletic Association
CCCCO	California Community College Chancellor's Office
CCD	Community College District
CCFS	Apportionment Attendance Report
CCL	Community College League
CCLC	Community College League of California
CCP	College Commission Policy
CCR	California Code of Regulations
CDAC	Campus and Diversity Advisory Council
CDAIE	Committee for Diversity, Action, Inclusion and Equity
CDR	Cohort Default Rates
CE	Continuing Education
CED	Campus Employee Development
CELSA	Combined English Language Skills Assessment
CENIC	Corporation for Education Network Initiatives in California
CEO	Chief Executive Officer
CEOCCC	Chief Executive Officers of the California Community Colleges
CERS	California Environmental Reporting System
CHP	Classified Hiring Prioritization Committee
CIC	Curriculum and Instructional Council
C-ID	Course Identification Number
CIL	Center for Independent Learning
CIP	Classification of Instructional Program
CLEP	College Level Examination Program
COA	Committee on Outcomes and Assessment
COC	Citizens Oversight Committee
COLA	Cost of Living Adjustment
COMS	Communication Studies
COR	Course Outline of Record
CORA	Center for Organizational Responsibility and Advancement

CR	Course Report
CRC	Curriculum Review Committee
CRLA	College Reading and Learning Association
CRUISE	Creating Rich Unique Intellectual Student Experiences
CSU	California State University
CT	Classroom Tutor
CTE	Career Technical Education
CUE	Center for Urban Education
CUPA	California Unified Program Agencies
DAAPP	Drug and Alcohol Prevention Program
DANTES	Defense Activity for Non-Traditional Education Support
DCP	Directed Clinical Practice
DDESC	Districtwide Distance Education Steering Committee
DE	Distance Education
DETA	Distance Education Training Activity
DGC	District Governance Council
DOE	Department of Education (Federal)
DSC	District Service Center
DSPS	Disability Support Programs and Services
EAP	Employee Assistance Program
ECMC	Education Credit Management Corporation
EDD	Employee Development Department
EDUC	Education
EEO	Equal Employment Opportunity
EMP	Educational Master Plan
EMS	Enrollment Management System
EMSI	Economic Modeling Specialists, Inc.
ENGL	English
EOPS	Extended Opportunity Programs and Services
EPA	Environmental Protection Agency
EPD	Employment & Professional Development
ER	Eligibility Requirement
ERP	Enterprise Resource Planning
ERP	Enterprise Resource Project
E-SARS	Electronic Scheduling System
ESL	English as a Second Language
ESOL	English for Speakers of Other Languages (aka ESL)
ETC	Environmental Training Center
FAFSA	Free Application for Federal Student Aid
FAST Scholars	Fostering Academic Success and Transitions Scholars
FCCC	Foundation for California Community Colleges
FERPA	Family Education Rights and Privacy Act

FHP	Faculty Hiring Prioritization Committee
FLEX	Instructional Improvement
FLSA	Fair Labor Standards Act
FON	Faculty Obligation Number
FPC	Facilities Planning Committee
FTEF	Full-Time Equivalent Faculty
FTES	Full-Time Equivalent Student
FYE	First Year Experience
GASB	Governmental Accounting Standards Board
GE	General Education
GED	General Education Development - High School Equivalency Certificate
GFR	General Fund Restricted
GFU	General Fund Unrestricted
GIS	Geographic Information Systems
GPA	Grade Point Average
HACU	Hispanic Association of Colleges and Universities
HCM	Human Capital Management
HEOA	Higher Education Opportunity Act
HIM	Health Information Management
HIMS	Health Information Management System
HIT	Health Information Technology
HR	Human Resources
HS	High School
HSI	Hispanic-Serving Institution
HTC	High Tech Center
HUDL	Software used by coaches and athletes
IA	Instructional Assistant
IB	International Baccalaureate
IE	Institutional Effectiveness
IELM	Instructional Equipment and Library Materials
IEPI	Institutional Effectiveness Partnership Initiative
IGETC	Intersegmental General Education Transfer Curriculum
ILO	Institutional Learning Outcomes
ILT	Instructional Lab Technician
IMP	Instructional Mentoring Program
IPP	Integrated Planning Process
IR	Institutional Research
IRO	Institutional Research Office
IRP	Institutional Research Planning
ISER	Institutional Self Evaluation Report (Accreditation)
ISIS	Intel System Implementation Supervisor

ISIS	SDCCD Student Information System
ISP	International Student Program
ISS	Institutional Set Standards
IT	Information Technology
JPA	Joint Powers Authority
KPI	Key Performance Indicators
LAG	Library Advisory Group
LANS	Local Area Networks
LAP	Learning Assistance Project
LATF	Learning Assessment Task Force
LCOM	Learning Community
LLRC	Library Learning Resource Center
LMI	Labor Market Information
LMS	Learning Management System
LOFT	Learning Opportunities for Transformation Center
LRC	Learning Resource Center
M2C3	Minority Male Community College Collaborative
MAAP	Mesa Academics and Athletics Program
MAG	Microcomputer Advisory Group
MBTI	Myers-Briggs Type Indicator
MDTP	Mathematics Diagnostic Testing Project
MET	San Diego Metropolitan Regional Career and Technical High School
MIT	Mesa Information Technology Committee
MLA	Modern Language Association
MMAP	Multiple Measures Assessment Project
MOAC	Mesa Online Advising Center
MOOCs	Massive Open Online Courses
MOU	Memorandum of Understanding
MPOE	Main Point of Entrance
MSSC	Mesa Student Services Council
MT2C	Mesa Tutoring and Computing Center
NACES	National Association of Credential Evaluation Services
NANCE	Non-Academic, Non-Classified Employees
NAT	Network Address Translation
NFI	New Faculty Institute
NPDA	National Parliamentary Debate Association
NTTP	Naval Technical Training Program
NYU	New York University
OEHS	Occupational, Environmental, Health and Safety
OIE	Office of Institutional Effectiveness
OLP	Online Learning Pathways

OPEB	Other Post-Employment Benefits
OSHA	Occupational Safety and Health Administration
OSSE	Office of Student Success and Equity
PAC	Professional Advanced Committee
PACH	Program and Course Approval Handbook
PBX	Phone System
PCAB	President's Cabinet
PDF	Adobe Portable Document Format
PERG	Personal Growth
PIE	Planning and Institutional Effectiveness
PLOs	Program Level Outcomes
POA	Police Officer's Association
POA	Priority of Assignment
POS	Point of Service (Survey)
PPT	Power Point
PR	Program Review
PRSC	Program Review Steering Committee
RAF	Resource Allocation Formula
RFP	Request For Proposal
RHIA	Registered Health Information Administrator
RHIT	Registered Health Information Technician
RP	Research and Planning Group for the California Community Colleges
SAM	Student Accountability Model
SANDAG	San Diego Association of Government
SARS	Scheduling and Reporting System
SB	Senate Bill
SCICCLRC	San Diego/Imperial Counties Community College Learning Resources Cooperative
SD	San Diego
SDCC	San Diego Community College
SDCCAO	San Diego Community College Auxiliary Organization
SDCCD	San Diego Community College District
SDHIA	San Diego Health Information Association
SDICCCA	San Diego Imperial Counties Community Colleges Association
SDMC	San Diego Mesa College
SDMCF	San Diego Mesa College Foundation
SDOLP	San Diego Online Learning Pathways
SDSU	San Diego State University
SDUSD	San Diego Unified School District
SEEDS	STEM Engagement for the Enrichment of Diverse Students
SEO	Socio-Ecological Outcomes

SEOG	Supplemental Educational Opportunity Grant
SLO	Student Learning Outcomes
SMTP	Simple Mail Transfer Protocol
SPAA	Supervisory and Professional Administrators Association
SPC	Strategic Planning Committee
SSC	Student Services Council
SSE	Student Success and Equity
SSL	Secure Socket Layer
SSSP	Student Success and Support Program
STAR TRIO	Student Tutorial and Academic Resources
STD	Standard
STEAM	Science, Technology, Engineering, Arts, and Mathematics
STEM	Science, Technology, Engineering, and Math
TAG	Transfer Articulation Guarantee
TANF	Temporary Assistance for Needy Families
TCP/IP	Transmission Control Protocol/ Internet Protocol
TMC	Transfer Model Curriculum
TOEFL	Test of English as a Foreign Language
TPRC	Tenure and Promotion Review Committee
TSM	Tivoli Storage Manager
UC	University of California
UCSD	University of California at San Diego
USDE	US Department of Education
VA	Veterans Affairs
VISIX	Visual Communication Software
VPA	Vice President of Administrative Services
VPI	Vice President of Instruction
VPSS	Vice President of Student Services
VSAM	Virtual Storage Access Method
VTC	Virtual Training Company
WAN	Wide Area Network
WASC	Western Association of Schools and Colleges
WE	With Excellence Publication
WEX	Work Experience

INTRODUCTION

History of the Institution

San Diego Mesa College (SDMC) is an accredited, comprehensive college serving 25,000 students and offering more than 196 associate degree and certificate programs. It is among the largest community colleges in California and the nation.

With its fine art and music programs, language and humanities offerings, and math and science curricula, SDMC ranks as San Diego's top transfer institution. Its career workforce programs include the pilot bachelor's degree in Health Information Management, and several associate degrees and certificates in allied health fields, business, multimedia, animal health technology, Geographic Information Systems (GIS), American Sign Language, hospitality, fashion, architecture, interior design and more.

Situated on a suburban 104-acre mesa in the geographic center of San Diego, the College's small classes, faculty, and reputation for quality offer a strong academic experience. As a Hispanic Serving Institution (HSI) Title V institution, SDMC is committed to becoming the leading college of equity and excellence and to the success of all students, including underrepresented students and more than 2,400 veterans and their families.

Through five decades and six presidents, SDMC has awarded more than 53,138 degrees and certificates, which is more than 1,020 degrees and certificates each year since it first graduating class.

In August 2015, SDMC became the first California community college to offer a bachelor's degree. In June 2016, the college was recognized for having the largest number of students earning an Associate Degree for Transfer to the California State University (CSU) system during the prior academic year.

SDMC's last accreditation visit occurred in March 2010 when the effects of the great recession were widely apparent in all of higher education. Huge enrollment increases took a toll on institutional resources, and even when aggregate revenues and spending increased, colleges in general found themselves serving more students with fewer resources.

In 2011, Dr. Pamela Luster was named president of SDMC. That year, *Community College Week* magazine named the College the fastest-growing community college in California and the seventh fastest-growing in the nation.

The passage of Proposition 30 in November 2012 resulted in partial restoration funding that took effect in 2013-2014, following four years of fiscal crisis and severe budget reductions. Prop 30 brought a restoration of funds, and ushered in the first wave of recovery and

increased funding for public institutions. Funded by voter-approved Propositions S and N construction bonds, the College was in the middle of its transformation into a state-of-the-art academic institution.

In 2013, SDMC opened the long-awaited one-stop shop for student success, the Student Services Center, followed in 2014 by the Math+Science Complex, the largest instructional facility at a California Community College; the Social and Behavioral Science building in 2015; the Exercise Science Center; and in 2016 the Mesa Commons, a new hub of campus life.

Under Dr. Luster's guidance, the college has experienced an unprecedented transformation that embraces the change to a minority majority student population and equity for all. SDMC is the first of 13 California community colleges to offer a bachelor's degree, the first to enroll its freshman cohort in fall 2015 and junior cohort in fall 2016. The College has hired more than 90 diverse faculty members in the past three years alone, secured Title V and basic skills grants, and has set and directed campus effort to be the leading college of equity and excellence. Through the professional development of faculty and staff, programs that scale up basic skills acceleration, and partnerships with four-year institutions, SDMC is realizing an innovative equity-centered focus and embedding equity-minded policies, structures, and practices across the college.

Notable Recent College Equity and Excellence Milestones

- In 2014, SDMC received a federally funded HSI/Title V grant dubbed "Proyecto Éxito," a five-year, \$2.62 million grant with the goal of improving the retention and graduation rates of Latino students.
- Since 2014, the College has hired 90 new contract faculty from diverse ethnicities, races, and gender identities, demonstrating a commitment to diversifying faculty and staff.
- Since 2014, SDMC has established partnerships to create innovative equity-centered initiatives and embed equity minded policies, structures, and practices across the college. These partners include -
 - University of Southern California's Center for Urban Education (CUE).
 - San Diego State University's (SDSU) Minority Male Community College Collaborative (M2C3) and its Center for Organizational Responsibility and Advancement (CORA) through which the College offers the Teaching Men of Color certificate program free to all campus personnel.
- In 2015, the College created the Office of Student Success and Equity.
- In 2016, the Learning Opportunities for Transformation (LOFT) professional development center for faculty and staff opened, and the College launched professional development programs, including the Course Redesign Institute.
- In 2016, SDMC was awarded a \$1.5 million College Basic Skills and Student Outcomes Transformation Grant, designed to scale up English and math acceleration.

Points of Pride

California's Baccalaureate Degree Pilot Program

In fall 2015, SDMC was the first college to enroll students in lower division classes leading to a bachelor's degree in Health Information Management. In fall 2016, the College welcomed the first junior level cohort. The College will award its first bachelor's degree in May 2018.

Champion in Transfer

SDMC was honored as the CSU system's 2015 "Champion for Excellence in Transfer" for awarding the largest number of Associate Degrees of Transfer to the CSU system in the 2014-2015 academic year. The College was also recognized for showing a significant growth in the number of Associate Degrees for Transfer, year over year.

Student Success

SDMC's reputation for quality educational programs and as a top transfer college is built on a wide range of personalized student support services and the college's commitment to equity and excellence. The college's innovative programs create opportunities for equal access and success for all students, including historically underrepresented student populations, such as ethnic minority and low-income students.

Campus Life

SDMC offers a vibrant campus with a variety of majors, clubs, competitive sports teams, events, and extracurricular activities to encourage and engage the interests of its diverse student body. The College offers centers for honors and veterans, and coming soon, will open a new student engagement center funded through HSI and Equity funds to welcome and serve Latino students, in particular. The new Mesa Commons was designed to encourage students to extend their learning and stay on campus to study, engage with peers and campus personnel, shop, eat, and relax.

Learning Landscape

The dramatically evolving campus is being designed with learning and engagement in mind. Classrooms flow into study areas and to outdoor learning gardens. The campus experience for students and faculty include accessible and centralized student services and tutoring centers; innovative classrooms, laboratories, and learning environments; and the LOFT for professional learning and development.

State of the Art Facilities

Voters funded Props S and N have allowed the campus to transform into a 21st Century learning environment.

Student Demographics

Enrollment Trends: Distance Education

As the largest credit college in the San Diego Community College District (SDCCD), SDMC enrolls approximately 25,000 students each fall semester. The majority of students enroll in on campus courses or a combination of on-campus and online courses. The College's courses are offered primarily on the SDMC campus, with roughly 15 percent of enrollments drawn from online courses in fall 2015.

Overall college headcount and enrollment have declined over the past five fall terms by six percent and seven percent, respectively (Table 1). However, during the same time period, online-only student headcount has increased by 15 percent and online enrollment has increased 19 percent (Figure 1).

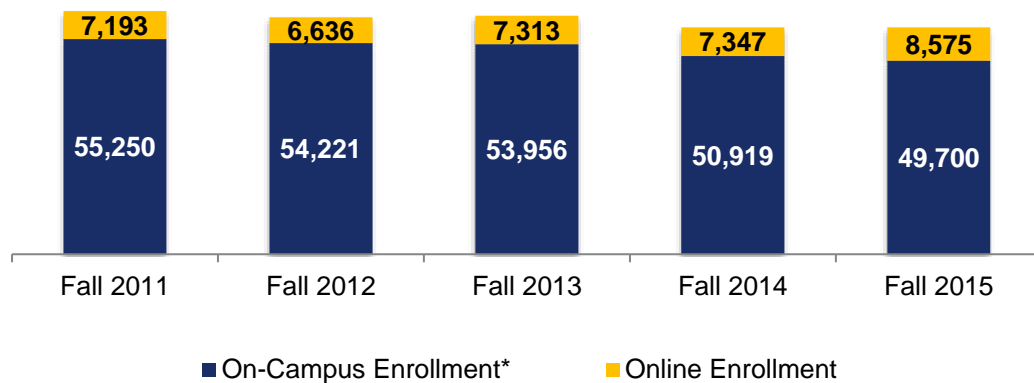
Table 1. Fall Student Headcount by Distance Education Status

Student Headcount	2011	2012	2013	2014	2015
On-Campus Only	20,545	20,366	19,781	18,751	18,066
Online Only	2,619	2,471	2,768	2,764	3,024
On Campus and Online	2,850	2,631	2,733	2,770	3,254
<i>Total</i>	<i>26,014</i>	<i>25,468</i>	<i>25,282</i>	<i>24,285</i>	<i>24,344</i>

Source: SDCCD Information System*

* The SDCCD Information System is the data source for all tables unless otherwise noted.

Figure 1. Fall Enrollment by Distance Education Status

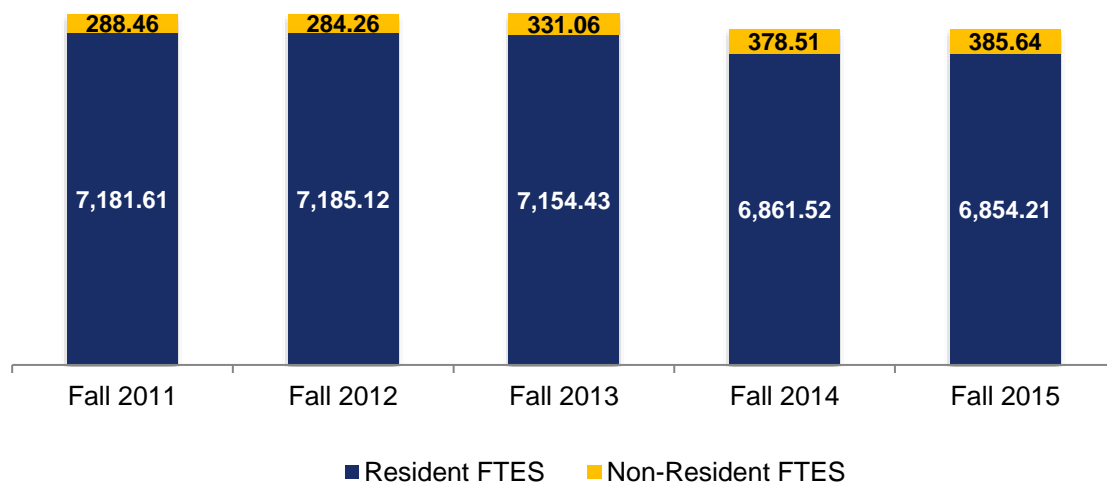


*Includes enrollments in hybrid courses.

Enrollment Trends: Residency

Similarly, FTES generated by credit college courses declined slightly from 7,470 in fall 2011 to 7,240 in fall 2015 (Figure 2). The vast majority of FTES was generated by students who were California residents. From fall 2011 to fall 2015, the College did not generate FTES from non-credit courses.

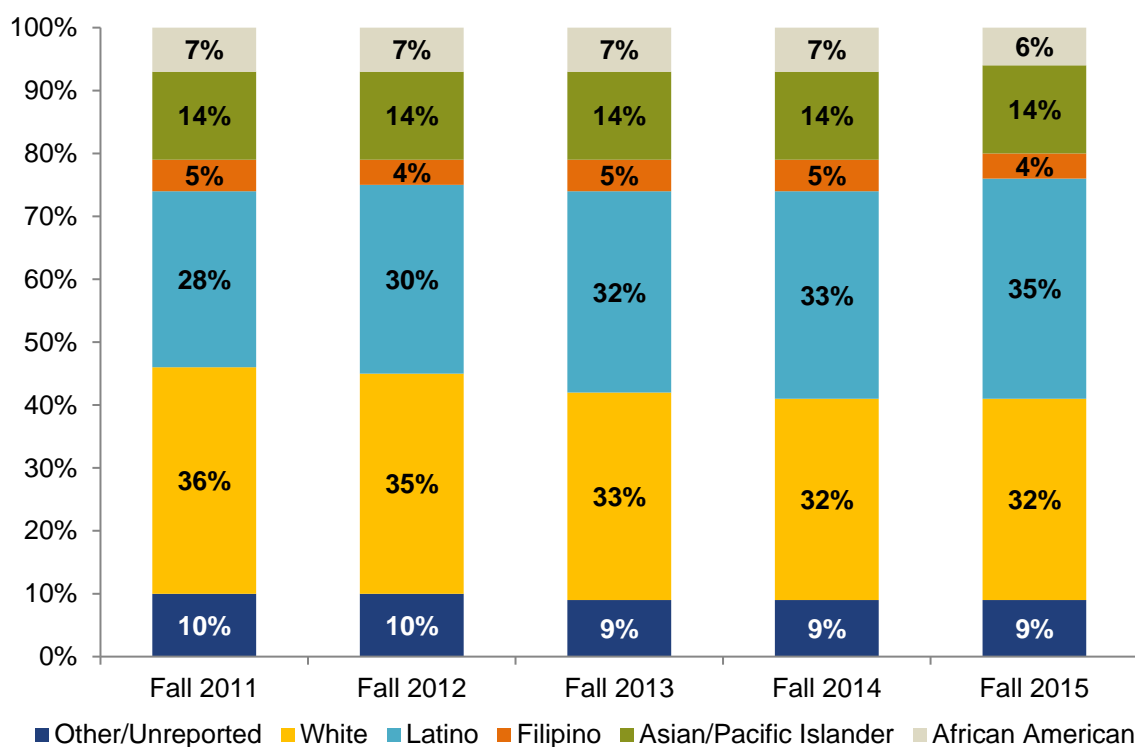
Figure 2. Fall Credit FTES by Residency Status



Enrollment Trends: Student Population by Ethnicity

Over the past five years, the College's student population experienced significant demographic shifts. Notably, Hispanic students now comprise a larger proportion of the student population, while White students comprise a smaller percentage of the student population. Over the past five years, the Latino student population has increased by 16 percent while the White population has decreased by 17 percent and the overall student population has decreased by six percent. As of fall 2015, Latino students account for 35 percent of the College's students, while White students account for 32 percent (Figure 3). There were no other notable demographic shifts in terms of ethnicity.

Figure 3. Student Headcount by Ethnicity



These demographic trends mirror those of San Diego County, which has seen a substantial increase in the Latino population over the last decade. In 2013, the College was designated as a Title III/Title V-eligible institution, and in 2014, the College was awarded a Hispanic-Serving Institutions grant.

Enrollment Trends: Student Population by Gender

Over the past five years, female students comprised a slight majority of the College's students (52 percent). There have been no significant demographic changes in terms of student gender (Table 2).

Table 2. Student Headcount by Gender

Gender	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
Female	13,544	52%	13,271	52%	13,116	52%	12,589	52%	12,634	52%
Male	12,459	48%	12,193	48%	12,164	48%	11,696	48%	11,710	48%
Unknown	1	<1%	4	<1%	2	<1%	0	<1%	0	<1%
<i>Total</i>	<i>26,014</i>	<i>--</i>	<i>25,468</i>	<i>--</i>	<i>25,282</i>	<i>--</i>	<i>24,285</i>	<i>--</i>	<i>24,344</i>	<i>--</i>

Enrollment Trends: Student Population by Age

Historically, the majority of the College's students have been between 18 and 24 years of age. This trend continued in fall 2015, with 59 percent of students falling in this age range, a slight increase over the fall 2011 figure of 56 percent (Table 3).

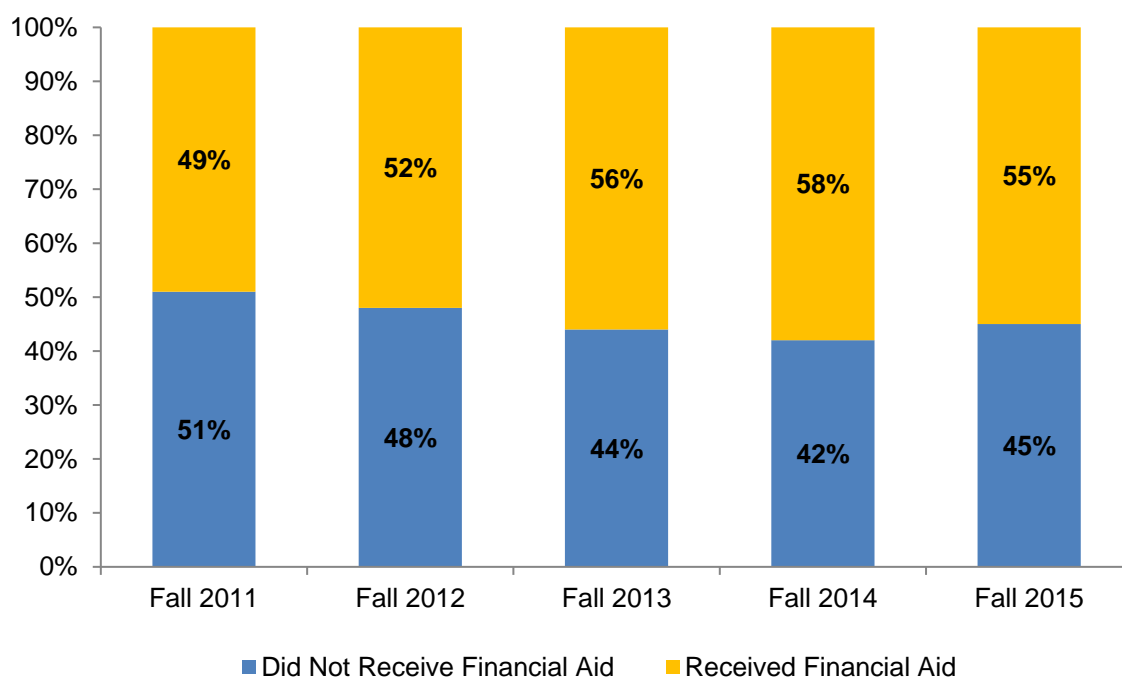
Table 3. Student Headcount by Age

Age	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
Under 18	1,283	5%	1,378	5%	1,179	5%	878	4%	1,069	4%
18 to 24	14,545	56%	14,486	57%	14,841	59%	14,410	59%	14,341	59%
25 to 29	4,672	18%	4,427	17%	4,316	17%	4,268	18%	4,272	18%
30 to 39	3,274	13%	3,078	12%	3,023	12%	2,930	12%	2,863	12%
40 to 49	1,288	5%	1,192	5%	1,084	4%	1,026	4%	1,035	4%
50 and over	952	4%	903	4%	836	3%	773	3%	764	3%
Unknown	0	0%	4	<1%	3	<1%	0	0%	0	0%
<i>Total</i>	<i>26,014</i>	<i>--</i>	<i>25,468</i>	<i>--</i>	<i>25,282</i>	<i>--</i>	<i>24,285</i>	<i>--</i>	<i>24,344</i>	<i>--</i>

Enrollment Trends: Financial Aid Status

During the same time period, the proportion of the SDMC student population that has received financial aid has increased. In fall 2011, just under half of the College's students (49 percent) received some form of financial aid; however, in fall 2015, 55 percent of SDMC students received financial aid (Figure 4).

Figure 4. Student Headcount by Financial Aid Status



Enrollment Trends: Disability Status

In fall 2015, four percent of SDMC students were served by the Disability Support Programs and Services (DSPS) program. While the College's overall student population decreased slightly from fall 2011 to fall 2015, the number of students served by the DSPS program on campus increased from 785 to 974, or 24 percent (Table 4).

Table 4. Student Headcount by DSPS Status

DSPS	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
DSPS Participant	785	3%	808	3%	911	4%	973	4%	974	4%
Non-Participant	25,229	97%	24,660	97%	24,371	96%	23,312	96%	23,370	96%
<i>Total</i>	<i>26,014</i>	<i>--</i>	<i>25,468</i>	<i>--</i>	<i>25,282</i>	<i>--</i>	<i>24,285</i>	<i>--</i>	<i>24,344</i>	<i>--</i>

Enrollment Trends: Veteran Status

Historically, as the largest credit college in the SDCCCD, SDMC has served a large number of Active Duty and veteran students (Table 5). In fall 2015, nearly one in ten SDMC students was Active Duty military or a veteran. The military and veteran student population increased from 1,953 in fall 2011 to 2,306 in fall 2015, even as the overall student population decreased.

Table 5. Student Headcount by Veteran Status

Veteran	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
Veteran or Active Duty	1,953	8%	1,958	8%	2,365	9%	2,230	9%	2,306	9%
Non-Veteran	24,061	92%	23,510	92%	22,917	91%	22,055	91%	22,038	91%
<i>Total</i>	<i>26,014</i>	<i>--</i>	<i>25,468</i>	<i>--</i>	<i>25,282</i>	<i>--</i>	<i>24,285</i>	<i>--</i>	<i>24,344</i>	<i>--</i>

Enrollment Trends: Enrollment Status

For each of the past five fall terms, approximately one in ten students enrolled in courses at SDMC was a first-time student, meaning they were enrolling for the first time in the SDCCD and were not previously enrolled in another institution of higher education. Another 11 percent to 12 percent of SDMC students were first-time transfer students, meaning they were enrolling for the first time in the SDCCD but had been previously enrolled in other institutions of higher education (Table 6).

Table 6. Student Headcount by Enrollment Status

Enrollment Status	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
Continuing	16,054	62%	15,900	62%	16,089	64%	16,200	67%	16,158	66%
Concurrent High School	1,539	6%	1,661	7%	1,474	6%	1,186	5%	1,354	6%
First-Time	2,823	11%	2,771	11%	2,716	11%	2,542	10%	2,490	10%
First-Time Transfer	3,178	12%	3,024	12%	3,042	12%	2,688	11%	2,700	11%
Returning	1,451	6%	1,332	5%	1,254	5%	1,061	4%	1,047	4%
Returning Transfer	906	3%	733	3%	682	3%	576	2%	548	2%
Unreported	63	0%	47	0%	25	0%	32	0%	47	0%
<i>Total</i>	<i>26,014</i>	<i>--</i>	<i>25,468</i>	<i>--</i>	<i>25,282</i>	<i>--</i>	<i>24,285</i>	<i>--</i>	<i>24,344</i>	<i>--</i>

Enrollment Trends: Units Attempted

Over the past five fall terms, only about one in four SDMC students enrolled full-time, in 12 or more units, at the College. The largest percentage of students enrolled in a total of three and nine units during the fall term (Table 7).

Table 7. Student Headcount by Units Attempted

Units	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
< 3.0	1,592	6%	1,349	5%	989	4%	903	4%	844	3%
3.0 to 5.9	9,489	36%	9,346	37%	9,245	37%	8,981	37%	9,133	38%
6.0 to 8.9	4,842	19%	4,888	19%	4,823	19%	4,793	20%	4,800	20%
9.0 to 11.9	3,708	14%	3,729	15%	3,812	15%	3,736	15%	3,630	15%
12 or >	6,383	25%	6,146	24%	6,413	25%	5,872	24%	5,937	24%
<i>Total</i>	<i>26,014</i>	<i>--</i>	<i>25,468</i>	<i>--</i>	<i>25,282</i>	<i>--</i>	<i>24,285</i>	<i>--</i>	<i>24,344</i>	<i>--</i>

Enrollment Trends: Educational Goals

Historically, SDMC has enrolled a large percentage of students seeking to transfer to four-year institutions. This trend has continued through the most recent five years, with 41 percent of students seeking to transfer after completing an associate degree and another 13 percent seeking transfer without an associate degree as of the fall 2015 term (Table 8). Another ten percent of SDMC students were concurrently enrolled in a four-year institution and nine percent were preparing for a new career during the fall 2015 term.

Table 8. Student Headcount by Educational Goal

Educational Goal	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
4-Yr College Student	3,017	12%	2,969	12%	2,866	11%	2,642	11%	2,460	10%
AA/AS w/o Transfer	1,359	5%	1,314	5%	1,424	6%	1,421	6%	1,441	6%
BA/BS after Completing AA/AS	9,426	36%	9,634	38%	9,869	39%	9,851	41%	9,891	41%
BA/BS without Completing AA/AS	3,235	12%	3,203	13%	3,245	13%	3,077	13%	3,219	13%
Basic Skills Improvement	179	1%	152	1%	163	1%	180	1%	157	1%
Certificate/License Maintenance	464	2%	399	2%	382	2%	373	2%	426	2%
Current Job/Career Advancement	638	2%	588	2%	558	2%	504	2%	491	2%
Educational Development	696	3%	605	2%	480	2%	451	2%	448	2%
HS Diploma/GED Certificate	169	1%	132	1%	110	0%	282	1%	271	1%
New Career Preparation	2,443	9%	2,287	9%	2,232	9%	2,182	9%	2,086	9%
Non-Credit to Credit Transition	41	0%	34	0%	24	0%	83	0%	180	1%
Vocational Cert/Degree without Transfer	490	2%	458	2%	453	2%	317	1%	352	1%
Undecided/Unreported	3,857	15%	3,693	15%	3,476	14%	2,922	12%	2,922	12%
<i>Total</i>	<i>26,014</i>	<i>--</i>	<i>25,468</i>	<i>--</i>	<i>25,282</i>	<i>--</i>	<i>24,285</i>	<i>--</i>	<i>24,344</i>	<i>--</i>

Enrollment Trends: Day, Evening, Online Status

As of fall 2015, nearly half of SDMC's students were enrolled in daytime courses exclusively, which represents the most populated time block for class scheduling on the campus (Table 9). This figure has remained relatively constant over the past five fall terms. Another 15 percent of students were enrolled in day and evening classes, and 12 percent of students were enrolled exclusively in evening courses. From fall 2011 to fall 2015, the percentage of SDMC students enrolled exclusively in online classes increased from 11 percent to 13 percent, even as the overall college student population decreased.

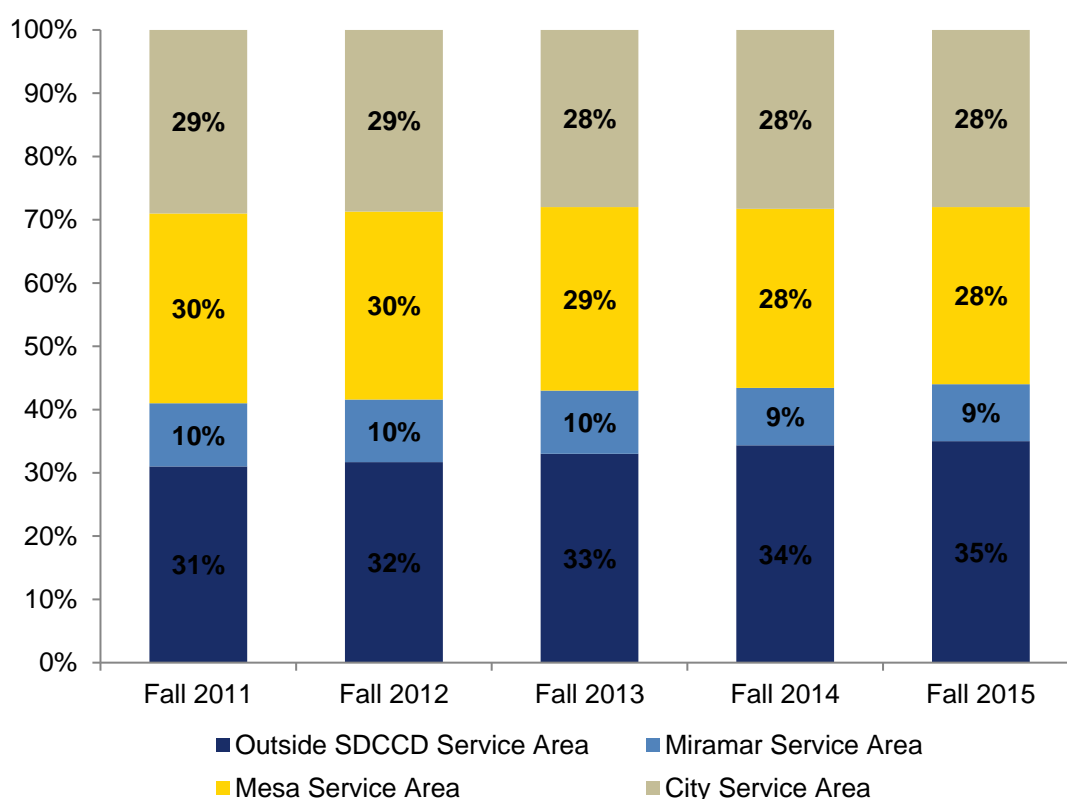
Table 9. Student Headcount by Day, Evening, and Online Status

Status	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
Day Only	12,026	46%	11,980	47%	11,862	47%	11,377	47%	11,359	47%
Evening Only	3,784	15%	3,540	14%	3,298	13%	3,205	13%	2,976	12%
Day/ Evening	4,735	18%	4,846	19%	4,621	18%	4,169	17%	3,731	15%
On- Campus/ Online	2,619	10%	2,471	10%	2,768	11%	2,764	11%	3,024	12%
Online Only	2,850	11%	2,631	10%	2,733	11%	2,770	11%	3,254	13%
<i>Total</i>	<i>26,014</i>	--	<i>25,468</i>	--	<i>25,282</i>	--	<i>24,285</i>	--	<i>24,344</i>	--

Enrollment Trends: Service Area

The SDCCD service area largely mirrors the boundaries of the City of San Diego. SDCCD allocates zip codes within the district service area to each of the three credit colleges in the district. The SDMC service area within the SDCCD service area extends from the central coastal areas of San Diego, such as La Jolla, Mission Bay, and Point Loma to San Carlos to the east, Clairemont to the north, and Linda Vista and Kearny Mesa to the south. Over the past five years, an increasing percentage of SDMC students have come from outside of the SDMC service area. Historically, SDMC has drawn an equal percentage of students from the City College- and SDMC-designated zip codes. More recently, over one third of SDMC students have come from outside of the SDCCD service area (Figure 5).

Figure 5. Student Headcount by Service Area of Residence



Enrollment Trends: Student Placement and Disproportionate Impact

In order to place students into appropriate courses in math, reading, and writing, the College offers a variety of options for student assessment and placement. The clear majority of first-time students complete an assessment test (Accuplacer Reading Comprehension, Sentence Skills, and Math) and are placed by a combination of test scores, high school courses, grades, and/or overall GPA, and primary language.

Historically, a far larger percentage of students have placed into transfer-level reading than have placed into transfer-level writing or transfer-level math.

The College has reviewed its placement policies and practices as part of its Student Equity Plan and identified areas of disproportionate impact, particularly among African American students and Latino students. With that in mind, in 2014 and 2015, the College examined extensive student placement and success data and engaged in extended dialogue on equitable placement practices.

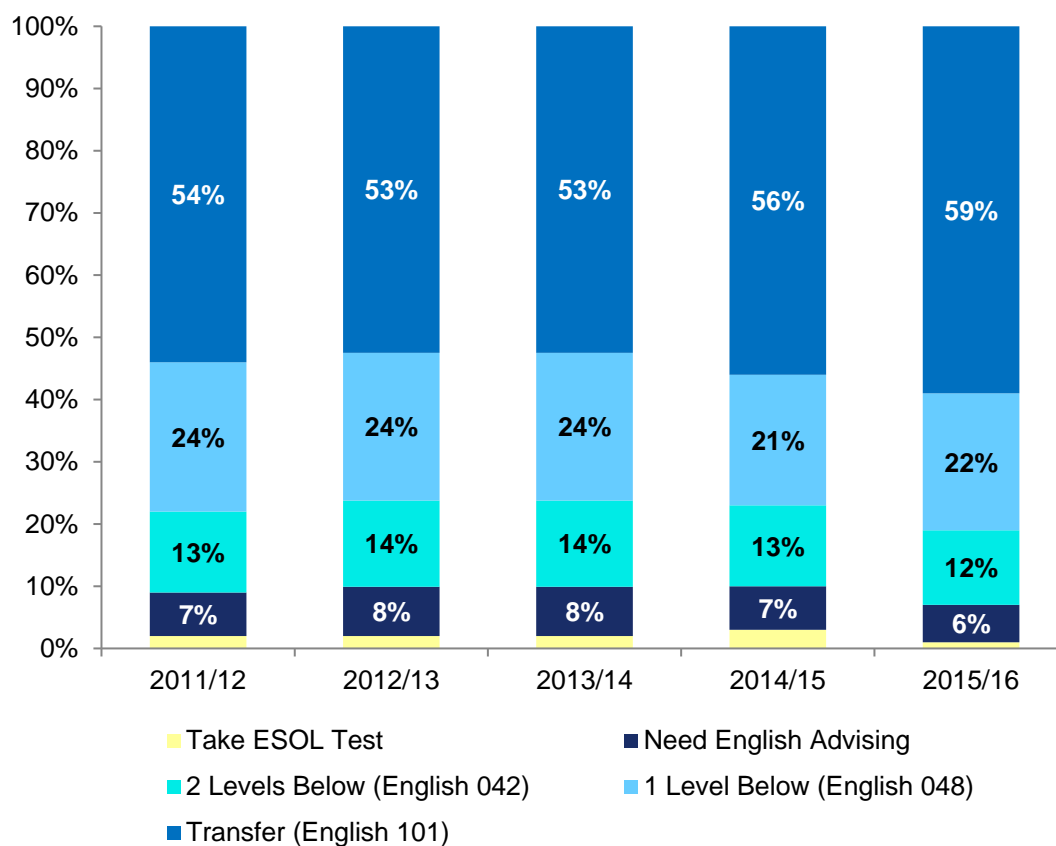


The College has taken steps to mitigate disproportionate impact in placement and currently serves as a pilot college for the statewide Multiple Measures Assessment Project (MMAP). This project aims to leverage evidence-based placement practices, which includes a more heavily weighted emphasis on high school transcript data, to improve accuracy and equity in student placement. With the SDCCD leadership, the College began implementing MMAP evidence-based placement practices as a pilot project in spring 2015. The project has since been scaled up to include all first-time students entering the College directly from an SDCCD feeder high school.

Reading Placement

Between 2011-2012 and 2015-2016, over half (54 percent to 59 percent) of first-time students who completed the placement test placed into transfer-level reading. Another 21 percent to 24 percent placed one level below transfer in reading, and less than 15 percent placed two levels below transfer in reading (Figure 6).

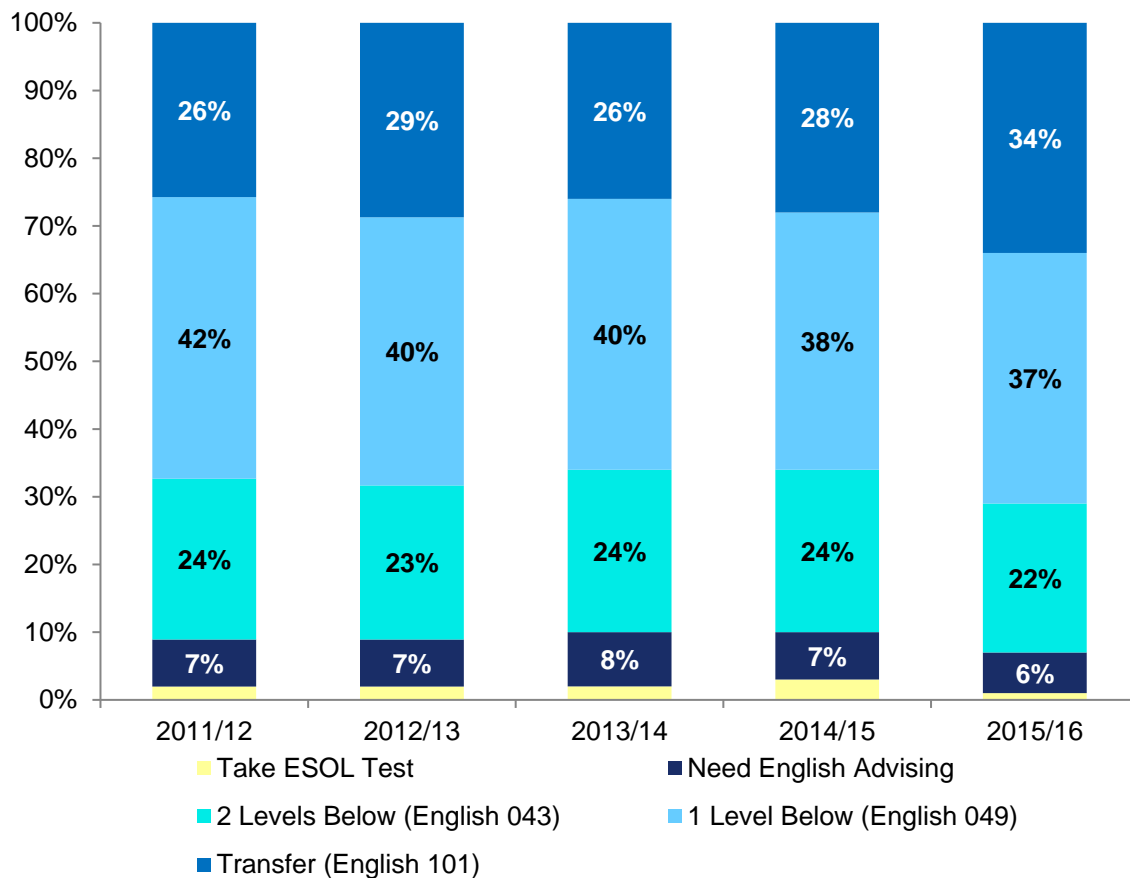
Figure 6. First-Time Student Reading Placement



Writing Placement

Over the past five years, an even smaller percentage of first-time SDMC students placed into transfer-level writing than reading. However, the percentage of students placing into transfer-level writing increased in recent years from 26 percent in 2010-2011 to 34 percent in 2015-2016. This increase may be due, in part, to the College's and District's efforts to improve accuracy and equity in student placement. Even so, the majority of first-time students placed into developmental writing, with 37 percent to 40 percent placing one level below transfer in writing. Just under one fourth of first-time students placed two levels below transfer in writing (Figure 7).

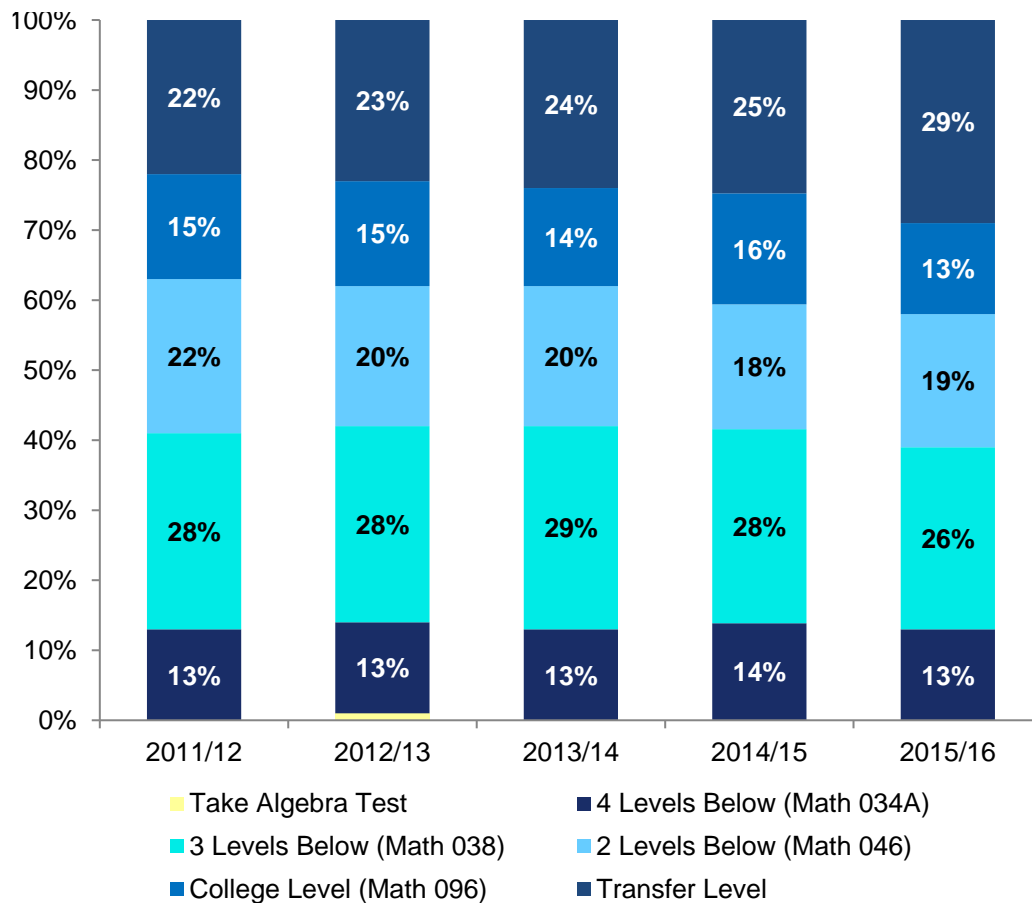
Figure 7. First-Time Student Writing Placement



Math Placement

As with writing, the majority of first-time students placed below transfer-level in math; however, in 2015-2016, the percentage of first-time students placing into transfer-level math increased to 29 percent, up from 22 percent in 2011-2012. In 2015-2016, the College, with leadership from the District, implemented a new placement process intended to improve accuracy and equity in student placement. From 2011-2012 to 2015-2016, the percentage of students placing into college-level math (intermediate algebra) ranged from 13 percent to 15 percent. In general, over the same time period, the largest percentage of first-time students (26 percent to 28 percent) placed into math, two levels below transfer in pre-algebra (Figure 8).

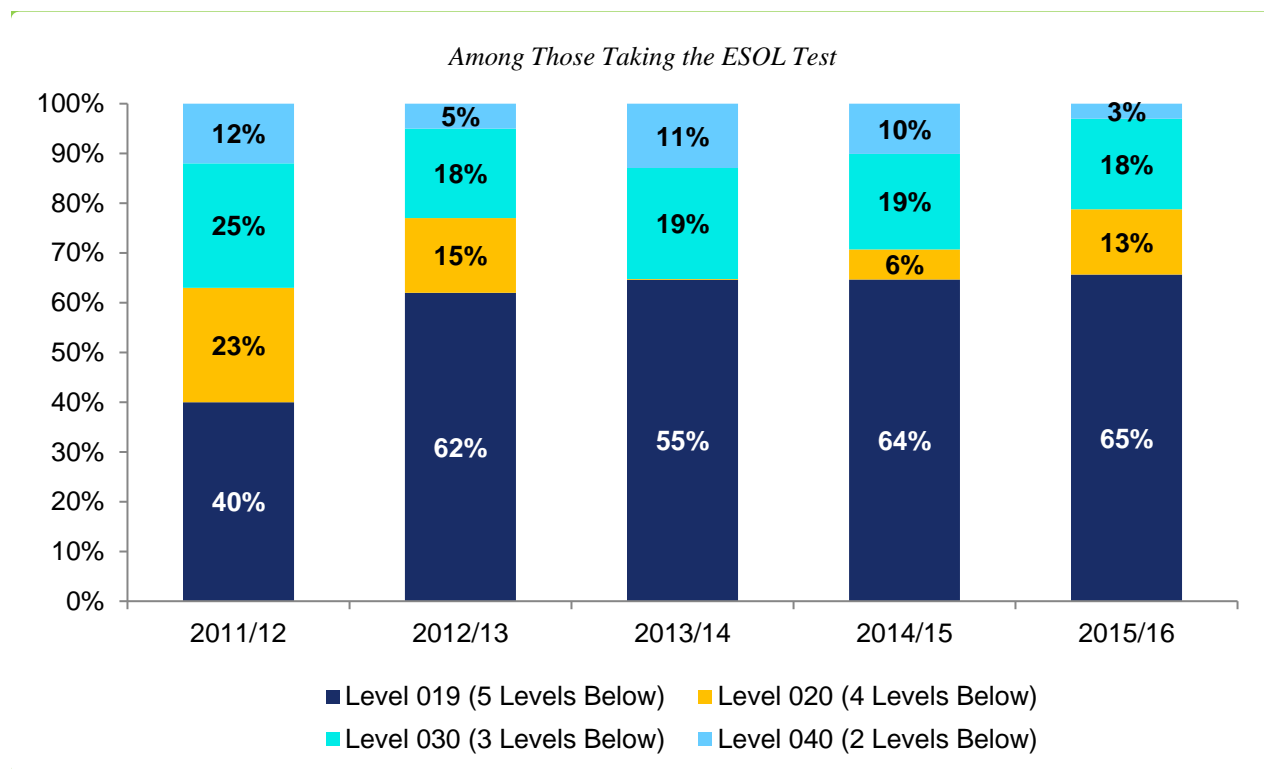
Figure 8. First-Time Student Math Placement



ESOL Placement

Only approximately five percent of first-time SDMC students complete the ESOL placement test. Of those who complete the test, the majority place into the lowest level of ESOL courses (ESOL 019). Between 2011-2012 and 2015-2016, the smallest percentage of first-time students (3 percent to 12 percent) placed into the highest ESOL level, ESOL 040, which equates to two levels below transfer in writing (Figure 9). Students who place into the ESOL pathway must successfully complete ESOL 040 in order to advance to English 049 and subsequently English 101 or English 105, which are transfer-level gateway English courses. It should be noted that in 2015-2016, the College piloted its first accelerated ESOL course (ESOL 015) in an effort to increase the percentage of students who successfully complete the ESOL pathway and go on to successfully complete English 101 or English 105.

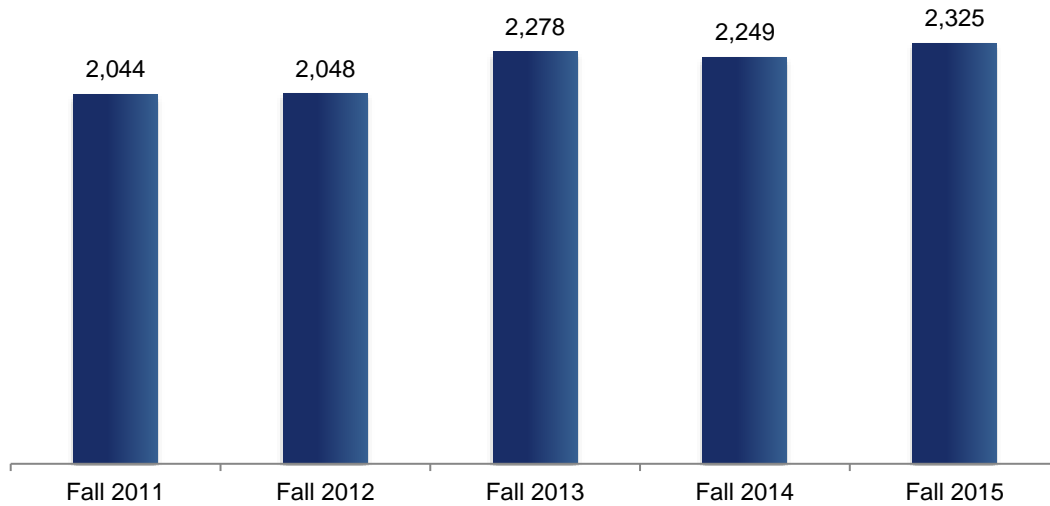
Figure 9. First-Time Student ESOL Placement



Instructional Offerings

SDMC is a comprehensive community college, offering transfer pathways, associate degree programs, certificates in career technical and non-career technical areas, and developmental education courses. Over the past five fall terms, the number of course sections offered has consistently surpassed the 2,000 mark, with an overall increase from 2,044 sections in Fall 2011 to 2,325 sections in Fall 2015, a 14 percent increase (Figure 10). The College offers credit courses only, as SDCCD Continuing Education offers non-credit courses at its SDMC center.

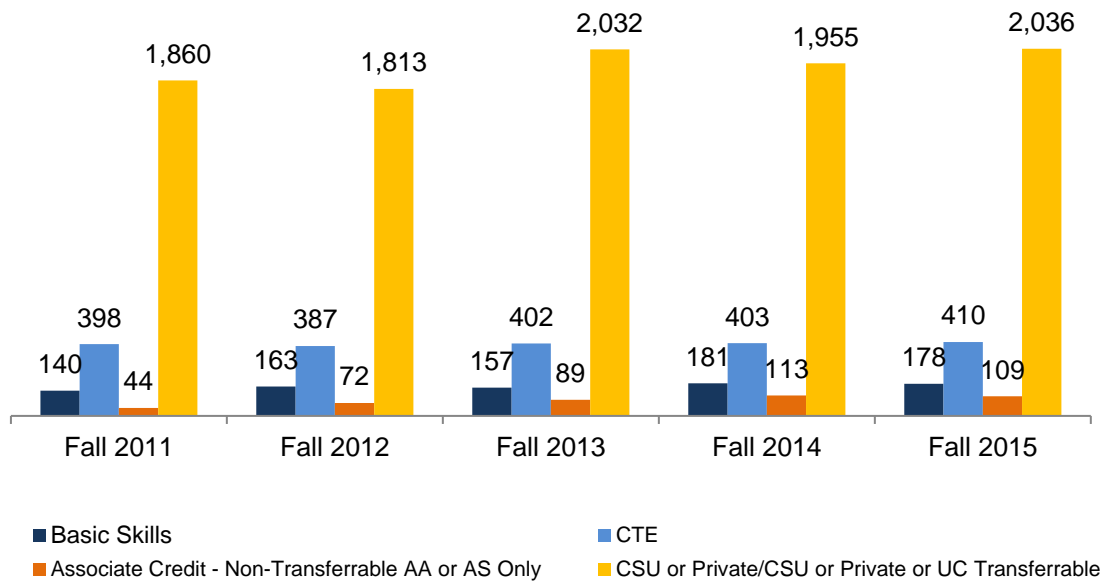
Figure 10. Course Section Offerings in Fall Terms



Course Offerings by Type

Overall, transfer courses have comprised the majority of SDMC course sections, followed by career technical course sections and associate-degree, non-transfer courses. A smaller proportion of course sections offered have been in developmental reading, writing, math, and ESOL (Figure 11).

Figure 11. Curriculum Balance in Course Section Offerings in Fall Terms*



* Note: Course sections are not unduplicated between course offerings and may be included in more than one group (Basic Skills, CTE, Non-Transferable Associate Credit, etc.).

Faculty and Staff Demographics

Faculty and Staff Demographics by Position Category

Over the past five years, the number of SDMC employees has increased by ten percent, from 1,345 in fall 2011 to 1,476 in fall 2015 (Table 10). Adjunct faculty members accounted for the majority of employees each during that time period. The number of contract faculty, classified staff, managers, and supervisory employees remained relatively stable during this time period. However, the number of non-academic, non-classified employees increased from 207 in fall 2011 to 302 in fall 2015.

Table 10. Employee Headcount by Position Category

Position Category	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Classified	147	149	141	149	145
Non-Academic, Non-Classified	207	190	206	212	302
Contract Faculty	224	216	226	230	221
Adjunct Faculty	733	714	735	777	774
Management	12	13	15	14	14
Supervisory	22	23	22	22	20
<i>Total</i>	<i>1,345</i>	<i>1,305</i>	<i>1,345</i>	<i>1,404</i>	<i>1,476</i>

Faculty and Staff Demographics by Gender

As of spring 2016, the majority of employees in all categories were female. Specifically, females comprised 55 percent and 54 percent of contract faculty and adjunct faculty, respectively (Table 11). Females accounted for an even larger percentage of classified, management, and supervisory employees.

Table 11. Employee Headcount by Position Category and Gender, Spring 2016

Ethnicity	Classified		Non-Academic, Non-Classified		Contract Faculty		Adjunct Faculty		Management		Supervisory	
Female	96	66%	165	55%	122	55%	418	54%	9	64%	14	70%
Male	49	44%	137	45%	99	45%	356	46%	5	36%	6	30%
<i>Total</i>	<i>145</i>	<i>--</i>	<i>302</i>	<i>--</i>	<i>221</i>	<i>--</i>	<i>774</i>	<i>--</i>	<i>14</i>	<i>--</i>	<i>20</i>	<i>--</i>

Faculty and Staff Demographics by Ethnicity

In terms of employee demographics, the majority of contract and adjunct faculty (61 percent to 65 percent) were White in spring 2016, the most recent term for which employee data were available. Similarly, the majority of managers (71 percent) were White. Among classified staff and non-academic, non-classified staff, White employees accounted for the largest percentages employees, following by Hispanic/Latino and Asian employees (Table 12).

Table 12. Employee Headcount by Position Category and Ethnicity, Spring 2016

Ethnicity	Classified		Non-Academic, Non-Classified		Contract Faculty		Adjunct Faculty		Management		Supervisory	
African American	11	8%	32	11%	15	7%	37	5%	2	14%	4	20%
American Indian	0	0%	2	1%	1	0%	9	1%	0	0%	0	0%
Asian	30	21%	67	22%	24	11%	77	10%	0	0%	3	15%
Hispanic/Latino	33	23%	66	22%	32	14%	96	12%	2	14%	6	30%
Multiple Ethnicities	4	3%	5	2%	5	2%	8	1%	0	0%	0	0%
Pacific Islander	1	1%	1	0%	1	0%	2	0%	0	0%	0	0%
White	59	41%	95	31%	134	61%	505	65%	10	71%	6	30%
Unknown	7	5%	34	11%	9	4%	40	5%	0	0%	1	5%
<i>Total</i>	<i>145</i>	<i>--</i>	<i>302</i>	<i>--</i>	<i>221</i>	<i>--</i>	<i>774</i>	<i>--</i>	<i>14</i>	<i>--</i>	<i>20</i>	<i>--</i>

Service Area Demographics

The SDCCD service area largely aligns with the San Diego City limits; however, as previously noted, SDMC serves students across San Diego County and beyond County limits.

Comparative Demographics by Ethnicity

The SDCCD service area generally resembles the demographics of San Diego County adults, with a few notable exceptions (Table 13). Asian and Pacific Islander residents and Black or African American residents comprise larger percentages of adults residing in the SDCCD service area than in San Diego County.

Furthermore, Hispanic adults account for a slightly smaller percentage of adults in the SDCCD service area than in San Diego County. The SDMC student population tends to be somewhat more diverse than that of all adults in the SDCCD service area and San Diego County.

Based on student demographic trends, SDMC tends to serve a much larger percentage of non-White students and a smaller percentage of White students than those of the District service area or the County.

Table 13. SDCCD Service Area and San Diego County Adult Population by Ethnicity

Ethnicity	San Diego CCD Service Area		San Diego County	
American Indian	2,534	<1%	10,894	<1%
Asian/Pacific Islander	128,291	16%	274,662	12%
Black	56,208	7%	111,505	5%
Hispanic	411,974	24%	661,362	28%
White	191,309	51%	1,254,403	53%
Other	22,640	3%	58,319	2%
<i>Total</i>	<i>812,956</i>	<i>--</i>	<i>2,371,145</i>	<i>--</i>

Source: 2010 Census (SANDAG)

Comparative Demographics: Population by Age

As of the 2010 Census, 80 percent of SDCCD service area residents were ages 18 and over. Similarly, 77 percent of San Diego County's residents were age 18 or over. Fourteen percent of the SDCCD service area and 12 percent of the San Diego County population fell in the traditional college student age range of 18 to 24 years (Table 14). This age range represents that of the majority of SDMC students. Another 19 percent of SDCCD service area residents and 15 percent of San Diego County residents were between ages 25 and 34, the age group that accounts for the largest percentage of SDMC students.

Table 14. SDCCD Service Area and San Diego County Adult Population by Age

Age	San Diego CCD Service Area		San Diego County	
Under 18	201,868	20%	724,168	23%
18 to 19	34,773	3%	97,095	3%
20 to 24	108,254	11%	270,750	9%
25 to 34	194,071	19%	470,922	15%
34 to 49	205,406	20%	640,358	21%
50 to 64	162,725	16%	540,595	17%
65 and Over	107,727	11%	351,425	11%
<i>Total</i>	<i>1,014,824</i>	<i>--</i>	<i>3,095,313</i>	<i>--</i>

Source: 2010 Census (SANDAG)

Comparative Demographics by Gender

As of the 2010 Census, the SDCCD service area and San Diego County populations were relatively similar in terms of gender makeup. A slight majority (51 percent) of adults living in the SDCCD service area were male, and 50 percent of adults living in San Diego County were male. By comparison, a slightly majority of Fall 2015 SDMC students were female (Table 15).

Table 15. SDCCD Service Area and San Diego County Adult Population by Gender

Gender	San Diego CCD Service Area		San Diego County	
Male	517,672	51%	1,553,679	50%
Female	497,152	49%	1,541,634	50%
<i>Total</i>	<i>812,956</i>	<i>--</i>	<i>3,095,313</i>	<i>--</i>

Source: 2010 Census (SANDAG)

Comparative Demographics: Education Attainment by Age

Based on recent estimates, roughly half of San Diego County residents age 25 and older were college graduates and had at least an associate degree. A slightly smaller proportion (44 percent) of San Diego County residents were age 25 and older (Table 16).

Table 16. San Diego County Educational Attainment, Adults Age 25 and Older

Highest Level of Education	San Diego City (Estimates) N=888,185	San Diego County (Estimates) N=2,088,134
Less than 9 th Grade	6.6%	7.3%
9 th to 12 th Grade, No Diploma	6.1%	6.9%
High School Graduate	16.3%	19.0%
Some College, No Degree	21.1%	22.5%
Associate Degree	7.6%	9.2%
Bachelor's Degree	25.3%	21.8%
Graduate or Professional Degree	17.0%	13.3%

Source: 2010-2014 American Community Survey Estimates

Comparative Demographics by Poverty Level

Over 23 percent of San Diego City residents were below the federal poverty level. Similarly, 22 percent of San Diego County residents fell below the poverty level according to recent American Community Survey estimates. Approximately one in five San Diego City and San Diego County residents fell below 125 percent of the federal poverty level (Table 17).

Table 17. San Diego City and San Diego County Poverty Levels

Poverty Levels	San Diego City (Estimates) N=1,306,746	San Diego County (Estimates) N=3,102,463
Less than 50% of Poverty Level	7.6%	7.2%
Less than 100% of Poverty Level	15.8%	14.7%
Less than 125% of Poverty Level	20.1%	19.3%

Source: 2010-2014 American Community Survey Estimates

Comparative Demographics by Veteran and Civilian Population

San Diego County is home to a significant number of military installations and accompanying military personnel. Similarly, San Diego City and San Diego County are home to a large number of military veterans. According to recent estimates, military veterans accounted nine percent of the City's adult population and ten percent of the County's adult population. Approximately one in four veterans (27 percent) in San Diego City adult residents is a veteran of post-9/11 Gulf War, and a similar percentage (24 percent) of San Diego County adult residents were post-9/11 Gulf War veterans (Table 18).

Table 18. San Diego City and County Veteran and Adult Civilian Population

Veteran Status	San Diego City (Estimates)		San Diego County (Estimates)	
		9% of Civilian Pop. Age 18 and Older		10% of Civilian Pop. Age 18 and Older
All Veterans	95,048		236,014	
Gulf War (9/2001 or Later) Veterans	27%		24%	
Gulf War (8/1990 to 8/2001) Veterans	25%		24%	
Vietnam Era Veterans	30%		32%	
Korean War Veterans	9%		10%	
World War II Veterans	7%		7%	

Source: 2010-2014 American Community Survey Estimates

Comparative Demographics by Disability Status

Overall, six percent of San Diego City and seven percent of San Diego County residents ages 18 to 64 had a disability, according to recent estimates (Table 19).

Table 19. San Diego City and County Population Disability Status

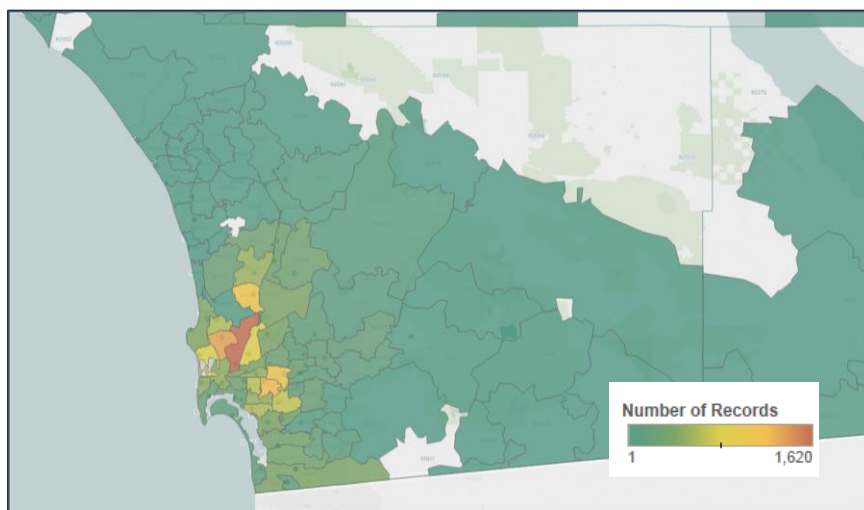
Disability Status	San Diego City (Estimates)		San Diego County (Estimates)	
		6% (of Population Ages 18 to 64)		7% (of Population Ages 18 to 64)
Any Disability	53,697		137,679	

Source: 2010-2014 American Community Survey Estimates

Student Population by Area Zip Code

In terms of area of residents, the largest proportion of SDMC's student population comes from the zip codes around the College, with the single largest concentration of students coming from the College's own zip code, 92111, followed by zip codes directly to the north, west, and east of the College's location, as well as a pair of zip codes in the San Diego City College service area (Figure 12).

Figure 12. Fall 2015 Student Headcount by Zip Code (Heat Map)



Source: SDCCD Information System

Labor Market Data

Largest Industry Employment

From 2010 to 2015, public sector occupations accounted for many of the largest industries in San Diego County. Federal government/military continued as the top industry in San Diego County. Among other major industries in the region are elementary and secondary schools, full- and limited-service restaurants, local government, federal government/civilian, and physicians' offices (Table 20).

By far, military-related occupations were the largest occupational area in San Diego County in 2010 and 2015. That said, the number of military-related jobs declined seven percent between 2010 and 2015. Other major industries in the San Diego region include retail, salespersons cashiers, office clerks, waiters and waitresses, combined food preparation workers, secretaries and administrative assistants, general and operations managers, and registered nurses.

Table 20. Largest Industries in San Diego County

Industry	2010 Jobs	2015 Jobs	Change %	Change
Federal Government, Military	110,957	102,701	-8,256	-7%
Elementary and Secondary Schools (Local Government)	63,879	64,857	978	2%
Full-Service Restaurants	50,819	62,667	11,848	23%
Local Government, Excluding Education and Hospitals	53,896	56,446	2,550	5%
Limited-Service Restaurants	33,637	42,775	9,138	27%
Federal Government, Civilian, Excluding Postal Service	41,453	41,148	-305	-1%
Offices of Physicians (except Mental Health Specialists)	24,772	33,583	8,811	36%
Hotels (except Casino Hotels) and Motels	26,597	29,093	2,496	9%
Colleges, Universities, and Professional Schools (State Government)	27,194	28,855	1,661	6%
Services for the Elderly and Persons with Disabilities	3,268	26,663	23,395	716%

Source: EMSI Analyst, 2016

Highest Growth Occupations

From 2010 to 2015, the fastest growing occupations in San Diego County included many of the area's largest occupations, encompassing several occupations related to the hospitality sector. Food service workers, personal care aides, waiters and waitresses, cashiers, and retail salespersons rounded out the top five occupations in terms of number of new job openings (Table 21).

Table 21. High-Growth Occupations in San Diego County

Occupation	2010 Jobs	2015 Jobs	Change	% Change	2015 Median Earnings
Combined Food Preparation and Serving Workers	24,863	30,717	5,854	24%	\$9.59
Personal Care Aides	8,357	13,886	5,529	66%	\$10.17
Waiters and Waitresses	25,568	30,601	5,032	20%	\$11.99
Cashiers	31,521	35,407	3,886	12%	\$9.78
Retail Salespersons	41,337	44,696	3,359	8%	\$11.06
Cooks, Restaurant	11,671	14,559	2,888	25%	\$11.82
General and Operations Managers	21,146	23,867	2,721	13%	\$49.97
Security Guards	11,942	14,273	2,331	20%	\$11.85
Food Preparation Workers	10,470	12,788	2,318	22%	\$10.16
Home Health Aides	2,695	4,927	2,232	83%	\$12.35

Source: EMSI Analyst, 2016

Program Completions by Industry in San Diego County

In terms of program completions, among the top educational programs in San Diego are business administration and management programs, psychology programs, liberal arts and sciences, and business administration, management and operations. Other top programs center on education-related fields, sales, and medical assisting (Table 22).

Table 22. Top Programs in San Diego County by Industry

Program	CIP Code	2015 Completions
Business Administration and Management, General	52.0201	6,899
Psychology, General	42.0101	3,056
Liberal Arts and Sciences/Liberal Studies	24.0101	2,943
Business Administration, Management and Operations, Other	52.0299	2,851
Social Sciences, General	45.0101	2,603
Selling Skills and Sales Operations	52.1804	1,641
Medical/Clinical Assistant	51.0801	1,467
Special Education and Teaching, General	13.1001	1,401
Education, General	13.0101	1,337
Teacher Education, Multiple Levels	13.1206	1,138

Source: EMSI Analyst, 2016

REQUIRED COMPONENTS IN SUPPORT OF SELF EVALUATION

Institution-Set Standards, Student Achievement Data, and Goals

In order to meet the new accreditation requirements for institutional reporting, the College initially established institution-set standards in line with its previous benchmarking process. This benchmarking process compared institutional performance in the most recent year to five-year moving averages. The College carried forward this practice and established five-year moving averages as its institution-set standards for the collegewide areas of student achievement, including successful course completion (course success) rate, persistence rate, number of degree graduates, number of certificate graduates, number of degree or certificate graduates, and number of transfers to four-year universities.

In fall 2015, the College revisited its institution-set standards and agreed to establish standing benchmarks that would be re-evaluated each year but were intended to serve as a baseline for performance moving forward. This was in contrast to previous college practice, which was to use moving averages as institution-set standards. Campus faculty, staff, administrators, and students discussed historical data, contextual information, and campus activities and strategies intended to address each core indicator for which standards were previously set forth. These standards were proposed by the Planning and Institutional Effectiveness Committee and approved by the President's Cabinet in December 2015.

Furthermore, program-specific institution-set standards were established for licensure exam pass rates in the 2011-2012 academic year and updated each year thereafter. Licensure exam pass rates were established by each program based on programmatic accreditation requirements, historical data, and contextual information discussed among program faculty. In addition, in spring 2016, career technical program faculty in 24 programs established institution-set standards for graduate employment rates. These standards were informed by historical data, advisory committee feedback, labor market trends, and program contextual information.

In addition, in fall 2016, the College began discussing institution-set standards related to distance education. In October 2016, the Planning and Institutional Effectiveness Committee recommended institution-set standards for distance education course success rate and distance education course retention rate to the President's Cabinet. Approved on November 1, 2016 by President's Cabinet, the College will assess its progress toward goals focused on distance education beginning in spring 2017 and continuing thereafter. Institution-set standards for distance education were informed by historical institutional data, statewide data, contextual information presented in discussions with campus practitioners, and in light of campus initiatives designed to improve outcomes for distance education students.

Aspirational Goals

SDMC assesses its progress toward meeting its mission and goals via a number of key performance indicators. The central components of these indicators are indicators related to student achievement. In 2014, the College completed an update of its educational master plan. The plan included six new and revised strategic directions for the College. These goals served as the overarching foci of the College's various initiatives. Initially a large number of key performance indicators were identified to link to each of the College's strategic directions and 23 strategic goals. However, in 2015 to better align with the California Community College's Chancellor's Office (CCCCO) Institutional Effectiveness Partnership Initiative (IEPI) core indicators of effectiveness, the College identified 12 key performance indicators of focus for college planning and evaluation. These indicators included: successful course completion rate (course success rate), basic skills/remedial English progress rate, basic skills/remedial math progress rate, basic skills/remedial ESL progress rate, CTE rate, number of associate degrees awarded (duplicated), number of certificates awarded (duplicated), and number of transfers to four-year institutions, Student Success Scorecard Overall Completion Rate, Unprepared Completion Rate, Prepared Completion Rate, 30 Units Attainment Rate, and Persistence Rate.

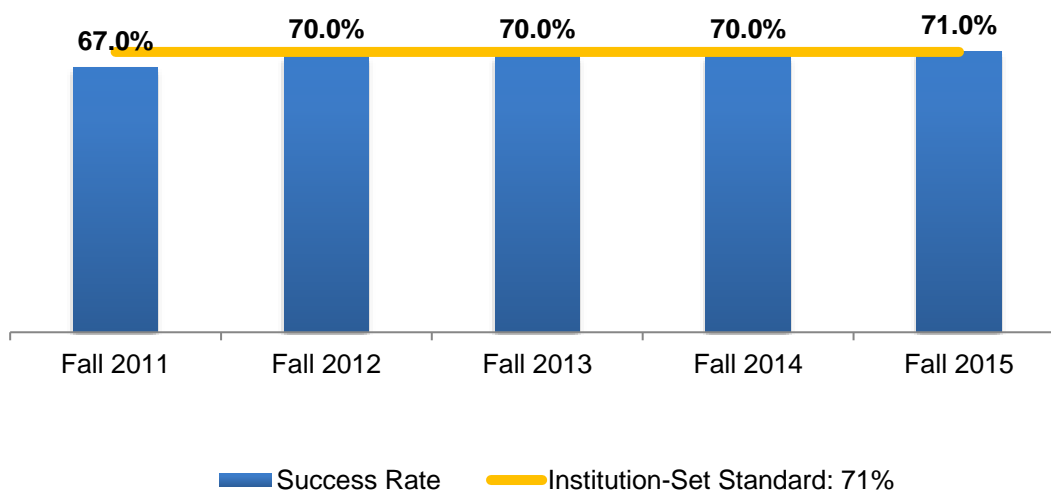
In May 2015, the College also identified short-term (one-year) and long-term (six-year) goals. In May 2016, the College examined its performance in comparison to both its short- and long-term goals and its institution-set standards. In order to establish these goals, the College invited members of various campus committees and governance groups to review historical data, discuss contextual information, and map campus strategies to indicators and outcomes. These goals were set forth at the end of the 2015-2016 academic year.

Based on its performance in comparison to institution-set standards, the College examines additional data sources and engages campus stakeholders in dialogue regarding institutional performance on each indicator. The College posts its Institutional Effectiveness Dashboard, which summarizes college performance related to short-term goals, long-term goals, and institution-set standards.

Institution-Set Standards and Course Success (Completion) Rate

Over the past five fall terms, the College's successful course completion rate (course success rate) has increased four percentage points, from 67 percent in fall 2011 to 71 percent in fall 2015. Given the College's various initiatives designed to increase student success at the course level, including Classroom Tutoring, course redesign, faculty professional development related to engaging teaching and learning strategies, and reorganizing campus tutoring services, campus stakeholders expected the trend to continue. Thus, in fall 2015, the College set its standard for course success rate at 71 percent, which is slightly above the overall success rate for the California Community Colleges system. In fall 2015, the College met its standard for course success rate. That said, the College will continue to improve course outcomes for all students and progress toward its long-term goal of a 74 percent course success rate (Figure 13).

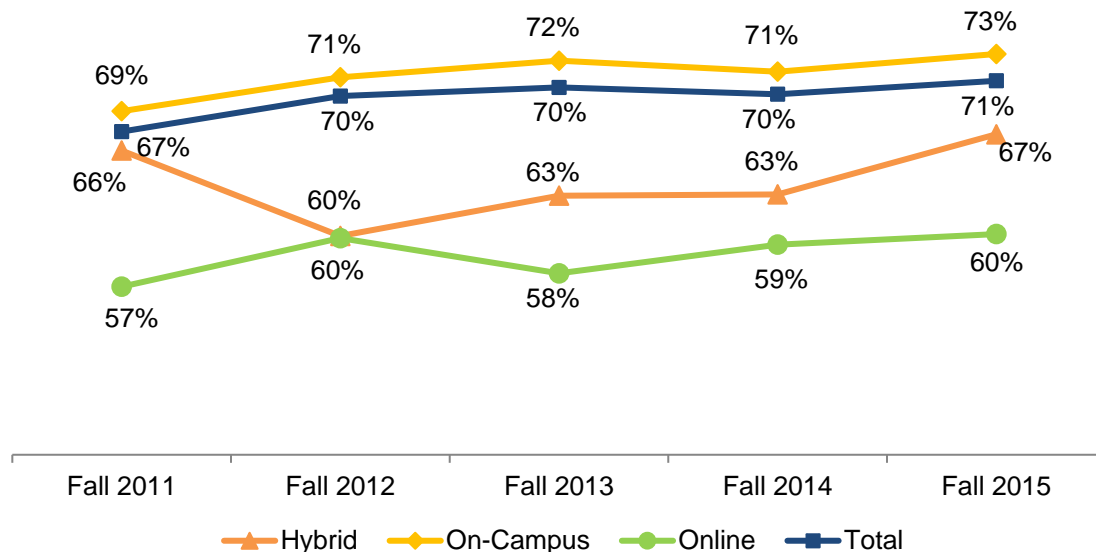
Figure 13. Institution-Set Standard and Course Success Rate



Course Success Rate by Educational Mode

SDCCD regularly disaggregates collegewide data on course success rate by distance education status. Overall, over the past five fall terms, distance education classes have traditionally had lower rates of success (11 percent to 14 percent) than on-campus classes (Figure 14). To better address these gaps at the program level, the SDMC Institutional Research Office provides program-level reports highlighting program-level, and more recently, course-level outcomes disaggregated by distance education status. Beginning in fall 2016, each instructional program was also invited to discuss in its program review student achievement data disaggregated by distance education status. Specifically, instructional programs were asked to identify any equity gaps by distance education status and outline plans to improve outcomes for distance education students.

Figure 14. Course Success Rate by Distance Education Status



Course Retention by Student Demographics and Mode

As observed for course success rate, the collegewide retention rate increased three percentage points from 83 percent in fall 2011 to 86 percent in Fall 2015 (Figure 15). Differences in course retention rate by distance education status were notably smaller than those observed for course success rate. On-campus course retention rates were five percent to seven percent higher than those of online courses (Figure 16). The College is in the process of implementing several initiatives designed to improve outcomes for distance education and ensure the College meets the needs of all students enrolling in SDMC courses.

Figure 15. Course Retention Rate by Student Demographics, Percentage Point Gap

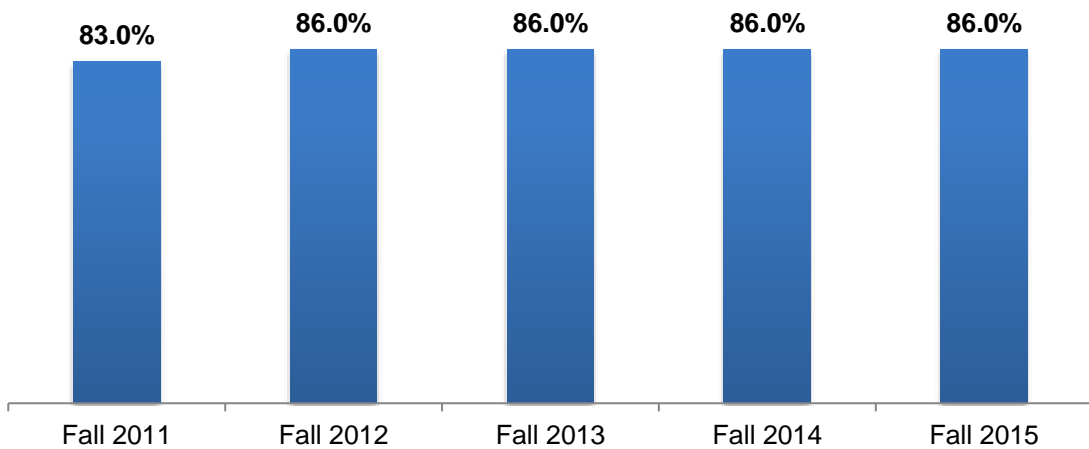
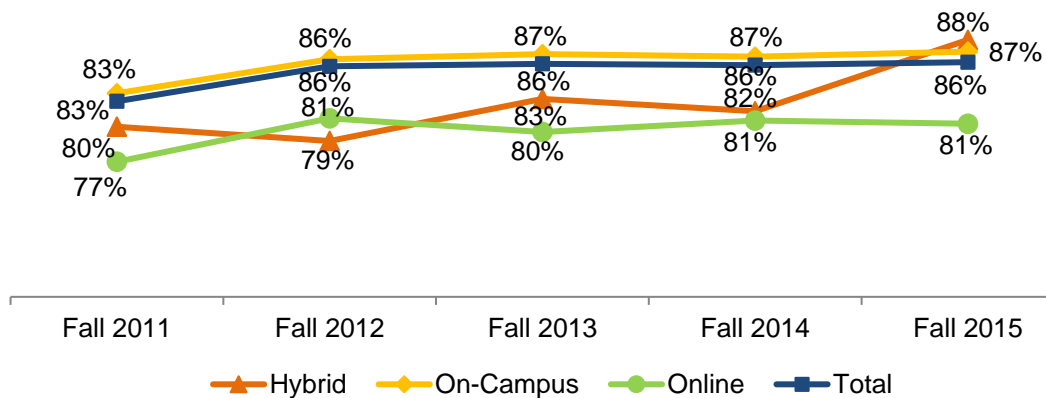
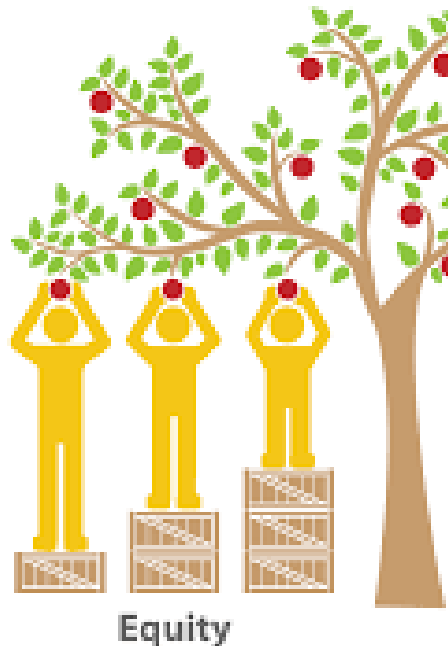


Figure 16. Course Retention Rate by Distance Education Status



The Leading College of Equity and Excellence



Equitable Student Outcomes

SDMC has identified an overarching goal of becoming the leading college of equity and excellence. Inherent in this goal is a focus on equitable student outcomes at all levels and increased campus support for groups of students who may experience additional barriers to enrollment and success at the College. As part of the CCCCO Student Equity initiative, the College examines equity in student outcomes each year. The CCCCO Student Equity initiative focuses on specific target populations of students by gender, ethnicity, disability status, veteran status, income status, and foster youth status.

In the 2014-2015 academic year, the College leveraged the equity index or proportionality index as a measure of equity in student outcomes, and in 2015-2016, the College relied on percentage point gap analysis to assess equity in student outcomes. The resulting data is found below.

Disaggregated Course Success Rate

As Table 23 shows, there were equity gaps in course success for students who were African American, Hispanic/Latino, and Pacific Islander students. In addition, the College has taken steps to address these gaps by implementing programs such as the Classroom Tutoring program, course redesign, and faculty professional development.

Table 23. Fall 2015 Course Success Rate by Student Demographics

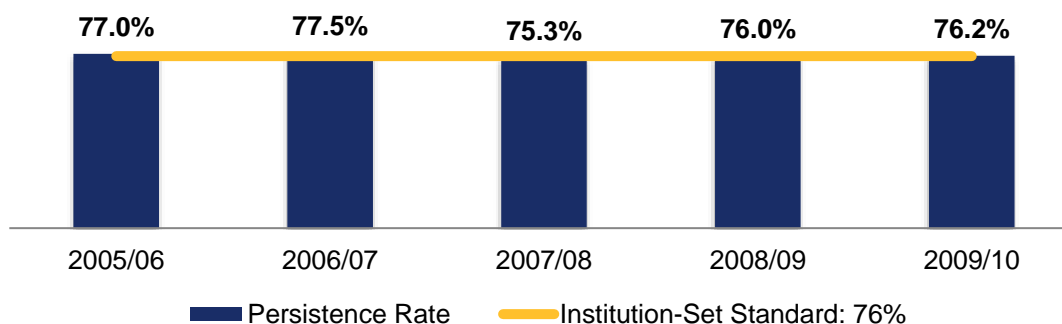
Target Population(s)	Enrollment	Successful	Success Rate	Overall Success Rate	Comparison to the Overall (% point difference with +/- added)*
Example Group	2567	1463	57%	71%	-14
American Indian / Alaska Native	215	146	68%	70%	-2
Asian	9,458	7,220	76%	70%	+6
Black or African American	3,991	2,497	63%	70%	-7
Hispanic or Latino	20,713	13,488	65%	70%	-5
Native Hawaiian or other Pacific Islander	402	261	65%	70%	-5
White	19,411	14,419	74%	70%	+4
Some other race	0	0	-	70%	-
More than one race	3,735	2,476	66%	70%	-4
Unknown	1,394	1,005	72%	70%	+2
All Students	59,319	41,512	70%*		
Males	28,914	19,688	68%	70%	-2
Females	30,405	21,824	72%	70%	+2
Unknown	0	0	N/A	70%	N/A
Current or former foster youth	1,173	787	67%	70%	-3
Individuals with disabilities	2,726	1,879	69%	70%	-1
Low-income students	N/A	N/A	N/A	70%	N/A
Veterans	5,894	4,213	71%	70%	+1

Source: SDMC Student Equity Plan, 2015/16-2017/18

First-Time Student Persistence

While not specifically required by the statewide accountability framework linked to IEPI, the College elected to measure both systemwide and districtwide persistence of first-time students as one of its key performance indicators and an important student momentum point. Systemwide persistence is defined as the percentage of first-time students who begin their college experience at SDMC and persist at any college in the California Community College system for three consecutive semesters. In spring 2016, the College established a short-term (one-year) systemwide persistence goal of 77 percent and a long-term (six-year) goal of 80 percent. Just over three in four first-time SDMC students in the 2009-2010 cohort (76 percent) persisted at a college in the system for three consecutive semesters (Figure 17). Given the delay in reporting on cohort metrics (e.g., 2009-2010), the College expects to reach its short-term goal with the subsequent (2010-2011) cohort and its long-term goal with the 2015-2016 cohort. These expectations are linked to College initiatives and programs that are intended to improve student engagement and persistence, including the Summer CRUISE bridging program for new students, Peer Navigator mentoring program, and others.

Figure 17. First-Time Student Persistence within the CCC System



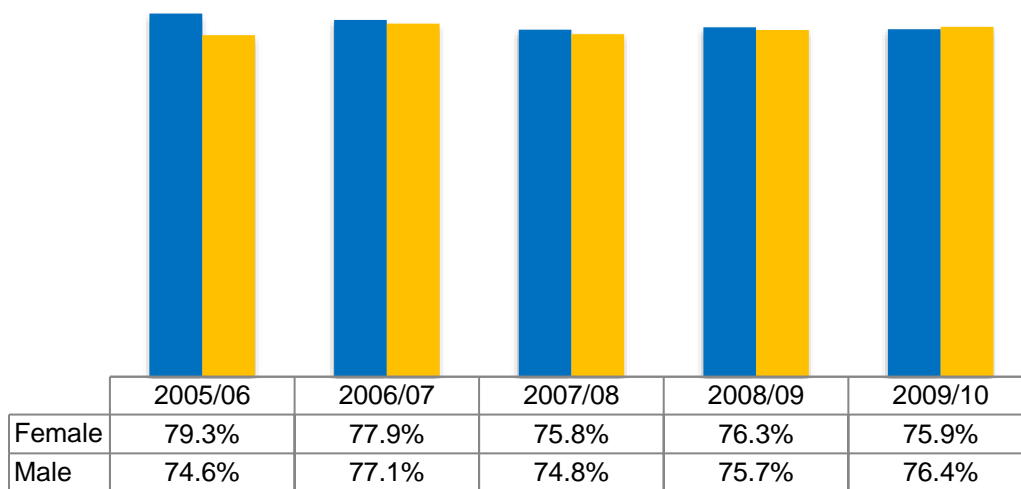
Source: California Community Colleges Student Success Scorecard

In accordance with its Student Equity Plan and overarching goal of becoming the “Leading College of Equity and Excellence,” the College disaggregates key performance indicator data by student demographics. Systemwide persistence is among the indicators the College’s Student Success and Equity Committee reviews and leverages for planning purposes. Historical data on this and other California Community Colleges Student Success Scorecard metrics by gender and ethnicity, as well as some other student characteristics, are made available to the Committee, campus, and community via the Institutional Research Office Data Warehouse (www.sdmesa.edu/datawarehouse), which was launched in August 2016.

Persistence of First-Time Students by Gender

In terms of gender, historically, female SDMC students have had higher rates of persistence the California Community Colleges system; however, in more recent years the gap narrowed and as of the 2009-2010 cohort, systemwide persistence rates were comparable for male and female students (Figure 18).

Figure 18. Systemwide Persistence of First-Time Students by Gender

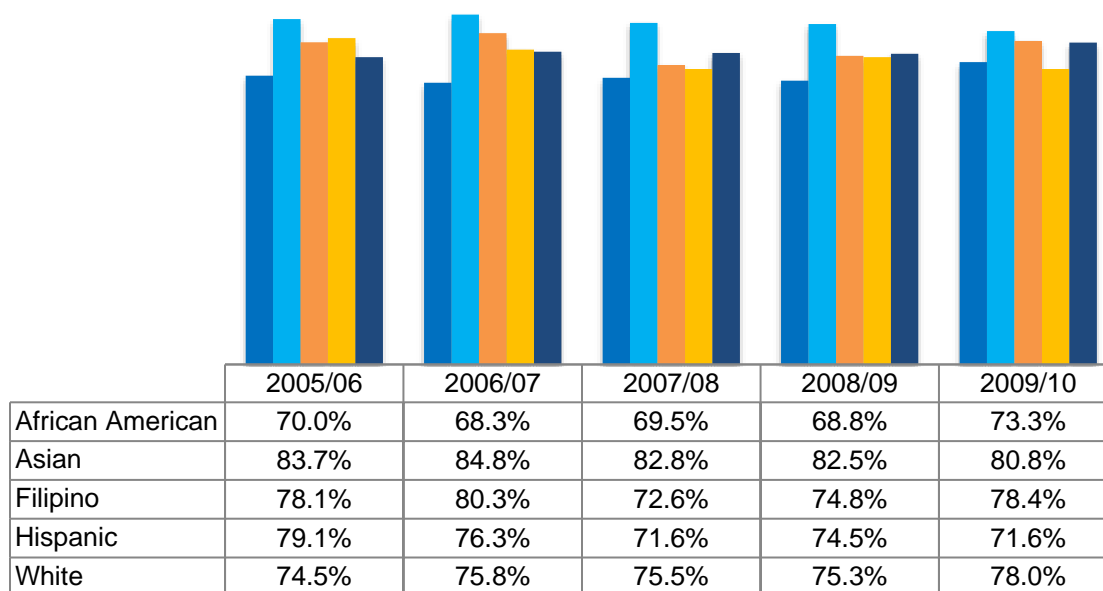


Source: California Community Colleges Student Success Scorecard

Persistence of First-Time Students by Ethnicity

In terms of systemwide persistence by ethnicity, the College has identified equity gaps for African-American students and, more recently, Hispanic students (Figure 19). The College's Student Success and Equity Committee leverages this information in its annual planning processes and in prioritizing student equity initiatives. The College intends to reduce and eventually eliminate these equity gaps in order to maximize success for all students.

Figure 19. First-Time Student Persistence by Ethnicity

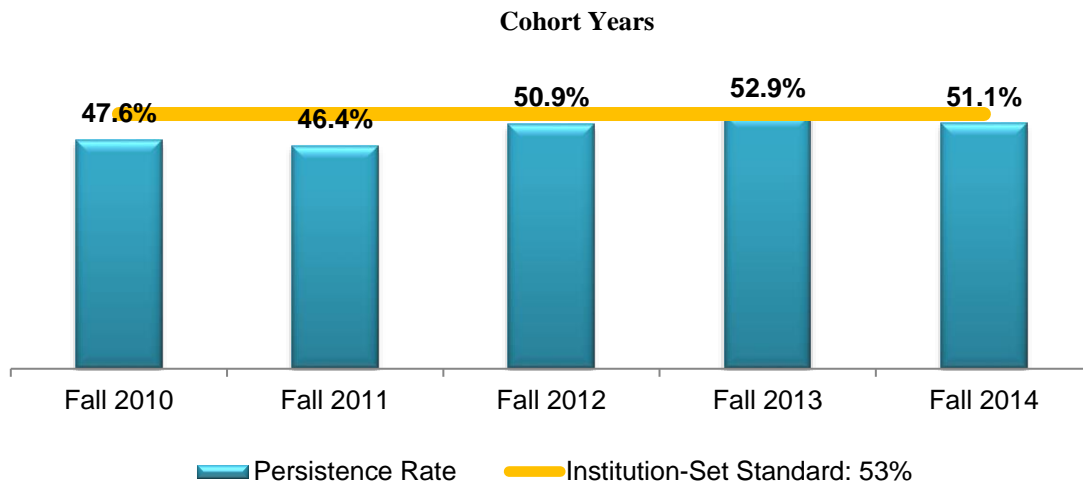


Source: California Community Colleges Student Success Scorecard

Institution-Set Standard and Persistence of First-Time Students In-District

As previously noted, the College also examines districtwide persistence as one of its institution-set standards. The College identified 53 percent as the institution-set standard for districtwide persistence, which is defined as the percentage of first-time students who begin their education at SDMC in a given fall term and enroll in three consecutive terms at any credit college in the District (Mesa College, City College, or Miramar College). While the districtwide persistence rate has increased in recent years, the fall 2014 cohort fell short of the 53 percent standard (Figure 20). The College has implemented a number of programs and initiatives targeting student engagement and persistence and expects to meet the standard for the fall 2015 cohort.

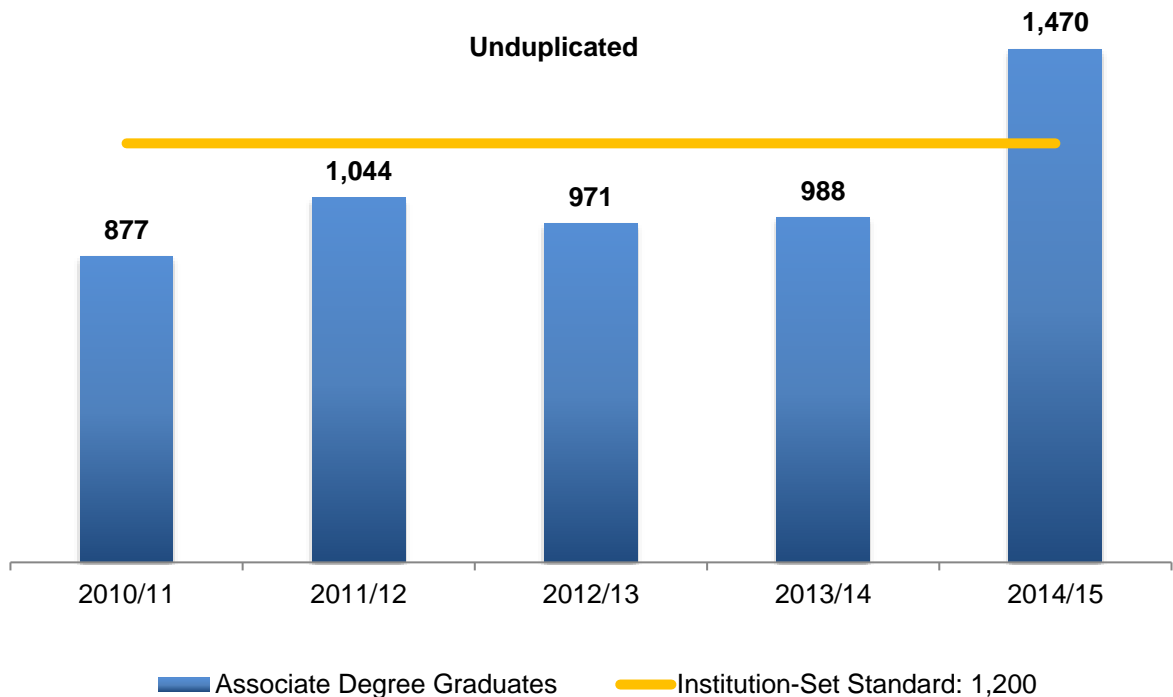
Figure 20. First-Time Student In-District Persistence and Institution-Set Standard



Institution-Set Standard and Associate Degree Graduates

Additionally, SDMC assesses itself against institution-set standards for graduates. In fall 2015, the College adopted new institution-set standards for associate degree graduates, certificate graduates, and all graduates (certificates and/or degrees). These metrics are defined as the unduplicated number of students who earn one or more associate degrees in an academic year (associate degree graduates, number of students who earn one or more certificates in an academic year (certificate graduates), and number of students who earn one or more associate degrees or certificates (all graduates) in an academic year. In fall 2015, the College established a standard of 1,200 associate degree graduates per academic year. The number of associate degree graduates in the 2015-2016 academic year surpassed this benchmark (Figure 21).

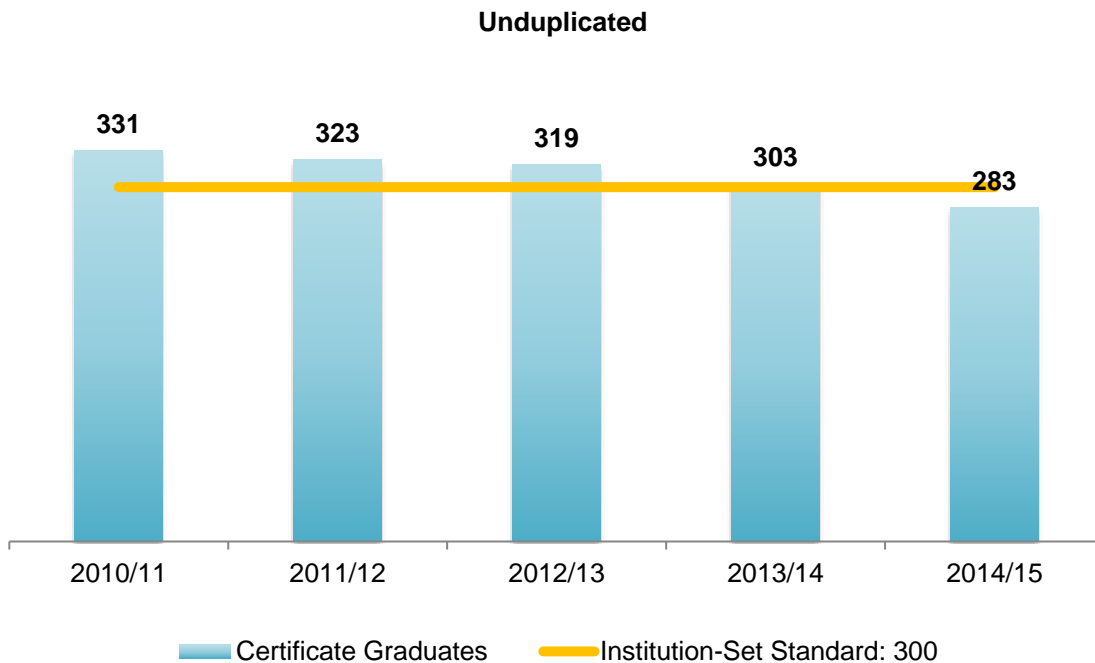
Figure 21. Institution-Set Standard for Associate Degree Graduation



Institution-Set Standard and Certificate Graduates

Similarly, the College established the institution-set standard of 300 for annual certificate graduates. However, given some recent shifts in the region, including the elimination of small (low-unit) certificates, the number of SDMC certificate graduates has actually declined in recent years. In the 2015-2016 academic year, the number of certificate graduates fell below the institution-set standard. The College is currently undertaking measures to increase career technical program enrollment and graduates in order to meet labor market and industry demands. Thus, the College expects to meet this standard in the near future (Figure 22).

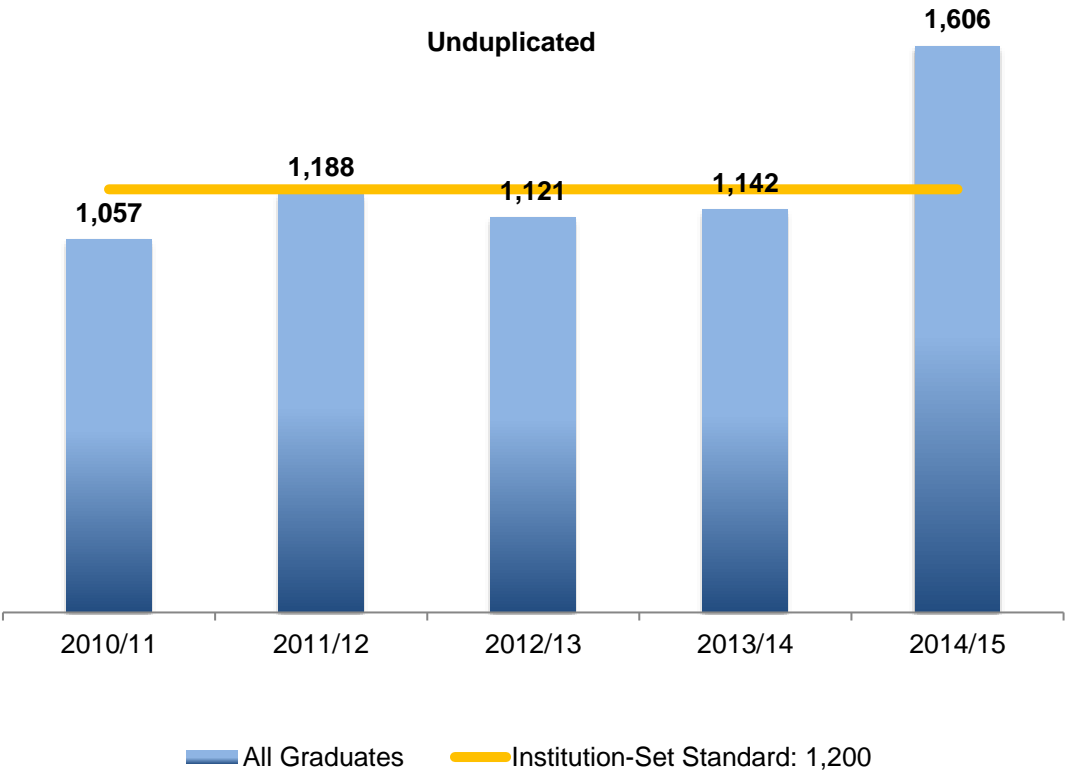
Figure 22. Institution-Set Standard for Certificate Graduation



Institution-Set Standard and All Graduates

The College established an institution-set standard for all graduates in fall 2015 of 1,200 (Figure 23). Largely driven by the significant increase in associate degrees awarded, as of the 2015-2016 academic year, the College surpassed this benchmark.

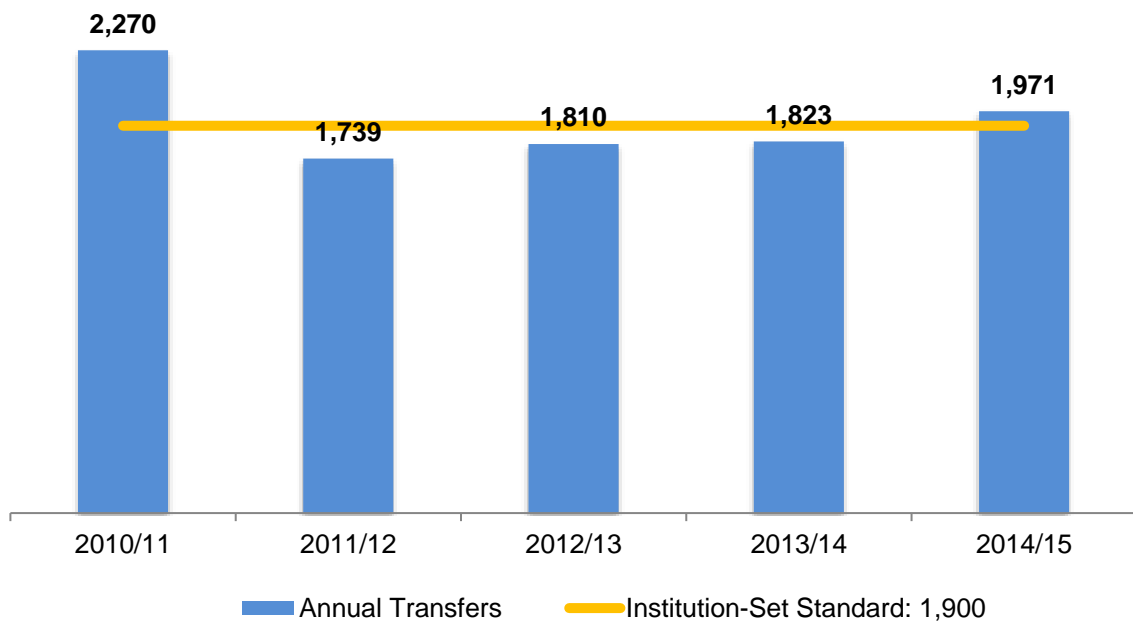
Figure 23. Institution-Set Standard and All Degree and Certificate Graduates



Institution-Set Standard and Transfer to Four-Year Institutions

Given SDMC students' intention to transfer to four-year institutions, the College also assesses annual transfers as a core indicator of college performance. In fall 2015, the College established an institution-set standard for annual transfers of 1,900. The definition of annual transfers is the number of unduplicated SDMC who transfer to, and enroll in courses at, a four-year institution during a given academic year. As of the 2015-2016 academic year, the College surpassed this benchmark (Figure 24).

Figure 24. Transfers to 4-Year Institutions and Institution-Set Standard

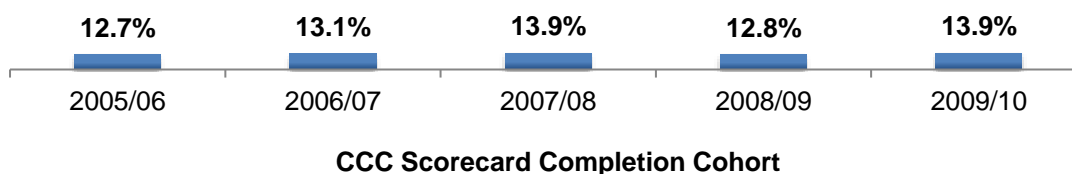


Source: SDCCD Information System and National Student Clearinghouse

Associate Degree Attainment Rates

As part of its equity planning efforts, SDMC's Student Success and Equity Committee assesses multiple cohort-based measures of student completion disaggregated by student demographics. For example, the Committee reviews associate degree attainment rates for first-time students. Associate degree attainment rates are defined as the percentage of first-time students in a given cohort who complete an associate degree within six years. Given that SDMC is a transfer-focused institution based on student educational goals, the transfer rate for a given cohort is typically much greater than the associate degree attainment rate. While the College has not established a standard or goals for associate degree attainment rate, it does leverage this indicator in its Student Equity Plan. The College's associate degree attainment rate has consistently fallen below 15 percent over the past five years, with only the slightest fluctuation (Figure 25).

Figure 25. Associate Degree Attainment Rate



Source: California Community Colleges Student Success Scorecard

Associate Degree Attainment Rates Disaggregated by Population

When the associate degree attainment rate was disaggregated by student ethnicity in the 2015-2016-2017-2018 Student Equity Plan, equity gaps were observed for African American students, Pacific Islander students, and veteran students (Table 24). In the past two years, the College and the District have taken measures to improve associate degree attainment rates. Based on these efforts, the College expects to improve the associate degree attainment rate for more recent cohorts.

Table 24. Associate Degree Attainment Rate by Student Demographics, Percentage Point Gap

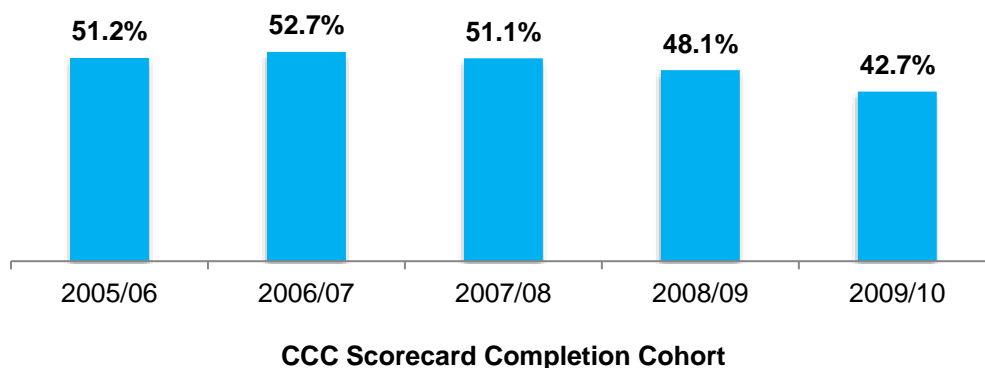
Target Population(s)	The # of Students Who Complete a Minimum of 6 Units and Have Attempted Any Level Course in Math or English in Their First 3 Years	The Number of Students Who Earned a Degree or Certificate within 6 Years	The Percentage of Students Who Earned a Degree or Certificate within 6 Years	Overall Degree/ Certificate Completion Rate*	Comparison to the Overall Rate (% point difference with +/- added)*
Example Group	1947	568	29%	33%	-4
American Indian / Alaska Native	17	2	12%	14%	-2
Asian	458	69	15%	14%	+1
Black or African American	171	14	8%	14%	-6
Hispanic or Latino	532	75	14%	14%	0
Native Hawaiian or other Pacific Islander	32	3	9%	14%	-5
White	903	138	15%	14%	+1
Filipino	121	17	14%	14%	0
Some other race	0	0	-	14%	-
More than one race	N/A	N/A	N/A	14%	N/A
Unknown	226	27	12%	14%	-2
All Students	2,460	345	14%*		
Males	1,224	166	14%	14%	0
Females	1,235	179	15%	14%	+1
Unknown	1	0	0%	14%	-14
Current or former foster youth	N/A	N/A	N/A	14%	N/A
Individuals with disabilities	109	19	17%	14%	+3
Low-income students	1,450	240	17%	14%	+3
Veterans	89	9	10%	14%	-4

Source: SDMC 2015/16-2017/18 Student Equity Plan

Transfer Rates

Contrastingly, the College's transfer rate has historically been around the 50 percent mark, over three times the associate degree attainment rate. Transfer rate is defined as the percentage of first-time students who transfer to a four-year institution within six years. While the College has not established an institution-set standard or aspirational goals for this indicator overall, the College's Student Success and Equity Committee leverages this information in its Student Equity Planning processes. Specifically, the Committee assess equity gaps in student transfer rates. In terms of overall transfer rate, the percentage has declined in recent years for cohorts that began their college careers during the recession of 2008. For example, the transfer rate declined from 51 percent for the 2005-2006 cohort to 43 percent for the 2009-2010 cohort (Figure 26).

Figure 26. Transfer Rate (Six-Year)



Source: California Community Colleges Student Success Scorecard

Transfer Rates Disaggregated by Population

The Student Success and Equity Committee examines transfer rates disaggregated by student demographics. Based on the data included in the 2015/16-2017/18 Student Equity Plan, equity gaps existed for transfer among African American students, Hispanic students, Pacific Islander students, students with disabilities, and students from low-income households (Table 25). The College has taken strides to improve transfer outcomes for these groups of students through additional outreach and marking for the Career Transfer Center, streamlining developmental pathways to increase student throughput, and improving accuracy and equity in placement practices.

**Table 25. Transfer Rate by
Student Demographics, Percentage Point Gap**

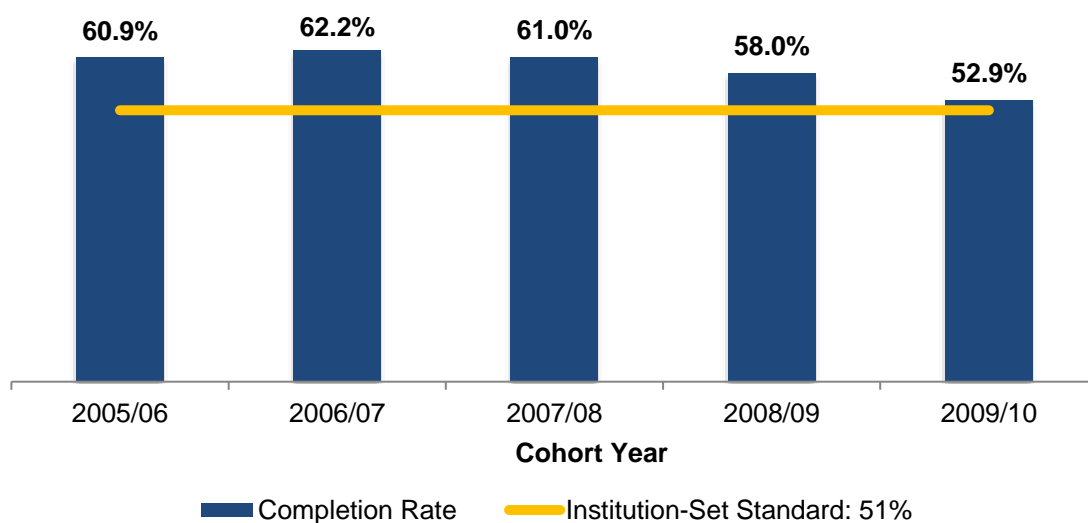
Target Population(s)	The # of students who complete a minimum of 6 units and have attempted any level course in math or English in their first 3 years	The Number of Students Who Transfer to a 4-Year Institution within 6 Years	The Percentage of Students Who Transfer to a 4-Year Institution within 6 Years (Transfer Rate)	Overall Student Transfer Rate	Comparison to the Overall Rate (% point difference with +/- added)*
Example Group	1947	568	29%	33%	-4
American Indian / Alaska Native	17	10	59%	48%	+11
Asian	458	301	66%	48%	+18
Black or African American	171	67	39%	48%	-9
Hispanic or Latino	532	202	38%	48%	-10
Native Hawaiian or other Pacific Islander	32	14	44%	48%	-4
White	903	433	48%	48%	0
Filipino	121	54	45%	48%	-3
Some other race	0	0	-	48%	-
More than one race	N/A	N/A	N/A	48%	N/A
Unknown	226	101	45%	48%	-3
All Students	2460	1182	48%*		
Males	1224	571	47%	48%	-1
Females	1235	611	49%	48%	+1
Unknown	1	0	0%	48%	-48
Current or former foster youth	N/A	N/A	N/A	48%	N/A
Individuals with disabilities	109	40	37%	48%	-11
Low-income students	1450	582	40%	48%	-8
Veterans	89	41	46%	48%	-2

Source: SDMC 2015/16-2017/18 Student Equity Plan

Student Success Scorecard Completion Rates

In order to assess student completion through a broader range of student educational goals, the College also examines California Community Colleges Student Success Scorecard completion rates. Completion rate is defined as the percentage of first-time students who graduates with an associate degree, certificate, transfers to a four-year institution, or becomes “transfer-prepared,” meaning he or she completes 60 transferrable units with a GPA of 2.0 or above, within six years (Figure 27).

Figure 27. Student Success Scorecard Completion Rate

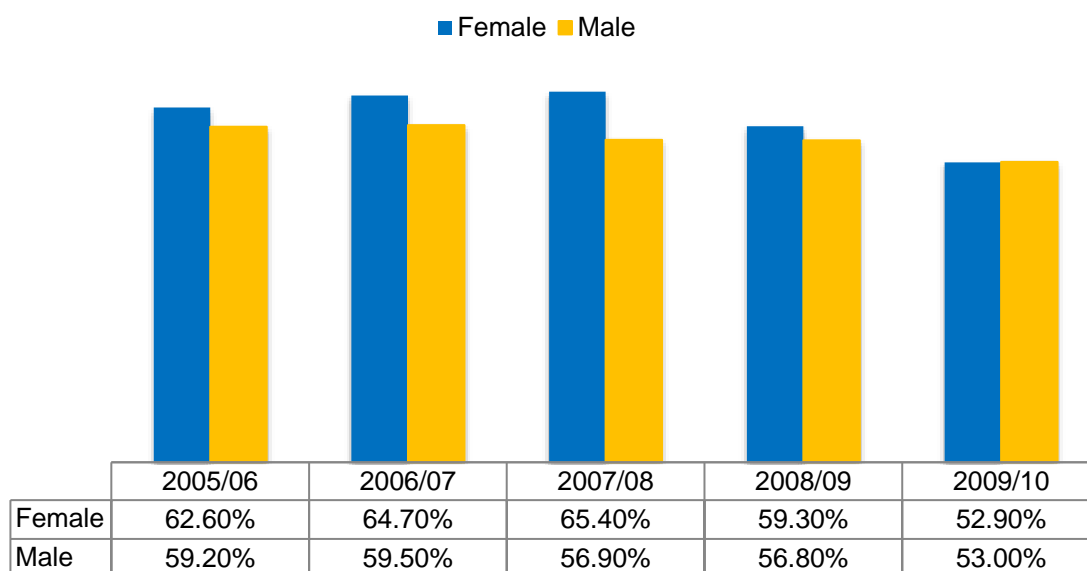


Source: California Community Colleges Student Success Scorecard

SDMC’s Student Success and Equity Committee assesses student completion rates overall and disaggregated by student demographics. The College’s completion rate is largely derived from its transfer rates; thus, as transfer rates declined for recent cohorts, so did overall completion rates (Figure 27).

While the College has not yet adopted an institution-set standard or aspirational goals for completion rates, the Student Success and Equity Committee examines equity in completion rates as part of its student equity planning processes. In general, over the past five years, completion rates for female students have exceeded those for male students; however, as of the most recent cohort (2009-2010), disparities in completion rates by gender were eliminated (Figure 28).

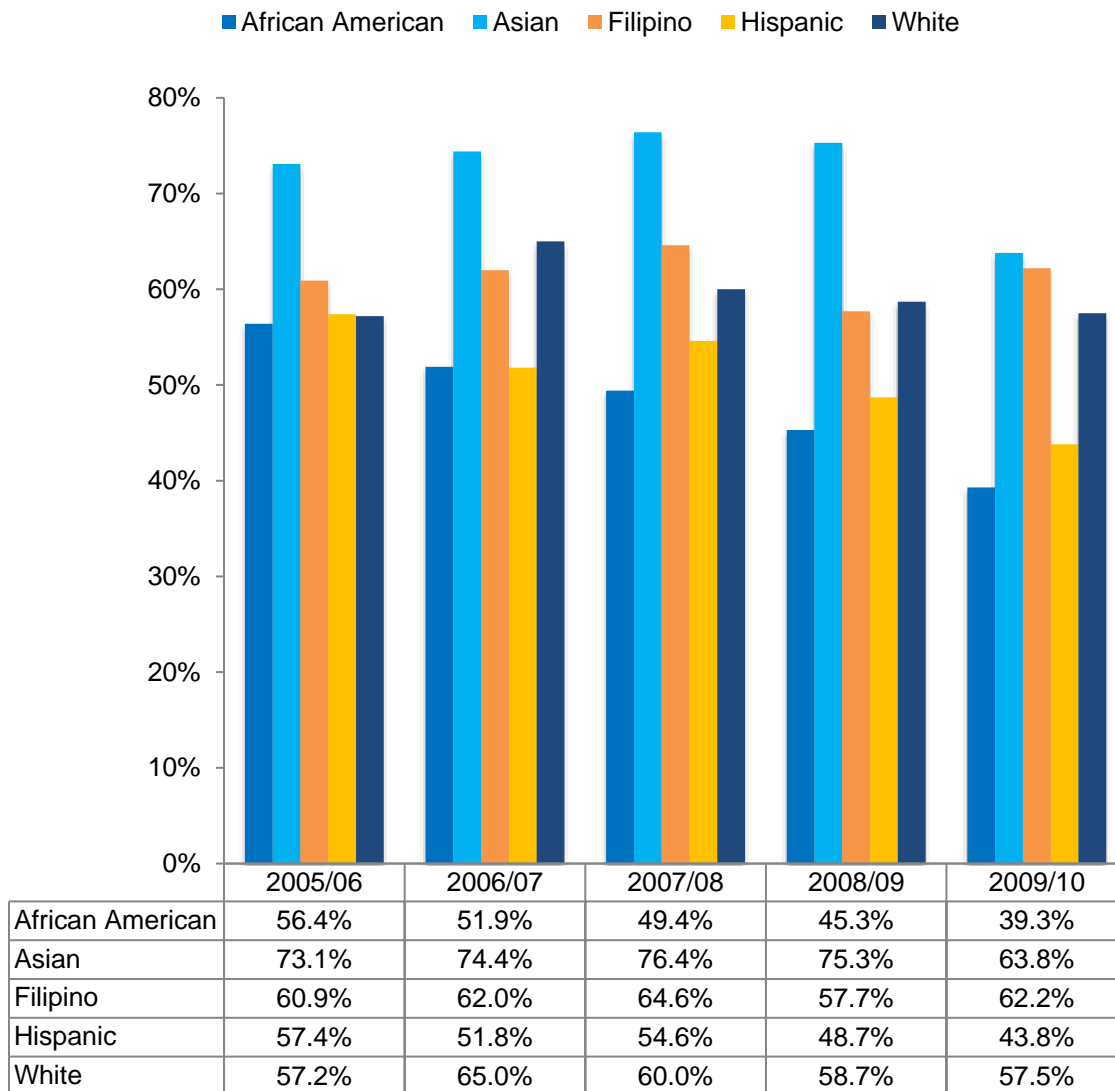
Figure 28. Student Success Scorecard Completion Rate by Gender



Source: California Community Colleges Student Success Scorecard

That said, equity gaps were observed for African American students and Hispanic students (Figure 29). The College's recent efforts directed at improving overall associate degree attainment rates and specifically targeting equity gaps for student ethnic groups are expected to reduce and eventually eliminate these equity gaps.

Figure 29. Student Success Scorecard Completion Rate by Ethnicity



Source: California Community Colleges Student Success Scorecard

Other key indicators of college performance include basic skills/remedial progress rates. Beginning in spring 2015, the College established short-term (one-year) and long-term (six-year) goals for basic skills English progress rate, basic skills math progress rate, and basic skills ESL progress rate.

In spring 2015, the College established aspirational goals for several performance indicators, and in spring 2016 reviewed and updated some of the goals based on contextual information and additional data. As of spring 2016, the College set a 53 percent short-term goal and 60 percent long-term goal for the basic skills English progress rate. Basic skills English rate is defined as the percentage of students who begin in an English course any

levels below transfer level and successfully complete a transfer-level English course within six years.

The College began piloting a number of interventions designed to improve student throughput in English in 2010. These interventions include an accelerated developmental English course and, more recently, a co-requisite English course attached to transfer-level English, and improved placement practices. In light of these interventions, the College set an aspirational goal of 60 percent or ten percentage point increase over the baseline figure of 49.9 percent for the 2008-2009 cohort (Figure 30). As of the 2009-2010 cohort, the College did not meet its aspirational goal. However, given the College’s scaling up of accelerated English course sections, implementation of a co-requisite English course, and improved placement practices, the College expects to meet its aspirational goal with the 2015-2016 cohort.

As part of the College’s student equity planning efforts, the Student Success and Equity Committee reviewed disaggregated data on basic skills English progress and set goals for eliminating equity gaps. Based on the 2015/16-2017/18 Student Equity Plan data, equity gaps in basic skills English progress rates were observed for African American students, Pacific Islander students, Filipino students, and students with disabilities. In order to eliminate these gaps, the College has increased accelerated English course offerings, improved its English placement processes, and implemented basic skills tutoring for DSPS students.

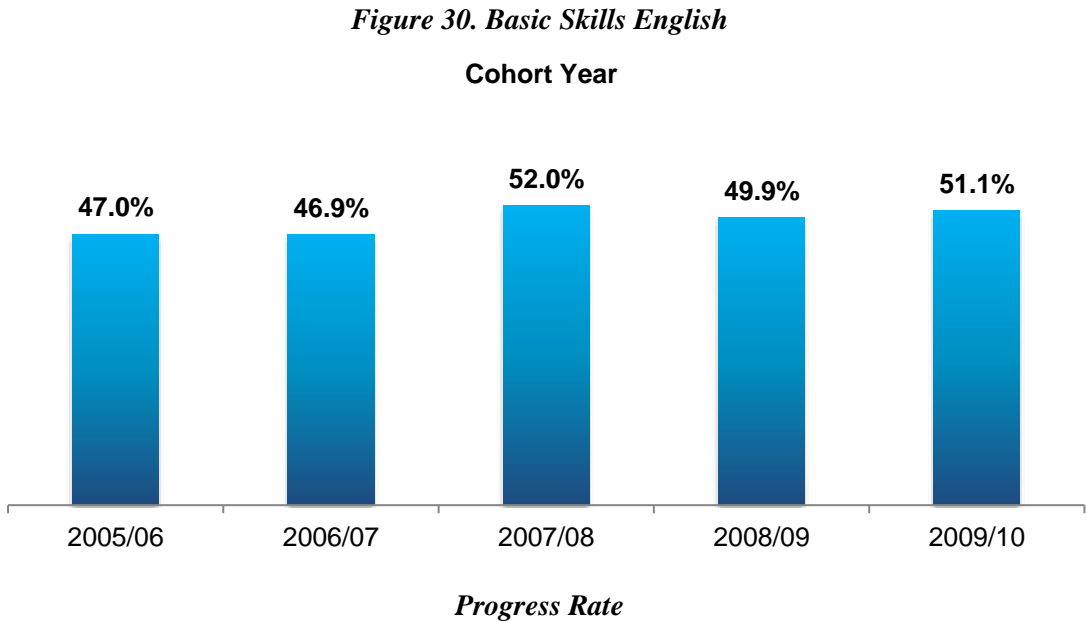


Table 26 on the following page disaggregates this progress rate by student equity target populations.

**Table 26. Basic Skills English Progress Rate
by Student Demographics, Percentage Point Gap**

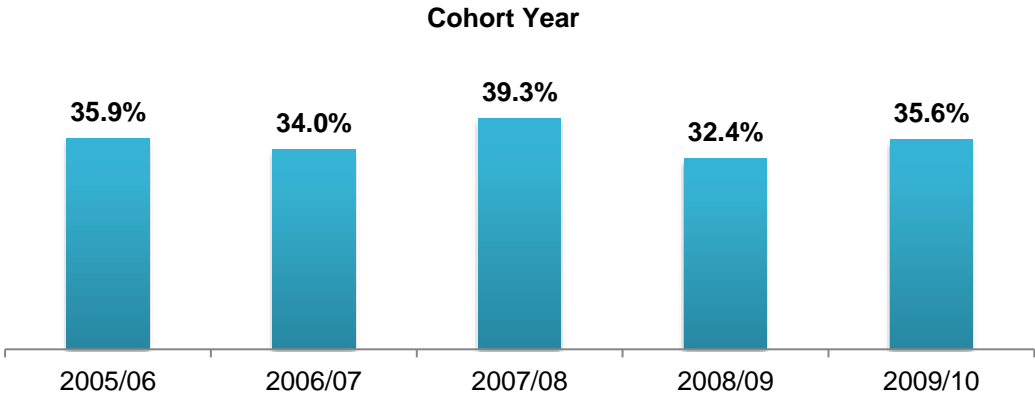
Target Population(s)	Number of Students Who Attempted Any English Course Below College/ Transfer Level	Number of Students Who Successfully Complete a College/ Transfer-Level English Course within 6 Years	Percentage of Students Who Successfully Complete a College/ Transfer-Level English Course within 6 Years	Overall Basic Skills English Progress Rate	Comparison to the Overall Rate (% point difference with +/- added)*
Example Group	2567	1463	57%	71%	-14
American Indian / Alaska Native	17	10	59%	50%	+9
Asian	176	108	61%	50%	+11
Black or African American	126	54	43%	50%	-7
Hispanic or Latino	381	185	49%	50%	-1
Native Hawaiian or other Pacific Islander	27	10	37%	50%	-13
White	453	219	48%	50%	-2
Filipino	51	22	43%	50%	-7
Some other race	0	0	-	50%	-
More than one race	N/A	N/A	N/A	50%	N/A
Unknown	108	58	54%	50%	+4
All Students	1,339	666	50%*		
Males	683	346	51%	50%	+1
Females	656	320	49%	50%	-1
Unknown	0	0	N/A	50%	N/A
Current or former foster youth	N/A	N/A	N/A	50%	N/A
Individuals with disabilities	92	40	43%	50%	-7
Low-income students	802	397	50%	50%	0
Veterans	57	29	51%	50%	+1

Source: SDMC 2015/16-2017/18 Student Equity Plan

In spring 2015, the College established aspirational goals of 35 percent and 40 percent (short term and long term) for basic skills math progress rate. Basic skills math rate is defined as the percentage of students who begin in a math course any levels below college (intermediate algebra) level and successfully complete a college- or transfer-level math course within six years.

As with English, the College began piloting interventions designed to improve student throughput in math in 2011. These interventions include an accelerated developmental math course and the creation of STEM and non-STEM pathways. In light of these interventions, the College set a short-term aspirational goal of 35 percent, a three percentage point increase over the baseline figure of 32 percent for the 2008-2009 cohort. As of the 2009-2010 cohort, the College met its short-term aspirational goal of 35 percent (Figure 31). This figure is expected to increase further as accelerated math course sections are scaled up and additional steps are taken to optimize STEM and non-STEM pathways.

Figure 31. Basic Skills Math Progress Rate



Source: California Community Colleges Student Success Scorecard

As with basic skills English, basic skills math progress disaggregated by student demographics is examined by the Student Success and Equity Committee, and activities are planned accordingly to address equity gaps with specific populations of students. As Table 27 shows, equity gaps in basic skills math progress were observed for African American students and male students.

**Table 27. Basic Skills Math Progress Rate
by Student Demographics, Percentage Point Gap**

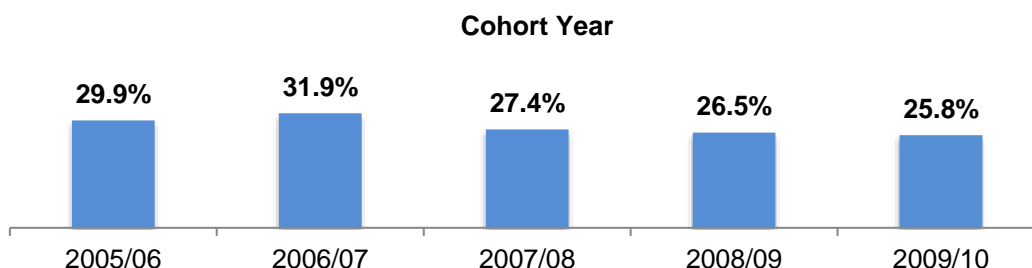
Target Population(s)	Number of Students Who Attempted Any Math Course Below College Level	Number of Students Who Successfully Complete a College or Transfer-Level Math Course within 6 Years	Percentage of Students Who Successfully Complete a College or Transfer-Level Math Course within 6 Years	Overall Basic Skills Math Progress Rate	Comparison to the Overall Rate (% point difference with +/- added)*
Example Group	1457	247	17%	24%	-7
American Indian / Alaska Native	13	4	31%	32%	-1
Asian	65	27	42%	32%	+10
Black or African American	98	22	22%	32%	-10
Hispanic or Latino	248	74	30%	32%	-2
Native Hawaiian or other Pacific Islander	20	6	30%	32%	-2
White	332	110	33%	32%	+1
Filipino	31	14	45%	32%	+13
Some other race	0	0	-	32%	-
More than one race	N/A	N/A	N/A	32%	N/A
Unknown	90	32	36%	32%	+4
All Students	897	289	32%*		
Males	398	113	28%	32%	-4
Females	498	176	35%	32%	+3
Unknown	1	0	0%	32%	-32
Current or former foster youth	N/A	N/A	N/A	32%	N/A
Individuals with disabilities	70	26	37%	32%	+5
Low-income students	557	184	33%	32%	+1
Veterans	50	20	40%	32%	+8

Source: SDMC 2015/16-2017/18 Student Equity Plan

In spring 2015, the College established aspirational goals of 30 percent and 37 percent (short term and long term) for basic skills ESL progress rate. Basic skills ESL rate is defined as the percentage of students who begin in an ESL course any levels below transfer level and successfully complete transfer-level English or ESL course within six years.

The College began piloting interventions designed to improve student throughput in ESL in 2015-2016. These interventions include an accelerated developmental ESL course and research and inquiry on the College's ESL placement practices. In light of these activities, the College set a short-term aspirational goal of 30 percent, a three percentage point increase over the baseline figure of 27 percent for the 2008-2009 cohort. As of the 2009-2010 cohort, the College did not meet its short-term aspirational goal of 30 percent (Figure 32). Although contrary to the current trend, this figure is expected to increase as accelerated ESL course sections are scaled up and additional steps are taken to improve ESL placement practices. These interventions are expected to impact more recent cohorts, which will not be included in Scorecard cohorts for several more years.

Figure 32. Basic Skills ESL Progress Rate



Source: California Community Colleges Student Success Scorecard

The College's Student Success and Equity Committee examines basic skills ESL progress disaggregated by student demographics in its student equity planning processes. As Table 28 shows, as of the 2008-2009 cohort, equity gaps in basic skills ESL progress were observed for African American students, and Hispanic students. The College is currently examining opportunities for improving basic skills ESL student outcomes with an emphasis on throughput (successful completion of a transfer English course).

**Table 28. Basic Skills ESL Progress Rate
by Student Demographics, Percentage Point Gap**

Target Population(s)	Number of Students Who Attempted Any ESL Course Below College/ Transfer Level	Number of Students Who Successfully Complete a College/ Transfer-Level English Course within 6 Years	Percentage of Students Who Successfully Complete a College/ Transfer-Level English Course within 6 Years	Overall Basic Skills ESL Progress Rate	Comparison to the Overall Rate (% point difference with +/- added)*
Example Group	1457	247	17%	24%	-7
American Indian / Alaska Native	1	0	0%	27%	-27
Asian	96	31	32%	27%	+5
Black or African American	14	3	21%	27%	-6
Hispanic or Latino	47	11	23%	27%	-4
Native Hawaiian or other Pacific Islander	1	0	0%	27%	-27
White	25	7	28%	27%	+1
Filipino	2	0	0%	27%	-27
Some other race	0	0	-	27%	-
More than one race	N/A	N/A	N/A	27%	N/A
Unknown	17	2	12%	27%	-15
All Students	203	54	27%*		
Males	86	22	26%	27%	-1
Females	117	32	27%	27%	0
Unknown	0	0	N/A	27%	N/A
Current or former foster youth	N/A	N/A	N/A	27%	N/A
Individuals with disabilities	10	4	40%	27%	+13
Low-income students	133	37	28%	27%	+1
Veterans	2	1	50%	27%	+23

Source: SDMC 2015-2018 Student Equity Plan

Allied Health Licensure Passage Rates

Table 29 demonstrates the quality of SDMC's Allied Health programs as the average licensure passage rates significantly exceed the standard passage rate.

Table 29. Allied Health Licensure Passage Rates

Program	2012 Pass Rate	2013 Pass Rate	2014 Pass Rate	2015 Pass Rate	4-Year Average	Standard
Animal Health Technology	100%	93%	94%	100%	97%	90%
Dental Assisting	100%	100%	100%	100%	100%	85%
Health Information Technology	100%	100%	69%	100%	92%	70%
Medical Assisting	100%	100%	100%	100%	100%	90%
Physical Therapist Assistant	N/A	94%	90%	92%	92%	85%
Radiologic Technology	100%	100%	100%	95%	99%	90%

ORGANIZATION OF SELF EVALUATION PROCESS

SDMC maintains an ongoing effort to adhere to the ACCJC Accreditation Standards, Eligibility Requirements, and Commission Policies. In preparation of the self evaluation report, the College began a concentrated self evaluation of its practices and processes in fall 2014. Below is a summary of the timeline, milestones and description for the self evaluation effort.

Semester	Milestone	Description
Fall 2013	Gap Analysis	<ul style="list-style-type: none"> Assess institutional progress as per ACCJC Institutional Effectiveness Rubrics
Spring 2014	Developed Operational Structure	<ul style="list-style-type: none"> Invited faculty, staff, and administrators to participate on Accreditation Subcommittee and Self Evaluation process President's Cabinet Retreat Discussion ACCJC Training
Summer 2014	Established Operational Structure	<ul style="list-style-type: none"> Accreditation Co-chair and ALO meetings Vetted and Finalized Tri-Chair and Accreditation Committee membership for each Standard
Fall 2014	Self Evaluation Kick-Off Completion of First Draft	<ul style="list-style-type: none"> Fall Convocation Presentation Standard Tri-Chair Training Launched the Self Evaluation writing process Bi-monthly Accreditation Committee Meetings Monthly Standard Committee Meetings College wide Brown Bag Discussions – Gap Analysis Writing teams developed second draft of Self Evaluation
Spring 2015	Develop Second Draft	<ul style="list-style-type: none"> Spring Convocation Presentation ACCJC Training Writing teams developed second draft of Self Evaluation Bi-monthly Accreditation Committee Meetings Monthly Standard Committee Meetings College wide Brown Bag Discussions – Feedback
Summer 2015		<ul style="list-style-type: none"> Make edits and incorporate feedback Develop second draft of self evaluation

Semester	Milestone	Description
Fall 2015	Completion of Second Draft	<ul style="list-style-type: none"> • Fall Convocation • Writing teams complete second draft of Self Evaluation • Bi-monthly Accreditation Committee Meetings • Monthly Standard Committee Meetings • Participatory Governance Meeting Presentations
Spring 2016	Development of Final Draft	<ul style="list-style-type: none"> • Spring Convocation Presentation • Incorporated College Feedback • Continue to Update Final Draft
Summer 2016		<ul style="list-style-type: none"> • Make edits and incorporate feedback • Develop second draft of self evaluation • Meeting with District Committee • Incorporate District Sections and Evidence
Fall 2016	Completion of Final Draft Board Submission	<ul style="list-style-type: none"> • Final Review of each Standards during President's Cabinet • Final online feedback from college community • Submission of Final Draft to the Board for Approval
Spring 2017	Site Team Visit	<ul style="list-style-type: none"> • Continue final preparations for Team Visit • External Evaluation Team Visit

ACCREDITATION STANDARDS COMMITTEE LEADERSHIP TEAM AND TRI-CHAIRS

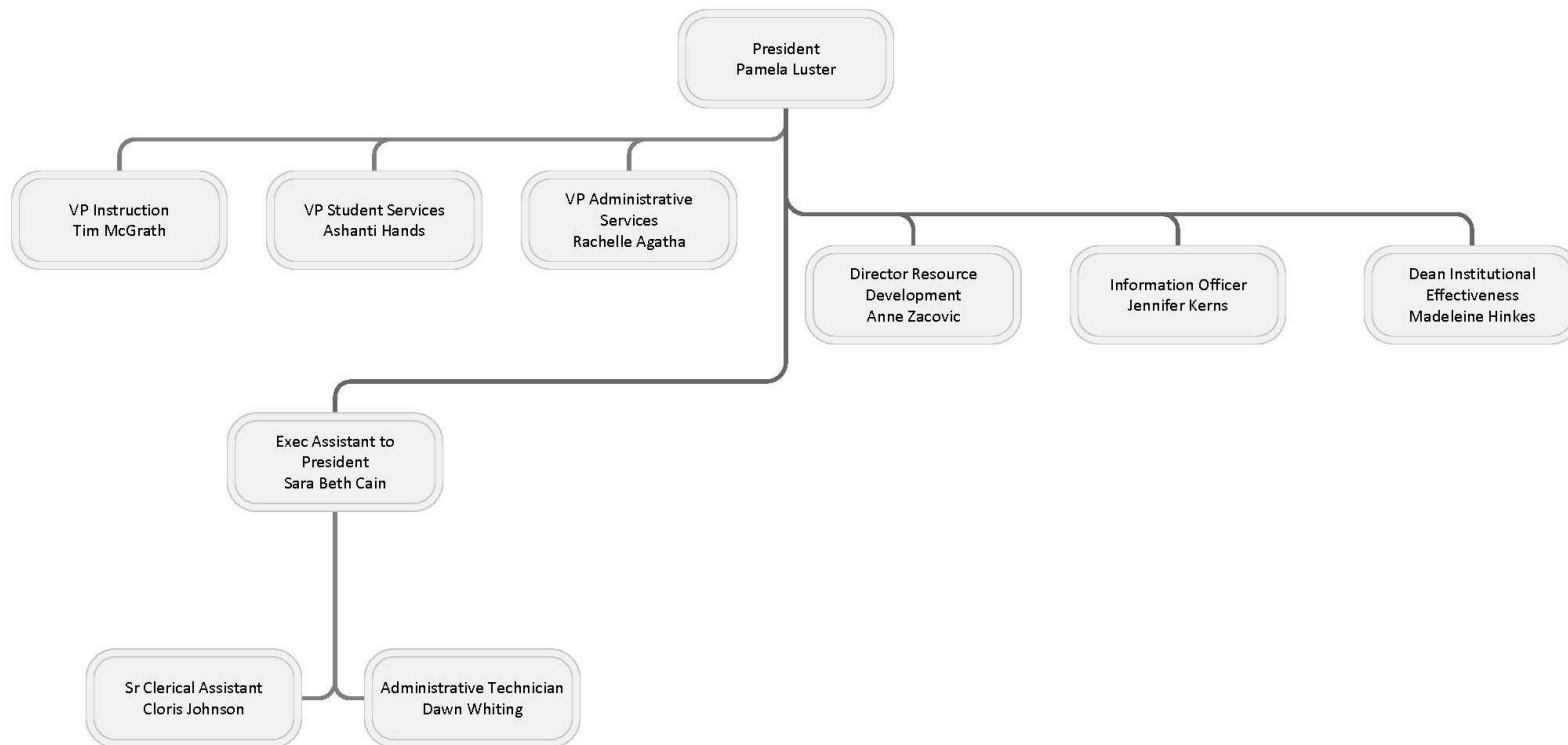
Accreditation Leadership Team

Pamela Luster, Ed.D.	President
Danene Brown, Ph.D.	Accreditation Liaison Officer Dean, Business and Technology
Chris Sullivan, Ed.D.	Faculty, English
Trina Larson, Ph.D.	President, Classified Senate
Madeleine Hinkes, Ph.D.	Dean, Institutional Effectiveness

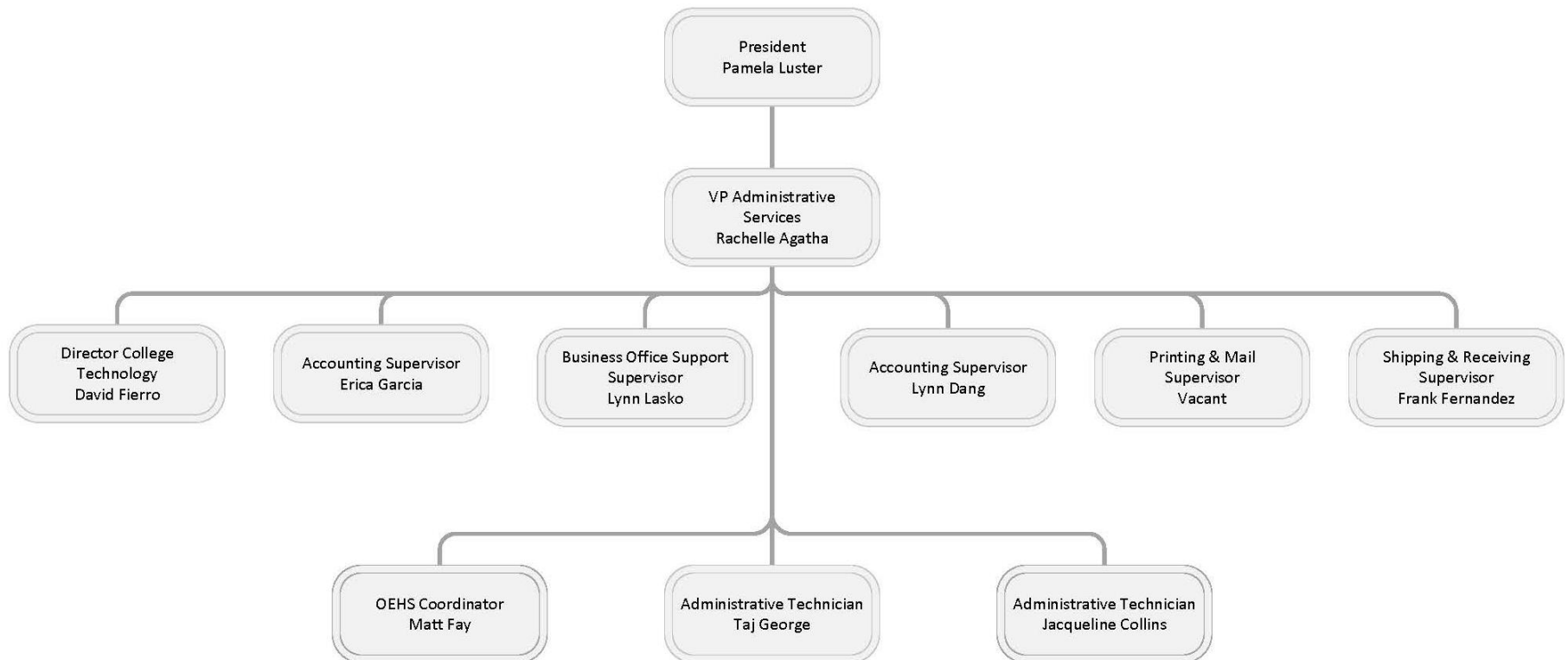
Standard	Tri-Chair	Position
Standard I	Ginger Davis	Student Services Technician
	Jill Moreno Ikari	Faculty, English
	Madeleine Hinkes	Dean, Institutional Research
Standard II	Erika Higginbotham	Faculty, DSPS
	Trina Larson	Administrative Secretary
	Tim McGrath	Vice President, Instruction
Standard III	Donna Duchow	Faculty, English
	Charlotta Robertson	Instructional Support Supervisor, LRC
	Rachelle Agatha	Vice President, Administrative Services
Standard IV	Ashanti Hands	Vice President, Student Services
	Kim Perigo	Faculty, Communication
	Angela Liewen	Instructional Lab Technician
	Monica Romero	Program Director, HSI/Title V

ORGANIZATIONAL CHARTS

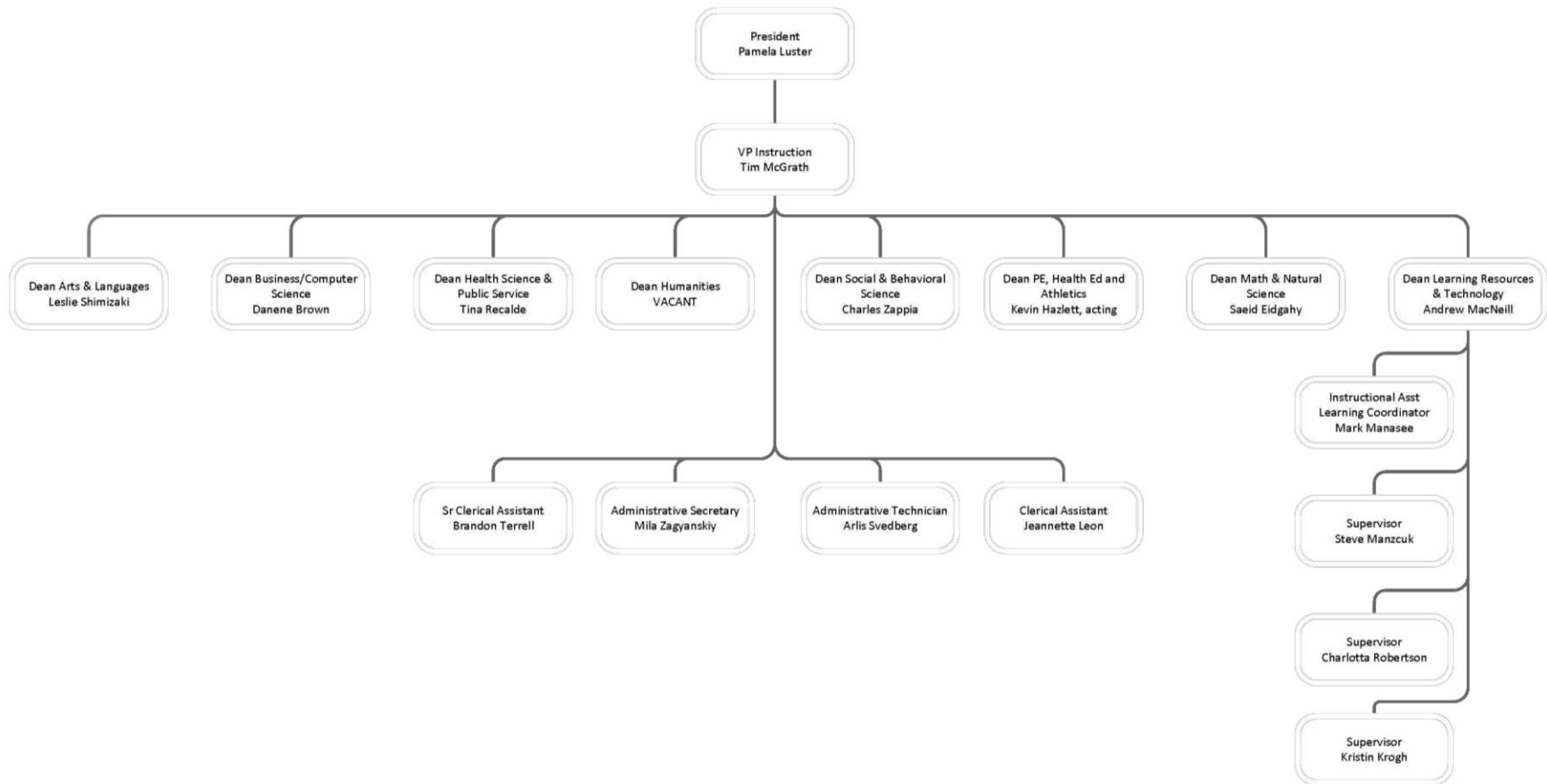
President's Office



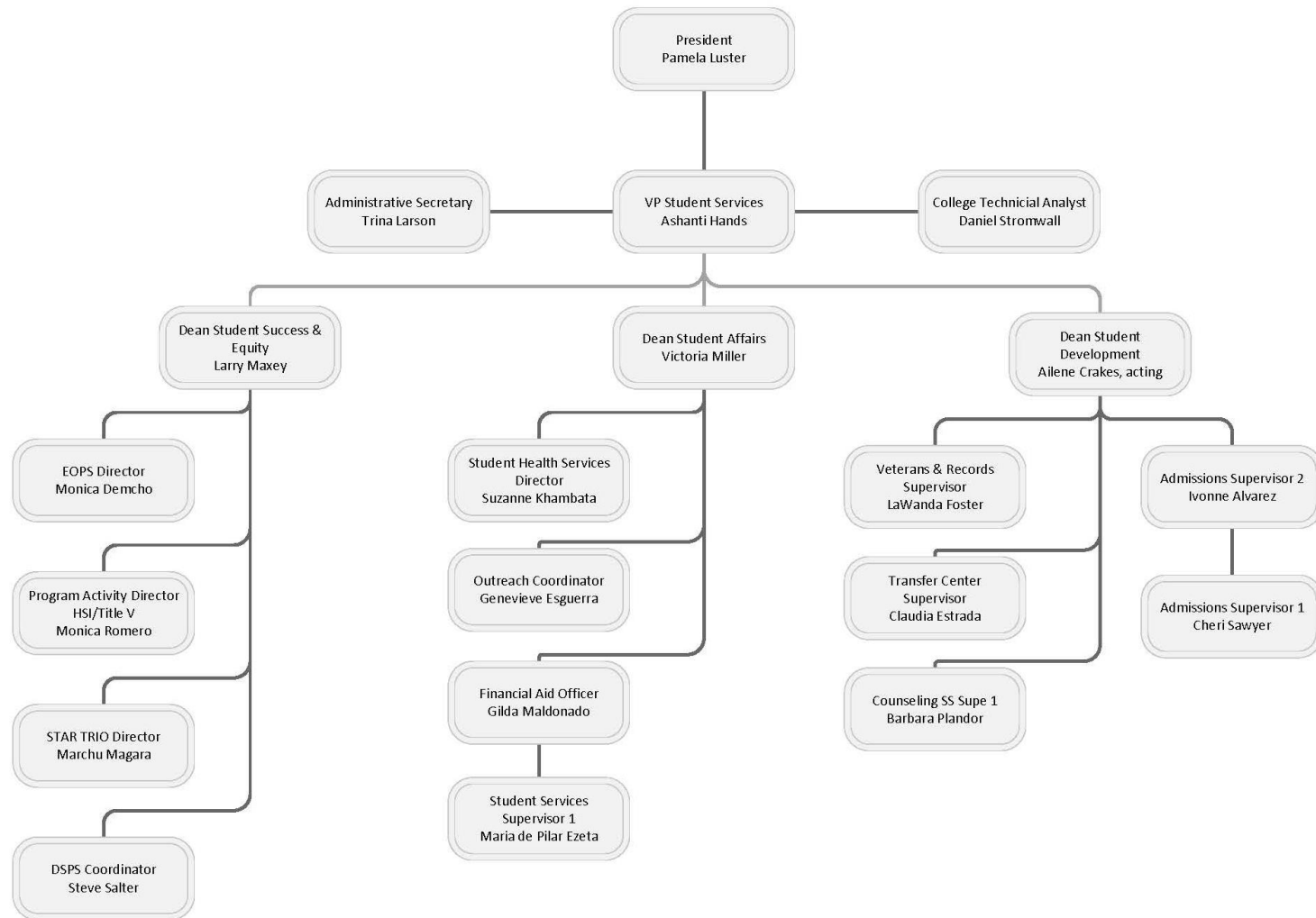
Administrative Services



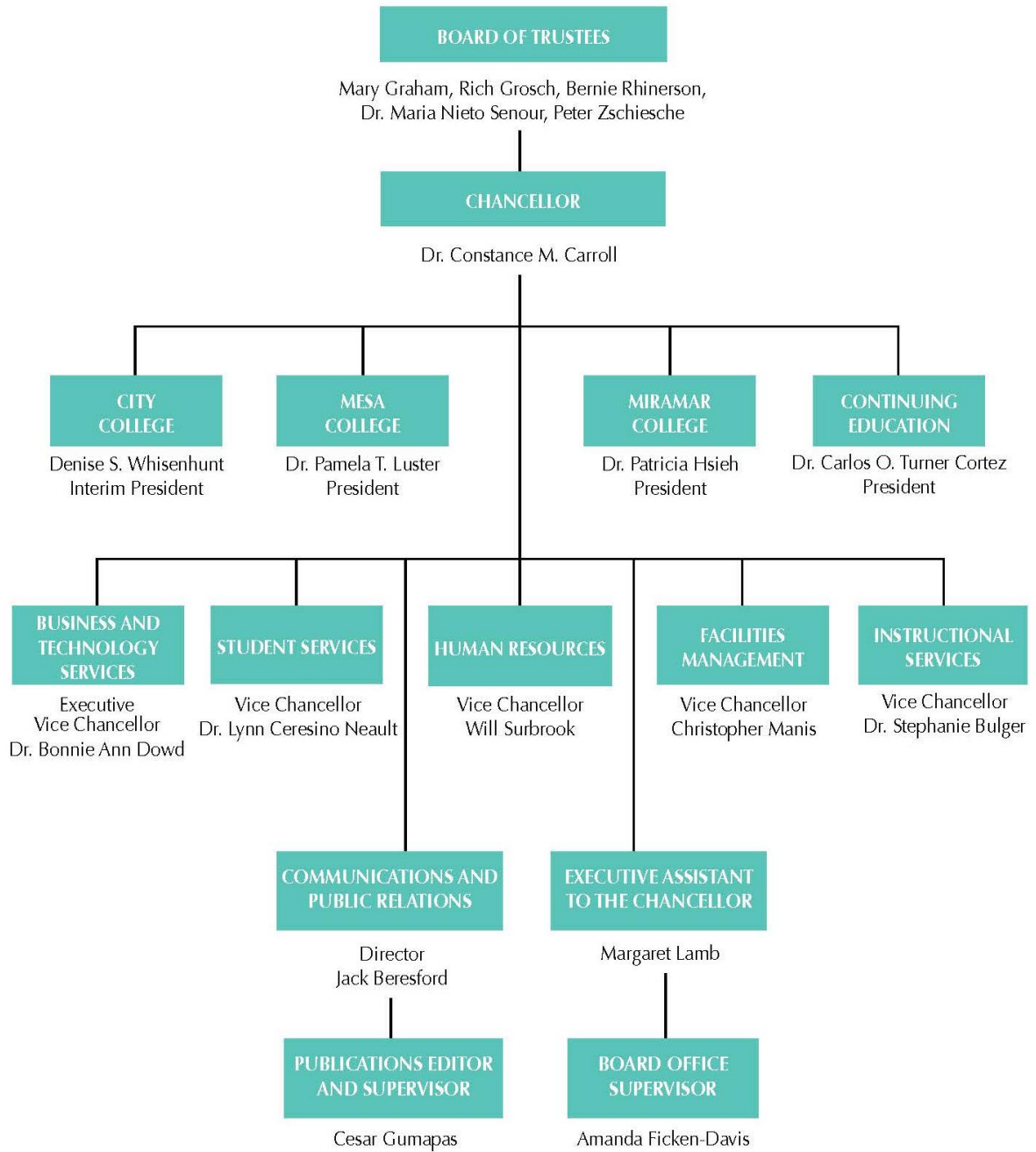
Instruction



Student Services



District Administration



**SAN DIEGO COMMUNITY COLLEGE DISTRICT ACCREDITATION
FUNCTIONAL MAP**

P=Primary Responsibility	Leadership and oversight of a given function including design, development, implementation, assessment and planning for improvement
S = Secondary Responsibility	Support of a given function including a level of coordination, input, feedback, or communication to assist the primary responsibility holders with the successful execution of their responsibility
SH = Shared Responsibility	The district and the college are mutually responsible for the leadership and oversight of a given function or that they engage in logically equivalent versions of a function—district and college mission statements

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity		
A. Mission		
	College	District
1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.	P	-
2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.	P	-
3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.	P	-
4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary.	P	-

B. Assuring Academic Quality and Institutional Effectiveness		
	College	District
Academic Quality	P	S
1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning outcomes.		
2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.	P	-
3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.	P	-
4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.	P	-
Institutional Effectiveness	P	S
5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.		
6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.	P	S
7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.	SH	SH
8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.	P	-
9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.	SH	SH

C. Institutional Integrity		
	College	District
1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors.	P	S
2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements."	SH	SH
3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public.	P	-
4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.	P	S
5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.	SH	SH
6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.	S	P
7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students.	SH	SH
8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.	SH	SH
9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	P	-
10. 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 and student handbooks.	N/A	N/A

C. Institutional Integrity (continued)		
	College	District
11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.	N/A	N/A
12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities.	SH	SH
13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public.	SH	SH
14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.	N/A	N/A

Standard II: Student Learning Programs and Support Services		
A. Instructional Programs		
	College	District
1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs.	P	S
2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.	P	-

A. Instructional Programs (continued)		
	College	District
3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.	P	-
4. If the institution offers pre-collegiate curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.	P	S
5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level.	SH	SH
6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.	P	-
7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.	P	-
8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.	P	-
9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions.	P	S
10. 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.	S	P

A. Instructional Programs (continued)		
	College	District
11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.	P	-
12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.	P	S
13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.	P	-
14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.	P	-
15. 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.	SH	SH
16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.	P	-

B. Library and Learning Support Services		
	College	District
1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.	P	S
2. 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.	P	S Bond Measures
3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	-
4. 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 institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness.	P	-

C. Student Support Services		
	College	District
1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution.	P	S
2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.	P	S
3. 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.	P	S
4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.	P	-
5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.	P	-
6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals.	SH	SH
7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	S	P
8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.	-	P

Standard III: Resources		
A. Human Resources		
	College	District
1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.	SH	SH
2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning.	P	S
3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.	SH	SH
4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.	S	P
5. 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.	SH	SH
6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.	SH	SH
7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.	SH	SH

A. Human Resources (continued)		
	College	District
8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.	P	SH
9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution.	SH	SH
10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes.	SH	SH
11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.	S	P
12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.	SH	SH
13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.	S	P
14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.	P	S
15. 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.	S	P

B. Physical Resources		
	College	District
1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.	S	P
2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.	S	P
3. 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.	SH	SH
4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	S	P

C. Technology Resources		
	College	District
1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.	SH	SH
2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.	S	P
3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.	P	S
4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.	P	S
5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.	SH	SH

D. Financial Resources		
	College	District
Planning	S	P
1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability.		
2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.	P	S
3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.	P	S
Fiscal Responsibility and Stability	SH	SH
4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.		
5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.	S	P
6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.	S	P
7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	-	P
8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.	-	P
9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.	-	P

D. Financial Resources (continued)		
	College	District
10. 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.	SH	SH
Liabilities		
11. The level of financial resources provides a reasonable expectation of both short- term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.	S	P
12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.	-	P
13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.	-	P
14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.	SH	SH
15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.	SH	SH
Contractual Agreements		
16. 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 and the quality of its programs, services, and operations.	SH	SH

Standard IV: Leadership and Governance

A. Decision-Making Roles and Processes

	College	District
1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for 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 planning and implementation.	P	S
2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.	SH	H
3. Administrators and faculty, through policy and procedures, 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.	SH	SH
4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.	P	S
5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.	SH	SH
6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.	SH	SH
7. Leadership roles and the institution's governance and decision-making policies, procedures, 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.	SH	SH

B. Chief Executive Officer		
	College	District
1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.	P	S
2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.	P	S
3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by: <ul style="list-style-type: none"> a. establishing a collegial process that sets values, goals, and priorities; b. ensuring the college sets institutional performance standards for student achievement; c. ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions; d. ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning; e. ensuring that the allocation of resources supports and improves learning and achievement; and f. establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution. 	P	S
4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.	P	S
5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.	P	S
6. The CEO works and communicates effectively with the communities served by the institution.	P	S

C. Governing Board		
	College	District
1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.	-	P
2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.	-	P
3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.	-	P
4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure.	-	P
5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.	-	P
6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.	-	P
7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.	-	P
8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.	-	P
9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms in office.	-	P

C. Governing Board (continued)		
	College	District
10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.	-	P
11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.	-	P
12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.	-	P
13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.	-	P

D. Multi College Districts or Systems		
	College	District
1. In multi-college districts or systems, the district/system CEO provides 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. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.	-	P
2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.	-	P
3. The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.	-	P
4. The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.	-	P
5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.	SH	SH
6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.	SH	SH
7. The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.	-	P

CERTIFICATION OF CONTINUED INSTITUTIONAL COMPLIANCE WITH ELIGIBILITY REQUIREMENTS

1. Authority

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.

SDMC is authorized to operate as a post-secondary educational degree-granting institution through continuous fully accredited status by the Accrediting Commission for Community and Junior Colleges (ACCJC), of the Western Association of Schools and Colleges (WASC). SDMC operates in a multi-college district, SDCCD, which is a member institution of California Community College system. The College operates under the direct authority of the SDCCD Board of Trustees. Additionally, the programs and services offered by the College follow the guidelines outlined in the California Code of Regulations, Title 5.

2. Operational Status

The institution is operational, with students actively pursuing its degree programs.

SDMC has been in full and continuous operation since 1964. Students are actively pursuing certificate and undergraduate degree programs offered by the College. In 2015-2016, SDMC enrolled 36,779 credit students (unduplicated and annualized). Students earned 320 certificates in 2015-2016; degrees awarded totaled 1,331 in 2015-2016 ([ER¹](#)).

3. Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

The *Mesa College Catalog* has 1,117 active credit courses ([ER²](#)), 96 percent of which are degree-applicable, and 130 educational programs that lead to an associate degree ([ER³](#)). The *Catalog* lists the requirements for all degrees, and all require a minimum of 60 units; include a General Education component and a concentration within the major. The majority (60 percent) of SDMC students identify transfer or associate degree completion as their primary objective ([ER⁴](#)). The College was recently recognized as the number one California Community College for granting Associate Degrees for Transfer to the California State University (ADT), with 581 ADTs granted in 2015-2016.

4. Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief administrator nor the college chief administrator may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

SDMC's chief executive officer, Dr. Pamela T. Luster, was officially appointed to her role as college president by the SDCCD Board of Trustees in July 2011. As chief executive officer, she holds full time responsibility to the institution. The president oversees all instructional programs, student services and administrative services implemented at the College. The District CEO is Dr. Constance Carroll, Chancellor, who reports directly to the SDCCD Board of Trustees (ER⁵).

5. Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

Annual financial audits are conducted by an externally contracted independent certified public accountancy firm. The Board of Trustees reviews all five District audit reports. There have not been any financial, internal control or compliance issues resulting in findings, recommendations, or exceptions in the last five annual audits conducted. However, if any were identified, they would be reviewed and discussed during the Board's public session prior to the Board accepting the audits as prepared by the certified public accountancy firm (ER⁶).

Eligibility Requirements Evidence

- ER¹: Facts on File 2015-2016
- ER²: 2016 Annual Report (Submitted to WASC ACCJC)
- ER³: Degree and Certificate List, *Mesa College Catalog*
- ER⁴: *Fact Book Mesa College 2016*
- ER⁵: BP 0010: *District Administrative Organization*
- ER⁶: District Audit Reports

CERTIFICATION OF CONTINUED INSTITUTIONAL COMPLIANCE WITH COMMISSION POLICIES

Commission Policy on Rights and Responsibilities of the Commission and Member Institutions

SDMC fully complies with the Commission's Policy on Rights and Responsibilities of the Commission and Member Institutions. Throughout the 2015-2016 academic year, and as the self evaluation report was being prepared, regular updates were provided to the Board of Trustees subcommittee on Accreditation, Chancellor's Cabinet and the SDMC President's Cabinet. In the fall of 2016, the college utilized the President's Cabinet meetings to vet each Standard section. A few days before each President's Cabinet meeting, a link to the draft section posted on the Accreditation website was provided with the agenda for the meetings. During the meetings, college constituent leaders provided real time feedback and suggestions for evidence. After each meeting, the college was asked to provide feedback again via an email reminder and deadline notification. College constituents provided input in comment boxes provided on the standard feedback section under review. After each section was reviewed, the Accreditation writing team reviewed the input and revised the Institutional Self Evaluation as appropriate ([CCP¹](#)).

The final draft of the report was also shared with the college community for discussion and approval in the representative governance councils (Academic Senate, Administrative meetings, Associated Student Government, and Classified Senate). The SDCCD Board of Trustees approved the ISER for SDMC on December 8, 2016 ([CCP²](#)). The College has also posted the ACCJC Visiting Team Letter information on the accreditation website ([CCP³](#)).

Follow Up with Evaluation Team

Currently the College has received no third-party comment but will cooperate with the evaluation team as required if such comment occurs.

Compliance with Commission Policy Regarding Third Party Comment

The College has posted on its accreditation website a link to the third-party comment form ([CCP⁴](#)).

Conclusion

The College complies with this Commission policy.

Commission Policy on Institutional Degrees and Credits

SDMC complies with the Commission Policy on Institutional Degrees and Credit. The college awards course credit, baccalaureate degrees, associate degrees, and certificates in compliance with state and federal laws and in accordance with standard practices in higher education. All degrees consist of units required for the major or area of emphasis, general education, and degree-applicable elective units to reach the 60 semester-unit minimum requirement for associate degrees and 120 semester-unit requirement for baccalaureate degrees.

The College determines the appropriate units of credit for each course during the curriculum approval process based on the formula that is compliant with federal regulations (34CFR 600.2) and California Code of Regulations, Title 5, sections 55002.5 and BP 5020 *Curriculum Development* (CCP⁵). The college formula is based on a minimum 16-week semester to maximum 18-week semester, with the assumption that every unit of credit represents a minimum of 48 hours and a maximum of 54 hours of student learning hours, including in-class and outside-of-class hours. The relationship between hours and units follows the standards for credit hour calculations contained in California Code of Regulations, Title 5, sections 55002.5, 55002(a)(2)(B), and 55002(b)(2)(B). With the exception of a few courses that are offered for 0.2 unit, course credit is calculated in 0.5 increments, with 0.5 unit being the lowest allowed unit value. The college prorates weekly hours for courses that meet for fewer than 16 weeks to ensure that no matter the term length, a maximum of 54 hours of total student work earns one unit of academic credit.

The College does not award credit based on the clock-to-credit hour conversion formula. Units of credit, expected hours of student contact, and total student work are identical for distance education and face-to-face courses.

Every credit course and academic program includes learning outcomes that are appropriate to the discipline and academic rigor of the course and/or program. Course-level student learning outcomes (SLOs) are recorded on the course report (CR), a component of the official course outline of record. The SLOs are integrated with the course objectives, course content, method of evaluation, and grading standards (CCP⁶).

Conclusion

The College complies with this Commission policy.

Commission Policy on Transfer of Credit

SDCCD is in full compliance with the Commission's policy on transfer credits. Board policies and procedures for transfer credits including advanced placement exams, International Baccalaureate, CLEP and Dantes, international coursework, high school articulated credits, upper division coursework, and credits for military experience are published in the college catalogs and on Student Web Services, the District's student portal ([CCP⁷](#); [CCP⁸](#); [CCP⁹](#)). The colleges have numerous articulation agreements with other institutions of higher education where there are mutual patterns of student enrollment. These agreements are developed under the leadership of the college articulations offices with broad input from faculty. The catalogs and websites contain a Transfer Guide section that includes comprehensive information about articulation agreements as well as various transfer agreements. In addition, information about transfer and articulation is posted on the college department websites ([CCP¹⁰](#); [CCP¹¹](#); [CCP¹²](#)) and Student Web Services ([CCP¹³](#)). The colleges have Transfer Centers that provide students assistance with navigating the complex transfer pathway. The Transfer Center staff routinely hold transfer workshops and events to inform students about the many transfer opportunities and provide assistance with applications, requirements and processes.

Conclusion

The College complies with this Commission policy.

Commission Policy on Distance Education and Correspondence Education

Distance education courses follow practices that are common in higher education, including the breadth, length, depth, rigor, and synthesis of learning, and are under the purview of the faculty through the curriculum review processes. Distance education courses go through the same rigorous curriculum approval process as traditional courses although approved through a separate review. Information required for curriculum review includes techniques to ensure quality, evaluation method, additional resources, and contact type. The Department of Curriculum Services ensures that policies and procedures for defining and classifying a course as offered by distance education exist and are in alignment with USDE definitions. Furthermore, the Department of Curriculum Services follows Title 5 regulations, sections 55200, 55202, 55204, 55206, 55208, 2210, and 58003.1. In an effort to ensure consistency and academic rigor in all courses offered, all courses delivered through distance education are based on the same course outlines of record as face-to-face courses ([CCP¹⁴](#)).

Determination and judgments about the quality of distance education under the course quality standards are made with full involvement of faculty in accordance with District policy and California regulations, Title 5, section 55374. Competency levels and measurable student learning outcomes for distance education are developed by faculty as part of the approved curriculum development process. Courses and/or sections delivered by distance education conform to state regulations and guidelines and have the same standards of course

quality applied to them as traditional classroom courses. Distance education courses are separately approved by the college curriculum review committees, but they follow the same official course outline of record (CCP¹⁴).

Students taking distance education courses are assessed in the same manner as face-to-face courses via the learning management system and/or on-campus examinations. Student learning outcomes are stated in the syllabus of the course and are developed by faculty as part of the approved curriculum development process.

Distance education students have the same availability of resources as do students taking on-campus courses. Resources available for distance education students include access to library materials, online tutoring, online counseling, online registration and class enrollments, as well as grade posting.

The institution has filed for substantive changes through the Commission for programs, degrees, or certificates in which 50 percent or more of the courses are via distance education.

According to AP 5105, the Vice Chancellor of Instructional Services or designee in collegial consultation via the District Governance Council shall utilize one or more methods of secure credentialing/login and password, proctored examinations or new or other technologies and practices that are effective in verifying student identification. Currently, each student who is enrolled in a distance education course has a secure login. In addition, instructors ensure the identity of the student by using a variety of strategies such as plagiarism detection tool (SafeAssign), weekly written assignments, quizzes, projects, portfolios or group work AP 5105 *Distance Education* (CCP¹⁴).

Conclusion

The College complies with this Commission policy.

Commission Policy on Representation of Accredited Status

SDMC fully complies with the Commission's policy on the Representation of Accredited Status. Information regarding the College's accreditation status is posted on the College's webpage (CCP¹⁵). The College posts information related to accreditation by the Accreditation Commission for Community and Junior Colleges (ACCJC) as well as program specific accrediting bodies. The College's accreditation status is also listed in a number of publications including the college catalog, class schedules and student planner. Contact information is provided for each as well as links for submitting complaints. The ACCJC accreditation status is also posted on the accreditation website. Additionally, programs that retain professional level accreditation are posted on the College's website.

Conclusion

The College complies with this Commission policy.

Commission Policy on Student and Public Complaints against Institutions

SDCCD has clear policies and procedures for addressing various student and public complaints. A description of the student complaint process, along with an online form to file a complaint, is posted on Student Web Services (CCP¹⁶), which functions as a one-stop student portal. Information about filing a complaint is also contained under the Student Consumer Information link in the District website in compliance with the Higher Education Act (CCP¹⁷). The District Accreditation webpage contains a direct link to the ACCJC webpage for filing a complaint (CCP¹⁸).

A number of other Board policies and procedures also address student complaints. AP 3100.1 *Student Grievance* provides students with a prompt and equitable process for resolving grievances. AP 3435 *Discrimination and Harassment Investigations* provides a process to address complaints alleging discrimination or harassment.

AP 3540 *Sexual and Other Assaults on Campus* addresses complaints about sex or gender based assaults. AP 3105.1 *Academic Accommodations and Disability Discrimination for Students with Disabilities* provides a process for students to resolve disputes regarding academic accommodations, including formal complaints.

Complaints regarding allegations of unlawful sexual harassment/discrimination are the responsibility of the District Equal Opportunity and Diversity Officer. Complaints regarding Title IX matters are the responsibility of the District Title IX Coordinator. The District Office maintains files on student complaints pertaining to both discrimination and Title IX. Complaints regarding 504 compliance, as well as other general complaints about programs and services, are maintained in the office of the Vice President of Student Services at each campus.

Conclusion

The College complies with this Commission policy.

Commission Policy on Institution Advertising, Student Recruitment, and Representation of Accredited Status

SDMC complies with the Commission Policy on Institution Advertising, Student Recruitment, and Representation of Accredited Status. The College provides accurate, timely and appropriately-detailed information regarding its mission, programs, services, locations, and learning outcomes. Communication occurs in a variety of ways including:

- Posting of signage in appropriate locations on campus; Publication of information in print forms (i.e. college catalog and class schedules); Publication of information on the college website (CCP¹⁹);
- Course outlines, syllabi, and the college catalog (in the case of learning outcomes); Educational program brochures and fliers; and depending on the type and relevancy of the information, responsibility for the accuracy of the information lies with a number of offices including the Office of Communications, the Student Services Division, the Instructional Services Division, and the President's Office.

Information regarding the College's accredited status can be found on the College website and in the college catalog (CCP²⁰). Additionally, the College lists all programmatic external accreditors and organizations on the College website and links for any student complaints are identified.

Conclusion

The College complies with this Commission policy.

Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations

The District/colleges do not have any contractual relationships with non-regionally accredited organizations.

Conclusion

The College complies with this Commission policy.

Commission Policy on Institutional Compliance with Title IV

The District carefully monitors and manages student loan default rates to ensure compliance with federal requirements. The District Office is responsible for ensuring federal funds are used appropriately and that funds are not drawn down in excess of cash received by the agencies through regular review of the Student Financial System. The District Student Services office coordinates a bi-monthly meeting of Financial Aid Officers from all three colleges – City College, SDMC and Miramar College - to coordinate and address the financial aid system and business processing needs, including monitoring program balances, compliance with the Higher Education Act and loan defaults (CCP²¹).

In 2014, as a result of an increase in the loan default rate at one of the colleges, the team created an administrative plan that included proactive steps to reduce the percentage of students in default (CCP²²). The plan included the requirement that all students who intend to pursue student loans complete an entrance counseling session in accordance with federal regulations and college financial aid policy. In addition, the individual colleges have

incorporated various other measures to proactively reduce students' risk of defaulting on their loans. Measures include: contracting with a third-party agency for assistance with case management of students who are delinquent; adding staff in the financial aid offices to focus on providing assistance to students who are delinquent on their loans; and a plan to conduct a series of workshops on student loans and academic success. Following are the loan default rates for the past three years:

Table 30. Three-Year Cohort Default Rates by College

San Diego City College

CDR Year	3 Year Rate
2013	19.0 %
2012	26.7 %
2011	28.0 %

San Diego Mesa College

CDR Year	3 Year Rate
2013	15.7 %
2012	18.1 %
2011	19.0 %

San Diego Miramar College

CDR Year	3 Year Rate
2013	15.0 %
2012	16.8 %
2011	21.0 %

Other evidence of the District's efforts to ensure compliance with federal regulations include:

- Creation of Student Loan Default Report (CCP²¹)
- Creation of Consumer Information website in compliance with the Higher Education Re-Authorization Act (CCP¹⁷)
- Creation of Drug and Alcohol Prevention Program (DAAPP) website, including online training (CCP²³)
- Creation of Title IX website, including online student training (CCP²⁴)
- Creation of a streamline online complaint process (CCP²⁵)

Conclusion

The College complies with this Commission policy.

Compliance with Commission Policies Evidence

- CCP¹: Accreditation Feedback, President's Cabinet Agendas and Minutes
- CCP²: SDCCD Board Agenda and Minutes, December 8, 2016
- CCP³: SDMC Accreditation Webpage
- CCP⁴: SDMC Accreditation Feedback Webpage
- CCP⁵: BP 5020 *Curriculum Development*
- CCP⁶: CurricUNET
- CCP⁷: Transfer of Credits, *City College Catalog*
- CCP⁸: Transfer of Credits, *Mesa College Catalog*
- CCP⁹: Transfer of Credits, *Miramar College Catalog*
- CCP¹⁰: City College Transfer Services Department Website
- CCP¹¹: Mesa College Transfer Services Department Website
- CCP¹²: Miramar College Transfer Services Department Website
- CCP¹³: Student Web Services Transfer Information
- CCP¹⁴: AP 5105 *Distance Education*
- CCP¹⁵: SDMC Accreditation Webpage and Reaffirmation Certificate
- CCP¹⁶: Student Web Services Complaint Webpage
- CCP¹⁷: Consumer Information Webpage
- CCP¹⁸: ACCJC Webpage Link for Submitting a Complaint
- CCP¹⁹: SDMC webpage
- CCP²⁰: Accreditation, *Mesa College Catalog*
- CCP²¹: Student Loan Default Rate Report
- CCP²²: SAM Meeting Notes, September 10, 2014
- CCP²³: SDCCD Drug and Alcohol Abuse Prevention Program (DAAPP) Webpage
- CCP²⁴: SDCCD Title IX & Campus Save Act Webpage
- CCP²⁵: SDCCD Student Web Services Website Complaint Page

Standard I:

Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.


I.A Mission

1.A.1

The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

MISSION STATEMENT

San Diego Mesa College empowers our diverse student body to reach their educational goals and shape the future. As a comprehensive community college committed to access, success, and equity, we promote student learning and achievement leading to degrees and certificates in support of transfer education and workforce training, and lifelong learning opportunities. Faculty and staff collaborate with our



students to foster scholarship, leadership, and responsibility to effect positive change within our community.

Evidence of Meeting the Standard

The mission statement of SDMC reflects a collaborative effort by staff, faculty, and students to encompass the breadth of students' educational goals and to promote student learning and achievement related to them (IA1¹). The College identifies itself as a comprehensive community college, providing accessible and equitable programs, courses, and services to support students' achievement of degrees and certificates in academic and career-technical fields, transfer to four-year institutions, and lifelong learning. In addition, the College's mission prioritizes whole-student development, emphasizing empowerment, scholarship, leadership, and responsibility in service of a larger community good. Assessing and continuously improving college activities that support these goals comprise the work of the college's planning and institutional effectiveness efforts and, as such, the mission statement

informs and propels integrated planning, assessment, and improvement at the College (IA1²).

The College mission identifies its student population as diverse. An environmental scan conducted during the College's most recent educational master planning process provides demographics of the College's service area and of San Diego County as a whole. These demographics show that the College draws its students from increasingly diverse areas within San Diego County and increasingly from areas outside the county (IA1³). This diversity is reflected in the College's demographics and is affirmed by the College's designation as an Hispanic Serving Institution (HSI) (IA1⁴; IA1⁵).

More specifically, the College's target population comprises San Diego County adults who seek degree, transfer, and lifelong learning opportunities at an institution of higher education (IA1⁶). In keeping with its mission, the College confers Associate of Arts and Associate of Science degrees, Associate Degrees for Transfer to the California State University system (ADT), and certificates of performance and achievement, all of which are described in the *Mesa College Catalog* (IA1⁷).

Beginning in 2018, the College will award its first baccalaureate degrees in the field of Health Information Management. This fulfills a workforce need and the needs of students who seek a baccalaureate degree from SDMC in a high-demand field (IA1⁸; IA1⁹). The College's baccalaureate degree is aligned with the mission statements of the State and the District, which have been revised to include undergraduate degree programs. It is also aligned with the College's mission, which is broadly stated to encompass varied educational modes, including on-campus and online learning, and varied educational goals, including two- or four-year degree and certificate attainment, transfer, workforce training, and lifelong learning.

To meet student demand, the College offers day, evening, hybrid, and online classes that are aligned with students' needs and designed to foster access, equity, and success (IA1¹⁰). The College strives so that its commitment to these is demonstrated by its growing distance education program which, for example, increased its headcount by 20 percent (876 additional students) from fall 2015 to fall 2016 (IA1¹¹).

To connect with and prepare its targeted population, the College undertakes general and focused outreach. On behalf of the College, the District mails class schedules to residents in the College's service area. The College also conducts feeder high school outreach through classroom presentations, workshops, assessment testing, and one-on-one meetings that are, in part, facilitated by on-site student ambassadors. Students seeking distance learning require the technical, cognitive, and affective abilities to succeed in this format, and students



can assess this through an interactive instrument (IA1¹²). Most recently, the College has developed an enhanced student on-boarding program which includes activities like Jumpstart Your Success and Summer CRUISE (“Creating Rich, Unique Intellectual Student Experiences”). The one-day Jumpstart event invites prospective students, parents, and community members onto campus to engage with the College through activities and workshops. The four-day Summer CRUISE program pairs first-time incoming college students

with peer navigators so that they may become familiar with and energized by the experiences, supports, and rigors of college life (IA1¹³). Most of the students benefiting from this outreach are traditionally underrepresented in higher education (IA1¹⁴).

To further strengthen access to the College, SDMC sponsors community forums that occur face-to-face and through social media. In an effort to encourage strong pipeline relationships with the College's feeder high schools, the President and college administrators hold a bi-annual Principals' Roundtable at which on-going and pressing matters related to prospective college students are discussed and planning occurs. Additionally, the President hosts an annual breakfast for community leaders, community-based organizations, businesses, and local school officials. Informal and on-the-spot dialogue between campus personnel, students, and the community take place through the College's active digital and social media presence (e.g., iMesa app, Facebook, Twitter, Snapchat, Instagram, and LinkedIn) (IA1¹⁵).

An on-site Continuing Education facility strengthens pathways for students who are transitioning from non-credit to for-credit coursework and toward opportunities for degrees, certificates, and transfer, as do collaborations with four-year colleges and other scholarly organizations. The College collaborates with local four-year institutions to create relevant content for students. The College's 2016 Science, Technology, Engineering, Arts, and Mathematics (STEAM) Conference was presented in collaboration with faculty from the University of California at San Diego (UCSD) (IA1¹⁶). In 2016, the College also collaborated with the U.S. Holocaust Memorial Museum to co-host a symposium on borderlands, refugees, and displacement (IA1¹⁷). These efforts help the College to build a community of scholars.

The College's commitment to student learning and achievement is paramount as it empowers its diverse students “to reach their educational goals and shape the future.” To support this mission, dedicated faculty, staff, and administrators collaborate with students and with each other to provide an educational experience that demonstrates “excellence and equity.” Reaching this aspirational goal is the aim of integrated planning and institutional effectiveness efforts, as the College develops and schedules classes, enhances support services, evaluates its programs and services, and improves its facilities to meet the needs of the community in a manner that promotes access, equity, and success.

Analysis and Evaluation

SDMC's mission statement identifies its educational purposes, intended student population, types of degrees and credentials offered, and its commitment to student learning and achievement. Environmental scans project significant demographic shifts in terms of age and ethnicity in the San Diego population, with older and Latino students expected to increase significantly over the next decade. SDMC is putting programs and services in place to attract and support current and future students. Environmental scans further project significant job growth in specific fields and occupations. To support student employment in these fields, SDMC offers academic degrees and certificates in the fields of computer science, hospitality, digital technology, health care, and real estate. As a result of its outreach, the College connects with and serves its intended student population, an assessment supported by comparable college-community demographics and by student access data. In sum, the College has identified its mission and demonstrates an ongoing and practical commitment to it.

I.A.1 Evidence

- IA1¹: SDMC Mission Statement, Mission, Vision, Values Webpage
- IA1²: IE Alignment with SDMC Mission, OIE Webpage
- IA1³: Regions Served by SDMC, *EMP 2013-2019*, pp. 30-32
- IA1⁴: Student Profile Information, *EMP 2013-2019*, pp. 27-28; 33-36; 38-40
- IA1⁵: Hispanic Serving Institution Homepage
- IA1⁶: Who We Serve, from *EMP 2013-2019*, pp. 18-21
- IA1⁷: Degree Curricula and Certificate Programs, *Mesa College Catalog*, pp. 141-301
- IA1⁸: Employment Forecast, *EMP*, pp. 22-26; HIM Outlook Data
- IA1⁹: HIM Program
- IA1¹⁰: Course Redesign Institute
- IA1¹¹: Distance Education Headcount, *SDCCD Chancellor's Cabinet Update*, p. 8
- IA1¹²: Distance Education Readiness Assessment
- IA1¹³: Jumpstart and Summer CRUISE Webpages
- IA1¹⁴: Summer CRUISE Data
- IA1¹⁵: SDMC Social Media Examples
- IA1¹⁶: STEAM Conference, October 7, 2016
- IA1¹⁷: SDMC/US Holocaust Museum Landscapes Symposium, September 23-24, 2016

I.A.2

The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard

A Culture of Inquiry

SDMC is committed to making data-informed decisions to ensure that its programs and services are meeting the needs of students and achieving the College's mission. To this end, the College engages in quantitative and qualitative data analysis on an ongoing basis which is part of the College's systematic cycle of integrated planning, implementation, and evaluation used to verify and improve institutional effectiveness (IA2¹). Through these efforts, the College is building a robust culture of inquiry that fosters data-informed decision-making. This is accomplished, in part, by broadly sharing research expertise with members of the College community.

Following the College's 2012-2013 program review process, the College president recommended and implemented the reorganization of administrative units to create the Office of Institutional Effectiveness (OIE). Since then, the charge of this office has been to better support and train the broad base of College personnel engaged in institutional effectiveness efforts, specifically those efforts related to integrated planning, resource allocation, program review, institutional research, and outcomes assessment (IA2²).

Within the OIE is the College's Institutional Research Office (IRO) led by a Campus-Based Researcher and supported by two research associates. Through their efforts, the IRO provides research consulting, support, facilitation, and technical assistance to faculty, staff, students, and administrators; facilitates data collection, reporting, dissemination, and discussion in cooperation with the District Office of Institutional Research and Planning; supports accountability reporting related to accreditation, federal requirements, grants, and statewide initiatives; and provides data interpretation workshops to faculty, staff, students, and administrators interested in understanding program-specific or collegewide data (IA2³).

Data interpretation training is especially needed during the annual program review process when lead writers must evaluate the relevance and meaning of various data sets to complete their program reviews. Based on responses to the Program Review and Integrated Planning Evaluation, the IRO now provides division-specific workshops tailored to instruction, student services, and administrative services. Context-specific trainings such as these allow users to interpret available data more easily for use in their own program reviews, to result in stronger program and service area assessments (IA2⁴).

Data sets distributed annually to program review lead writers include student characteristics (demographics) and student outcomes (course retention and successful course completion). Student course outcome data is disaggregated by ethnicity, gender, and distance education status to provide information for equity analysis at the program level (IA2⁵). Each program is encouraged to examine the data to identify any gaps or disproportionate impacts in access or success and to develop goals and action plans. On this basis, programs are then able to request targeted resources through the College's resource allocation processes (IA2⁶). In this way, unit-level planning is linked to the mission of the College and to the collegewide goals which focus on educational excellence for all students. Additionally, the Campus IRO regularly provides specific data sets to departments and areas when further or specific information is required for planning (IA2⁷).

MEETING THE STANDARD

At each stage of the decision-making process, the underlying question is: “What impact will the decision have on student access, learning, development, achievement, and success?”

Inquiry Practices and Participatory Governance

Serving as the central point for initial discussions about data and research related to the College's core indicators of effectiveness is the Planning and Institutional Effectiveness Committee (PIEC), a broadly representative governance group (IA2⁸). From this committee, information is disseminated to the President's Cabinet and relevant participatory governance groups throughout the College, including to the senates and the Associated Student Government. Feedback is gathered through constituent groups and integrated into final processes or priorities, with final approval given by the president (IA2⁹).

In committees campuswide, at each stage of the decision-making process the underlying question for committees comprising faculty, staff, and administrators is: “What impact will this decision have on student access, learning, development, achievement, and success?” In this spirit of inquiry, the day-to-day work of the College is directed toward its mission.

Key Performance Indicators, Strategic Directions, and Collegewide Goals

According to its definition, the OIE routinely collects data on a number of key performance indicators (KPIs), including course completion rates, persistence, associate degrees and certificates awarded, transfer, career technical education (CTE) program completion, and licensure exam pass rates to assess institutional effectiveness (IA2¹⁰). Key performance indicators are those key measures used by the College to assess and improve its overall institutional effectiveness and to inform planning. Some indicator data reflects the entire student body, while other data is unique to a particular cohort or subset of students, such as

first-generation students. These indicators, which therefore rely on aggregate and disaggregated data, are used to assess the college's progress toward its goals.

STRATEGIC DIRECTIONS

Strategic Direction 1: Deliver, advance, and support an inclusive teaching and learning environment that enables all students to achieve their educational goals.

Strategic Direction 2: Build and sustain a sense of community that extends across campus and constituencies, nurturing collaboration, learning, growth, and diversity.

Strategic Direction 3: Build and sustain pathways in support of the comprehensive community college mission.

Strategic Direction 4: Support innovation in our practices.

Strategic Direction 5: Support personal growth and professional development of our employees.

Strategic Direction 6: Serve as stewards of our resources and advance effective practices in support of accountability.

The College has also identified six strategic directions to provide a framework for planning and goal setting, to assess overall institutional health and progress, and to establish resource priorities. These strategic directions and 23 derived goals arose from the College's *Educational Master Plan* (EMP) development process (IA2¹¹). To track the College's progress toward meeting these goals, the IRO proposed indicators and metrics that were then prioritized through participatory governance discussions. While core indicators are tracked annually, others are tracked less frequently due to existing data collection cycles (e.g., the *Student Satisfaction Survey* and the *Employee Satisfaction Survey* which are disseminated less frequently).

Data Informed Decision-Making

During the spring 2015 President's Cabinet retreat, participatory governance representatives looked at 13 of the College's core KPIs and their current and historical values. The group then set new short-term and long-term targets for those KPIs and discussed services and activities that could improve current KPI values and positively impact student success (IA2¹²). Course completion rates, for example, could be increased through enhanced Student Success and Support Program (SSSP) and *Student Equity Plan* support. That support might include classroom tutoring and the expansion of accelerated basic skills courses. This kind of examination leads the College to develop new programs and strategies. In this case, the

College has successfully launched an embedded tutoring program and basic skills acceleration (IA2¹³).

More recently, the California Community Colleges Board of Governors authorized the establishment of a small number of baccalaureate degree pilot programs in California. SDMC's Bachelor of Science in Health Information Management (HIM) was among the first to be approved (IA2¹⁴). The program's selection followed an application process that, in part, assessed program need and student interest. At the time of the survey in December 2014, 95 percent of the students and recent graduates were interested in continuing their education if SDMC were to offer the HIM baccalaureate degree. The College also surveyed professionals and prior Health Information Technology graduates at a local meeting of the San Diego Health Information Association (SDHIA) and received overwhelming support for the program (IA2¹⁵).

In preparing its application, College leadership considered the industry, the job outlook, and employers, finding that the healthcare industry expects to see an increase in the demand for medical services as the large baby-boom population ages and people remain active later in life. More specifically, they learned the employment of medical and health services managers is projected to grow 23 percent from 2012 to 2022, much faster than the average for all occupations (IA2¹⁶). When surveying local and statewide employers, the College found that these employers were encouraging their employees to enroll in the program to meet existing demand within their organizations. Ten local hospitals and healthcare organizations wrote letters of support for the program.

This data informed the College's decision to apply for this highly successful pilot, expected to result in student achievement and strong employment prospects. Data collection centering on these outcomes will be an ongoing requirement for this program (IA2¹⁷). The College's external accrediting body for the HIM, the Commission on Accreditation for Health Information and Informatics Management Education (CAHIIM), provides quarterly reports on national certification exam pass rates. In kind, CAHIIM requires accredited institutions to collect graduate employment data and report this and other statistics annually. The first cohort of baccalaureate students began in fall 2016, and this and other data collection will follow, including the collection of student demographics, success, and completion rates. This will then inform program improvements.

SDMC therefore relies on both internal and external research and data to ensure that the institutional mission is being achieved. The campus considers state-level data such as the *Student Success Report Card* to further institutional planning. Moreover, external partnership such as the one established with San Diego State University's Minority Male Collaborative (M2C3) provide a depth and breadth of evidence for planning and to contextualize research leading to more directed interventions and resource allocation.

Analysis and Evaluation

SDMC uses data to determine how effectively it is accomplishing its mission. This mission guides institutional priorities so that the educational needs and success of students are achieved. The planning process involves key data, including labor market indicators, industry employment projections and growth, feeder high school enrollment data, and demographic trends in San Diego County. This data informs the College's annual goal-setting and review processes, and it is continuously evaluated as part of the college planning process led by the Office of IE, the IRO, and the PIE Committee.

As the HIM degree demonstrates, the College's research efforts are used to support a key aspect of the College's mission: job training and workforce education. The College mission likewise calls for equitable student access which is also supported in this case. The HIM program is affordable, high-quality, and meets the needs of students and employers. As in this example, the College's inquiry and research practices contribute to the success of its programs, students, and community.

I.A.2 Evidence

IA2 ¹ :	Integrated Planning Calendar 2016-2017
IA2 ² :	OIE Webpage
IA2 ³ :	IRO Webpage
IA2 ⁴ :	IRO Workshop Announcements
IA2 ⁵ :	Program Review Data Set, disaggregated by Ethnicity, Gender, and Distance
IA2 ⁶ :	Integrated Planning Process, Resource Allocation
IA2 ⁷ :	Research Request Form
IA2 ⁸ :	PIE Committee Webpage
IA2 ⁹ :	President's Cabinet Agenda, October 18, 2016
IA2 ¹⁰ :	KPI Data, IRO Webpage
IA2 ¹¹ :	Strategic Goals and Directions, <i>EMP</i>
IA2 ¹² :	2015 President's Cabinet Retreat Minutes
IA2 ¹³ :	Embedded Tutoring and Basic Skills Acceleration
IA2 ¹⁴ :	HIM Homepage
IA2 ¹⁵ :	HIM Letters of Support
IA2 ¹⁶ :	Growth in HIM Occupations, Labor Market Information
IA2 ¹⁷ :	HIM Special Accreditation (CAHIIM)

I.A.3

The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard

SDMC's programs and services are closely aligned with its mission: to empower students to reach their educational goals. The College's mission, vision, and values drive the comprehensive strategic planning process and serve as the framework for implementing, assessing, and improving the work of the College. The *EMP*, which is revised in four- to six-year cycles, serves as the umbrella for all college planning and decision-making (IA3¹). Planning at both the program/unit level and at the institutional level is guided by the strategic directions and goals outlined in the *EMP*. The College's mission, vision, and values are at the heart of these directions and goals.

The annual *Institutional Planning Guide* summarizes the integrated planning work accomplished by major college committees and highlights the processes and initiatives that impact integrated planning (IA3²). In spring 2015, the *Annual Integrated Planning Cycle* infographic was revised by PIEC. The revision notably placed students, the mission, and the strategic directions at the center of the cycle (IA3³). The revised graphic therefore more accurately reflects the central focus of work done on campus. Because the process is reviewed and assessed annually, the updated infographic also better reflects the cyclical nature of planning and continuous quality improvement on the SDMC campus.

The College mission informs institutional goals for student learning and achievement, including its institution-set standards. These set standards establish benchmarks for performance that are central to a college's mission. In October 2015, SDMC refined its institution-set standards for several indicators of student achievement, a process led by the Campus-Based Researcher and PIEC. The College looked at the current and historical values for each indicator, including success rate, persistence rate, students graduating with a degree or certificate, and at the ten-year average, for example, in order to identify the benchmark for each KPI (IA3⁴). These benchmarks are monitored, so that when the College's performance falls below an institution-set standard, discussion can take place among campus governance groups to provide additional context, and if appropriate, additional data is collected and analyzed to determine underlying factors related to the observed change in performance. These factors are then used for planning and improvement.

Through PIEC, institution-set standards for distance education have also been established (IA3⁵), which have been reviewed by the President's Cabinet and communicated to the College. In spring 2015, the California Community College Chancellor's Office (CCCCO) began a new program, the Institutional Effectiveness Partnership Initiative (IEPI), which

required colleges to establish aspirational goals for four indicators of institutional effectiveness by June 2015. In 2016, colleges were required to address additional indicators of institutional effectiveness. Since several of these were indicators SDMC already tracked and had linked to collegewide strategic goals, the College was able to establish short-term and long-term aspirational goals for all ten measures related to student performance (IA3⁶). This was completed through the participatory governance process at the President's Cabinet retreat, under the guidance of the PIE Committee and the Campus-Based Researcher. These goals were then posted to the college website and entered in the IEPI reporting portal, as directed.

At SDMC, all programs and services undergo an annual reflection process through program review. As part of this process, each program and service reviews its mission statement and goals and discusses how these support the mission and goals of the College. Through the program review process, programs and services map their unit-level goals to institutional strategic goals and to their own area's SLOs or AUOs. Next, an institutional goal alignment report is prepared, showing how many programs have linked their goals to which of the College's strategic goals, to ensure that all the College's goals are being addressed (IA3⁷). Based on an analysis of this data, units identify resources needed to attain each unit-level goal. The linkages are documented in program review reports and in resource allocation request forms. The College's mission, therefore, guides planning and resource allocation through the program review and the annual integrated planning cycle.

Collegewide data linked to the college mission are used to prioritize the resource allocation of faculty, staff, supplies/equipment, and facilities. Participatory governance committees - the Faculty Hiring Prioritization Committee (FHP), the Classified Hiring Prioritization Committee (CHP), the Budget and Allocation Recommendation Committee (BARC), and the Facilities Planning Committee (FPC) - review resource requests contained in each program review. These are ranked according to rubrics which link to the College mission, program staffing ratios, program and/or labor market needs, among other criteria (IA3⁸). The ranked lists are then presented to President's Cabinet with recommendations made to the President. The President reviews the recommendations and reports her decision to the President's Cabinet. Finally, the results are posted with the President's Cabinet meeting notes for collegewide communication. As new needs are identified through inquiry, assessment, and analysis of internal and external data or as new state-level legislation is introduced, programs and services are adjusted to meet changing needs and requirements.

At the program/service level, all program reviews respond to equity data for purposes of planning and resource allocation (IA3⁹). At the institutional level, the College evaluates campus demographics, student achievement, and key performance indicators in order to better assess the integration of diversity, equity, and inclusion in college activities (IA3¹⁰). As a result, diversity programs and equity efforts are now woven organically into the work of the college at both the practitioner level and the college level and assessed annually. This work directly supports the college mission.

In keeping with its mission, the College also conducts environmental scans to ensure that its programs are aligned with the workforce and educational needs of the community. For example, the College adjusts traditional and distance education instructional delivery methods to meet the changing needs of students (IA3¹¹). The College reaches out to potential employers and advisory groups to obtain relevant advice regarding workforce directions in CTE fields. In terms of general education, instructional deans meet with the Office of Instruction to accommodate demands for ADTs and other transfer-level outcomes undergoing changes in requirements, mandates, and policies (IA3¹²). To receive the approval to offer the Health Information Management (HIM) baccalaureate pilot program, the College relied on program review data, advisory board feedback, and student achievement data to provide a clear picture of what this new degree could provide to students. As a result, the College has successfully launched the HIM program with a promise of funding from the SDCCD Board of Trustees (BOT) for the program's first three years (IA3¹³).

Analysis and Evaluation

The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement. College planning and decision making are dependent upon SDMC's mission statement.

I.A.3 Evidence

IA3 ¹ :	<i>EMP</i>
IA3 ² :	<i>Integrating Planning Manual</i>
IA3 ³ :	<i>Annual Integrated Planning Cycle</i> Infographic
IA3 ⁴ :	KPI Benchmarks
IA3 ⁵ :	Institution-Set Standards for Distance Education
IA3 ⁶ :	IEPI Aspirational Goals
IA3 ⁷ :	Program Review Unit to Strategic Goal Alignment Report
IA3 ⁸ :	FHP, CHP, BARC, and FPC Rubrics
IA3 ⁹ :	Program Review Equity Data Form
IA3 ¹⁰ :	College-Level Indicators to Assess Diversity, Equity, Inclusion
IA3 ¹¹ :	Key Findings Environmental Scan Executive Summary
IA3 ¹² :	Curriculum Review Committee Minutes, May 5, 2016
IA3 ¹³ :	HIM Funding, Substantive Change Report April 6, 2015, pp. 26-27

I.A.4

The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

Evidence of Meeting the Standard

The College's mission statement is featured on its website, in its catalog, and the *EMP* (IA4¹). It is reviewed every two years by PIEC. During its most recent review in spring 2016, recommendations were made to the President's Cabinet. In fall 2016, it was approved by the Cabinet and taken forward to the SDCCD Board of Trustees for approval (IA4²). The current review resulted in only a one-word addition to the statement, "equity."

The previous revision of the College's mission statement began at the President's Cabinet Retreat in spring 2014 through a hands-on facilitated activity by the Dean of IE and the College President. Outcomes of the activity were summarized and included in a worksheet aligning the excerpts with necessary components of a mission statement, per ACCJC and California Education Code. The Dean of IE, who Co-Chairs the PIE Committee, then placed it on the agenda for the April 21, 2014 PIE Committee meeting, where committee members worked together to draft a mission statement (IA4³). There was active participation by faculty, staff, students, and administrators. The draft statement was vetted by the Academic and Classified Senates, and the Associated Student Government (AS), with representatives providing feedback. The Academic Senate requested and was granted that language regarding "transfer and workforce education" be added to the second sentence. Following its adoption by President's Cabinet, and approval by the President, the mission statement was presented to and approved by the SDCCD Board of Trustees on October 9, 2014, as part of the *EMP* (IA4⁴).

Analysis and Evaluation

SDMC articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. The process described above allowed for input from all campus stakeholder groups, as representatives from all constituent groups participated in an effort led by the PIE Committee and the President's Cabinet.

The process included working in small groups to review and suggest changes. The suggestions were reported to the entire group and discussed. Agreed upon changes were incorporated to the revised mission statement. Each person had the opportunity to share their ideas within their small group and the larger group. This process was also carried forward in the most recent mission statement revision. Stakeholders were able to draw upon their experiences to review how the statement reflected their work at the College. Both revision processes allowed for meaningful discussion about the College's identity, were informed by

data from surveys, scans, and outcomes assessment, and considered how to best meet students' needs. The processes were inclusive and effective. The next review of the mission statement will take place in spring 2018.

I.A.4 Evidence

- IA4¹: SDMC Mission on Website, Catalog, *EMP*
- IA4²: President's Cabinet Minutes, September 20, 2016;
SDCCD BOT Minutes, October 27, 2016
- IA4³: PIE Committee Minutes, April 22, 2014
- IA4⁴: President's Cabinet Minutes, May, 20, 2014;
SDCCD BOT Minutes, October 9, 2014

I.B Assuring Academic Quality and Institutional Effectiveness

Academic Quality

I.B.1

The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard

SDMC has a tradition of engaging in participatory governance, through which administration, faculty, staff, and students are informed of college and district issues and encouraged to join the discussion in their respective senates, councils, and committees. Each constituent group understands the process and its role in that process (IB1¹). In this way, all stakeholders contribute to the decision-making process by providing input and feedback. The process is transparent, and each group has a voice.

These representative bodies come together to make final recommendations at the President's Cabinet, a group comprising administrators, faculty, staff, and students (IB1²). This culture of participatory governance engages the SDMC population and brings different points of view to the table, which encourages robust discussions.

The central focus of governance is student achievement and success. The breadth of this dialogue is evidenced in the composition of committees on campus, and the depth is evidenced in the processes SDMC follows (IB1³). An example of these processes at work is the development of the most recent *EMP*, which was supported by broad collegewide and community involvement (IB1⁴). The OIE provided centralized coordination for the study, conducted all research and analyses of data, and provided written findings. In the development of the *EMP*, 48 focus groups were interviewed, including students, faculty, staff, administrators, and local community members to obtain feedback regarding strengths, challenges, external influences, and the vision for programs and the College as a whole. As a result, every group on campus is represented in some way in the master plan.

The *EMP* Committee (IB1⁵), with representatives from all governance constituencies, reviewed and vetted findings, worked collegially to assure that the plan was comprehensive and accurate, conducted two culminating collegewide forums, and approved the plan for recommendation to the PIE Committee and President's Cabinet. The President's Cabinet reviewed and recommended the plan for the President's final consideration and approval (IB1⁶). Strategic directions, goals, and objectives emerged from data analyses and came together to inform the College's overarching direction for the following six years and

beyond. This plan is a living document that informs annual strategic and operational planning as the College delivers upon the promises it has made to itself and the broader community.

Student Outcomes

Student learning is fundamental to the College's mission statement (IB1⁷). As a result, the College engages in regular review of its programs, service areas, key performance indicators, and student achievement of learning outcomes. The College uses the results of these discussions to inform curricular changes, pedagogy, student services, and resource allocation. The discussions take place in a variety of contexts, both formal and informal, some focusing on a particular department, others looking collegewide. Contexts for discussions include department and school meetings; curriculum and program review; and through the Senates, Deans Council, PIEC, and President's Cabinet. Through these forums and others, faculty, staff, students, and administrators have ongoing opportunities to share observations, concerns, and effective practices and are encouraged to do so via governance group participation and consultation.

The most formalized unit-level planning process related to student outcomes is program review (IB1⁸), the annual assessment of programs and services across campus. Through this process, student achievement data and outcomes assessment results are discussed and used to define goals of programs and service areas and to justify resource requests to meet those goals. In 2015-2016, the spotlight was on making meaning of each program's equity data, parsing out evidence of disproportionate impact, and discussing implications for program planning. Program review also provides an opportunity to evaluate the impact of, for example, changes to course repetition, adoption of student education plans, and ADTs.

Central to program review is outcomes assessment. The Committee on Outcomes and Assessment (COA) is the College's venue for formal discussion about what affects student learning and how the College can improve it (IB1⁹). Outcomes have been developed at the institutional, program, course, and administrative unit levels. Assessment and improvement plans are implemented by respective programs and services through the cyclical program review process.

Student Equity

In 2014, the College aligned its *EMP* and key initiative plans for SSSP, Student Equity, HSI/Title V (Proyecto Exito), and the Basic Skills Initiative to ensure that the College's movement to close achievement gaps for underrepresented student groups would be intentional, institutional, transformational, and rooted in equitable outcomes for all students (IB1¹⁰). The College continues to analyze current and historical data, evaluates equity data and equity gaps, examines the students impacted by equity gaps across different goals and indicators, and explores the relationships between the elimination of equity gaps and achievement of IEPI goals (IB1¹¹).



Through partnerships with the University of Southern California's Center for Urban Education (CUE), San Diego State University's Minority Male Community College Collaborative (M2C3), and the Center for Organizational Responsibility and Advancement (CORA), the College has engaged the campus community in deep conversations around equity and equity-minded thinking and practices (IB1¹²; IB1¹³; IB1¹⁴). As a result of the work that

emerged from the Student Equity Retreat in spring 2015, SDMC committed itself to becoming "the leading college of equity and excellence" (IB1¹⁵). Designated as a "year of inquiry," in 2014-2015 the College analyzed and reflected on the data, redesigned the English curriculum, carried out a multiple measures assessment pilot project, performed a needs assessment to inform professional development, and identified a team of individuals as "change agents" (IB1¹⁶). The change agent design-thinking exercises have allowed college faculty, staff, and administrators to view themselves through an equity lens, building empathy for students by walking in their shoes. Identifying gaps in services and procedures in this way has contributed to the College's development of an equity framework by which it will assess itself for equity-mindedness on a continual basis.

Equity-focused goals for 2015-2016 included disproportionate impact mitigation, instructional and student services integration, math curriculum redesign, pathway development for student completion, enhanced student engagement, enhanced equity-mindedness, and *Student Equity Plan* integration and alignment with other college plans (IB1¹⁷). This has included an effort to move the institution away from a student deficit mind-set.



The fall 2016 college convocation was themed, "Equity in Action," signaling the College's continual progress toward practically applying its equity-minded learning (IB1¹⁸).

Academic Quality

The College offers more than 195 associate degree and certificate programs in the languages and humanities, fine arts and music, math and science, and in high-demand CTE programs (IB1¹⁹).

The College reviews the degrees and certificates it awards, develops new ones as needed, and decommissions others that no longer serve students (IB1²⁰). New degree, certificate, and course development responds to changes in disciplines, job markets, and research findings. For example, accelerated English classes were developed based on national and statewide data demonstrating the positive impact of acceleration on student success. New courses like these are developed, often as a result of faculty sabbaticals, other professional development activities, and input from community and industry partners.

The College engages in dialogue about enrollment management as it seeks to offer students the classes they need, at times that work for them, and through a variety of delivery modes. This dialogue continues at department meetings, in the Academic Senate, in the Curriculum Review Committee, the Committee of Chairs and, ultimately, at President's Cabinet. College faculty are proactive in maintaining the quality of their courses and that of the College's certificates and degrees. Academic curricula are reviewed every six years and CTE curricula are reviewed every two years. In between, annual program review allows faculty to discuss factors, internal and external, that affect program and student success and improve the quality of the courses they teach.

The *EMP* includes data on the College's instructional programs, including enrollment numbers and success and retention rates (IB1²¹). These demonstrate an upward trend, and the College is adjusting its benchmarks in accordance with its success (IB1²²).

Institutional Effectiveness

At SDMC, institutional effectiveness refers to the College's ability to "optimize and continually improve the extent to which it achieves its core mission and goals" (IB1²³). Central to these goals are student success and achievement. To accomplish these, the college uses systematic processes, including program review, learning outcomes assessment, and institutional planning. Institutional effectiveness is facilitated and supported by the OIE and integrated into the work of the College.

The OIE was created in response to a college need recognized by the President. Many expressed the burden they experienced while working on program review and accreditation which was related, in part, to a need for new forms of data and expertise. For example, the student services division was becoming more prominent in the work of the college due to the State's SSSP and student equity initiatives and to its federal HSI/Title V program, Proyecto Éxito. Administrative services expanded its role, serving as the point of contact for Prop S and N building projects; for financial oversight and technical expertise intensified by the receipt of new funds and mandates; and for the implementation of PeopleSoft's finance and human resources modules. Student learning was being assessed in the context of services. Disproportionate impacts were assessed at the program and service levels. Administrative areas began to assess Administrative Unit Outcomes (AUOs). Responding to these needs required new strategies for assessment and improvement, and these, in turn, required innovative data and interpretive resources.

To address these systemic needs of the college, in 2012 the President realigned the position of the Dean of Instructional Support Services, Resources, and Research. This position formerly reported to the Vice President of Instruction, and as such, the alignment of accreditation was slanted toward instruction. Instead, the President placed the components of program review, institutional research, strategic planning, and outcomes assessment under the umbrella of a new office, the OIE, to be led by a new dean of IE, who would report to the president. This reorganization distributed the whole effort of IE across the institution.

The OIE is now established as the campus center for IE processes, training, and research. Its vision is “to seamlessly integrate and advance institutional effectiveness-related processes and practices in a holistic manner that supports the overall mission and vision of the College and contributes to student success” (IB1²³). To that end, the Dean of IE coordinates unit-level planning in the form of annual program review and college-level planning as co-chair of PIEC, the overarching body within which other committees do their IE work.

The PIE Committee coordinates and supports all major planning processes and provides a place for dialogue and action on matters related to integrated planning. The PIE Committee is responsible for assuring that the College's planning framework is consistent with accreditation standards; for guiding the annual assessment of progress on stated goals, objectives and priorities; for recommending changes as indicated; for coordinating the processes resulting in resource allocation; and for assuring the integration of planning across the campus (IB1²⁴). The PIE Committee reviews and discusses reports that impact its work, such as the *SSSP Plan*, the *Student Equity Plan*, the *Proyecto Exito* program plan, program reviews, and reports from the budgeting and resource allocation committees, FHP, CHP, BARC, and FPC. Its membership draws from the Academic and Classified Senates, Associated Student Government, Deans Council, Student and Administrative Services, and the Executive staff to broadly represent the larger college.

The PIE Committee also communicates and disseminates information regarding all aspects of integrated planning and evaluates college planning processes. The PIE Committee representatives carry information forward to the PIE Committee and back to their constituent groups. Presentations of data, research and inquiry findings and other information are made available to the constituent groups with PowerPoints posted online for easy access.

Each spring, the IRO conducts a comprehensive evaluation of the program review and resource allocation processes (IB1²⁵). Results include a summary of feedback received from college faculty, staff, students, and administrators regarding the integrated planning process, as well as overarching recommendations for improvement in the program review and resource allocation processes. Additionally, the PIE Committee and the OIE also play a role in preparing for President's Cabinet retreats and convocations. The PIE Committee previews the institutional research and other reports that will be presented and engages in some of the foundational work for the events. The PIE Committee members are then equipped to

facilitate small group discussions in an effort to analyze information, provide additional context to the findings, and make recommendations to meet College goals moving forward.

Continuous Improvement of Student Learning and Achievement

A central focus at SDMC is the continuous improvement of student learning and achievement, as evidenced by its first strategic direction: “to deliver, advance, and support an inclusive teaching and learning environment that enables all students to achieve their educational goals” (IB1²⁶). The College engages in dialogue about this important issue on many levels and in many venues, using data, research, and outcomes assessment to inform its discussions. For example, the current measure of college success is based on the *Student Success Scorecard* which considers certificates, degrees and transfers to four-year institutions. The Academic Affairs Committee was asked to examine additional ways to measure student success. The request was the result of an effort to examine and determine what items best encompass the comprehensive nature of the education the College provides for students. Data collection efforts included discussing questions with a number of SDMC faculty members and departments, gathering insights from the Campus-Based Researcher, and receiving input from the entire campus community on its working definition of student success. The Academic Affairs Committee identified categories that indicate student success, as well as specific examples of activities that constituents of the campus believe reflect student success within these categories. The Academic Affairs Committee offered the information as a means for the campus to expand its definition of student success (IB1²⁷).

The College compares its student achievement data within its District and with cohorts around the state to evaluate its relative performance (IB1²⁸). Its dialogue regarding student learning and achievement includes faculty, staff, students, and administrators, acknowledging that student learning and achievement are reflective of cumulative efforts across the institution. The strength of these efforts has been demonstrated by SDMC’s transfer outcomes. In 2016, SDMC was named “Champion for Excellence in Transfer” among all community colleges in the state, having awarded the most ADTs in 2014-2015 (IB1²⁹). SDMC is also the top transfer institution in San Diego (IB1³⁰).

Institutional Learning Outcomes (ILOs) provide a key reference point for learning and achievement, culminating in degrees, certificates, transfer, and careers. They are therefore developed and systematically evaluated each cycle by the Committee on Outcomes and Assessment (COA), vetted through the participatory governance organization of the college, and assessed through the IRO. SDMC has held two collegewide meetings to review and revise its Institutional Learning Outcomes (ILOs), one in 2013 and most recently in 2016. The most recent resulted in a proposal to update and remap its six outcomes into five. The review was undertaken in fall 2016. When the new ILOs are reviewed and approved in the senates, they will be brought to President’s Cabinet for recommendation and adoption.

In 2002 and 2006, SDCCD benefited from two voter propositions that funded a tremendous facilities re-visioning at SDMC. Since 2010, the College has opened the new Design Center,

Student Services Center, Math + Science Building, Social & Behavioral Sciences Building, Exercise Science Building, and a bookstore/cafeteria complex known as the Mesa Commons, among other campus facility and infrastructure improvements. Following the next construction phase, the college will open its new Center for Business and Technology, a Fine Arts Center, and an open space in the middle of the campus known as the Quad. Learning has been a central focus in the design of these buildings, and college faculty have played a large role in the designing of spaces both inside and outside the buildings to maximize learning. Buildings include state-of-the-art classrooms, students work spaces, outdoor learning areas, and conference and office spaces that ensure collaborative learning among students and faculty within and across groups.

In the one-stop Student Services Center that opened in 2012, SDMC's student services division provides comprehensive and integrated core services (orientation, assessment and placement, career services, transfer, evaluation, financial aid, student health, counseling, academic advising, and early intervention) to foster student learning and achievement. Here, counselors assist students in defining their educational goals, completing courses, persisting, and achieving their educational objectives. The building also includes additional core services for special populations, such as former foster youth and first-generation college students, as part of a concerted effort to foster improvement in access, success, and equity. Leading these efforts, the building includes the office of the Dean of Student Success and Equity which provides direction and support to Disability Support Programs and Services (DSPS), Student Tutorial and Academic Resources (STAR TRIO), and Extended Opportunity Programs and Services (EOPS). The Center will soon include a student engagement center and food pantry.

Analysis and Evaluation

SDMC demonstrates a sustained, substantive and collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. Through new initiatives provided by federal grants and increased state funding, the College is creating programs and services that are impacting and improving teaching, learning, and student success.

I.B.1 Evidence

- IB1¹: *Faculty and Staff Handbook*
- IB1²: President's Cabinet Webpage
- IB1³: *Faculty and Staff Handbook Online*
- IB1⁴: EMP Steering Committee Meeting Minutes, spring 2014
- IB1⁵: EMP Steering Committee Composition
- IB1⁶: President's Cabinet Minutes, May 20, 2014
- IB1⁷: SDMC Mission Statement
- IB1⁸: Program Review Webpage

IB1 ⁹ :	Committee on Outcomes Assessment Webpage
IB1 ¹⁰ :	Alignment of All Key Plans, <i>EMP</i>
IB1 ¹¹ :	Equity Data and IEPI
IB1 ¹² :	The Center for Urban Education
IB1 ¹³ :	San Diego State University's Minority Male Community College Collaborative
IB1 ¹⁴ :	Center for Organizational Responsibility and Advancement
IB1 ¹⁵ :	President's Cabinet Retreat Minutes, March 2, 2012
IB1 ¹⁶ :	Equity Framework, Center for Urban Education
IB1 ¹⁷ :	Equity Plan Highlights President's Cabinet, November 17, 2015
IB1 ¹⁸ :	Fall 2016 Convocation
IB1 ¹⁹ :	Degrees and Certificates, <i>Mesa College Catalog</i>
IB1 ²⁰ :	Curriculum Review Committee Meeting Notes, September 1, 2016
IB1 ²¹ :	Enrollment and Retention, <i>EMP</i> , pgs. 6-7
IB1 ²² :	Goal Setting Process and Adjustments
IB1 ²³ :	Office of Institutional Effectiveness Webpage
IB1 ²⁴ :	Planning and Institutional Effectiveness Committee Charge
IB1 ²⁵ :	Institutional Research Office Webpage
IB1 ²⁶ :	Strategic Directions, <i>EMP</i> , pp. 15-17
IB1 ²⁷ :	Academic Affairs Webpage
IB1 ²⁸ :	Institutional Research Office's Annual Comprehensive Evaluation
IB1 ²⁹ :	Champion for Excellence in Transfer Award
IB1 ³⁰ :	SDMC Fact Sheet

I.B.2

The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard

SDMC has identified and defined five ILOs which reflect core competencies students will have (or should have) acquired when earning a degree or certificate from the College. Clearly identified and defined program- and course-level learning outcomes map to these ILOs. Every program or service area has developed its own Program Level Outcomes (PLOs) and SLOs/AUOs. ILOs and PLOs are printed in the college catalog and are also available on the College's website. Instructional SLOs are clearly indicated on each Course Report (IB2¹) and syllabus (IB2²) regardless of delivery mode. Faculty inform students of SLOs at the beginning of each semester, and they align assignments, projects, and exams to successfully achieve course SLOs.

Instructional programs, student support services, and administrative services assess learning or unit outcomes, according to their own strategies, using instruments relevant to their discipline (e.g., surveys, focused assignments, capstone projects), and in sync with the

annual assessment calendar (IB2³). Administrative offices set AUOs which they began to assess during the 2014-2015 review period.

The College uses the Taskstream data management software system to map and assess SLOs and PLOs. Each program has an assigned SLO coordinator (IB2⁴), and these individuals are trained on Taskstream data entry. The outcomes coordinator and the OIE are able to print reports, documenting the success of individual programs and the College as a whole in meeting requirements. For each program, service, or administrative area, Taskstream documents its –

- assessment plan (how learning outcomes are assessed)
- assessment results (whether benchmarks were reached)
- action plan (what will be done/not done as a result of outcomes)

This work takes place within the context of an annual program review timeline and through this process of documentation and reflection, programs and services detail the conclusions they've drawn and the activities or actions they've taken (or plan to take) to improve learning, service, and administrative outcomes. For example, these discussions might highlight an assessment method or teaching style that is working well for faculty. In all, the College recognizes that program review is accomplished through the combined efforts of faculty, staff, students, and administrators.

Through the program review process, departments and services consider student achievement, disaggregated by several factors, in part, to achieve student equity goals. Questions related to equity and disproportionate impact have been incorporated into the program review instrument and so rely on disaggregated data. Recent IRO training has centered on collecting, interpreting, and using such data to better inform assessments, identify areas for improvement, and address disparities in equity. If a program requests any resources, such as staff, supplies/equipment, or facilities to meet its goals, it must use outcomes assessment data to support the request, linking resource allocation to service and administrative outcomes, and to college goals, like equity.

The Committee on Outcomes and Assessment

COA (formerly, the Learning Assessment Task Force) has the primary role of supporting the campus in meeting the Accrediting Commission for Community and Junior Colleges (ACCJC) SLO assessment mandates and for incorporating learning assessment into the ongoing work of the college (IB2⁵). COA is a participatory governance group, including faculty and all governance constituents, that facilitates workshops, produces guides, and provides online tools to assist all college personnel and departments in organizing and recording their SLO assessment results (IB2⁶). The Outcomes Coordinator (a faculty member with 40 percent reassigned time) is available to departments and individuals to assist with developing and assessing their SLO cycles.

The original Learning Assessment Task Force (LATF) grew out of participation in the "Retreat on Assessment in Practice" (Berkeley, October 2011). Seven participants from SDMC, including faculty, classified staff, and deans, each came to realize that SLO assessment is inherently student-focused and that many factors affect student learning. The group met bimonthly to discuss the state of SLO assessment at SDMC, held demonstrations of best practices, and wrote operational definitions of the campus ILOs so that they could be better used in an annual survey of graduating students. In 2015, LATF transitioned to the more formally recognized and institutionally incorporated Committee on Outcomes and Assessment or "COA."

Dialogue about outcomes assessment and student success occur during COA meetings, convocation, President's Cabinet retreats, professional development workshops, departmental and school meetings, and through program review. These opportunities for dialogue are a means by which faculty discuss their approaches to teaching and learning and their experiences in the classroom. These are also opportunities for student service areas to consider, for example, ways of incorporating learning into their planning and assessment. These discussions result in improvements to the SLOs, ILOs, assessment measures, course outlines, programs, the processes themselves, and, by extension, to the learning that takes place. As all college programs and services participate in outcomes assessment, the baccalaureate program will likewise participate. All courses in the baccalaureate program have identified PLOs and SLOs and these outcomes will be assessed in ways that are both mandated and self-selected (IB2⁷).

In accord with College leadership, COA recognizes that the responsibility for improving outcomes ultimately rests with every employee, and that these improvements must be data-informed. As the college community continues to collect focused data and analyze reports, it gains confidence and improves its data-informed decision-making. To support a deep and broad-based understanding of outcomes assessment and program improvement, members of the College attend trainings given by the Association of American Colleges and Universities, the National Institute for Learning Outcomes Assessment, and the Institute for Evidence-Based Change to learn from other colleges and regional consortia.

Certificate and Degree, Program, and Course Evaluation

Each spring, the IRO distributes an ILO survey to students who file for graduation with the intention of earning a degree or certificate. In the survey, students are asked a series of questions, some open-ended, to gather their perspectives on the extent to which they've achieved the College's ILOs during their time at the College. The fourth iteration of this survey was distributed in spring 2016. Results of the survey indicate that students recognize they have grown in these areas of competency during their time at SDMC (IB2⁸).

The College's IRO intermittently administers an SLO survey to assess the College's progress on assessment and its use of assessment results for planning and improvement. Surveys have been administered in 2008, 2009, and 2012, and most recently in fall 2015. As

of 2012, survey results indicate that notable improvements had been made in instructional and service program assessment, but open-ended questions revealed some unmet needs for training and support. In the past three years, professional development opportunities and COA have worked to meet those needs.

Through the program review process, programs and courses are assessed internally. In addition, students evaluate their courses in support of planning and improvement. The student course evaluation process is implemented with the same intention and according to the same policies for all courses, regardless of the mode of delivery; however, there are differences in the practices of faculty, based on the mode. For example, online students evaluate their instructor through an online evaluation instrument, and classroom students evaluate their instructor through a hard-copy evaluation distributed in the classroom. To support quality online education, all faculty teaching online courses are required to complete a twenty-hour distance education training program offered by the District (IB2⁹), and online course curricula must be approved before the courses can be offered (IB2¹⁰).

Analysis and Evaluation

SDMC defines and assesses student learning outcomes for all instructional programs and student and learning support services.

I.B.2 Evidence

- IB2¹: SLOs on Course Report, Example
- IB2²: SLOs on Syllabi, Example
- IB2³: Annual Assessment Calendar and Program Review List
- IB2⁴: List of SLO Coordinators
- IB2⁵: COA Homepage
- IB2⁶: *Guide to Outcomes Assessment and Student Services Guide to Outcomes Assessment*
- IB2⁷: HIM Course PLOs and SLOs
- IB2⁸: Annual Graduation Survey
- IB2⁹: Online faculty training
- IB2¹⁰: Distance Education Curriculum Approval

I.B.3

The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence of Meeting the Standard

The College originally established its own standards of performance via the SDMC *Strategic Planning Scorecard* in the 2010-2011 academic year (IB3¹). The purpose of this scorecard was to assess the College's effectiveness related to its mission and strategic goals and to provide benchmarks or standards for student achievement. The *Scorecard* comprised several key performance indicators related to student achievement, including course completion rate, persistence or retention rate, associate degrees awarded, certificates awarded, transfers, and CTE licensure exam pass rates. The original scorecard was developed using data collected by the campus IRO from a number of internal and external sources. Benchmarks or standards for student achievement were proposed and discussed based on historical and contextual data. The College initially determined criteria for performance evaluation based on a three-tiered system, by which indicator data could be categorized as meeting the standard, approximating the standard, or not meeting the standard. From 2010-2011 to 2013-2014, the College reviewed its performance using the *Strategic Planning Scorecard*.

Institution-set standard measures set forth in the 2013 ACCJC *Annual Report* were among the performance indicators already under review by the College in its *Scorecard*. Thus, the process originally developed for establishing benchmarks for the scorecard was carried forward to identify institution-set standards, including those for distance education. From 2010-2011 to 2013-2014, the College analyzed this data annually and reviewed college performance against its established standards. Each year, the data was examined and discussed in depth by diverse groups of campus stakeholders in venues such as the PIE Committee meetings, President's Cabinet meetings, and at the spring President's Cabinet Retreat (IB3²). Participants included faculty, classified staff, students, and administrators.

Institution-set standards are designed, in part, to trigger action. When the College falls below a standard, faculty leaders, administrators, staff, and students discuss the context and internal and external factors contributing to the results observed, as well as possible methods for improving College performance in the target area. Priorities are set based on the three-tiered system, with indicators falling well below the standard prioritized most highly for reflection and discussion.

In 2013-2014, the College completed its updated EMP, to include extensive internal and external environmental scans and an analysis of its strengths, challenges, and opportunities for future improvement. The new *EMP* also includes new strategic goals and directions for the College, based on the analysis of internal and external data (IB3³). In 2014-2015, the

College identified several key indicators of institutional effectiveness, based on the new strategic goals and directions. This new compilation of metrics included the student achievement metrics defined in the *ACCJC Annual Report*, as well as other measures of student achievement, service quality, employee and student satisfaction, sustainability, and innovation.

In May 2015, the College identified a core set of indicators to serve as the basis for the IE *Core Indicators Dashboard* (IB3⁴). These indicators include successful course completion, student persistence/retention, graduation with a degree and/or certificate, and transfer. During the May 2015 expanded President's Cabinet Retreat, the College set short-term and long-term aspirational goals for each of these indicators (IB3⁵). These aspirational goals were vetted in participatory governance groups across the campus and were finalized in June 2015. In October 2015, the College revisited its process for establishing its institution-set standards. The PIE Committee engaged in deep discussions of the data and the process for establishing standards. The Committee agreed to redefine its institution-set standards moving forward. In doing so, it reviewed ten years of data on each indicator, discussed year-to-year fluctuation in the context of changing internal and external factors, and proposed standards. These standards were designed to represent the diverse goals and backgrounds of the College's students, honor the College's commitment to educational excellence, and reflect the needs of programs and service areas.

The new institution-set standards serve as benchmarks by which the College assesses its overall performance (IB3⁶). Beginning in spring 2016 and continuing in each subsequent spring, the College examines its performance in relation to both its institution-set standards and its aspirational goals. During its spring planning retreat, the College reviews the most recent data on each indicator and assesses its performance in relation to the institution-set standards. Activities and initiatives are prioritized based on the data, such that activities focused on indicators with below-standard performance are prioritized most highly.

As stated, activities and data for the baccalaureate degree program will also be assessed through the program review process. In addition, the program will comply with the CAHIIM requirements, which require yearly curriculum review and updates. These are reported electronically via the *Annual Program Assessment Report* (APAR). CAHIIM also requires publication of pass rates for the national exam for accredited programs on the website. This information will be available on the SDMC website, as is the case for all externally accredited programs.

Analysis and Evaluation

SDMC establishes institution-set standards for student achievement appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.

I.B.3 Evidence

IB3¹: SDMC Strategic Planning Scorecard, 2010-2011

IB3²: Meeting Minutes:

PIE Committee, April 12, 2016

President's Cabinet, February 16, 2016

President's Cabinet Retreat, April 29, 2016

IB3³: *Strategic Goals and Directions, EMP*

IB3⁴: IE Dashboard

IB3⁵: IEPI Aspirational Goals

IB3⁶: Institution–Set Standards

I.B.4

The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard

SDMC consistently assesses its programs, services, and institutional processes in support of student learning and student achievement. It evaluates data at the course, program, and college levels primarily through program review and President's Cabinet retreats.

Discussions also occur at school meetings, department meetings, professional development workshops, the PIE Committee meetings, within student services departments, and in the new teaching and learning center, referred to as the LOFT, an acronym for "Learning Opportunities For Transformation" (**IB4¹**).

In spring 2016, the results of the campus *Outcomes Assessment Survey* and feedback from the campus community demonstrated a need for professional development related to assessment. Accordingly, the Campus-Based Researcher and Outcomes Coordinator collaborated to prepare and deliver assessment methods workshops for faculty and staff across the campus (**IB4²**). This and program review training, provided by the Campus-Based Researcher and the Dean of IE, help lead writers better interpret data and encourage them to focus on students and what contributes to or hinders their success. This is communicated with the understanding that trends or deficiencies help to inform program or service goals, action plans, and resource requests in a forward-thinking way.

As part of the program review process, outcomes data is placed in each program's Taskstream workspace by the IRO for examination and analysis by lead writers and members of the program or service area. Data provided includes enrollment, retention counts/rate, success counts/rate, program GPA, and course GPA. Data is provided for the previous five academic years and disaggregated by gender, ethnicity, and course delivery mode. This data is also provided at the course level (but not disaggregated at this level). The

intention is for program personnel to examine the data sets and discuss them, looking for patterns of disproportionate impact, strengths, and challenges related to student learning and achievement. Results at the program or service unit level can then be compared with collegewide outcomes, which are also provided in the Program Review module.

A discussion of learning outcomes assessment results is likewise included in the module and at the course and program levels. The assessments themselves are recorded in a separate module of the Taskstream Accountable Management System (AMS), and reports can be pulled by faculty and uploaded into program review.

In addition to the evaluation that takes place at the course/service and program levels, examination of outcomes data is conducted by the PIE Committee and reviewed at the institutional level in President's Cabinet. Patterns emerge and can be discussed by this participatory governance group, with invited guests who present pertinent data and information. These patterns, such as disproportionate impact for many groups on campus (e.g., men of color, veterans, former foster youth), has led the College to dedicate resources to address the challenges faced by these students (IB4³).

Analysis and Evaluation

SDMC uses assessment data and organizes its institutional processes to support student learning and student achievement.

I.B.4 Evidence

- IB4¹: LOFT Press Release
- IB4²: Assessment Methods Workshops
- IB4³: Equity Resources

Institutional Effectiveness

I.B.5

The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard

Program review at the College is a systematic annual process for evaluating programs and services with a student focus. This focus is reflected in program review goals fundamental to the college mission: to improve teaching and learning, to improve the environment in

INSTITUTIONAL EFFECTIVENESS



Institutional Effectiveness refers to the ways in which we, as an institution, strive to optimize and continually improve the extent to which we achieve our core mission and goals. As a community college, our effectiveness depends upon the efficacy and efficiency with which we facilitate the meaningful success of our students both in terms of their learning outcomes and their achievement. In order to assure that we continue to fulfill this goal, are responsive to changing needs, and continue to improve and refine what we do, we utilize a number of processes which provide systematic assessment and support for our ongoing effectiveness. These include: program review, learning outcomes assessment, and institutional planning.

The sustainable implementation of all of the above elements is integral to our ongoing effectiveness and to the fulfillment of the standards for accreditation as delineated and evaluated by the Accrediting Commission for Community and Junior Colleges.

Institutional effectiveness also prompts us to maintain a culture in which:

- The analysis and use of relevant data permeates our processes, enabling informed discussion and decision-making,
- The results of institutional self-assessment are communicated widely,
- Our processes provide abundant opportunities for meaningful and inclusive dialogue concerning the assessment and active improvement of student learning,
- Resource allocation is in alignment with our mission, goals, priorities, and decisions are supported by our systematic self-assessment processes,
- We regularly assess our processes and mechanisms to assure they are adequately serving their purpose and supporting ongoing improvement.

which this takes place, and to promote educational excellence. This student focus allows the college to examine its successes and challenges and to acquire resources to meet these challenges. It is an important component of collegewide integrated planning, which is based on informed, data-driven decision-making, consistent with *California Education Code* and accreditation Standards. The same program review process is used for on-campus and online classes.

Recognizing that every program and service area on campus plays a role in fostering student success, the program review process has been designed by faculty, staff, and administrators to examine all academic programs, student services, and administrative services at the College. The

integrated planning model (IB5¹) allows each division to maintain its identity and uniqueness while creating a standardized approach to program review.

The program review process impacts programs, faculty, and students because it drives continuous outcomes assessment, planning, and improvement. While the process requires effort and time, faculty recognize that this big-picture approach keeps programs aligned with the campus mission. The review process also establishes protocol for the fair, transparent, and equitable allocation of resources, which are prioritized according to program goals and objectives. Most importantly, the review process assists faculty in examining best practices (IB5²), and it ensures that resources are used in a way that directly benefits student success.

Program review occurs annually and is now on a four-year cycle. The first year (2014-2015) called for comprehensive review, followed by three years of annual updates during which reviewers note any programmatic or service changes, review achievement and assessment data, follow-up on stated goals, and close the loop on any resources received by reporting on resulting outcomes. The comprehensive program review (IB5³) addresses the following topics, tailored as needed to instruction, student services, and administrative services:

- Catalog program description.
- List of contract faculty, staff, and administrator/manager.
- Program mission statement, aligned with the college mission statement.
- Degrees and certificates offered, number awarded, date last reviewed and updated, and an indication of how they meet the needs of students.
- Curriculum review status and any recent or proposed changes to curriculum.
- Overview of program-level and course-level assessment plans, including the process, timeline, significant findings, and actions taken.
- For CTE programs, a list of advisory committee members and a discussion of labor market indicators.
- Demographics of students drawn from data supplied by the IRO and implications for planning.
- KPIs for program outcomes, productivity, and implications for planning.
- Program strengths and challenges.
- External influences that affect the program (positively or negatively).
- Short- and long-term visions for the future.
- Goals to achieve these visions with action plans to accomplish goals.
- Outcomes from faculty, staff, supply/equipment, or facility resources received the previous year to "close the loop."

Throughout the cycle, programs and services are engaged in identifying the need for improved outcomes (SLOs/PLOs/AUOs) and then planning and implementing strategies to achieve them. The annual program review process clears a space in the institutional calendar

to do this reflective and generative work, creates accountability for it, and facilitates its ongoing documentation. At its core, the process is intended to improve student learning and achievement, and much of the College's program review data, assessment, and planning focuses on these outcomes directly. However, even AUOs, for example, that have no direct or obvious relationship to student success are recognized to support the college mission and ultimately support this fundamental aim.

To prepare for program review, demographic and KPI data for each program or service area is inserted into the relevant Taskstream workspace before program review opens in the fall. The demographic data is disaggregated by gender, ethnicity, age, disability support programs and services eligibility, first generation status, and prior education level. KPI data is disaggregated by gender, ethnicity, and course delivery mode. Data for the College as a whole is also provided to each program. If programs need additional data, they can request it from the IRO.

The program review workspace also includes forms to request faculty, staff, supplies and equipment, and facilities improvement, each of which must be linked to program goals and outcomes (IB5⁴). These four types of requests are reviewed by separate participatory governance committees using rubrics that are available to the lead writer in the program review workspace. After the program review module closes, the OIE pulls the requests and forwards them to the appropriate resource allocation committee: FHP, CHP, BARC, and FPC. Requests are ranked, based on a rubric, and the lists are presented to the PIE Committee and the President's Cabinet. The President has the final say on which requests are funded.

The Program Review Steering Committee (PRSC) oversees the program review process, providing the framework, context, and support necessary for its successful completion (IB5²). The Committee comprises faculty, classified staff, and administrators, each appointed by their respective participatory governance body to represent and reflect the college at large.

A key responsibility of PRSC is to collaborate with lead writers to strengthen their program reviews for subsequent collegewide planning and resource allocation decisions. To this end, the Committee works closely with the PIE Committee to assure alignment with its requirements and practices, an alignment which is facilitated by the Dean of IE who co-chairs both committees. PRSC strives for its own continuous quality improvement through an annual assessment of its process, training sessions, and support materials. Each summer, a subgroup of the Committee meets to address recommendations set forward in PRSC's annual assessment report and the integrated planning evaluation. The outcomes of the summer work group are shared with the larger committee at the beginning of the academic year and then implemented as the College opens the new program review cycle each year in August.

To inform the College of program review outcomes, the OIE prepares a variety of reports, specifically:

- The *Executive Summaries* report, which compiles the executive summaries of all programs into one document.
- The *Annual Report* (IB5⁵), which summarizes the process and describes the current program review cycle, including responses to any recommendations made at the end of the previous cycle. Also includes a brief assessment of each program review drawn from reviewer comments.
- The *Goals Summary* report (IB5⁶), which shows how all programs and services have mapped their goals to college goals.
- A forthcoming strengths and challenges report, which compiles input from each program review.
- The *Integrated Planning Evaluation* report (IB5⁷), which presents the results of the evaluative survey administered to all program review participants after submission of their document, with recommendations for the next cycle.
- Resource allocation reports and ranked lists which the PIE Committee receives, reviews, and forwards to President's Cabinet for final approval.

These reports, along with a peer review process, serve as a validation of the program review process that supports student learning and achievement.

Analysis and Evaluation

SDMC assesses the accomplishment of its mission through program review and the evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data is disaggregated for analysis by program type and mode of delivery.

I.B.5 Evidence

IB5 ¹ :	Integrated Planning Model
IB5 ² :	Program Review Steering Committee Webpage
IB5 ³ :	<i>Program Review Handbook</i>
IB5 ⁴ :	Program Review Resource Request Forms
IB5 ⁵ :	<i>Program Review Annual Report</i>
IB5 ⁶ :	Program Review Goal Summary Report (Program Goals Mapped to College Goals)
IB5 ⁷ :	<i>Institutional Planning Guide</i>

I.B.6

The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard

For the purpose of program review and unit-level planning, student demographic data is disaggregated by gender, ethnicity, age, disability support programs and services eligibility, first-generation status, and prior education level (IB6¹). Course outcome data is routinely disaggregated by gender, ethnicity, and course mode of delivery. The data can be further broken down, or specific groups/cohorts can be focused on as individual research projects require.

SDMC is in the midst of developing an equity framework, which will become the guide for thinking about the work of the college in terms of equity-mindedness (IB6²). Since the 2015-2016 Program Review process, the College has encouraged programs and services to make meaning of their equity data. The Campus-Based Researcher has held workshops and visited school meetings to discuss student access and success data with a focus on equity (IB6³). These workshops have demonstrated how to identify equity gaps and to collaboratively develop strategies to reduce them and improve student success. For example, if a program were to find that 40 percent of its students were Latino but that their success rate was 15 percent lower than that of White students, this would trigger planning for closing that gap. Strategies might include professional development activities centered on inclusive teaching and learning or effective strategies for supporting Latino students in the classroom. These could be written up as program goals, and resource requests could be made (IB6⁴).

To demonstrate its ongoing commitment to becoming the leading college of equity and excellence, in 2015, SDMC opened its Office of Student Success and Equity (OSSE), with the hiring of a new dean. The Dean is proactive in coming to participatory governance, department and School meetings to lead discussions on equity, helping to structure a campus discussion with faculty in regard to disseminated equity data. Until this time, there had been limited opportunities for faculty to talk about the variables inside of a classroom that might influence the equity outcomes.

The OSSE is also leading the campus in identifying significant trends among subpopulations of students and working to interpret their meaning. As the OSSE captures these discussions, they are building a website (IB6⁵) to include resources and data along with best practices

that can be used by departments to support their equity efforts. Funding to support departmental efforts to address student equity and success is available through the OSSE.

At the institutional level, the College identifies equity gaps among subpopulations of students on an annual basis through its Student Success and Equity Committee (IB6⁶), program review process (IB6⁷), and through various other campus initiatives (IB6⁸) designed to ensure the success of all students. The Student Success and Equity Committee convenes an annual summer work group to discuss and review in-depth student access and achievement data, disaggregated by ethnicity, gender, disability status, foster youth status, low-income status, and veteran status. This summer work group makes recommendations for improvement goals aimed at reducing or eliminating equity gaps and guides the process for allocating equity funding in light of these equity gaps, college goals, and campus priorities. These goals serve to set performance expectations for each subpopulation of students. The College reconvenes the Student Success and Equity Committee summer work group each year to review college performance in relation to its goals for subpopulations of students and to set priorities for the subsequent academic year.

Continuing this work, the campus IRO, in collaboration with the Student Success and Equity Committee, has developed an equity dashboard (IB6⁹) that highlights trends for subpopulations of students and guides discussions of campus equity initiatives.

Based on the institution-set standards adopted by the College in fall 2015, the College is performing satisfactorily in the areas of successful course completion, transfers, associate degree graduates, and overall number of degree and certificate graduates (IB6¹⁰). However, the College is not performing according to its standards in the areas of student persistence or certificate graduates. The expanded President's Cabinet (which includes members of President's Cabinet, PIEC, COA, BARC, additional college leadership and governance groups) reviewed the College's performance in relation to its standards in April 2016. The College was then and is currently piloting a number of interventions targeting student persistence, such as the Summer CRUISE/Peer Navigators program, in-person orientation workshops, and expanded education planning services for entering students. The recommendation from the expanded President's Cabinet was to continue deploying these services, which began in fall 2015, and later examine the outcomes for this cohort of students in light of these additional support services. The expanded President's Cabinet also discussed the College's performance below its set standard for certificate graduates. As the expanded President's Cabinet members noted, the number of certificate graduates has been declining steadily in recent years, and this may be due, in part, to regional changes in CTE certificate offerings, including a reduction or elimination of the college's certificates of performance (certificates below 12 units that are not transcribed for students). Although the declining trend in certificate graduates is expected to continue in the short term, based on the recommendations from the PIE Committee and the expanded President's Cabinet, the College-set standard for certificate graduates will remain in place.

While the College is meeting or exceeding its set standards in successful course completion, transfers, degree graduates, and overall number of degree and certificate graduates, the College continues to deploy resources and pilot activities to improve performance in all of

these areas. Many of the College's initiatives, such as classroom tutoring/supplemental instruction, integrated and enhanced tutoring services, and faculty professional development are aimed at eliminating equity gaps and in doing so, improving the College's overall performance in relation to its standards.

Equity Plan

Strategic Goal 1.5 of the *EMP* calls for the college to “Assess, analyze, and act upon the collegewide research and data-informed *Student Equity Plan* to assure access and success for the College's diverse population” (IB6¹¹). In 2014, the college reinvigorated its *Student Equity Plan* to provide a framework for the research, planning, and implementation efforts of broad campus constituencies.

The college's commitment to supporting the diverse and changing needs of its students can be seen in the various initiatives outlined within the *Student Equity Plan*. The year of 2014-2015 was designated as a year of equity inquiry at SDMC. During that time, the college analyzed and reflected on the data, redesigned the English curriculum, carried out a multiple measures assessment pilot project, performed a needs assessment to inform professional development, and identified certain individuals as change agents. Equity-focused goals for 2015-2016 included the mitigation of disproportionate impact; integrating instructional and student support services; redesigning the math curriculum; creating clear pathways for student completion; increasing student engagement; fostering equity-mindedness through professional development, in part, in a new teaching and learning center, the LOFT; and integrating and aligning the equity plan with other College plans.

To support student achievement, the College's equity plan calls for the strategic alignment of tutorial programs campuswide and for the coordination of tutor training practices across general and categorical programs, for example. The college has also formed a consulting partnership with the Center for Urban Education (CUE) which works to “clos[e] the racial-ethnic equity gap and improve[e] student outcomes in higher education. Using data, process and benchmarking tools as well as structured inquiry activities embodied in what is called the Equity Scorecard™, CUE helps the college identify problems, develop interventions and implement equity goals to increase retention, transfer and graduation rates for historically under-represented racial-ethnic groups” (IB6¹²).

Analysis and Evaluation

SDMC disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources to mitigate those gaps and evaluates the efficacy of those strategies. The College has a student success and equity agenda that is integrated with efforts to improve learning and achievement for all students. There are multiple mechanisms for monitoring student achievement and learning at program and institutional levels.

I.B.6 Evidence

- IB6¹: Student Demographic Data, Disaggregated for Program Review
- IB6²: Equity Framework, Center for Urban Education
- IB6³: IRO's Equity Workshop PowerPoint
- IB6⁴: Resource Allocation Request Rubrics
- IB6⁵: Student Success and Equity Webpage
- IB6⁶: Student Success and Equity Committee Webpage
- IB6⁷: Program Review and Equity Data
- IB6⁸: Activities and Timeline, *Student Equity Plan*
- IB6⁹: Equity Dashboard
- IB6¹⁰: Institution-Set Standards Evaluation Results
- IB6¹¹: Strategic Goals and Directions, *EMP*, p. 16
- IB6¹²: Center for Urban Education Webpage

I.B.7

The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard

SDMC is committed to sustained continuous quality improvement. As part of that commitment, the College regularly evaluates its policies and practices to assure their effectiveness in supporting the college mission.

As a part of its most recent master plan development process, the College conducted internal and external environmental scans and convened focus groups with all constituent groups, including community members and businesses. Six strategic directions and twenty-three goals were refined from the information gathered. In part, these directions provide a framework for assessing overall institutional health and progress (IB7¹). Next, the College assembled a series of over 80 indicators or metrics to track the College's progress. These indicators or metrics are drawn from sources such as the *SDCCD Fact Book*, internal program records, the Scheduling and Reporting System (SARS) database, surveys, and reports from the Taskstream program review and assessment modules. A portion of the indicators are reviewed each year during the PIE Committee meetings and at President's Cabinet retreats. Constituent group input yields new sources of data and new indicator proposals. Most recently, this input advanced different ways of tracking the College's sustainability (IB7²).

Each spring, the IRO conducts a comprehensive evaluation of the program review and resource allocation practices (IB7³). The evaluation results include a summary of feedback from college faculty, staff, and administrators regarding the integrated planning process, as well as overarching recommendations for improvement in the program review and resource allocation processes. These results are shared with PRSC, the resource allocation committees (FHP, CHP, BARC, FPC), PIEC, and President's Cabinet.

The College uses formative and summative techniques to evaluate the effectiveness of its planning efforts. Each spring, the IRO conducts an evaluation of the College's integrated planning process, including its program review and resource allocation processes. The information collected and recommendations derived from this evaluation process are proposed in the program review work group action plan each summer, and the subsequent year's evaluation includes a follow-up to determine which action plan objectives were met. In addition, the College leverages its core indicators of effectiveness, as outlined in the *Performance Indicator Dashboard* as a means of measuring the impact of College initiatives (IB7⁴).

As an innovative form of assessment, the College has identified "change agents," who are faculty, staff, and administrators who are, in effect, walking in the shoes of students to see where difficulties might be encountered. For example, some faculty, staff, and administrators participated in the online student assessment process, actually taking the placement test and experiencing first-hand how certain groups of students might find the process challenging. Others visited the offices of admissions, counseling, transfer, and financial aid and watched the encounters between students and staff. A third group reviewed documents, such as syllabi, to see how welcoming they were to students. These "inquiry groups" produced a considerable amount of qualitative data about the student experience, and changes have been initiated to make several of the College's processes more equitable.

Program review has been an important venue for evaluating policies and practices across the campus, since nearly 100 programs and services participate in the program review process (IB7⁵). Instructional programs examine their curriculum and degrees, student success and achievement metrics, local job markets, and the challenges they face in providing the best experience for students. Goals are set, changes to practices are proposed, and resources to meet their needs are requested.

The College's baccalaureate degree program, a cohort model with up to 32 students each year, will participate in the same program review process as other programs. In service of learning outcomes and student success, cohort members will receive individualized learning and support services to ensure they are receiving the education needed to be successful in the HIM program. The College will support HIM students in obtaining all of their GE requirements and major courses during their program. Additional support services, such as \$25,000 towards library databases, books, and periodicals, have been purchased and developed for HIM students to facilitate the higher level research they will need in their

baccalaureate studies. The success of these measures will be assessed for continuous quality improvement, as is the case for all other College programs.

Many initiatives, like the HIM baccalaureate degree, have been implemented only recently, so the College, through its President's Cabinet Retreat and the PIE Committee discussions, acknowledges that the impact of more recent interventions may not be immediately evident. Thus, the College will examine the impact of its initiatives annually, with particular emphasis on the outcomes for the cohorts targeted for specific interventions.

The District's process for regularly evaluating its policies and practices encompasses all areas including instructional programs, student learning support services, resource management, and governance. All Board Policies (BPs) and Administrative Procedures (APs) undergo a comprehensive review every six years in accordance with AP 2410 (IB7⁶; IB7⁷) to ensure currency and compliance with state and federal law. The review process involves broad input from the various constituent groups throughout the organization. All Board Policies and Administrative Procedures are posted on the District website (IB7⁸) in the following areas: Board Operations, Information Technology, District Governance, Instructional Services, Student Services, Human Resources, Business Services, and Facilities and Equipment Services.

The Chancellor's Cabinet comprised of the Presidents, Vice Chancellors, Director of Communications and Public Relations and Executive Assistant to the Chancellor each establish annual goals and provide an overall assessment of accomplishments and effectiveness of operations that is individually discussed with the Chancellor. Collectively, these goals reflect priorities across all areas of the organization including instructional programs, student and learning support services, facilities management and resource management.

The District Administrative offices regularly evaluate their practices to assure effectiveness in supporting academic quality and the accomplishment of the District's mission within its District divisions and participatory governance councils and committees. An annual comprehensive assessment of the governance councils and committees allows members to address concerns and recommend improvements. The District divisions and departments engage in an annual planning and self-assessment process that involves the establishment of planning goals, and objectives, and annual assessment of outcomes, along with recommendations for future action to ensure support for academic quality and accomplishing the District's mission. See also I.C.5. and IV.A.7 (IB7⁹).

Distance Education

BP 5020 *Curriculum Development* (IB7¹⁰) and AP 5105 *Distance Education* (IB7¹¹) define and classify a course offered through distance education and outline practices that support academic quality and the mission of the District.

For example, in both District and college practices there is an accurate and consistent application of the distance education policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student's grade). In an effort to ensure consistency and academic rigor in all courses offered, all courses delivered through distance education are based on the same course outlines of record as face-to-face courses (IB7¹²).

Additional District policy and procedure address the process for awarding credit for distance education programs (IB7¹⁰; IB7¹¹). Curricula and program standards are consistent for all courses and programs of study regardless of location or mode of delivery. Furthermore, course credit, degrees and certificates are linked to student learning and grading standards established through the curriculum review and approval process as stated on the official course outline of record for each course and the approved program requirements for each certificate and degree. The last reviews of BP 5020 and AP 5020 were conducted according to BP 2410 and AP 2410 in 2016 (IB7¹³; IB7⁶).

Analysis and Evaluation

SDMC and SDCCD regularly evaluate their policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

I.B.7 Evidence

- IB7¹: Strategic Goals and Directions, *EMP*
- IB7²: Environmental Sustainability Metrics PIE Committee, October 27, 2016
- IB7³: IRO's Annual Comprehensive Evaluation
- IB7⁴: Key Performance Indicator Dashboard
- IB7⁵: List of Programs, Services, and Offices Participating in Program Review
- IB7⁶: AP 2410 *Board Policies and Administrative Procedures*
- IB7⁷: Policy and Procedure Flowchart
- IB7⁸: Board Policies and Procedures
- IB7⁹: Districtwide Participatory Governance Committees/Councils Self-Assessment Reports, Institutional Research Webpage
- IB7¹⁰: BP 5020 *Curriculum Development*
- IB7¹¹: AP 5105 *Distance Education*
- IB7¹²: CurricUNET
- IB7¹³: BP 2410 *Board Policies and Administrative Procedures*

I.B.8

The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard

To ensure that college community members have a shared understanding of assessment and evaluation opportunities on campus, recognize institutional strengths and weaknesses, feel a sense of investment in the outcomes of the College and its students, and are equipped to respond with appropriate strategies, SDMC encourages broadly representative participatory governance and effective, deliberate communication. These are especially crucial because the College is large, comprising over 25,000 students and approximately 1,400 faculty, staff, and administrators.

The principal means of communicating the results of assessment and evaluation activities is through participatory governance groups, including President's Cabinet, PIEC, Academic and Classified Senates, and other committees and councils (IB8¹). The members of these committees broadly represent instruction, student services, administrative units, and all governance constituent groups. Representatives are responsible for carrying information forward to constituents and back to governance groups.

The President and Vice Presidents meet with faculty, staff, and administrative leadership to engage their assistance in disseminating information. Presentations are made to the Academic and Classified Senates and to the Associated Student Government (IB8²). The largest audience to collectively receive this information gathers at convocation events in fall and spring, when participants are given updates on planning activities and evaluations that have occurred and are introduced to new priorities or initiatives that have arisen as a result (IB8³). Additionally, the President communicates via a monthly multimedia newsletter, *First Monday on the Mesa*, and regularly via Facebook, and Twitter (IB8⁴).

President's Cabinet retreats are occasions that effectively develop this shared understanding. At them, participants from across the campus participate in viewing data, interpreting it, commenting on it, and drawing conclusions for action (IB8⁵). The activities are guided by individuals who lead the assessment and evaluation process, like the Dean of IE and the Campus-Based Researcher.

In the community, the President is active on a number of committees, including the San Diego Imperial Counties Community Colleges Association (SDICCCA), the San Diego Drop-Out Task Force, and the San Diego Workforce Investment Board. Many of the programs at the College have advisory boards, particularly CTE programs, and information about effectiveness is communicated to the public in this way (IB8⁶).

Under the direction of the President, the Public Information Office works to assure that campus publications and the SDMC website convey to the College and the community information about institutional quality (IB8⁷). When the 222-page *EMP* was published, the College also created a four-page summary of key findings so that everyone would have easy access to the information drawn from environmental, external, and internal scans and to the implications for action (IB8⁸).

The OIE has a robust web presence and produces polished and accessible reports, specifically:

- The *Executive Summaries* report (IB8⁹) which compiles the executive summaries of all programs into one document.
- The *Annual Report* (IB8¹⁰), which summarizes the process and describes the current program review cycle, including responses to any recommendations made at the end of the previous cycle. Also includes a brief assessment of each program review drawn from reviewer comments.
- The *Goals Summary* report (IB8¹¹), which shows how all programs and services have mapped their goals to college goals.
- The *Integrated Planning Evaluation* report (IB8¹²), which presents the results of the evaluative survey administered to all program review participants after submission of their document, with recommendations for the next cycle.

The Office engages the campus community through information sharing, dialogue, and celebration. After the data and information for the most recent *EMP* was assembled and interpreted, the Dean of IE and Campus-Based Researcher held forums across campus to explain the findings and collect ideas for improvement (IB8¹³). In 2014-2015, program review began a new cycle, and its comprehensive format was new to the campus. To introduce the module to the campus, the OIE held a kickoff event with refreshments. These examples demonstrate the College's varied approaches to sharing assessment and evaluation opportunities so that all community members feel connected to the College's larger mission.

Through the work of governance bodies, college leadership, key publications, celebrations, and other sources, the College communicates to ensure that priorities are disseminated to the college community and are informed by community dialogue.

Analysis and Evaluation

SDMC broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

I.B.8 Evidence

- IB8¹: College Governance Webpage
- IB8²: Governance Meeting Minutes: Academic Senate, Classified Senate, and Associated Student Government
- IB8³: Spring 2016 Convocation
- IB8⁴: Communications: *First Monday on the Mesa*, President's Facebook Page, President's Twitter Feed
- IB8⁵: President's Cabinet Retreat Minutes, April 29, 2016
- IB8⁶: Career and Technical Education Advisory Webpage
- IB8⁷: Office of Communications
- IB8⁸: Four-Page Brochure, *EMP*
- IB8⁹: Program Review Executive Summary Report
- IB8¹⁰: SDMC's *Annual Report*
- IB8¹¹: Program Goals Mapped to College Goals
- IB8¹²: Integrated Planning Evaluation Report
- IB8¹³: Campus-Based Researcher's Reports and Presentations

I.B.9

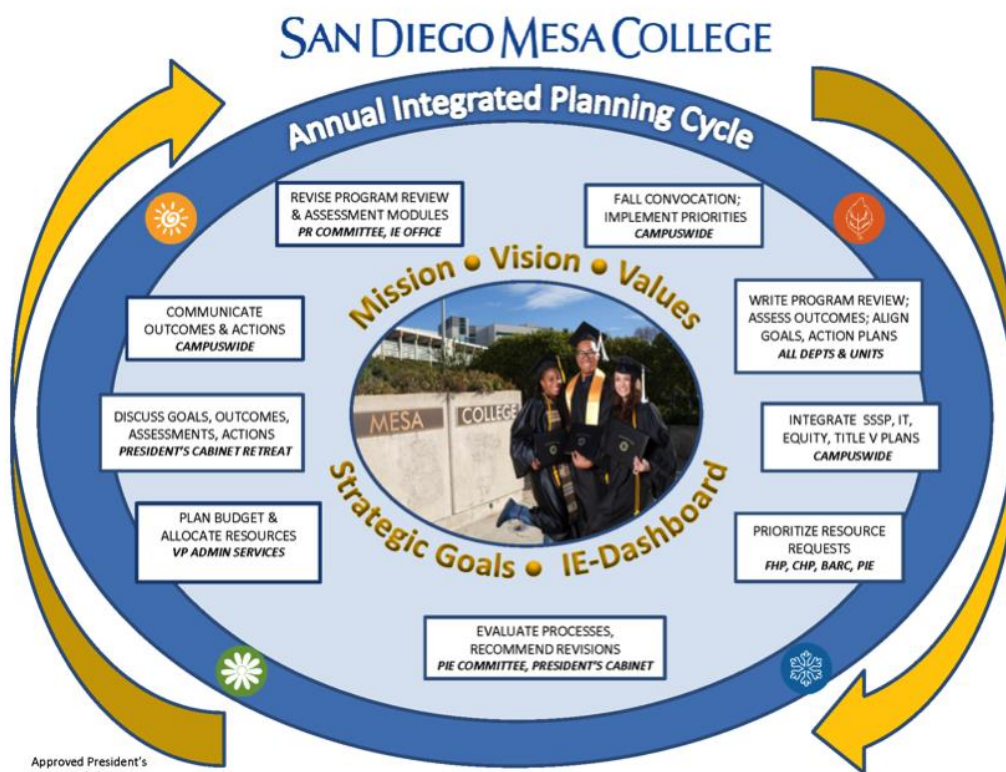
The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Evidence of Meeting the Standard

The College's *Annual Integrated Planning Cycle* demonstrates that SDMC engages in continuous, broad-based, systematic evaluation and planning to accomplish its mission. The College has worked concertedly to integrate all aspects of its planning and resource allocation into one coherent process that has resulted from broad-based collaboration by all constituent groups on campus.

The infographic depicted in Figure 33 was redesigned in spring 2015 to be student-centered and to provide a visual depiction of the links between College plans, processes, actions, and assessments. As posted on the website, each box will be hyperlinked to the committees and offices involved at each stage, with an explanation of the acronyms (IB9¹).

Figure 33. SDMC's Annual Integrated Planning Cycle Infographic



The PIE Committee is responsible for assuring that the College's planning framework is consistent with accreditation standards; for guiding the annual assessment of progress on stated goals, objectives and priorities and recommending changes as indicated; and for assuring the integration of planning across the campus (IB9²).

In order to establish a timeline for planning, President's Cabinet and the PIE Committee use an organizational overview represented by the SDMC Multi-Year Assessment and Evaluation Cycle (IB9³) and the Annual SDMC Integrated Planning Calendar (IB9⁴). The PIE Committee also directs FHP, CHP, BARC, and FPC to ensure the completion of their tasks as part of the program review and integrated planning resource allocation process.

The annual integrated planning cycle begins in fall with three key events: first, convocation when general themes and priorities are presented based on assessment dialogue from the spring President's Cabinet retreat; second, the fall President's Cabinet retreat when college leadership considers College plans and priorities in terms of college goals; and third, the opening of the program review module which has been populated with program and service-area data.

Integrated Planning, Program Review, and Equity

During the fall 2015 convocation, having identified inequities and disproportionate impact in student success metrics, the College laid the foundation to build a collective imperative for equity, with a vision of becoming the leading college of equity and excellence. To that end, members of the Student Success and Equity team discussed the findings and outlined partnerships and actions that had been and were being taken to spread equity-mindedness across the campus, inviting everyone to participate (IB9⁵).

The 2015-2016 program review process then began focusing an equity lens on programs and service areas across campus, a lens that continues to increasingly inform SDMC's culture. Accordingly, programs were encouraged to examine their student success and achievement data for evidence of inequity and develop plans to address it. The Campus-Based Researcher conducted training related to the use and interpretation of equity data (IB9⁶). Opportunities for professional learning were and are regularly featured (IB9⁷). In order to address disproportionate impacts identified through data analyses, programs and services could make resource allocation requests to respond to the assessed challenges. Those receiving allocations would then assess outcomes related to requests the following year. This would then close the loop on that assessment-improvement cycle.

The College is still in the early stages of implementing and assessing strategies designed to mitigate disproportionate impacts. However, institution-set standards and other indicators have been put in place to serve as a means to narrow and hone in on the outcomes of specific groups in given contexts and to act as a trigger for interventions should the institution fall below any benchmark. Meanwhile, the cyclical process of planning, implementation, assessment, and improvement continues.

Resource Allocation

Programs and services align their work with the mission, goals, and strategic directions of the College and then evaluate their goals and action plans with these in mind. All program goals and resource requests are linked to College strategic goals and SLOs (IB9⁸). Mission-driven resource allocation is reflected at all levels, including in the physical layout of the campus which has been transformed in accord with the College's long-term strategic aims of creating a vibrant learning environment and enhancing student success.

Each year, after all program reviews have been submitted, resource requests are extracted and sent to the prioritization committees (BARC, FHP, CHP, and FPC). These are participatory governance committees that follow evaluative rubrics to rank the requests (IB9⁹). The ranked lists are presented to the PIE Committee and President's Cabinet before being submitted to the President for her approval (IB9¹⁰). Resources are funded through Perkins, IELM, end of year funds, and District funds.

Process Assessments and Reporting

Once all program reviews have been submitted, their outcomes are shared widely across the campus and into the local community. To provide a campuswide overview, reports can be pulled that show how the College's 23 strategic goals have been met by individual programs and services and the extent to which prior resource allocations have supported improved outcomes. While this evaluation prompts planning for the following year, this "closes the [current] loop" for programs and services.

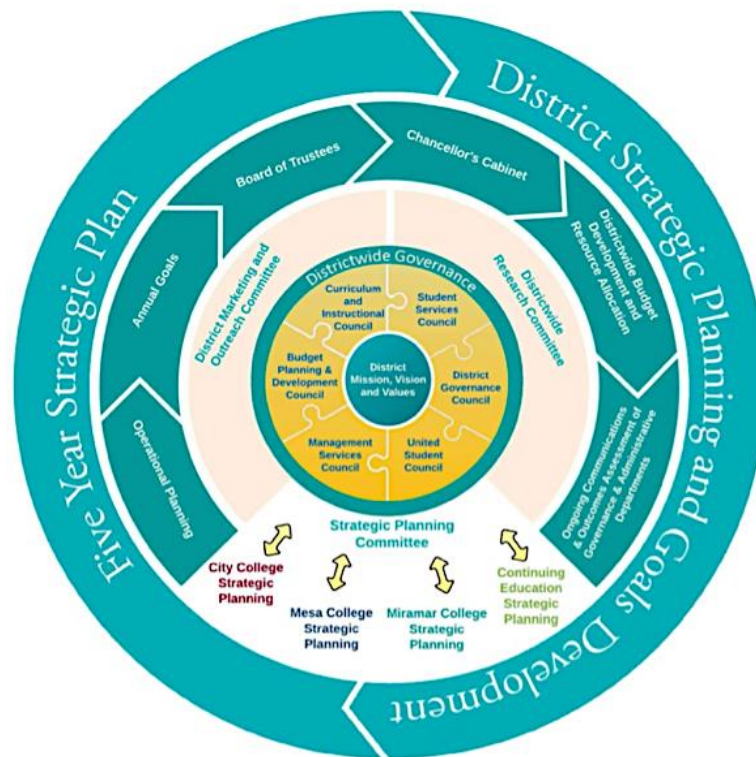
Next, the *Institutional Planning Survey* is distributed to all program review participants, including lead writers, liaisons, managers, and resource prioritization committees (FHP, CHP, BARC, and FPC) (IB9¹¹). The prioritization committees, along with PRSC, then evaluate their processes and outcomes and make recommendations or adjustments for the next cycle. The results of this integrated planning system evaluation are presented at the PIE Committee and President's Cabinet.

The decisions, actions, and outcomes from the year are detailed in the annual *Institutional Planning Guide*, which serves as a road map through College processes, based on strategic goals and priorities (IB9¹²). The major committees for integrated planning (President's Cabinet, PIEC, PRSC, FHP, CHP, BARC, FPC, COA, and the Mesa Information Technology Committee [MIT]) report on their accomplishment from the past year, and there are also reports from the major college processes/initiatives that impact integrated planning (*EMP*, *SSSP*, *Equity*, *Title V* grant, *District budget*, *Research*, *Participatory Governance*) (IB9¹³). The annual *Institutional Planning Guide*, dating back to 2011, are posted on the OIE webpage.

SDCCD has been engaged in an evaluation of its integrated planning processes. Based on the evaluation of its planning practices, the Chancellor's Cabinet and District Governance Council developed a Districtwide Integrated Planning Framework Model to visually represent its planning processes in a comprehensive framework (IB9¹⁴; IB9¹⁵).

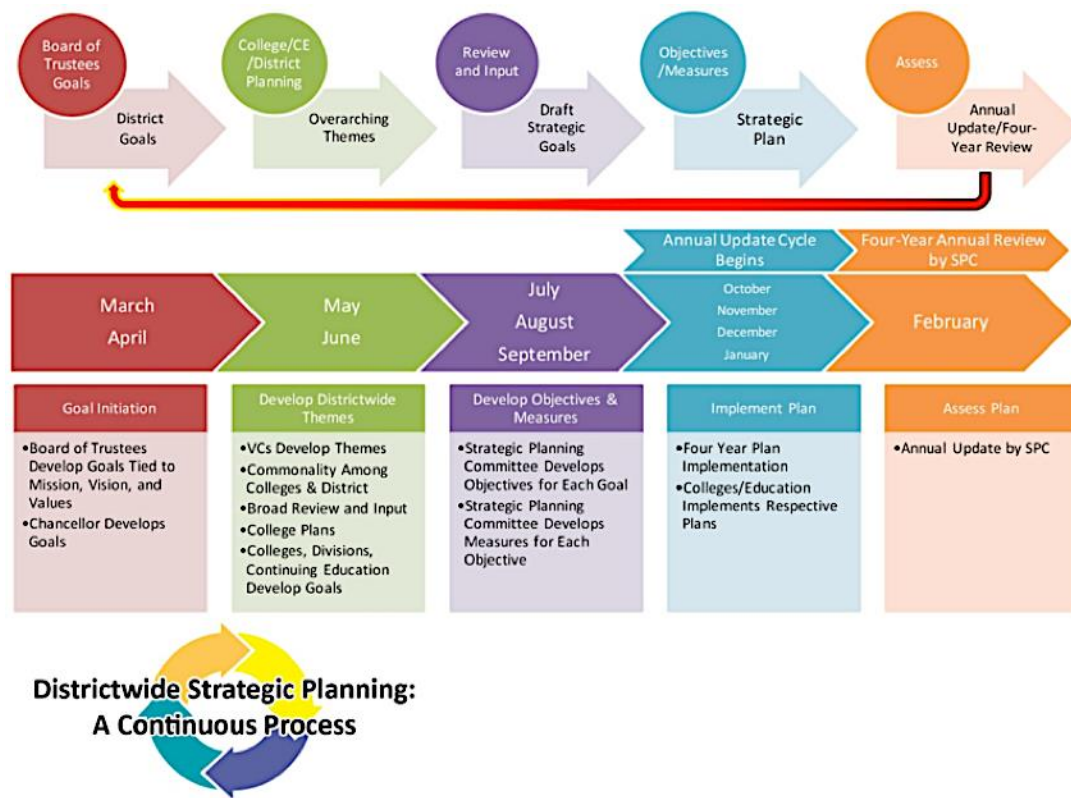
SDCCD's framework model describes its concept of integrated planning, including the participation by stakeholder groups in the development of strategic plan goals, operational planning, budget development and resource allocation, and continuous improvement. The framework in Figure 34 is the overarching system by which ongoing planning in human resources, facilities, finance, technology, student services, and instructional services occurs at the District Office and links to the fulfillment of the mission of the District and to its effectiveness. The model is periodically reviewed and refined. It was last approved by the District Governance Council (DGC) and Chancellor's Cabinet in November 2015.

Figure 34. Districtwide Integrated Planning Framework Model



The Districtwide Integrated Planning Framework Model (Figure 34) addresses short range and long range needs in the development and review of the four-year Strategic Plan. As outlined in Figure 35, Strategic Plan and Development Cycle, the Strategic Plan development involves the Board of Trustees goals, District priorities, and a consideration of District, College, and Continuing Education plans by the Chancellor's Cabinet which results in an articulation of broad themes. The Districtwide Strategic Planning Committee, comprised of faculty representatives appointed by the Academic Senates, administrators, and staff represents these broad themes in goals, objectives, and measures for a four-year period. Each year, the Districtwide Strategic Planning Committee coordinates a review of the strategic plan objectives and publishes an Annual Update and four-year assessment (IB9¹⁶; IB9¹⁷).

Figure 35: Districtwide Strategic Plan Development and Evaluation Cycle



SDCCD’s integrated planning model and strategic planning process demonstrate that it has a framework for integrated planning and resource allocation, and evaluates short range and long range objectives (Figure 35).

Distance Education

SDCCD evaluates its distance education practices to assure that distance education is delivered effectively and with the highest academic quality. An assessment of distance education courses is conducted by constituent groups with an expertise in curriculum. Each proposed or existing course offered by distance education is reviewed and approved separately by the college Curriculum Review Committee (CRC). The review and approval of new and existing distance education courses follow established curriculum approval procedures. All distance education courses are approved under the same conditions and criteria as all other courses, but they require additional documentation including how the instructor will maintain regular and effective contact to ensure that online sections of courses maintain the quality and rigor of face-to-face sections. Determination and judgments about the quality of distance education under the course quality standards are made with full involvement of faculty in accordance with District policy BP 5020 (IB9¹⁸) and Title 5 of the California Code of Regulations.

The District's Online & Distributed Learning department, through the development of the SDCCD Online Learning Pathways program, assesses staff needs through workshop surveys (IB9¹⁹). Online students are surveyed every other year (annually prior to 2014) (IB9²⁰). Through these practices, which are evaluated regularly, distance education courses and programs are continuously improved to meet the highest standards of quality.

Analysis and Evaluation

SDMC engages in continuous, broad-based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

I.B.9 Evidence

- IB9¹: Annual Integrated Planning Cycle, Detail: Interactive Webpage
- IB9²: Planning and Institutional Effectiveness Webpage
- IB9³: Multi-Year Assessment and Evaluation Cycle
- IB9⁴: Integrated Planning Calendar
- IB9⁵: Fall 2015 Convocation
- IB9⁶: Equity Data Workshop
- IB9⁷: Professional Learning webpage
- IB9⁸: Program Review: Unit to Strategic Goal Alignment Report
- IB9⁹: Faculty Hiring Prioritization Committee, Classified Hiring Prioritization Committee, Budget and Allocation Recommendation Committee, and Facilities Planning Committee Ranked Lists
- IB9¹⁰: President's Cabinet Minutes, April 19; May 3; May 17, 2016
- IB9¹¹: Institutional Learning Outcomes Survey Results Part 2 2015
- IB9¹²: *Institutional Planning and Governance Guide*
- IB9¹³: Institutional Planning Calendar
- IB9¹⁴: District Governance Council Agendas and Minutes
- IB9¹⁵: Chancellor's Cabinet Agendas
- IB9¹⁶: Strategic Planning Committee Meeting, Agendas and Minutes
- IB9¹⁷: District Annual Report to the Community 2015-2016
- IB9¹⁸: BP 5020 *Curriculum Development*
- IB9¹⁹: Online Learning Pathways Workshop Surveys
- IB9²⁰: Online Student Surveys

I.C Institutional Integrity

I.C.1

The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Evidence of Meeting the Standard

The institution provides information on student achievement to the public that is accurate and current. The Office of Instruction and the OIE are responsible for creating and maintaining procedures to assure clarity, accuracy, and integrity of information.

The College represents its programs through print and electronic means via the digital and print college catalog and website. The Catalog Committee revises and updates the catalog on a one-year cycle (IC1¹). In fall 2015, the college website was updated to a new design and platform. Part of the website update includes statistical analysis, click-behavior tracking, and feedback mechanism to ensure the timely delivery of information (IC1²). At the present time, faculty and staff members in each program are responsible for maintaining division, department, and program websites. Electronic representations of the institution are reviewed regularly by the Office of Communications.

Clear, accurate, and relevant information is also communicated on-campus, through displays in high-traffic areas, bulletin boards, and print materials, and electronically through email and online services. Online, telephone, and on-campus interaction with relevant personnel informs current and prospective students, employees, and the public about the College's educational programs, outcomes, services, and mission. The college mission is prominently displayed in the college catalog and on its website, through the Mission, Vision, Values link on a navigation drop-down that appears when navigating from any page.

The Facts and History page lists degrees awarded and top majors (IC1³). This is updated each July by the Office of Communications, whose page links to it. The Consumer Information page, which is one click away from the main page, includes a Students Right to Know page with the following links: Graduation, Transfer and Retention Rates; Graduation and Retention Rates for Student Athletes; Equity in Athletic Disclosure; and California Licensure Exam Pass Rates (IC1⁴). In addition, the HIM Baccalaureate website has been carefully reviewed and is updated almost daily (IC1⁵). The information it contains is clearly stated and revised when students have questions or concerns. All email contact information

is posted and responses to emails are generally provided within 24-48 hours. Both the College web designer and HIM program manager are able to update the website as necessary. The largely electronic application process (which requires a mailed application) has been carefully considered to ensure fairness and clarity. In all, these ensure that key information related to educational programs is readily accessible.

Current PLOs are identified in the catalog and on the webpages for programs and services. SLOs are also included in faculty syllabi and the Course Report for both on-campus and distance education classes.

On-campus and distance education students can link to Student Online Services which is accessible from the SDMC homepage. From there, information related to distance education is available to students through the following links: Online Classes, Student Web Services, New Students, Financial Aid, International Student Program, Campus Police, and Online Bookstore (IC1⁶). The College's distance education program is in high demand, suggesting that potential distance education students are effectively reached.

A link to the Student Services homepage is located on the College's home page. From there, users can select key areas like core student services, services for special populations, the class schedule, Student Online Services, and the Mesa Tutoring and Computing Center (MT2C), for example.

The College hosts an accreditation site with information about the College's primary ACCJC and Western Association of Schools and Colleges (WASC) accreditation self evaluation process and the College's special accreditations, including the College's accreditation status for each. This site has been a central hub for the College's 2017 ACCJC accreditation self evaluation process and includes links for internal and third-party feedback. College accreditation information is also included in the front pages of the college catalog, with other key statements. This includes the status of the College's general and special accreditations.

Analysis and Evaluation

SDMC assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors.

I.C.1 Evidence

- IC1¹: Catalog Committee Webpage
- IC1²: Webpage Analytics
- IC1³: Facts and History Fact Sheet
- IC1⁴: Consumer Information Webpage
- IC1⁵: Health Information Management Baccalaureate Program Webpage
- IC1⁶: Student Web Services Webpage

I.C.2

The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements." (ER 20)

Evidence of Meeting the Standard

The institution provides a comprehensive College catalog that is published by the Office of Instruction (IC2¹). It is available in both print and electronic forms, which can be downloaded from the college website in PDF format. The College provides free catalogs to students during orientation, and the catalog is also sold in the bookstore. The current catalog covers the academic year 2016-2017.

The College catalog is published every year to ensure that it provides accurate and current general information, requirements, and policies and procedures, as well as other information allowing students to be well informed about college academic and student support programs requirements and services. The online version of the catalog is easily accessible from the College homepage through a drop down navigation feature found on every college webpage.

The SDMC Catalog Subcommittee, a participatory group consisting of campus and District representatives, coordinates the update and review of the catalog each year. The primary purpose of the committee is to ensure that the contents are accurate, clear and useful to students, faculty and administration, as well as colleagues from other colleges (IC2²). A subcommittee of the Curriculum Review Committee, the membership reflects faculty, staff, and administrators with broad curriculum experience. Co-chaired by an administrator and a faculty member, the committee meets once per semester to review the components of the catalog and to ensure that the document is accurate, useful, and reflects local, statewide, and federal curricular updates. The committee also ensures that curriculum policies and procedures are followed and that catalog production timelines are met. Prior to catalog publication, all department and school representatives are provided an opportunity to review the first and second proofs of the College catalog for the upcoming year. If any updates are needed to institutional-, program-, or course-level learning outcomes or to administrative-unit outcomes, the respective departments are required to provide a printout of the changes.

Issues related to academic freedom are addressed in the catalog and in the Online Learning Pathways site, which is one click away from the college homepage through Student Online Services (IC2³). Two links that are most meaningful in addressing academic freedom are Training and also Resources. Within the Training page, links include Online Faculty Certification Program, Blackboard Training for On Campus Faculty, Blackboard Drop-In Help, Blackboard Tutorials on Our Video Blog, and Instructional Technology Workshops. On the Resources page, links include Copyright Guidelines, Distance Education Guidelines from the CCC State Chancellor's Office, Instruction Materials Guidelines, Intellectual Property Agreement, and Social Presence for Online Instruction, among others.

The catalog describes the instructional delivery applied in the distance education course, on page 58, Academic Information & Regulations, under Quality On-line Learning (IC2⁴). SDCCD Online Learning Pathways are introduced with the subtitle Quality Online Learning and states: "Learn anytime, anywhere with our convenient, flexible online courses that fit your busy schedule. Enjoy interactive communication with your classmates and instructor as you complete your coursework in an engaging, supportive learning environment. Our quality online courses are developed and taught by experienced instructors from SDCCD's three colleges—City College, Mesa College, and Miramar College. Want to get started? Find out if online learning is for you at: www.sdccdonline.net/newstudents.htm. Get ready for online learning success! Visit: www.sdccdonline.net/students/training/. Online students receive 24/7 Technical Support at <https://www.sdccdonline.net/help> or by calling toll free 866-271-8794. For login instructions visit: www.sdccdonline.net/login."

Faculty must complete professional development training in order to teach online at SDMC. This ensures that faculty have regular and effective contact with students. Online students receive the on-going, effective interaction equal to traditional classroom instruction.

The HIM Baccalaureate degree program will use the process of the College to provide print and online catalog information, for students and prospective students, regarding the requirements, policies, and procedures of the HIM program.

The College provides a comprehensive catalog each academic year in both print and electronic formats. Copies are available for purchase in the college bookstore and are provided to new students during the matriculation process. An electronic version is available online on Student Web Services, which functions as a one-stop portal for students. A downloadable portable version (PDF) is also available. An electronic version of historical catalogs is available online dating back to 2004-2005 (IC2⁵). The college catalogs can also be accessed from each college website (IC2⁶; IC2⁷; IC2⁸).

To ensure accuracy and currency, the catalog undergoes an extensive review each academic year in accordance with an agreed-upon production timeline developed and monitored by the District Instructional Services department, which is responsible for the overall production of the college catalogs (IC2⁹). Review and updates to the content for the

academic programs and course sections of the catalog is coordinated by the District Instructional Services department with review, input and campus coordination by the college vice presidents of instruction, relying upon the college faculty, along with the district evaluators to ensure accuracy. In addition, the Curriculum and Instructional Council's College Catalog Taskforce, composed of faculty and District and college administrators, performs a systematic review of the production of the catalogs (IC2¹⁰).

The student support services, admissions and registration and policies and procedures sections of the catalog are reviewed, updated and coordinated by the District Student Services department with review, input and campus coordination by the Vice Presidents of Student Services. Changes to content that is consistent in the catalogs for all three colleges of the District - City College, Mesa College and Miramar College - is reviewed by the various subcommittees of the District Student Services Council (Financial Aid, Admissions and Records, DSPS, Evaluators, etc.), as well as the District Student Services Council.

The catalog includes detailed information about the college's programs, locations, requirements, policies and procedures as follows:

1. General Information

Official Name, Address(es), Telephone Number(s), and Website Address of the Institution	1
Educational Mission	13
Representation of accredited status with ACCJC, and with programmatic accreditors, if any	4
Course, Program, and Degree Offerings	142
Student Learning Outcomes for Programs and Degrees	12
Academic Calendar and Program Length	9
Academic Freedom Statement	5
Available Student Financial Aid	36
Available Learning Resources	41
Names and Degrees of Administrators and Faculty	542
Names of Governing Board Members	3

2. Requirements

Admissions	18
Student Tuition, Fees, and Other Financial Obligations	29
Degrees, Certificates, Graduation and Transfer	98, 111, 115, 142

3. Major Policies and Procedures Affecting Students

Academic Regulations, including Academic Honesty	60
Nondiscrimination	89
Acceptance of Transfer Credits	66
Transcripts	66
Grievance and Complaint Procedures	92
Sexual Harassment	90
Refund of fees	30

4. Locations of Publications

<u>Where Other Policies May Be Found</u>	94
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Distance Education

There is no differentiation in the accuracy or currency of the information in the college catalogs based upon delivery mode. The College's catalog includes a statement informing students of the availability of courses that may be taken in the distance education delivery mode.

Analysis and Evaluation

SDMC provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements."

I.C.2 Evidence

- IC2¹: *Mesa College Catalog*
- IC2²: *Catalog Committee Webpage*
- IC2³: *Student Online Services Webpage*
- IC2⁴: *Quality Online Learning Webpage*
- IC2⁵: *College Catalogs*
- IC2⁶: *City College Catalog*
- IC2⁷: *Mesa College Catalog*
- IC2⁸: *Miramar College Catalog*
- IC2⁹: *Catalog Production Timeline*
- IC2¹⁰: *CIC Catalog Taskforce*

I.C.3

The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Evidence of Meeting the Standard

Assessment data collected by the college is compiled and made available to the public through the OIE webpages (IC3¹). Outcomes are developed at the institutional, program, course, and administrative unit levels. Assessments are implemented by their respective departments and programs. Assessment data is evaluated on a continuous basis, with adjustments made as the program or department deems necessary. Departments and programs are encouraged to maintain a dynamic assessment plan and to actively engage in assessment practices throughout the educational process. Ongoing campus dialogue enhances institutional effectiveness and fosters continuous improvement of educational quality. Improving the quality of education is central to College planning, budgeting, and personnel decisions.

The college collects success, retention, achievement, and outcomes assessment data. The college makes available to the public its data and analyses on the college website via the OIE and IRO webpages. The OIE webpage is accessible via a dynamic navigational bar available on every page at any location, and the IRO page is one click from there. On the OIE webpage, the *Student Learning Report* and the *Achievement and Outcomes Report* contain program outcomes such as enrollment, retention counts, retention rates, success counts, success rate and program GPA (IC3²).

Internally, the college makes this information available through PIEC, which is responsible for assuring that the College's planning framework is consistent with accreditation standards; for guiding the annual assessment of progress on stated goals, objectives, and priorities and recommending changes as indicated; and for assuring the integration of planning across the campus. This information is also available to program review lead writers, composed of faculty, staff, and administrators. PRSC regularly reviews, modifies, and disseminates the *Program Review Handbook* and updates the website to ensure current questions, criteria, guidelines, and forms related to program review are readily available.

SDMC's rigor in assessing and documenting learning and achievement applies equally to two- and four-year degree programs. Accordingly, the HIM Baccalaureate program will use the process of the College to document the assessment of student learning and evaluation of student achievement and to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. Because the HIM Baccalaureate program also receives special accreditation through CAHIIM, data such as

national exam rates, graduation rates, and employment rates are collected and shared according to accreditation requirements.

Analysis and Evaluation

SDMC uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public.

I.C.3 Evidence

[IC3¹](#): OIE Outcomes and Assessment Webpage

[IC3²](#): Achievement and Outcomes Reports

I.C.4

The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard

The College describes its certificates and degrees and includes PLOs in the catalog section titled, “Degree Curricula and Certificate Programs,” which is available in hard copy at the bookstore and online in a downloadable PDF version ([IC4¹](#)).

Individual programs create marketing materials and communicate information related to degrees, certificates, graduation, and careers on their websites, which is accessible to distance education and on-campus students. The information is available for reference through the Academic Program link found on the navigation bar available at every location on each webpage and through the college catalog which is available in PDF format.

The college uses self-evaluation and program-evaluation process to verify that students, regardless of course delivery mode, receive course syllabi that include student learning outcomes and that individual course sections adhere to the course outline of record. The Vice President of Instruction, faculty, department chairs, and school deans are responsible parties in the evaluation process. Faculty are contractually required to submit their course syllabi within two weeks of the start of classes to their respective dean and department chair ([IC4²](#)). In addition, faculty are required to state the course objectives and learning outcomes on the course syllabi. The HIM Baccalaureate degree uses the same process as the college; as demonstrated on the website and in the catalog.

Analysis and Evaluation

SDMC describes its certificates and degrees in terms of their purpose, content, course requirements, course objectives, and expected learning outcomes.

I.C.4 Evidence

IC4¹: Degree Curricula and Certificate Programs, *Mesa College Catalog*

IC4²: *AFT Collective Bargaining Agreement*, Appendix IX

I.C.5

The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard

The college evaluates institutional policies and procedures through an ongoing cycle of review organized by the Office of the President, which is also responsible for updating the *SDMC Faculty and Staff Handbook*, available online using the Faculty/Staff Resources link. Policy and process review is conducted through the College's established governance process, involving all constituent groups (IC5¹). The results are communicated within the campus community through the Academic Senate, Associated Student Government, Classified Senate, and over 20 college committees (IC5²).

SDCCD, under the leadership of the Chancellor, regularly reviews institutional policies, procedures and publications to assure integrity and alignment with the mission. This review includes broad consultation and communication through the District and college participatory governance groups.

Policies and Procedures

The Chancellor and Vice Chancellors are responsible for ensuring that Board Policies and Administrative Procedures that fall under their respective area of responsibility are current and align with state and federal regulations, as well as District business processes. In addition to ongoing review, a comprehensive review of all policies and procedures is conducted every six years (IC5³).

Changes to policies and procedures undergo a thorough review and consultation by the districtwide councils, which include college faculty, staff and students; college constituents; the Chancellor's Cabinet; and the District Governance Council, comprised of the presidents of the academic and classified senates, the student leaders, the college presidents, Vice

Chancellors, and representatives from the labor organizations, with final approval by the Board of Trustees.

In accordance with BP 2410, changes to Board Policies undergo two readings at the Board of Trustees meetings, prior to approval. Once approved, they are posted to the District's website (IC5⁴; IC5⁵).

Changes to administrative procedures are approved by the Chancellor after comprehensive review and consultation by the governance councils and committees, as well as constituent groups throughout the institution.

To ensure integrity and compliance with state and federal law, the District subscribes to the Community College League of California Policy and Administrative Procedure Service, which provides semi-annual updates to policies and procedures, based upon changes to laws and regulations.

There are no differences between distance education and face-to-face policies and procedures.

Publications

SDCCD has a number of publications that support and promote the District mission. These publications are updated annually to ensure effective communication throughout the organization and the community. All publications are broadly available to the campus/District community including: *Annual Report to the Community*; the District *Administration and Governance Handbook*; *Endless Possibilities: A Guide to Majors and Programs of Interest at the San Diego Community College District*; *Safe and Sound, the District's Annual Safety Report*; *WE (With Excellence)*; the *Student Veterans Handbook*; and the *Financial Aid Bulletin*. All major publications are available in both print and electronic format (IC5⁶; IC5¹; IC5⁷; IC5⁸; IC5⁹; IC5¹⁰; IC5¹¹).

Review and update of these major District publications includes consultation with various District departments, committees, councils, and the Chancellor's Cabinet as appropriate, to ensure their accuracy, currency and integrity in representing the mission, programs and services of the District.

Analysis and Evaluation

SDMC regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

I.C.5 Evidence

- IC5¹: *Administration and Governance Handbook*
- IC5²: *Governance Flowchart and Webpage*
- IC5³: *Policy and Procedure Review Flowchart*
- IC5⁴: *BP 2410 Board Policies and Administrative Procedures*
- IC5⁵: *Board of Trustees Agendas: Dec. 10, 2015; Jan. 28, 2016; Feb. 18, 2016; March 10, 2016; March 24, 2016*
- IC5⁶: *Annual Report to the Community*
- IC5⁷: *Endless Possibilities*
- IC5⁸: *Safe and Sound*
- IC5⁹: *WE (With Excellence)*
- IC5¹⁰: *Student Veterans Handbook*
- IC5¹¹: *Financial Aid Bulletin*

I.C.6

The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard

SDCCD accurately informs all students, as well as prospective students, of the total cost of education including all required fees and instructional materials in a number of ways. Board Policy (BP) 3300 *Fees – Direct Costs to Students* specifies that all fees charged to students are established in accordance with the Education Code, and requires that all fees charged to students be approved by the Board of Trustees. In addition, BP 3300 requires that all fee information be included in the college catalogs and class schedules, including any exemptions to fees and the refund policy. Attachment A of BP 3300 contains the Student Fee Schedule which includes a detailed listing and description of all mandatory and optional fees, as well as the consumer fees charged of patrons of services for the various Career Technical Programs such as Automotive Technology, Cosmetology and Furniture Upholstery. The Student Fee Schedule is reviewed by various stakeholders and updated each academic year with final approval by the Board of Trustees (IC6¹; IC6²; IC6³).

All student fees are printed in the college catalogs as well as the schedule of classes, in both print and electronic formats (IC6⁴; IC6⁵; IC6⁶). A comprehensive list of fees is also listed on Student Web Services, the online student portal (IC6⁷). Various instructional materials fees for specific classes are also listed in the printed and online class schedule (IC6⁴; IC6⁵; IC6⁶).

In accordance with the Higher Education Act, the online class schedule contains a listing and cost for all textbooks and other instructional materials for each class. This information is updated each semester. In addition, the total cost of education for Career Technical Certificate Programs is listed on the Gainful Employment webpage which is available on the District webpage under the Consumer Information link, as well as on the college webpage. The Gainful Employment webpage includes the total cost of each certificate program, the length of the program, jobs related to each program and the job placement rate. The webpage is updated annually by the District Instructional Services Division in collaboration with the colleges (IC6⁸).

The District is in full compliance with all state and federal laws and regulations pertaining to accounting fees and informing current and prospective students of the total cost of instruction.

SDMC publishes information on the total cost through the Consumer Information webpage (IC6⁹). The Consumer Information webpage links to the Cost of Attendance & Net Price Calculator is listed under General Information. The SDMC Cost of Attendance webpage lists in-state and out-of-state tuition rates, as well as fees for books and supplies and living arrangements (IC6¹⁰). In addition, financial aid information is accessible through the link SDMC Net Price Calculator, which is also on the Consumer Information webpage.

Analysis and Evaluation

SDMC accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

I.C.6 Evidence

- IC6¹: BP 3300 *Fees*
- IC6²: BP 3300, Attachment A: Student Fee Schedule
- IC6³: Student Fee Schedule Board of Trustees Agenda Item
- IC6⁴: Student Fees, *City College Catalog*, p. 28
- IC6⁵: Student Fees, *Mesa College Catalog*, p. 29
- IC6⁶: Student Fees, *Miramar College Catalog*, p. 26
- IC6⁷: Tuition and Fees, Student Web Services
- IC6⁸: SDCCD Gainful Employment Webpage
- IC6⁹: Consumer Information Webpage
- IC6¹⁰: Cost of Attendance Webpage

I.C.7

In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Evidence of Meeting the Standard

The College and the District honor the policy on Academic Freedom. BP 4030 makes clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty, staff, and students (IC7¹). Specifically, the Board policy on Academic Freedom outlines the fundamental rights of faculty within academic freedom and of faculty, staff, and students with respect to freedom of expression. The Board Policy on Academic Freedom is reviewed every six years. The last review was in 2016.

The policy on Academic Freedom is implemented and monitored for distance education courses and programs at the District level through the Online & Distributed Learning department. There is no difference between distance education and face-to-face instruction with regard to the District's policy on academic freedom and freedom of expression.

For example, determination and judgments about the quality of distance education under the course quality standards are made with full involvement of faculty in accordance with district policy and Title 5 of the California Code of Regulations, section 55374. All distance education courses are approved under the same conditions and criteria as all other courses, but they require additional documentation including how the course will maintain regular and effective contact to ensure that online sections of courses maintain the quality and rigor of face-to-face sections. Online courses demonstrate that faculty use various tools within the course management system to assess student learning. Discussion boards, chat features, tests, and assignments are included in their methodology. These online tools are evidence that faculty teach in an environment that embraces academic freedom and freedom of expression.

Analysis and Evaluation

SDMC uses and publishes governing board policies on academic freedom and responsibility, in order to assure institutional and academic integrity (IC7¹). These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students.

I.C.7 Evidence

IC7¹: BP 4030 *Academic Freedom*

I.C.8

The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Evidence of Meeting the Standard

Each semester, the Dean of Student Affairs offices email the Student Conduct Newsletter highlighting the Academic Honesty Policy to the SDMC community (IC8¹). Faculty members are encouraged to present this policy to students in their classes and to enforce any actions necessary to address violations. Procedure 3100.3 *Honest Academic Conduct* is also made available to students and faculty on the SDMC website (IC8²). Procedure 3100.3 *Academic Conduct* is stated within the *Student Rights and Responsibilities* that are governed by District Policy 3100 (IC8³) and Procedures 3100.1 (IC8⁴), 3100.2 (IC8⁵), and 3100.3 (IC8⁶). This document is available for review in the Vice President of Student Services and the Dean of Student Affairs offices. Procedure 3100.3 *Honest Academic Conduct* is also made available to the public on the SDMC website under College Services/Site Safety.

SDCCD has clear policies and procedures that promote honesty, responsibility and academic integrity. These policies and procedures align with all state and federal regulations and are published in the college catalogs, Student Web Services, which is the one stop online portal for students, and the college and District websites. In addition, the *Student Code of Conduct*, which includes expectations for honest academic conduct, is posted in various locations on campus including the classrooms (IC8⁷).

- BP Policy 3100 *Student Rights, Responsibilities, Campus Safety and Administrative Due Process* (IC8³)
Enumerates the rights and responsibilities of all students, including the Student Code of Conduct. The Student Code of Conduct establishes clear standards and expectations for students, a violation of which is subject to disciplinary action. These standards include expectations for honesty, academic integrity and overall responsibility at all times. In accordance with the Student Code of Conduct, students are subject to charges of misconduct concerning, but not limited to the following acts:
 - a. Academic misconduct or dishonesty

- b. Forgery, alteration, falsification or misuse of campus/District documents, records, electronic devices, or identification
 - c. All forms of nonacademic dishonesty including but not limited to fabricating information, any form of bribery or knowingly furnishing false information, or reporting false information, or reporting a false emergency to officials acting in an official capacity.
- AP 3100.3 *Honest Academic Conduct* (IC8⁶)
In accordance with BP 3100 (IC8³), students are expected to be honest and ethical at all times in their pursuit of academic goals. AP 3100.3 ensures that honesty and integrity are an integral component of the academic process and provides for both an academic sanction, such as grade modification, as well as an administrative sanction via the disciplinary process as outlined in AP 3100.2 for violations.
 - AP 3100.2 *Student Disciplinary Procedures* (IC8⁵)
Provides uniform standards to assure due process when a student is charged with a violation of the *Student Code of Conduct*, including charges of academic dishonesty.

Distance Education

The District promotes academic honesty and integrity in the development and delivery of online courses through student identity and verification processes. The District is in compliance with the Higher Education Opportunity Act (HEOA), Section 496. The District offers to faculty the use of a plagiarism detection tool, requires written work from students, uses various assessments, and provides unique student logins. The student information system tracks students who are out-of-state residents. The District has state authorization for thirty-seven states and one U.S. Territory. Students who register from states not authorized are notified that they are not eligible for Federal Financial Aid. A State Authorization statement is also posted on the web on the Student Web Services webpage (IC8⁸). Students have a secure log-in and access is restricted to enrolled students, ensuring that student information is protected.

There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student's grade) or correspondence education (online activities are primarily "paperwork related," including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed) (IC8⁹).

Analysis and Evaluation

SDMC establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include

specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

I.C.8 Evidence

- IC8¹: Student Conduct Newsletters
- IC8²: Student Code of Conduct
- IC8³: BP 3100 *Student Rights, Responsibilities, Campus Safety and Administrative Due Process*
- IC8⁴: AP 3100.1 *Student Records, Release, Correction and Challenge*
- IC8⁵: AP 3100.2 *Student Disciplinary Procedures*
- IC8⁶: AP 3100.3 *Honest Academic Policy*
- IC8⁷: Student Code of Conduct Classroom Poster
- IC8⁸: State Authorization Statement
- IC8⁹: Curriculum and Instructional Council webpage

I.C.9

Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard

The College communicates the expectation that faculty distinguish between personal conviction and professionally accepted views within a discipline through AP 3100.3 *Honest Academic Policy* located on the SDMC website and in BP 4030 *Academic Freedom & Freedom of Expression* found in the college catalog (IC9¹; IC9²). Course outlines of record and syllabi must state the course content and method of instruction. There is also an audience statement and method of assessment. Faculty evaluations are a mechanism used to support how effective the College is in meeting this expectation.

Analysis and Evaluation

SDMC faculty distinguish between personal conviction and professionally accepted views in discipline. They present data and information fairly and objectively.

I.C.9 Evidence

- IC9¹: AP 3100.3 *Honest Academic Policy*
- IC9²: BP 4030 *Academic Freedom & Freedom of Expression Policy*

I.C.10

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 and student handbooks.

Evidence of Meeting the Standard

SDMC does not require conformity to specific codes of conduct.

I.C.11

Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Evidence of Meeting the Standard

SDMC does not operate in foreign locations.

I.C.12

The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard

SDMC complies with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. The College has successfully achieved reaffirmation. Its accreditation status is noted in its annual college catalog (IC1¹) and on the College's website (IC1²).

Documentation regarding the College's past history with external agencies demonstrates that the College maintains an open relationship in terms of communicating its practices in support of state and federal regulations. The College has shown its commitment by complying with the Accrediting Commission standards, policies, and guidelines and meeting the requirements for public disclosure, self-study, and other reports, team visits, and prior approval of substantive changes (IC12³). The College has worked proactively to respond to recommendations made by the Commission in the 2010 self-study (IC12⁴). Each

recommendation has been addressed and, although the College has made significant progress towards incorporating these recommendations, the College continues to respond by adjusting current practices and implementing new strategies to support these recommendations. The College also submits Substantive Change Reports for approval. The College's most recent submissions were for the HIM Baccalaureate degree program (IC12⁵) and distance education (IC12⁶).

SDCCD complies with all Eligibility Requirements, Accreditation Standards, Commission policies, guidelines for public disclosure, institutional reporting, team visits and prior approval of substantive changes.

BP 0005 *Accreditation*, articulates the Board of Trustees' commitment to adhering to all eligibility requirements and Accreditation Standards (IC12⁷).

The Board of Trustees also has a number of structures in place that demonstrate a commitment to comply with Eligibility Requirements and Accreditation Standards:

- The Board of Trustees has a subcommittee on Student Success and Accreditation that reviews periodic reports on the progress of the colleges' accreditation. The subcommittee is comprised of two Board members who meet at least once a semester along with the Vice Chancellor, Student Services who provides staff support to the subcommittee. The committee also receives regular reports on various aspects of institutional effectiveness, including ongoing reports on student outcomes and accreditation (IC12⁸).
- The Board of Trustees receives periodic reports on the status of Accreditation, at public meetings and at Board of Trustees Retreats (IC12⁹; IC12¹⁰).
- The annual goals for the Board of Trustees are aligned with various Accreditation Standards (IC1¹¹).
- The District publishes information on accreditation in its catalogs and on college and District websites (IC12¹²). A public notice of disclosure and the student complaint process is also posted online with links to file complaints (IC12¹³).
- The Chancellor's Cabinet agenda has a standing agenda item on accreditation where the leadership reviews status reports and closely monitors the accreditation process (IC12¹⁴).
- The Chancellor's Cabinet Retreat in August 2016 included an agenda item on Accreditation where the leadership team had the opportunity to discuss the status of meeting the Accreditation Standards and plan for the team visits (IC12¹⁵).
- The Board of Trustees receives regular reports on various student outcomes and other measures of institutional effectiveness. Reports include: student demographics, student and employee diversity, enrollment, transfer, degrees conferred, learning communities, Student Success Scorecard, graduation rates, student loan defaults, Honors Program outcomes and institutional-set standards. All of these reports are

posted on the District website, as well as the District's Institutional Research website (IC12¹⁶; IC12¹⁷; IC12⁹; IC12¹⁰; IC12¹⁸).

The Chancellor and Board of Trustees closely monitor the colleges' accreditation and compliance with all requirements. When a college is directed to act by the Commission, the Chancellor and Board of Trustees ensure a timely and comprehensive response to the Commission.

Analysis and Evaluation

SDMC complies with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities through the College website.

I.C.12 Evidence

- IC12¹: Accreditation Status, *Mesa College Catalog*
- IC12²: Accreditation Status, SDMC Accreditation Homepage
- IC12³: Accreditation Reports webpage
- IC12⁴: 2010 ACCJC Self-Study Report
- IC12⁵: Health Information Management Baccalaureate Degree Program, Substantive Change Report and Application
- IC12⁶: Distance Education, Substantive Change Report
- IC12⁷: BP 0005 *Accreditation*
- IC12⁸: Student Success and Accreditation Subcommittee Agenda
- IC12⁹: Board of Trustees Retreat Agendas October 13, 2016; October 22, 2015; May 26, 2016
- IC12¹⁰: Board of Trustees Presentation, New Accreditation Standards, July 29, 2014
- IC12¹¹: Board of Trustees Goals for 2015-2016 and 2016-2017
- IC12¹²: District Accreditation webpage
- IC12¹³: Student Complaint Process
- IC12¹⁴: Chancellor's Cabinet Agendas
- IC12¹⁵: Chancellor's Cabinet Retreat Agenda, August 12, 2016
- IC12¹⁶: District Student Services Webpage with Board Reports
- IC12¹⁷: District Institutional Research Webpage
- IC12¹⁸: Board Agenda Webpage

I.C.13

The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard

SDMC advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. The College exhibits honesty and integrity in its relationships with the Accrediting Commission in all its dealings. It complies with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. As evidence of compliance, the College cites its previous self-studies (IC13¹), timely submission of midterm reports (IC13²) and annual reports (IC13³), and a recent substantive change (IC13⁴) submission. The College's evidence of compliance with the U.S. Department of Education regulations is seen in each area of the standards, with the participatory governance structure providing checks and balances that assure integrity in all that the College does. The values of the College include access, accountability, diversity, equity, excellence, freedom of expression, integrity, respect, scholarship, and sustainability (IC13⁵). These set the tenor for how the College does its work. Disciplines in the School of Allied Health have external accreditation information posted on the individual program websites and on the College's central accreditation webpages (IC13⁶).

SDCCD is fully compliant with the regulations of the United States Department of Education with regards to all of its accrediting agencies. (ER 21)

Analysis and Evaluation

SDMC advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, student, and the public.

I.C.13 Evidence

- IC13¹: Accreditation Reports Webpage
- IC13²: 2013 Accreditation Midterm Report
- IC13³: 2010 Institution Self Study
- IC13⁴: Substantive Change Reports

- IC13⁵: SDMC Mission Statement, Vision, and Values Webpage
IC13⁶: Allied Health External Accreditation Information

I.C.14

The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard

SDMC does not generate financial returns for investors, contribute to a related or parent organization, or support external interests.

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support resources, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

II.A Instructional Programs

II.A.1

All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard

The faculty, staff, and administrators of SDMC are dedicated to the College's mission to empower its "diverse student body to reach their educational goals and shape the future" (IIA1¹). As a comprehensive community college committed to access and success, the College promotes student learning and achievement leading to degrees and certificates in support of transfer, workforce training, and lifelong learning. Faculty and staff collaborate with students to foster scholarship, leadership, and responsibility to effect positive change within the community. Instructional programs in all fields of study are planned and conducted in accordance with the College's mission, regardless of mode of delivery.

Faculty subject matter experts determine the fields of study offered by the College based on factors such as industry advisory committee recommendations, transfer institution requirements, environmental scans, employment data, and changes to maintain currency in fields of study (IIA1²). This process occurs through program review.

The College recognizes that its students possess various learning styles and academic preparation, and it identifies steps that prepare students for academic success accordingly.

Prior to enrolling in courses, entering students are assessed to determine college-level readiness, undergo a comprehensive orientation, and are guided through the completion of a student education plan. College counselors aid students in selecting courses to most effectively meet the terms of their education plans and alert them to prerequisites and/or advisories (IIA1³).

The College endeavors to meet the educational needs and accommodate the learning styles of its students through multiple assessment measures and Student Success and Support Program (SSSP) initiatives related to orientation, assessment, and educational planning. The use of varied pedagogy, generally accepted best practices, and regular and thorough assessments of teaching methods and student learning outcomes likewise factor into student success (IIA1⁴). In addition, the College gathers and regularly reviews data on student learning outcomes, assessments, degree and certificate completions, pass rates for statewide and/or national examinations, employment outcomes, and transfer rates to baccalaureate institutions. This data is used to inform decisions regarding programs and curricula (IIA1⁵).

All SDMC courses have current SLOs that are assessed on a regular basis. SLOs are included in course syllabi, and their assessments are reviewed by discipline faculty, thus providing an opportunity for faculty to engage with one another to ensure currency of courses and best assessment practices. The regular discussion of learning strategies that results promotes student success (IIA1⁶).



Tenured, tenure-track, and adjunct faculty review and, if necessary, revise SLOs in the context of school meetings, department meetings, flex workshops, and, for new tenure-track faculty, during regular meetings of the New Faculty Institute (NFI). Integrating activities that promote the development, use, and assessment of SLOs are a regular part of faculty professional development, and are a priority for new SDMC tenure-track faculty members (IIA1⁷).



NFI activities related to SLO development and assessment reflect the College's commitment to supporting and institutionalizing SLOs. One NFI workshop reinforces the importance of SLOs, focusing specifically on using the assessment process to enhance student success (IIA1⁸). During this workshop, the College SLO Assessment Coordinator directs new faculty through activities like developing SLOs, integrating them into course syllabi, and identifying ways to assess whether and when students have

achieved desired outcomes. NFI participants graduate with a comprehensive understanding of the importance of SLOs to student success. New faculty are then able to participate in department, school, and college efforts to continually revise and update the assessment process and to use the generated feedback.

Faculty use multiple measures when assessing student learning. These measures include but are not limited to essays, multiple-choice exams, true-false exams, experiments, observation, oral presentations, portfolios, and research papers. Full-time faculty and adjunct instructors continuously assess students, formally and informally, based on both the course learning objectives, the course learning outcomes and program learning outcomes (IIA1⁹).

Teaching methodologies commonly used by faculty to enhance the attainment of SLOs include direct instruction through lecture, indirect instruction often aided by technology, and directed group discussions (IIA1¹⁰). Appropriate delivery modes are determined by the subject, the course level (e.g., developmental, pre-collegiate, baccalaureate), the professional judgment of qualified faculty, the success of the students across disciplines, the timely completion of degrees or certificates, and the reaching of transfer goals. The methodologies selected are influenced by course discipline (e.g., a ceramics course will require more “hands-on” activities, a course in architectural history will require the consistent study of visual images, and a philosophy course may require a focus on lecture and discussion).

College personnel at all levels are committed to student success. In addition to the work done by contract and adjunct faculty, classified staff are actively engaged in the dialogue related to student learning, success, and equity. Accordingly, the classified staff has conducted research, created staff development activities, and established an annual classified staff development conference that most recently centered on equity-mindedness (IIA1¹¹).

Distance Education

The College has offered courses through distance education for over ten years to meet the diverse needs and learning styles of its students interested in online education. Some 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 may limit their mobility (IIA1¹²). For these and other students, the online educational format may also better support their learning styles and preferences. To complement online instruction, the College has developed an array of online instructional and student services to support student success.

Departmental faculty members determine whether programs are offered in the distance education format. Each proposed or existing course offered through distance education is

reviewed and approved separately by the college Curriculum Review Committee (CRC) (IIA1¹³). The review and approval of new and existing distance education courses follow the curriculum approval procedures. Faculty from SDCCD's three colleges participate in the districtwide Curriculum and Instructional Council (CIC) that oversees the curriculum approval process (IIA1¹⁴).

Although, distance education courses are approved using the same conditions and criteria as other courses, they require additional documentation, including how distance education courses maintain regular and effective contact to ensure that online sections maintain the quality and rigor of face-to-face sections (IIA1¹⁵). To support the quality of online instruction, all faculty teaching online courses are required to complete a twenty-hour distance education training program offered by the District under the supervision of experts in online instruction (IIA1¹⁶). The curriculum for this program is reviewed annually. The College refines processes to monitor, evaluate, and improve the quality of distance-education instruction and services. To support this ongoing effort, the College recently refilled the instructional designer position, which bridges the district's training to the College's.

New Instructional Programs

In order to better serve existing students and reach a previously unmet academic need in SDMC's region, the College has been at the forefront of a new drive to deliver baccalaureate education at the community college level. The passage of SB850 in 2014 allowed for the development of baccalaureate degrees in specified fields. Among 15 California community colleges, SDMC had the privilege to be one of those selected.

In anticipation of the passing of this legislation and following the request for proposals, SDMC began the development of its baccalaureate program. Relying on the expertise of CTE faculty and that of their advisory boards and in consultation with the Academic Senate and the President's Cabinet, the College solicited proposals for program development.

Based on the demand in the healthcare field for additional credentialed management positions, SDMC proposed a degree in Health Information Management (HIM) to meet workforce needs and prepare students to attain Registered Health Information Administrator (RHIA) management positions. The external accreditor for this program, the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM), requires reporting of graduation and employment statistics. In this way and others, the cohorts of students in the baccalaureate program are closely monitored to ensure success and continued program accreditation (IIA1¹⁷).

The mission of the HIM baccalaureate degree program is to provide affordable and equitable access to RHIA professional certification at a diverse, public institution. To promote equity, this program has been designed to meet meaningful long-term student equity goals as it

draws from a diverse body of past graduates, community members, and those in the workforce who seek in-demand management credentials in a field with strong earning potential.

In laying the groundwork to offer this degree program, the College's mission statement was reviewed and deemed broad enough to encompass a baccalaureate degree, and the District's mission statement was modified to accommodate it (IIA1¹⁸).

Library resources have been expanded to accommodate upper division courses for the bachelor's degree. Additional databases and e-books have been added to the LRC. A library guide is in the process of being developed to accommodate more advanced research for bachelor's degree students.

Analysis and Evaluation

SDMC offers certificates and undergraduate degrees within transfer and CTE programs that culminate in student attainment of discipline appropriate student learning outcomes. All instructional programs, regardless of location or means of delivery, are offered in fields of study appropriate to higher education and consistent with the College's mission: "to empower a diverse student body to reach their educational goals and shape the future."

II.A.1 Evidence

- IIA1¹: Degrees and Certificates, *Mesa College Catalog*
- IIA1²: Associate Degree for Transfer, Speech and Debate, Honors Program, Advisory Committees webpages
- IIA1³: Education Planning
- IIA1⁴: Student Success and Support Program Plan
- IIA1⁵: Sample Program Review Data
- IIA1⁶: Assessment and Outcomes Discussions at School, Department, and COA Meetings
- IIA1⁷: Professional Development SLOs Workshops
- IIA1⁸: NFI workshop dedicated to SLOs
- IIA1⁹: Professional Development Learning Modalities Workshops
- IIA1¹⁰: Sample Syllabi
- IIA1¹¹: Classified Workshops
- IIA1¹²: Online Student Surveys
- IIA1¹³: Curriculum Review Committee Webpage
- IIA1¹⁴: Curriculum and Instructional Council Webpage
- IIA1¹⁵: Distance Education Curriculum Approval
- IIA1¹⁶: SDCCD Online Faculty Training and Certification Program
- IIA1¹⁷: Health Information Management Substantive Change Report
- IIA1¹⁸: SDCCD Mission Statement

II.A.2

Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Evidence of Meeting the Standard

The faculty, including full-time, part-time, and adjunct faculty, ensure that the content and methods of instruction meet accepted academic and professional standards and expectations through a variety of generally accepted and best practices. All college programs and courses undergo a rigorous curriculum review and approval process at the college and district levels. Faculty are required to follow the basic format in a “Course Outline of Record” (COR) for each course that they teach (IIA2¹). This COR is created by discipline faculty and then must go through the College and District curriculum review process to be approved. The COR is then forwarded to the SDCCD Board of Trustees for final district approval. Following Board approval, the COR is sent to the State Chancellor’s Office for final review and approval (IIA2²). The curriculum review cycle for all non-CTE courses is six years, while a two- year review cycle is required for CTE courses. All CORs are housed in CurricUNET (IIA2³).

To ensure that the College is following both local and state curriculum requirements, the SDMC faculty curriculum chair, the articulation officer, the technical curriculum review specialist, the academic senate president (or designee), the vice president of instruction, and other Curriculum Committee members attend the annual statewide Curriculum Institute to engage with the state chancellor staff and statewide academic senate leaders to learn about the latest and most current curriculum rules and regulations (IIA2⁴).

Faculty are required to create a syllabus that is compatible with the COR, which includes course SLOs. All syllabi are reviewed by the responsible school dean each semester. School and department meetings provide faculty with the resources to evaluate courses in a number of ways, including developing complete syllabi with up-to-date SLOs. Information at these meetings also encourages discussion about best practices for student equity and success (IIA2⁵).

A four-year program review cycle is integrated into all instructional programs. Discipline faculty write detailed, data-supported reports, which are reviewed by school deans and liaisons. The program review process for instructional offerings is consistent with that used by student and administrative services.

Faculty align their teaching practices with the college, discipline, and department mission statements. Each discipline addresses the relevancy, appropriateness and currency of its instructional programs and courses. Through ongoing collegial dialogue, faculty ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Student educational goals such as employment, transfer, and certification; the diversity of the student population; and the needs of the surrounding community are also paramount in program planning. Program review sets future goals and puts in place the objectives to ensure their timely completion (IIA2⁶).

The College is obliged to follow a number of legal and professional protocols and standards, including the appropriate provisions of Title V and the instructional policies, guidelines, and standards of SDCCCD, the California State University (CSU), and the University of California (UC). The College is also attentive and responsive to academic and professional standards. In certain programs, special accreditation requirements must be followed, such as those in Allied Health. The college monitors the currency of articulation agreements in order to ensure students' ability to successfully transfer to universities and complete baccalaureate and/or higher education degrees (IIA2⁷). The college monitors students' ability to pass statewide and/or national exams necessary to meet pre-employment requirements in fields such as those within Allied Health (IIA2⁸). Industry advisory committees provide current information on industry needs and standards that impact curriculum and programs (IIA2⁹). Course relevancy is also determined by faculty who stay current in their fields through membership in professional societies by conducting research and by attending local, regional, and statewide conferences.

During the summer of 2016, faculty participated in the Course Redesign Institute sponsored by the HSI/Title V Proyecto Éxito grant. This intensive one-week program, developed in conjunction with the Campus Employment Development Committee with input from faculty, staff, and administration, introduced the course redesign process and resources to participants. Facilitation and training were provided so that faculty could redesign their courses to improve outcomes for students. The emphasis of the program was on basic skills and other gateway courses, in order to close the gap for student equity and success across all campus disciplines. Participants focused on how to use high-impact practices, data-informed research, and other proven models to redesign curriculum (IIA2¹⁰).

Analysis and Evaluation

SDMC faculty, including full-time, part-time, and adjunct faculty, ensure that the content and methods of instruction meet accepted academic and professional standards and expectations. Faculty, staff, and administrators act to continuously improve instructional courses, programs, and directly related services through systematic evaluation to assure currency, and improve teaching and learning strategies. These strategies promote student success in a variety of ways that include measuring student success indicators, initiating new

courses, and completing the cycle of program revision, deletion, or replacement of existing courses based on data. A systematic review process of all instructional, student, and administrative services occurs across all college programs. 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.

I.A.2 Evidence

- IIA2¹: Sample Course Outline of Record and Course Report
- IIA2²: Curriculum Process Flowcharts
- IIA2³: CurricUNET
- IIA2⁴: CCC Academic Senate Curriculum Institute webpage
- IIA2⁵: *Faculty and Staff Handbook*
- IIA2⁶: Sample Program Review
- IIA2⁷: Evidence of articulation currency
- IIA2⁸: Allied Health Licensure Passage Rates
- IIA2⁹: Advisory Committees webpage
- IIA2¹⁰: Curriculum Redesign Institute webpage

II.A.3

The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Evidence of Meeting the Standard

SDMC identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees utilizing established procedures. These procedures are incorporated in program review, which includes information on student assessments and data drawn from key performance indicators (IIA3¹).

Faculty regularly assess program and course SLOs, and they are updated as needed, based on the results of the ongoing assessment cycle. In fall 2016, the Committee on Outcomes and Assessments (COA) asked all departments to update mapping for program and course outcomes (IIA3²). This brought program- and course-level outcomes in line with the new institutional-level outcomes (ILOs). Each department has an assigned learning outcomes coordinator, who is directly responsible for fostering discussion of outcomes and assessment within their department or program. Coordinators may be responsible for coordinating assessment practices, facilitating discussion of the results, identifying the next steps, and entering data. Faculty take the lead in developing, mapping, and assessing the outcomes

during a six-year cycle. At the end of this cycle, all courses and outcomes have been mapped and assessed. The loop is closed by reporting these assessments in program review. Program review reports include and use assessment results. The results are read and discussed by discipline faculty bi-annually at the department meetings. The reports are also reviewed by the Office of Institutional Effectiveness (OIE), and the data is incorporated into the *Annual Institutional Effectiveness Report* (IIA3³). Further reports prepared by the campus researcher consider all data related to key performance indicators, institution-set standards, student demographics, for example, and this is used to inform the next review cycle. Specifically, the aggregated data is redistributed to faculty, by department, to inform ongoing goals. These reports are presented for review to COA, the Planning and Institutional Effectiveness Committee (PIEC), and the President's Cabinet. Each committee contributes to the dialogue and ensures that outcomes are aligned with the College's mission, and its goals for student success (IIA3⁴).

This process is also used in developing outcomes for the HIM Baccalaureate program (IIA3⁵).

All college courses and programs, including the baccalaureate program, go through a rigorous curriculum review and approval process at the college and district levels. The process begins with the COR, created by the discipline faculty. The curriculum review process culminates in approval by the SDCCD Board of Trustees, and the State Chancellor's Office (IIA3⁶). Upon approval at the district and state levels, program learning outcomes are printed in the college catalog and are also available on the college's website (IIA3⁷). Course SLOs are clearly indicated on each COR and syllabus, regardless of delivery mode. Faculty inform students of SLOs at the beginning of each semester, and they align assignments, projects, and exams to successfully achieve course SLOs (IIA3⁸).

Analysis and Evaluation

SDMC identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established procedures. The institution has officially approved course outlines of record that include student learning outcomes. Faculty base course syllabi, including SLOs, on the official course outline of record. The course syllabus is provided by faculty to students at the beginning of each semester.

II.A.3 Evidence

- IIA3¹: Program Review Data and Resource
- IIA3²: Sample Program Review Learning Outcomes Mappings
- IIA3³: Institutional Planning Guide
- IIA3⁴: Committee on Assessment, Planning and Institutional Effectiveness and President's Cabinet Meeting Minutes

- IIA3⁵: Health Information Management Program Review with Outcomes Assessments
- IIA3⁶: Sample Course Outline of Record
- IIA3⁷: Program Learning Outcomes – College Catalog and Discipline webpage
- IIA3⁸: Sample Course Syllabus

II.A.4

If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard

SDMC offers a pre-collegiate (basic skills) curriculum that is distinguished from college-level curriculum (IIA4¹). Basic skills classes, like all courses offered at SDMC, are reviewed and approved by both the college and district curriculum committees to ensure they meet college, district, and education code standards. The genesis of basic skills curriculum begins with faculty. Basic skills curriculum is reviewed by the Basic Skills Committee and then follows the campus curricular process (IIA4²).

Curriculum Revision of Basic Skills to Support Advancement to College Level Coursework

SDMC has been a leader in pre-collegiate level curriculum innovation. The college has had an active Basic Skills Committee and has been collaborating statewide and nationally. Over the last seven years, the College has been working with the California Acceleration Project (CAP), to review and assess its current curriculum offerings and then to incorporate student data into possible alternatives (IIA4³). This collaboration with CAP has led to groundbreaking curriculum revision, new placement practices, and innovative support mechanisms for students enrolled in these courses.

To further support this work, the HSI/Title V grant provides reassigned time for Math, English, and ESOL faculty to begin curriculum revision. Additionally, the grant funds a curriculum revision specialist and a professional development coordinator to assist in the creation of equitable pathways to and through basic skills courses (IIA4⁴).

As a result of the College's work with CAP and HSI initiatives, pilot courses have been developed and assessed in both mathematics and English. The resulting courses are showing gains in closing equity gaps, and increases in retention, and persistence (IIA4⁵). The English department offers an accelerated coursework, English 47A, one level below college-level English. Demand for this course has grown. Whereas only a few sections were offered in 2013-2014, the College now offers approximately 20 course sections each semester.

Encouraging data shows that students who complete 47A complete college-level English at a rate of 20 percent points higher than those students who take two courses below. This greatly enhances their ability to complete other college-level coursework with the skills necessary to accomplish college-level reading and writing at an accelerated pace (IIA4⁶).

The College has also created a new accelerated ESOL course, ESOL 45. The purpose of this course is to streamline sequential course offerings and to eliminate points at which students might leave the developmental sequence rather than continuing towards transfer level courses. ESOL 45: Accelerated Reading, Writing, and Grammar, a new option at the highest level of the ESOL sequence, also eliminates the need for additional basic skills courses. It allows ESOL students to transition directly to transfer-level, native-speaker English courses in one semester (IIA4⁷).

The Math department likewise offers accelerated coursework, Math 92, one level below college-level math. This course, approved in February 2016, combines two courses, Math 46 and 96, and is intended for students whose majors require that they progress to the transfer level courses, Math 118 *Survey of Modern Math* or Math 119 *Statistics* (IIA4⁸). Students interested in STEM major requiring higher levels math, like calculus, however, would typically follow traditional math-level progression (IIA4⁸).

To provide a foundation for curricular design centered on equity and success, the College created a logic model that integrates the work of HSI, SSSP and Student Equity, and aligns these with the college's *Education Master Plan* and Strategic Goals (IIA4⁹). Once this alignment at the college level was complete, discipline faculty took responsibility to realign program curriculum. Recently, the college was awarded a state Basic Skills Student Outcomes Transformation (BSSOT) grant based primarily on the College's ability to leverage current effective practices. This grant offers SDMC the opportunity to holistically integrate its acceleration efforts, pedagogical support, student support, and research methodology into the practices and culture of the College (IIA4¹⁰).

Placement of Students to Support Advancement to College Level Coursework

Math Department faculty have partnered with colleagues from SDCCD's Continuing Education program to develop a plan for better student retention and success. After reviewing data from program review and student outcomes, it was determined to move the lowest level Math course from credit to non-credit. This ensured a stronger foundation for students and prepared them to enroll in subsequent for credit courses. Similarly, the English Department created a co-requisite model which allows students to complete developmental and transfer level English concurrently. This model is based on a national trend that began with the Community College of Baltimore County's Accelerated Learning Program which has demonstrated increases in the matriculation of students through developmental English and into transfer-level courses.

When the College submitted its HSI/Title V grant proposal, one of the goals of the grant was to mitigate the disproportionate impact of students who had traditionally been over-placed in basic skills. These students included Latino, African American, some Asian Pacific Islander, and subgroups of Southeast Asian students. The effort to rethink basic skills placement was based on growing research findings and work conducted by the English and math departments indicating that the cut scores requiring multiple levels of basic skills courses had an adverse impact on these groups.

The College uses multiple measures in addition to Accuplacer to place students into coursework in the areas of Math, English, and ESOL. Cut scores have been established to assist students in selecting class levels appropriate to their skills and knowledge. This process is a key component driving student retention and success. It assists students in selecting courses best suited to their abilities and educational goals, and specifically helps them identify their skill levels within basic-skills and collegiate-level curricula.

To help students understand their scores, the Testing and Assessment webpage shows students their placement levels. Clear information regarding courses and their progression are also listed on the Testing and Assessment webpage. Students can use this information in conjunction with their cut scores to meet course prerequisites. In order to ensure proper course selection, all students are encouraged to complete the assessment process through marketing campaigns and pre-assessment videos ([IIA4¹¹](#)).

To inform equity-minded practices, including those related to basic skills placement and curriculum, two years ago, the College began working with the Center for Urban Education (CUE), through the University of Southern California. In partnership with CUE, the College reviewed data related to the success of disproportionately impacted students and the procedures the College uses to place students in appropriate classes based on the college assessment. This work has demonstrated that disproportionately impacted students have been placed at a lower course levels than they would have been if the college had used multiple measures to conduct initial assessments.

As a result of this work with CUE, the college launched a pilot project that uses high school GPA as an indicator of future success to more accurately place students. Following the design of the statewide Multiple Measures Assessment Project (MMAP), this program, affectionately referred to as the “Secret Squirrel” project, places students in higher pre-collegiate level and transfer level courses based on high school GPA than the assessment instrument alone. The initial results have been positive and have changed the scheduling pattern for pre-collegiate and transfer-level English courses ([IIA4¹²](#)).

Advancement to College Level Coursework: Integrated Support for Faculty and Students

The Basic Skills Committee has promoted college, district, and regional professional development opportunities and access to new pedagogical and curriculum approaches for all basic skills faculty. This committee has funded individual professional development opportunities for faculty to present best practices and to attend national conferences in order to engage with a larger constituency of faculty. These avenues of professional development underscore the faculty's commitment to student equity and success.

To meaningfully complement this work, the College has redesigned the tutoring center based on resources from the BSSOT grant, HSI/Title V, and Student Equity funding. This newly reengineered space, the Mesa Tutoring and Computing Centers (MT2C), offers multiple floors and modalities of learning assistance for students, including face-to-face general tutoring, embedded tutoring, and online tutoring. In 2015, the College opened a writing center in the Learning Resource Center (LRC). Until this time, writing assistance had been provided in the Academic Skills Center; however, the College sought to provide a more robust support system specifically designed and led by the English faculty. Accordingly, in fall 2016, the college combined the Academic Skills Center's tutoring program and the Center for Independent Learning's computer lab into one unit: the Mesa Tutoring and Computing Center (MT2C). This support center is housed in the Learning Resource Center under one administrative unit and unifies academic support for all students in all disciplines.



Student learning at all levels is supported by the built environment of the evolving campus. For example, the Math + Science building, which opened in spring 2014, was designed to promote student interaction and engagement. The building houses small and medium-size study rooms and “engagement centers” outside of faculty offices that provide glass walls for students to exhibit their math problems (IIA4¹³). The Student Services Center will soon

house an engagement center developed to support the needs and the achievement of Latino and other disproportionately impacted students.

Analysis and Evaluation

SDMC offers pre-collegiate level curriculum, which it distinguishes from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum. The College regularly evaluates and improves the quality and currency of all instructional programs offered, regardless of level, delivery mode, or location. SDMC's standards of educational quality are the same for all of its courses and programs. Through the program review and curriculum review processes, the College systematically strives to improve programs and courses to enhance learning outcomes and achievement for all students. Basic Skills courses are developed by faculty using effective practices, and faculty receive professional development support to increase equity minded teaching practices. The college has developed new curriculum which provides students an opportunity to accelerate their basic skills progression. The college collaborates to utilize data, and partnerships with research efforts to create equity minded courses, pedagogical practices and outcomes.

II.A.4 Evidence

- IIA4¹: Basic Skills Offerings
- IIA4²: Basic Skills Webpage
- IIA4³: California Acceleration Project
- IIA4⁴: HSI/Title V Projecto Exito Webpage
- IIA4⁵: English Acceleration Data
- IIA4⁶: ESOL-English Course Sequencing
- IIA4⁷: ESOL 45, Accelerated Course
- IIA4⁸: Basic Skills and Transfer Math Course Sequencing
- IIA4⁹: Basic Skills Student Outcomes Transformation (BSSOT) Grant Information
- IIA4¹⁰: Basic Skills Grant Press Release
- IIA4¹¹: Assessment Promotion
- IIA4¹²: Multiple Measures Assessment Project - "Secret Squirrel Project"
- IIA4¹³: Prop S&N Description of Facilities to Promote Student Interaction and Engagement

II.A.5

The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Evidence of Meeting the Standard

SDMC takes pride in its commitment to educational excellence. This includes ensuring that the length, breadth, depth and rigor of its courses adhere to and follow the practices common to American higher education. This includes offering courses in a sequence that facilitates student success and completion in a timely manner. Additionally, the college ensures that its associate degrees meet the minimum 60 units required and that the baccalaureate degree meets the 120 unit requirement (IIA5¹). Across disciplines, all degrees offered provide a synthesis of learning that includes, where appropriate, prerequisite courses and specific program content.

The criteria the College uses in deciding on the breadth, depth, rigor and sequencing of classes within programs; their time to completion; and the synthesis of learning within each offered program has been established through SDCCD policy in accordance with Title 5 and is implemented through the curriculum and program review process. According to the District's BP 5020: *Curriculum Development* (IIA5²), 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; and activate and deactivate courses for compliance with state and federal regulations and District policy, regardless of the delivery mode or location of instruction to ensure the following (IIA5³).

Degree-credit courses meet the standards for approval as defined in Title 5 (i.e., grading policy, units, intensity, prerequisites and co-requisites, basic skills requirements, difficulty, and level) (Title 5: Section 55002 (a)); Courses and programs comply with the criteria as defined in the *California Community Colleges Curriculum Standards Handbook* (i.e., appropriateness to mission, need, quality, feasibility, and compliance); 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 course levels within programs in accordance with state guidelines. The faculty at SDMC are diligent in assessing, implementing, and protecting the rigor, quality, and standards of curriculum and instruction (IIA5⁴). To this end, faculty engage in regular dialogue at meetings, in conferences, and within industry settings to assure that what is taking place in the classroom mirrors the needs and practices within the industry. This is both a formal process that occurs through the advisory and curriculum committees, for example, (IIA5⁵) and an informal process that occurs through industry networking, for example, assuring that each program retains its quality and viability.

In order to ensure and maintain appropriate program quality, length, breadth, depth, rigor, course sequencing, time to completion, and the synthesis of learning, faculty and administrators regularly engage in dialogue regarding all programs and courses. This dialogue is grounded in the College's mission and institutional and program learning outcomes and is supported through the participatory governance processes in which program review, curriculum review, articulation compliance, and accreditation self evaluation are embedded.

During these discussions, aspects of curriculum are reviewed. Through the program review process, for example, data regarding courses, certificates, and degrees is evaluated to ensure that relevancy, outcomes, and rates of completion are in keeping with the college mission and the aims of higher education.

Further oversight and assessment feedback is provided by the College Curriculum Review Committee (CRC) which is co-chaired by a member of the Academic Senate executive staff (IIA5⁶). The CRC ensures that all provisions of the state mandated associate degrees for transfer are met and that courses and programs comply with required criteria defined by the *California Community Colleges Chancellor's Office Program and Course Approval Handbook* (IIA5⁷). The CRC also reviews new programs and program modifications, including activations, deactivations, and substantial changes to approved programs.

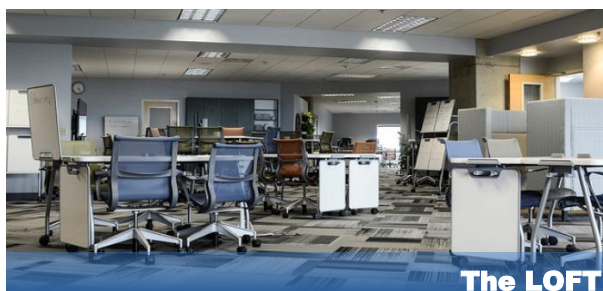
Articulation requirements are overseen by the articulation officer, who verifies that credit courses fulfill articulation requirements for submission as general education courses to the Intersegmental General Education Transfer Curriculum (IGETC) (University of California), California State University (CSU), and/or meet the transfer standards for electives and major requirements to campuses of CSU, UC, and/or other postsecondary colleges and universities (IIA5⁸). This oversight ensures that courses and programs are current, relevant, and effectively sequenced; fully meet the depth, breadth, and rigor of the standards set by these four-year institutions, and facilitate the synthesis of learning and student success.

SDMC ensures that its programs and courses adhere to high educational standards, in part, through the College's accreditation self-evaluation processes. Throughout its history, the

College has regularly been reaffirmed by the regional institutional accrediting agency, ACCJC, following an in-depth and inclusive process of inquiry (IIA5⁹). At the program level, SDMC's Allied Health programs are consistently accredited through specialized accrediting agencies. Course and programs adhere to the standards set forth by these accrediting agencies (IIA5¹⁰).

Quality of instruction is ensured through professional development opportunities that promote high standards of instruction (IIA5¹¹). Faculty are supported in this effort by attending conferences informing them of current and developing trends in their fields. Faculty are also supported in giving and attending presentations, and in subscribing to and writing for publications. These professional development best practices foster quality scholarship in each discipline.

On campus, the Learning Opportunities for Transformation (LOFT) professional learning center serves as the hub for professional development activities. The LOFT provides a space specifically designed for employee training and development and offers programming centering on equitable pedagogy and technologies, for example. It includes small and large group training spaces, soft-seating, collaborative work stations, computer stations, and quiet rooms (IIA5¹²).



The flex program for on-campus professional development is an active, vibrant, and user-friendly venue for faculty to enhance instructional quality. The flex program, under the purview of the newly formed Campus-Employee Development Committee (CED), is charged with ensuring that professional development activities are coordinated in a manner that supports the campus' strategic goals and directions and efficiently leverages fiscal, physical, and human resources in support of these mission focused aims (IIA5¹³).

The College also relies on community and industry resources to enrich and support professional development. Advisory committees link the College to the community and industry, and the College maintains membership in regional groups, such as the San Diego and Imperial Counties Community College Association (SDICCCA) (IIA5¹⁴). Through these partnerships, the College is able to obtain information about regional matters, programming, critical data, and surveys related to graduate follow-up, employers, and basic

skills, for example. This information is used in key areas of instruction and instructional planning.

One requirement for the Health Information Management Bachelor of Science (HIM BS) pilot program is that it meets the same level of academic rigor as the UC and CSU's baccalaureate degrees. The HIM BS program curriculum was developed by researching all 58 accredited HIM baccalaureate programs in the U.S. to ensure the curriculum matched or exceeded comparable degrees. In addition, the external accreditation agency, CAHIIM, specifically requires curriculum competencies to be met and demonstrated at the high levels of Bloom's taxonomy. Each course outline matches these curricular considerations within the SLOs for each course in the program (IIA5¹⁵).

Each HIM course syllabus follows the CAHIIM model (IIA5¹⁶). This ensures that each syllabus is a complete guide to the course, as well as a roadmap that helps students understand what is expected of them, what they will learn, how they will learn it, and how they will use what they've learned. These course syllabi mirror rigor of the course outlines of record and follow the model syllabi for the HIM program as required by CAHIIM. In addition, the Health Information Management community, as well as its professional organization, the American Health Information Management Association (AHIMA), provides tools that assist colleges in delivering accredited program curricula. HIM courses are taught in hybrid format to ensure assignments and exams accurately test relevant competencies. For example, on-campus assignments evaluate critical thinking, oral communication, and collaborative techniques needed to be successful in the health information industry (IIA5¹⁷). The online component allows students multiple opportunities to review rigorous material and provides flexibility for students, many of whom are working professionals.

The rigor of the College's programs are reflected in the required number of units to achieve each degree, which is a minimum of 60 units for the associate degree and 120 units for the baccalaureate degree (IIA5¹).

Units of credit, expected hours of student contact, and total student work are identical for distance education and face-to-face courses. For purposes of Federal Financial Aid eligibility, a "credit hour" shall not be less than: one hour of classroom or direct faculty instruction and a minimum of two hours of class student work each week for approximately 15 weeks for one semester or trimester hour of credit – or - 10 to 12 weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or at least an equivalent amount of work as required in the paragraph above, of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. With the exception of a few courses that are offered for 0.2 unit, course credit is calculated in 0.5 increments, with 0.5 unit being the lowest allowed unit value. The colleges prorate weekly

hours for courses that meet for fewer than 16 weeks to ensure that no matter the term length, a maximum of 54 hours of total student work earns one unit of academic credit (IIA5¹⁸).

The college determines the appropriate units of credit for each course during the curriculum approval process based on the formula that is compliant with federal regulations (34CFR 600.2) and California Code of Regulations, title 5, sections 55002.5 and BP 5020 Curriculum Development (IIA5²). The college formula is based on a minimum 16-week semester to maximum 18-week semester, with the assumption that every unit of credit represents a minimum of 48 hours and a maximum of 54 hours of student learning hours, including of in- class and outside-of-class hours. Forty-eight hours divided by 16 weeks equals three hours of student learning per week per unit of credit earned. Likewise, fifty-four hours divided by 18 weeks equals a minimum of three hours of student work per week. A minimum of 48 hours = 1 unit of credit with a maximum of 54 hours for 1 unit of credit for both lecture and laboratory courses (IIA5¹⁹).

The relationship between hours and units follows the standards for credit hour calculations contained in Title 5 of the *California Code of Regulations*, sections 55002.5, 55002(a)(2)(B), and 55002(b)(2)(B). Course credit calculation is rounded down to the nearest 0.5 unit increment or to the nearest fractional unit award used by the college.

SDMC's Bachelor of Science Degree in Health Information Management meets the minimum requirements of 120 semester units. The baccalaureate degree follows District AP 5024 which is in alignment with ACCJC requirements.

The baccalaureate program is composed of 77 units of lower-division credit coursework, and 54 units of upper-division credit coursework. The 77 units of the lower-division program is currently an approved associate of science degree program in Health Information Technology (HIT) at SDMC that includes two directed clinical practice rotations at one or more affiliate sites. The baccalaureate degree program builds upon the associate degree program. The upper-division coursework includes 44 units of health information management courses in both clinical and didactic instruction, along with ten units of upper-division general education coursework that will complement the courses required for the major. The upper-division major requirements include a capstone course that requires students to conduct empirical research at a clinical site on trends in the healthcare industry specific to management of the electronic health record. The combination of upper-division major preparation and general education courses will provide graduates with the requisite knowledge, skills, and abilities for successful employment as a health information management professional.

SDMC is attentive to the needs of students and the community workforce, and as such seeks ways to reach more students in ways that promote student success. One method of growth and expansion includes distance education.

Discipline faculty meet and review courses and programs, and determine appropriate pedagogy through the curriculum process. The decision regarding delivery modality (i.e., face-to-face, distance education, hybrid) results from a discussion and assessment of feasibility by discipline faculty. Regardless of delivery mode, the college ensures that all courses meet the minimum requirements for unit credit, and also meet the standards for appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. Currently, SDMC does not offer any program exclusively via distance education.

Analysis and Evaluation

Faculty thoroughly review and approve courses and programs through the processes of curriculum and program review. This ensures that SDMC's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The College ensures that minimum degree requirements are 60 units for the associate degree, and 120 units for the baccalaureate degree.

II.A.5 Evidence

- IIA5¹: Academic Requirements, *Mesa College Catalog*
- IIA5²: BP 5020 *Curriculum Development*
- IIA5³: Curriculum Process Flowcharts
- IIA5⁴: Curriculum Review Committee Meeting Minutes
- IIA5⁵: Sample Advisory Committee Meeting Minutes
- IIA5⁶: Curriculum Review Committee webpage
- IIA5⁷: *CCCCO's Program and Course Approval Handbook*, Fifth Edition
- IIA5⁸: Articulation Webpage
- IIA5⁹: Accreditation Reports
- IIA5¹⁰: Allied Health Programs External Accreditation Information
- IIA5¹¹: Professional Development Workshops
- IIA5¹²: LOFT Webpage
- IIA5¹³: Campus-Employee Development Committee Webpage
- IIA5¹⁴: San Diego and Imperial Counties Community Colleges Association Webpage
- IIA5¹⁵: Health Information Management Substantive Change Report
- IIA5¹⁶: Sample Health Information Management Course Syllabus
- IIA5¹⁷: Sample Health Information Management Sample Hybrid Course Syllabus and Project
- IIA5¹⁸: CurricUNET Webpage
- IIA5¹⁹: CCCCCO Hours and Units Calculations

II.A.6

The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard

SDMC administrators and faculty engage in robust data-driven dialogue to develop class schedules that are based on student goals. Both instruction and student service leadership work closely together to ensure that the College schedule meets the needs of students (IIA6¹).

The Vice President of Instruction coordinates and disseminates information regarding schedule development with deans and department chairs. This information, which includes the schedule development timelines, the academic calendar, and term dates is shared prior to the term's schedule development process (IIA6²). Deans and department chairs work together to create the term's schedule of course offerings. During the comprehensive program review process, lead writers and faculty members within each discipline assess the availability of courses (IIA6³). Deans and department chairs also utilize enrollment management data to further assess the availability of courses and the amount of time needed to complete certificates and degrees (IIA6⁴).

In addition, a number of college committees regularly review and discuss student success, including the time for certificate and degree completion. These committees include the:

- Basic Skills Committee
- Enrollment Management Task Force
- Executive Team
- Planning and Institutional Effectiveness Committee
- President's Cabinet

The campus-based researcher provides faculty and administrators with increasingly specific data and metrics regarding key performance indicators (IIA6⁵). Using this data, faculty are able to provide a more detailed overview and analysis of student success. Scheduling has become more data-driven. In fall 2013, the college formed the Enrollment Management Taskforce Committee, comprised of faculty, department chairs, deans and the Vice President of Instruction. The taskforce has created an opportunity for faculty and administrators across the college to better understand how course scheduling impacts student success. As a result, faculty and administrators have begun to analyze enrollment and course offering data with a more global, campuswide perspective (IIA6⁶). This analysis includes a review of the effectiveness of learning and student success at each level of a course sequence or program. In this way, the college is responsive to student success and

able to more effectively and efficiently remove barriers and facilitate student completion in a timely manner.

The program review and enrollment management processes ensure that courses within each discipline and program are scheduled to facilitate the ease and efficiency with which students can register for and complete courses. Students work with college counselors to develop educational goals (IIA6⁷) and then schedule their courses in a manner that helps them stay on track for certificate and degree completion and transfer to four-year baccalaureate programs. This detailed and data-driven process pulls together information and recommendations from the Enrollment Management Committee, the campus-based researcher, deans, department chairs, and faculty, and is responsive to the needs of a broad and diverse student body. The appropriate number of courses are scheduled within each discipline so that students may smoothly progress through sequential coursework toward certificate and degree completion.

The College is also responsive to the articulation needs required by four-year baccalaureate institutions. Based on an analysis of these requirements, each department ensures that enough sections are offered so that students may complete the needed prerequisites for transfer in a timely manner. Recently, the CSU system added a mathematics prerequisite to its foundational economics courses. As a result, SDMC's economics faculty and dean worked with the mathematics faculty and dean to ensure that an appropriate number of sections of the necessary courses were offered each semester. Success of these efforts is evidenced by the numbers of students who are successfully enrolled in and completing degrees for transfer. In 2016, SDMC granted 151 Associate Degree for Transfer degrees, and over 1600 total associate degrees (IIA6⁸).

SDCCD is currently updating the Enterprise Resource Project (ERP), PeopleSoft. One goal with the implementation of the new system is to create a schedule that better aligns with the student educational plans, including the two-year schedule that integrates student education plans (IIA6⁹).

SDMC's HIM BS degree builds upon the College's successful Associate of Science in Health Information Technology program. The HIM baccalaureate program is designed to be cohort-based. All students will progress through the program in a structured manner, including both upper division general education and degree program requirements. The program is configured to be completed in four years.

Analysis and Evaluation

SDMC schedules courses in a manner that allows students to complete certificate and degree programs within a timely manner. The college relies on a number of tools, data, faculty input, and administrative expertise to ensure student success, including the

completion of certificates, degrees, and transfer. The college is eager to increase data-driven efficiency and the effectiveness of enrollment management when the new ERP system is fully launched in 2017.

II.A.6 Evidence

- IIA6¹: Sample Deans Council Agendas
- IIA6²: Sample Schedule Development Timelines, Academic Calendar, and Term Dates
- IIA6³: Sample Comprehensive Program Review
- IIA6⁴: Enrollment Management Committee and Tools
- IIA6⁵: Key Performance Indicator Data and Metrics
- IIA6⁶: Enrollment Management Committee
- IIA6⁷: Sample Student Education Plan
- IIA6⁸: Champion for Excellence in Transfer Award
- IIA6⁹: SDMC Multi-Year Assessment and Evaluation Cycle

II.A.7

The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

SDMC is committed to becoming the leading college in equity and excellence. In support of this commitment, the College is intentional about developing various modes of instructional learning and delivery designed to meet its students where they are. Rather than viewing students from a deficit perspective, the college views its work through an equity lens. To accomplish this, the college endeavors to meet the educational needs and accommodate the learning styles of its students through early implementation of varied pedagogy generally regarded as best practices, and regular and thorough assessments of both teaching methods and student learning outcomes (IIA7¹). In addition, the College gathers and regularly reviews data on student learning outcomes assessments, degree and certificate completion, passing statewide and/or national examinations (primarily by those in CTE programs), employment, student equity, and transfer to baccalaureate institutions (IIA7²).

All SDMC courses have current SLOs that are assessed on a regular basis (IIA7³). These SLOs must be included in course syllabi (IIA7⁴) and their assessments are reviewed by all content experts, thus providing an opportunity for faculty to engage with one another to ensure that their courses are current, as well as to discuss learning strategies that will promote student success.

The College accommodates the various learning styles of students and prepares them for academic success. Prior to enrolling in courses, entering students are assessed to determine college-level readiness, undergo a comprehensive orientation, and are guided through the completion of a student education plan (IIA7⁵). College counselors aid students in selecting courses to most effectively meet the terms of their education plans and in alerting them to prerequisites and/or advisories (IIA7⁶).

Teaching methodologies commonly used by faculty take into account a diverse array of student learning styles. These methodologies include direct instruction through lecture, indirect instruction often aided by technology, and directed group discussions. The appropriate delivery modes are determined by the subject, course level (i.e., developmental, pre-collegiate, baccalaureate), the professional judgment of discipline faculty, and student success. The methodologies selected are influenced by the type of course. For example, a ceramics course will require more “hands-on” activity, a course in architectural history will require consistent study of visual images, and a philosophy course may be a mix of lecture and discussion (IIA7⁷).

Online instruction is one of many ways in which the college meets the diverse needs and learning styles of its students. Some 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 (IIA7⁸). The College has offered courses through the distance-education mode for over ten years. There are also an array of instructional and student support services available in a distance-education format. All faculty teaching online courses are required to complete a twenty-hour distance education training program offered by the District under the supervision of experts in online instruction (IIA7⁹). Concurrently, the College continues to refine processes to monitor, evaluate, and improve the quality of distance-education instruction and service. This is evidenced by the recent hiring of an instructional designer, who will train and support faculty in an array of teaching methods and modalities, including both face-to-face and distance education.

Faculty use multiple measures when assessing student learning. These include but are not limited to essays, multiple-choice exams, true-false exams, experiments, observation, oral presentations and research papers (IIA7¹⁰). Regardless of delivery mode, faculty continuously assess students, formally and informally, regarding methodology, critical thinking, and discipline knowledge.

Through program review, the college evaluates the effectiveness of the various modes of instructional delivery. Specifically, program review data allows faculty to compare the effectiveness and retention rates of students in on-campus versus distance education courses (IIA7¹¹). Students are able to provide feedback about these various delivery modes and instructional methodologies through student course evaluations. All faculty are evaluated through a peer review process that assesses effectiveness, currency in mode of delivery, and subject matter mastery (IIA7¹²).

The College's commitment to supporting the diverse and changing needs of its students can be seen in the various initiatives outlined within the *Student Equity Plan*. The 2014-2015 academic year was designated as a year of equity inquiry at SDMC (IIA7¹³). During that time, the college analyzed and reflected on the data, redesigned some of the English curriculum, carried out a multiple measures assessment pilot project, performed a needs assessment to inform professional development, and identified certain individuals as change agents.

Equity-focused goals for 2015-2016 included mitigation of disproportionate impact, integrating instructional and student support services to support the success of all students, redesigning the Math curriculum, creating clear pathways for student completion, increasing student engagement, fostering equity-mindedness through professional development, and integrating and aligning the equity plan with other College plans (IIA7¹⁴). During the 2015-2016 program review cycle, faculty were asked to review and dialogue about departmental equity data. As a result, each program and department assessed the connections between teaching methodologies, pedagogy, delivery mode, and student success from an equity perspective (IIA7¹⁵).

Through SDMC's student equity work and in partnership with other initiatives such as the Basic Skills Initiative (BSI) and Title V (HSI), the college has intentionally focused on the development of innovative practices, curriculum redesign, and faculty/staff development. Specifically, these initiatives are supported by the LOFT, a designated space for faculty to develop and share varied teaching methods and learning support practices to accommodate the diverse learning styles of students (IIA7¹⁶).

The college has implemented several initiatives that address the relationship between teaching and student success. These include:

The development of accelerated pathways through basic skills. Data shows that the probability of completion and success diminishes with each level below the transfer-ready threshold. Furthermore, when students enter the basic skills pipeline, disproportionately impacted groups are more likely to be placed in the lower levels of basic skills, thus diminishing their opportunities for academic success. Due to increased focus and attentiveness on equity, the college is seeking to address this inequity (IIA7¹⁷).

Providing a stronger foundation for students moving through basic skills and accelerated pathways with expanded classroom tutoring programs to support basic skills and gateway course progression (IIA7¹⁸).

Strategic alignment of all tutorial programs across the campus and coordination of tutor training practices, for both general and categorical programs. This has resulted in more efficient and streamlined services for students (IIA7¹⁹).

Analysis and Evaluation

SDMC effectively uses delivery modes, teaching methodologies, and learning support services for all students. The college recently committed to becoming the leading college of equity and excellence. This commitment is reflected at all levels of instruction and takes into account the diverse and changing needs of students. Faculty and administrators are charged with using equity lens and to make equity an integral of pedagogy and methodology. The design and implementation of courses, in all delivery modes, reflects the College's commitment to equity.

II.A.7 Evidence

- IIA7¹: Student Equity Plan, HSI/Title V Projecto Exito Presentation, and Basic Skills Student Outcomes Transformation (BSSOT) Grant Information
- IIA7²: Institution-Set Standards
- IIA7³: Examples of Program Review Course Assessments
- IIA7⁴: Samples of Student Learning Outcomes on Course Syllabus
- IIA7⁵: Sample Student Education Plan
- IIA7⁶: 6 Steps to Success Brochure
- IIA7⁷: Course Outlines of Record and Syllabi for Ceramics and Philosophy
- IIA7⁸: Distance Education and Technological Advancements (DETA)
Online Student Survey
- IIA7⁹: Faculty Distance Education Training
- IIA7¹⁰: Sample of Multiple Measures When Assessing Student Learning
- IIA7¹¹: Sample Program Review Distance Education Data, Disaggregated
- IIA7¹²: Article VII – Work Load of the AFT Guild, *Local 1931*
American Federation of Teachers AFL-CIO Faculty Agreement
- IIA7¹³: President's Cabinet Meeting Minutes, May 20, 2014
- IIA7¹⁴: Equity Plan Highlights and Proposed Activities 2015-2016
- IIA7¹⁵: Program Review Equity Data Form
- IIA7¹⁶: LOFT Webpage
- IIA7¹⁷: Accelerated Basic Skills Pathways
- IIA7¹⁸: Embedded Tutoring and Basic Skills Acceleration
- IIA7¹⁹: Tutoring Update, President's Cabinet, December 6, 2016

II.A.8

The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

Currently, SDMC does not offer any department-wide courses and/or program examinations.

II.A.9

The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Evidence of Meeting the Standard

At SDMC, credit is awarded based on student attainment of a passing grade as determined by individual faculty (IIA9¹). Grades are based on student mastery of course objectives which are mapped to overarching SLOs (IIA9²). The College has adopted the practice of viewing objectives as incremental pieces of knowledge a student acquires as he/she progresses through a course. The College similarly views course learning outcomes as an extension of the objectives in the course outline of record. Regardless of delivery method, the course outline of record, course outcomes, and course objectives remain consistent (IIA9³). When course outcomes are achieved based on assessment results, students are given credit for the courses. Thus, students acquire the specific discipline knowledge from a course in addition to institutional outcomes. Certificates and degrees are carefully created by subject matter experts to build on the sequential development of skills through coursework. By the time a student completes a certificate or degree, he/she will have been exposed to multiple opportunities for achieving a wide array of outcomes at the course, program, and institutional levels.

Although credits awarded are based on the achievement of stated learning outcomes, the College also adheres to higher education standards that are consistent with those set by accrediting bodies, advisory committees, and District policies. The College regularly examines evidence that students have gained the knowledge or skill sets associated with the coursework that comprises offered programs. In addition, the College aligns its standards and practices with the other California public higher education systems — the California State University and the University of California (IIA9⁴). This alignment allows for

consistency in the application of course credit and provides students with a seamless transfer process.

SDMC's new Health Information Management Bachelor of Science (HIM BS) pilot program was developed by faculty with expertise in health information management. It builds upon the College's associate degree in Health Information Technology (HIT). Each course complements the curriculum requirements of the external accreditation agency (CAHIIM) and addresses the needs of community industry partners for job requirements (IIA9⁵).

In addition, CAHIIM specifically requires curriculum competencies to be met and demonstrated at the high levels of Bloom's taxonomy. Each course outline matches this curricular consideration, each course SLO in the program reflects this (IIA9⁶), and each course syllabus follows the CAHIIM model. This ensures that each syllabus is a complete guide to the course, as well as a roadmap that helps the student understand what is expected of them, what they will learn, how they will learn it, and how they will use what they've learned. The course syllabi mirror rigor of the course outlines of record and follow the model syllabi for the health information management program as required by CAHIIM. The HIM courses are taught in hybrid format to ensure assignments and exams accurately test the relevant competencies. For example, the on-campus assignments will evaluate critical thinking, oral communication, and collaborative techniques needed to be successful in the health information industry (IIA9⁷).

Academic credit for HIM BS coursework is awarded in accordance with student achievement of stated learning outcomes. Assessment of student learning outcomes and objectives are evaluated and reviewed annually during the program review process (IIA9⁸).

Units of credit, expected hours of student contact, and total student work are identical for distance education and face-to-face courses. For purposes of Federal Financial Aid eligibility, a "credit hour" shall not be less than: one hour of classroom or direct faculty instruction and a minimum of two hours of class student work each week for approximately (15 weeks for one semester or trimester hour of credit), or (10 to 12 weeks for one quarter hour of credit), or the equivalent amount of work over a different amount of time; or at least an equivalent amount of work as required in the paragraph above, of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. With the exception of a few courses that are offered for 0.2 unit, course credit is calculated in 0.5 increments, with 0.5 unit being the lowest allowed unit value. The colleges prorate weekly hours for courses that meet for fewer than 16 weeks to ensure that no matter the term length, a maximum of 54 hours of total student work earns one unit of academic credit (IIA9⁹). The college determines the appropriate units of credit for each course during the curriculum approval process based on the formula that is compliant with federal regulations (34CFR

600.2) and California Code of Regulations, Title 5, sections 55002.5 and BP 5020 Curriculum Development (IIA9¹⁰). The college formula is based on a minimum 16-week semester to maximum 18-week semester, with the assumption that every unit of credit represents a minimum of 48 hours and a maximum of 54 hours of student learning hours, including of in-class and outside-of-class hours. Forty-eight hours divided by 16 weeks equals three hours of student learning per week per unit of credit earned. Likewise, fifty-four hours divided by 18 weeks equals a minimum of three hours of student work per week. A minimum of 48 hours equals one unit of credit with a maximum of 54 hours for one unit of credit for both lecture and laboratory courses (IIA9¹¹).

The relationship between hours and units follows the standards for credit hour calculations contained in Title 5 of the California Code of Regulations, sections 55002.5, 55002(a)(2)(B), and 55002(b)(2)(B). Course credit calculation is rounded down to the nearest 0.5 unit increment or to the nearest fractional unit award used by the college.

Analysis and Evaluation

SDMC awards course credit, degrees, and certificates based on student attainment of a passing grade as determined by individual faculty. Grades are based on student mastery of course objectives, which culminates in the mastery of the greater course learning outcomes. The college awards units of credit based on a formula which complies with federal regulations and *California Code of Regulation*.

II.A.9 Evidence

- IIA9¹: Sample Course Syllabus
- IIA9²: Mapping of Course Objectives to SLOs, Sample Program Review
- IIA9³: Sample Course Outline of Record and Course Report
- IIA9⁴: Articulation Webpage
- IIA9⁵: Health Information Management Substantive Change Report
- IIA9⁶: Sample Health Information Management Course Syllabus
- IIA9⁷: Sample Health Information Management Sample Hybrid Course Syllabus and Project
- IIA9⁸: Health Information Management Program Review with Outcomes Assessments
- IIA9⁹: CurricUNET webpage
- IIA9¹⁰: BP 5020 *Curriculum Development*
- IIA9¹¹: California Community Colleges Chancellor's Office Hours and Units Calculations

II.A.10

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. (ER 10)

Evidence of Meeting the Standard

SDCCD has a centralized records and evaluations department that is responsible for evaluating transfer credits. Credits transferred into the District are reviewed by the District records office in accordance with District policies and procedures, expected comparable learning outcomes consultation with faculty discipline experts, as well as generally accepted practices in higher education. Acceptance of transfer credits also aligns with the CSU and IGETC general education patterns. All credits earned by students at the three colleges of the District - City, Mesa and Miramar - are posted on a single District transcript to facilitate the mobility of students within the District and to transfer institutions ([IIA10¹](#)).

Transfer of Credit policies and procedures have been developed through a collaborative process relying primarily on the faculty and follow all District and state guidelines and generally accepted practices. These policies and practices are regularly reviewed and updated to ensure they align with state guidelines and District policies and business practices. One example is a recent change to AP 3900.1, Credit by Exam ([IIA10²](#)) that was modified to clarify the timeline for petitioning for credit for articulated noncredit courses. Policies and information are included in the college catalog as well as on Student Web Services, the online portal for students as follows:

Credits from Other Regionally Accredited Institutions

Credits from other regionally accredited institutions may be accepted for transfer credit after evaluation by District evaluators. The District will not accept the transfer credits from another institution if the evaluation by the District evaluators determines that the credits received from another accredited institution do not meet the equivalent standards and learning outcomes for a similar course taken at one of the colleges in the District.

Upper Division Coursework

SDCCD accepts all lower division courses taken at U.S. regionally accredited colleges. All lower division courses deemed equivalent will be counted toward the associate degree. The District does not accept upper division coursework. Petitions to use upper division courses from regionally accredited colleges in the United States will only be accepted if needed to meet minimum associate degree requirements for the major or District requirements. All

petitions for exception must be approved by the faculty in the discipline or an appropriate designee, and/or college committee.

International Transfer Credit

Students who elect to submit transcripts from international colleges and universities must first submit their transcripts to an approved credential evaluation service. Credit for transfer courses taken at an institution outside the United States are evaluated dependent upon course equivalency and learning outcomes on a course by course basis.

Academic Credit for Nontraditional Education

In accordance with AP 3900.4 academic credit may be available to currently enrolled students for skills or knowledge not obtained by formal scholastic experience, or for prior course work with content determined equivalent to District courses ([IIA10³](#)). Credit is available through the following

- Advanced Placement Examinations (AP)
- College-Level Examination Program (CLEP)
- Defense Activity for Non-Traditional Education Support (DANTES)
- International Baccalaureate (IB)

Credit by Examination

In accordance with AP 3900.1 students may receive Credit by Examination for courses designated and approved by the faculty in individual disciplines. The term “examination” means any written, oral or performance standards determined by the individual departments. Students must meet specific criteria to be eligible for credit by examination ([IIA10²](#)).

Credit for Non-College Credit Vocational Courses

Students who successfully complete non-college credit articulated courses that are equivalent in subject matter, content, educational objectives, length of course, and performance standards, and pass a college faculty approved examination for the course offered by the college, may have these courses converted to college credit, via credit by exam, in accordance with an agreed-upon articulation agreement with the high school district ([IIA10⁴](#)).

Articulated Non-Credit Continuing Education Courses

Students who successfully complete articulated non-credit Continuing Education courses at San Diego Continuing Education may have these courses accepted for college credit via credit by exam. Students must complete the college application for admission and certification form, successfully complete the articulated Continuing Education course, and pass a college faculty-approved examination ([IIA10²](#)).

Acceptance and Application of Military Credit

Credit for educational experiences completed during military service is applied toward the associate degree in accordance with the associate/baccalaureate credit recommendations contained in *A Guide to the Evaluation of Educational Experiences in the Armed Services*, published by the American Council on Education (ACE). Students must submit documentation of educational experiences during military service. Military service credit may be granted upon verification of six (6) months of continuous active duty, or completion of basic training for National Guard/Reservists. Four (4) units of credit may be awarded to meet the District graduation requirements in Health and Physical Education/Exercise Science. Three (3) of those units may also be used to satisfy Area E of the CSU General Education Breadth pattern. Other educational experiences during military service may also fulfill additional major, general education, or elective degree requirements based upon the ACE Guide, and faculty approval (IIA10⁵; IIA10⁶; IIA10⁷; IIA10⁸).

High School Courses for College Credit (Credit by Exam)

High school students may earn college credit equivalence for approved articulated courses in accordance with AP 3900.1. To receive credit, students must: demonstrate acquisition of the college student learning outcomes by earning a grade of 'B' or better in the approved course and on the college-approved examination (IIA10⁹; IIA10¹⁰; IIA10¹¹; IIA10¹²).

Articulation Agreements

The colleges have numerous articulation agreements with local institutions, as well as higher education institutions throughout the state and nation, based upon patterns of enrollment between institutions. Articulation agreements are developed by the Articulation Officer at each college, in consultation with the faculty. The College uses ASSIST as the official repository of articulation information for California's public colleges and universities (IIA10¹³).

Distance Education

The District does not differentiate courses taken via distance education. Credit is granted in the same manner as traditional courses.

In addition, in accordance with BP 5050 *Articulation* (IIA10¹⁴), SDMC follows established procedures to support and facilitates the articulation of the College's curricula to baccalaureate-granting institutions, which are appropriate and advantageous to students. The purpose of articulation is to support student success by establishing, updating, and disseminating articulation agreements with regionally accredited universities to reduce barriers for students when transferring to another institution. The SDMC Articulation Officer (AO) coordinates activities to develop and maintain articulation agreements with only regionally accredited colleges and universities. Articulation activities with colleges and universities are guided by the procedures outlined in the current edition of the *California Articulation Policies and Procedures Handbook* (IIA10¹⁵) published by the California Intersegmental Articulation Council, a professional organization of California College and University Articulation Personnel.

The AO works with faculty to develop transferable courses that align with learning outcomes and course objectives of the baccalaureate level institutions, identify courses needing articulation with baccalaureate level institutions, identify comparable courses at other regionally accredited colleges and universities, submit courses to appropriate committees, universities, and agencies for articulation approval, and maintain documentation of each agreement. The AO also assists discipline faculty with the statewide articulation programs administered through the California Community College system, including:

- Associate Degrees for Transfer (ADTs); and
- The Course Identification Number (C-ID).

Articulation and transfer resources are available on the College's articulation website. The *Mesa College Catalog* provides information and links to the transfer-of-credit information on Articulation System Stimulating Inter-Institutional Student Transfer (ASSIST) website, Associate Degrees for Transfer (ADT), and Course Identification Numbering-System (C-ID) (IIA105) websites ([IIA10¹⁶](#)).

SDMC does not have a separate process to develop articulation agreements for courses offered via distance education. All courses articulate based on course outline of record and are not based on course delivery mode.

In December 2015, SDMC received approval for the substantive change to offer Health Information Management, a new baccalaureate degree program ([IIA10¹⁷](#)). In fall 2016, the College accepted the first junior level students. To date, the College has not accepted any students with upper division coursework. Transfer of credit and articulation for lower division courses have followed the existing District policies for course acceptance. Articulation agreements for upper division coursework are currently being considered through the California State University system, the University of California system, and the California Community Colleges Academic Senate. Once those discussions are completed and a process is developed, SDMC will adopt it as a template.

Analysis and Evaluation

Transfer of credit policies and procedures have been developed collaboratively and follow all federal and state guidelines, as well as generally accepted practices in higher education. Transfer of credit policies are made available to students both electronically and in print form in the catalog and on the college websites. Records and evaluation are centralized functions in the District responsible for evaluating transfer credits in consultation with faculty discipline experts. Transferred courses are reviewed in accordance with District policies and procedures, and expected learning outcomes, relying primarily on the faculty. Acceptance of transfer credits also aligns with the CSU and IGETC general education

patterns. The college has numerous articulation agreements with higher education institutions throughout the country based upon patterns of enrollment between institutions and the mission of the college. All agreements are developed in consultation with the faculty discipline experts to facilitate mobility of students between institutions.

II.A.10 Evidence

- IIA10¹: SDCCD Student Transcript
- IIA10²: Example of Policy Change Procedure & Final Board Approval for AP 3900.1 *Credit by Examination*
- IIA10³: AP 3900.4 *Credit Available for Standardized Testing Programs*
- IIA10⁴: AP 3900.1 *Credit by Examination*
- IIA10⁵: Guide to the Evaluation of Educational Experiences in the Armed Services
- IIA10⁶: Acceptance and Application of Military Credit, *City College Catalog*
- IIA10⁷: Acceptance and Application of Military Credit, *Mesa College Catalog*
- IIA10⁸: Acceptance and Application of Military Credit, *Miramar College Catalog*
- IIA10⁹: Credit by Exam, *Mesa College Catalog*
- IIA10¹⁰: Academic Credit for Nontraditional Education, *City College Catalog*
- IIA10¹¹: Academic Credit for Nontraditional Education, *Mesa College Catalog*
- IIA10¹²: Academic Credit for Nontraditional Education, *Miramar College Catalog*
- IIA10¹³: ASSIST
- IIA10¹⁴: BP 5050, *Articulation*
- IIA10¹⁵: *California Articulation Policies and Procedures Handbook*
- IIA10¹⁶: Articulation Webpage
- IIA10¹⁷: Health Information Management Substantive Change Report

II.A.11

The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

At SDMC, the program learning outcomes, across the College are linked to the College's institutional learning outcomes (ILOs). In spring 2013, the College decided to combine the general education learning outcomes (GELOs) with the ILOs (IIA11¹). This change streamlined the learning outcomes and eliminated redundancies. The College's original ILOs were developed in 2005 (IIA11²). In the fall of 2016, the six ILOs were condensed into five. These revised ILOs are posted and on the Outcomes and Assessment webpage (IIA11³). Below are the current five ILOs, with their operational definitions.

Communication

- Respond appropriately to incoming information in a variety of ways, including: written, oral, visual, auditory, and kinesthetic
- Communicate awareness of how diversity and multiple perspectives shape and impact individual experiences and society as a whole
- Converse with civility and appropriateness for situational context

Critical Thinking

- Effectively interpret, analyze, synthesize, explain, and infer concepts and ideas
- Construct and deconstruct arguments
- Demonstrate quantitative or qualitative competency
- Apply problem-solving methods in appropriate context toward making decisions
- Come to rational conclusions based on evidence
- Think independently, creatively, and logically

Information Literacy

- Gather, analyze, evaluate, and disseminate appropriate information using multiple modalities
- Utilize 21st-century tools effectively, ethically, and responsibly in information acquisition and distribution
- Cultivate the skills necessary for life-long learning

Professional and Ethical Behavior

- Practice responsible, professional, and civil conduct in the classroom, workplace, community, digital world, and the natural environment
- Demonstrate the ability to work both independently and collaboratively
- Develop the cultural sensitivity needed to resolve conflicts and build alliances

Global Consciousness

- Recognize the interconnectedness of global, national, and local concerns from multiple perspectives
- Exhibit awareness, appreciation, and respect for the diversity of individuals in one's immediate environment as well as in the global community
- Apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities

SDMC has designed these ILOs to be broad and flexible and to reflect the depth and rigor of the quality of teaching that takes place at the college. This breadth and flexibility ensures that all programs, including the new baccalaureate degree, can be mapped effectively and realistically to at least one, and often more, of the ILOs. Furthermore, the College has selected, designed, and vetted the ILOs through the shared governance process in order to ensure that the College is assisting students in successfully realizing educational goals that reflect the highest standards of learning.

For clarity and accessibility, the learning outcomes are listed in the college catalog. These ILOs were created to be broad enough to ensure all programs, including the baccalaureate program, could map to at least one component of them. The mapping of the learning outcomes takes place during the program review process by each department's learning outcomes coordinator. All of the program mapping is documented in the College's accountability management system, Taskstream (IIA11⁴).

In addition to the mapping that takes place during the program review process, faculty and administrators regularly engage in dialogue regarding programs and courses to ensure and maintain the quality, length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. This dialogue begins with an overview of the College's mission, including institutional and program learning outcomes. The process of participatory governance contributes to this dialogue at meetings of the Curriculum Review Committee, Planning and Institutional Effectiveness Committee, and President's Cabinet (IIA11⁵).

Table 31 that follows demonstrates a crosswalk of the SDMC ILOs with the ACCJC required competencies, based on the College's operational definitions.

Table 31. ACCJC Competencies and SDMC ILOs Crosswalk

ACCJC Competencies	SDMC ILOs
Communication Competency	Communication Information Literacy
Information Competency	Communication Critical Thinking Information Literacy
Quantitative Competency	Critical Thinking Information Literacy
Analytic Inquiry Skills	Critical Thinking Information Literacy
Ethical Reasoning	Critical Thinking Information Literacy Professional and Ethical Behavior
Ability to Engage in Diverse Perspectives	Communication Critical Thinking Information Literacy Professional and Ethical Behavior Global Consciousness
Responsible Participation in Civil Society	Communication Critical Thinking Information Literacy Professional and Ethical Behavior Global Consciousness
Skills for Lifelong Learning and Application of Learning	Communication Critical Thinking Information Literacy Professional and Ethical Behavior Global Consciousness
Broad Comprehension of the Development of Knowledge, Practice, and Interpretive Approaches in the arts and humanities, the sciences, mathematics, and social sciences	Communication Critical Thinking Information Literacy Professional and Ethical Behavior Global Consciousness

There are two formal methods by which the College assesses ILOs. First, the assessment process begins with the aggregation of course and program data, which is uploaded into Taskstream and then assessed by faculty and administrators. At the beginning of a review cycle, faculty in each program meet with the program's outcomes coordinator to review and complete mapping for all courses. A multi-mapping process allows each course to be mapped to PLOs, and each program to be mapped to ILOs. This creates a holistic pattern of mapping that is broad, detailed, and inclusive for all courses and programs.

Following the mapping, assessment occurs each semester, and the results are reviewed by faculty and uploaded into Taskstream. By the end of each review cycle, all course learning outcomes will have been assessed and reviewed. In the next review cycle, faculty and administrators have the opportunity to review and fine-tune the mapping for accuracy, based on data. In this way, each level of outcomes are accurately mapped and reviewed, and the process is data-driven.

In 2013, the College began to conduct an annual ILOs assessment by administering a survey to spring graduates as a means to measure student perceptions of learning and growth in each of the ILOs (IIA11⁶). Two to four questions address each ILO and are based upon the ILO's operational definition. The survey includes Likert-scale items, intended to assess students' perceived mastery of each ILO. The survey also includes two open-ended questions that ask students to identify their most valuable learning experiences at SDMC and provide suggestions for changes or improvements to promote better learning experiences at the College. Findings from the survey are then shared and discussed with the College through multiple venues, including workshops conducted in conjunction with convocation, meetings of the Committee on Outcomes and Assessment, the Planning and Institutional Effectiveness Committee, and President's Cabinet (IIA11⁷).

In addition to the formal assessment of ILOs, the college also provides opportunities for students to learning and develop outside of the classroom. Throughout the year, special events and activities take place which incorporate the College's ILOs. For example, there are events which promote student understanding and appreciation of diverse perspectives. These events are sponsored through the Committee for Diversity, Action, Inclusion and Equity (CDAIE) and include Women's History Month, Hispanic Heritage Month, Black History Month, Asian Pacific Islanders History Month, and the Celebration of Cultural Unity and Festival of Colors (IIA11⁸).

Analysis and Evaluation

All of the programs at SDMC have learning outcomes. These program-level learning outcomes are linked to the College's ILOs. The College's five ILOs encompass communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage in diverse perspectives. The multi-level pattern of mapping and the on-going, data-driven review and assessment process ensure that all course and program outcomes are assessed, and that every course and program is accurately mapped to the institutional level learning outcomes.

II.A.11 Evidence

IIA11¹: Combining GELOs with ILOs, Learning Assessment Task Force Minutes

IIA11²: Original ILOs

- IIA11³: Outcomes and Assessment Webpage
- IIA11⁴: Sample Administrative Unit Outcomes Mapping Form
- IIA11⁵: Program Review Annual Report presented at President's Cabinet May 17, 2016
- IIA11⁶: Student ILOs Survey
- IIA11⁷: Findings from Student ILOs Survey Presentation
- IIA11⁸: Cultural Events Calendar and CDAIE Webpage

II.A.12

The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

The general education program at SDMC is designed to broaden students' knowledge and their understanding of the methods of gaining knowledge in a variety of disciplines and to develop students' critical thinking which they demonstrate through oral and written communication and mathematics. The awarding of a degree demonstrates that the college has led students through patterns of learning experiences designed to develop an awareness of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding. In addition to these accomplishments, completion of a degree demonstrates that students possess sufficient depth in a field of knowledge to contribute to individual lifetime satisfaction and to enjoy positive participation in civil society (IIA12¹). The College's "Statement of Philosophy," definition of general education, and general education requirements are outline on the *Mesa College Catalog* (IIA12²).

Courses proposed for general education are vetted through the curriculum process at the College's Curriculum Review Committee (CRC) and district's Curriculum and Instructional Council (CIC) (IIA12³). All courses, are reviewed to ensure that they align with the College's mission and philosophy statements. The College's philosophy statement serves as the foundation for its mission, vision, values, and ILOs (IIA12⁴; IIA12⁵). If a general education course is proposed for distance education, it is reviewed and approved by each college's CRC. All distance education courses are approved under the same conditions and

criteria as all other courses, but they require additional documentation including how the course will maintain regular and effective contact to ensure that online sections of courses maintain the quality and rigor of face-to-face sections (IIA12⁶). In addition, when a course is proposed for general education transfer, it goes through an additional articulation process which requires approval by the transfer institution (IIA12⁷).

Faculty from each discipline evaluate courses and, following the recommendations of discipline experts, approve curriculum for general education. These decisions are also guided by the standards and best practices in each program, and are informed by the ongoing evaluation process that includes program review and the assessment of SLOs (IIA12⁸). As with all curriculum and courses, faculty and administrators review available data. This data reflects student outcomes and includes the results of SLO assessments (IIA12⁹).

The College's general education requirements are embedded in all associate degrees, including the Associate Degree for Transfer (ADT) (IIA12¹⁰). All program and course learning outcomes are mapped to the ILOs (IIA12¹¹), which include preparing students to become active and civil members of society while gaining appropriate skills for career success and lifelong learning in the arts, humanities, sciences, mathematics, and social sciences.

SDMC's HIM BS curriculum was developed by faculty with expertise in health information management and their advisory board. The curriculum was based on the research of 58 accredited HIM baccalaureate programs throughout the U.S. and the requirements of the external accreditation agency, CAHIIM, to ensure the curriculum matched or exceeded the like HIM degrees (IIA12¹²).

SDMC's new HIM BS pilot program builds upon the College's associate degree in Health Information Technology. The HIM BS consists of 77 units of the lower-division, 30 units of which are based on the CSU general education transfer pattern. This degree requires 54 upper division units, of which ten are upper division general education units. The upper division general education are in accordance with the ACCJC requirements. In addition, the upper division general education courses were specifically chosen and designed around the HIM BS. For example, the upper division courses include Organizational Psychology (PSYC 401), Advanced Professional Writing (ENGL 401), and Database Management and Design with a lab component (CISC 401) (IIA12¹³). Each course complements the external accreditation curriculum requirements and addresses the needs of community industry partners for job requirements.

Analysis and Evaluation

General education courses comprise the foundation of the associate and baccalaureate degrees offered at SDMC and reflect and incorporate the College's educational philosophy and learning outcomes. General education at the College is designed by program faculty with expert knowledge and includes outcomes and competencies that are appropriate to the degree level. Furthermore, course outcomes are mapped to program outcomes and these are mapped to the ILOs. In all, these are regularly assessed and reviewed by faculty through the program review process. The College's ILOs prepare students for responsible participation in civil society, and provide specific skills for lifelong learning, as well as the continued application of learning. Students who achieve degrees from SDMC are prepared to engage in society with broad and comprehensive knowledge and have developed practical and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.

II.A.12 Evidence

- IIA12¹: Statement of Philosophy
- IIA12²: Definition of General Education and the General Education Requirements
- IIA12³: Curriculum Process Flowcharts
- IIA12⁴: Mission, Vision, and Values Statements
- IIA12⁵: Institutional Learning Outcomes
- IIA12⁶: Distance Education Approval Process
- IIA12⁷: General Education Articulation Process
- IIA12⁸: Sample General Education Courses with Student Learning Outcomes
- IIA12⁹: Sample of Program Review Data
- IIA12¹⁰: General Education for ADTs
- IIA12¹¹: Mapping of SLOs to ILOs
- IIA12¹²: Health Information Management Substantive Change Report
- IIA12¹³: Course Outlines of Record for Organizational Psychology (PSYC 401), Advanced Professional Writing (ENGL 401), and Database Management and Design with Lab Component (CISC 401)

II.A.13

All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

Associate degrees awarded by SDMC are comprised of three components: general education, a major or area of emphasis of 18 units or more (area of inquiry), and additional graduation requirements or electives, when necessary, to meet a minimum of 60 total semester units in accordance with Title 5 and SDCCD policy and procedures (IIA13¹; IIA13²). A major or area of emphasis consists of courses required for a Certificate of Achievement in a CTE program, or a pattern of courses identified by the discipline on the basis of skills, knowledge, and habits of mind required for a specific field of study. Mastery for each degree program is determined by the satisfactory completion of course objectives and learning outcomes and the successful completion of all courses required for the degree. In earning a certificate or degree, students obtain a demonstrated understanding of key theories and practices at the appropriate certificate or degree level. This includes students preparing to successfully transfer and continue work in upper division courses and CTE students preparing to meet standards and competencies as defined by industry.

The HIM BS pilot program is composed of 77 units of lower-division credit coursework, and 54 units of upper-division credit coursework. The 77 units of the lower-division program is currently an approved associate of science degree program in Health Information Technology at SDMC, which includes two directed clinical practice rotations at one or more affiliate sites. Of the total 77 units, 30 units are major course requirements. The HIM BS program builds upon the HIT associate degree program. The upper-division coursework includes 44 units of HIM major courses in both clinical and didactic instruction, along with ten units of upper-division general education coursework which complement the courses required for the major (IIA13³). The upper-division major requirements include a capstone course that requires students to conduct empirical research at a clinical site on trends in the healthcare industry specific to management of the electronic health record. The combination of upper-division major preparation and general education courses provides students with the requisite knowledge, skills, and abilities for successful employment as a HIM professional. The standards for the baccalaureate degree are aligned to enable students the opportunity to continue on to accredited HIM master's degree programs (IIA13⁴).

Analysis and Evaluation

SDMC degree programs require at least one area of inquiry. These programs are based on both institutional learning outcomes as well as course level student learning outcomes and

competencies to ensure that students who successfully complete the degree requirements are prepared for transfer to baccalaureate institutions or careers in industry.

II.A.13 Evidence

- IIA13¹: Academic Requirements, *Mesa College Catalog*, pp. 97-113
- IIA13²: BP 5020 *Curriculum Development*
BP 5100 *Graduation Requirements for Degrees and Certificates*
- IIA13³: Health Information Management Program Information
- IIA13⁴: Health Information Management Substantive Change Report

II.A.14

Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

SDMC offers 67 certificates, 132 associate degrees, and one baccalaureate degree (IIA14¹) in CTE. These certificates and degrees prepare students for employment and, as applicable, qualify them to take state and national certification/licensure exams that may be required for employment. Through the program review process, CTE programs are created and maintained by faculty with expertise in the field of study based on advisory committee input (IIA14²), labor market information, and employment data, including occupation and industry growth projections, wages, and training and skill requirements (IIA14³). CTE faculty establish program outcomes in collaboration with external accrediting agencies, work force partners, and advisory committees. Once program outcomes are determined, curriculum is developed with a progression of the competencies and learning outcomes that culminate in the mastery of requisite industry skills.

The CTE curriculum also offers work-based learning components that provide students with the opportunity to interact with industry professionals, tour industry facilities, and gain experience in the work force through internships, directed clinical practice, or work experience (IIA14⁴). Work-based learning experiences also provide a mechanism through which workforce partners and advisory members are able to provide the faculty with specific feedback regarding the students' strengths and weaknesses as related to their knowledge base, skills, and contemporary work force requirements. This feedback is utilized by faculty to modify, improve, and update programs as necessary during program review.

In addition, a number of the Allied Health programs have external accrediting agencies that provide specific competencies that must be developed and recorded. In these programs, the competencies are incorporated into the curriculum and used as the basis for SLOs by the faculty. The external licensure and accrediting agencies regularly review the College's programs and curriculum to verify that profession standards are being met (IIA14⁵). This process also ensures students are eligible to take state and national certification/licensure examinations. CTE program faculty and the college monitor success rates on these examinations and employment rates following graduation (IIA14⁶). Assessment of the examination success and employment rates inform and verify that the programs are meeting the educational and employment standards of the respective industries.

SDMC's HIM BS curriculum was developed by faculty with expertise in health information management and in conjunction with their advisory board. The curriculum was based on the research of 58 accredited HIM baccalaureate programs throughout the U.S. and the requirements of the external accreditation agency, CAHIIM, to ensure the curriculum matched or exceeded the like HIM degrees (IIA14⁷).

Each course syllabus follows the CAHIIM model (IIA14⁸). HIM course syllabi mirror the rigor of the course outlines of record and follow the model syllabi for the health information management program as required by CAHIIM. In addition, the Health Information Management community, as well as its professional organization, American Health Information Management Association (AHIMA), provides tools that assist the College in delivering accredited program curricula. Each course complements the external accreditation curriculum requirements and addresses the needs of community industry partners for job requirements.

The HIM BS program is composed of 77 units of lower-division credit coursework, and 54 units of upper-division credit coursework (IIA14⁹). The 77 units of the lower-division program includes two directed clinical practice rotations at one or more affiliate sites. The upper-division coursework includes 44 units of HIM courses in both clinical and didactic instruction, along with ten units of upper-division general education coursework which complement the courses required for the major. The upper-division major requirements include a capstone course that requires students to conduct empirical research at a clinical site on trends in the healthcare industry specific to management of the electronic health record. The combination of upper-division major preparation and general education courses provides students with the requisite knowledge, skills, and abilities for successful employment as a HIM professional.

Analysis and Evaluation

SDMC's CTE certificate, associate, and baccalaureate degree programs include learning outcomes that reflect the technical and professional competencies needed to meet

employment and industry standards. These learning outcomes are based on input from workforce partners and advisory committees, labor market information, employment data, including occupation and industry growth projections, wages, training and skill requirements, and external accrediting agencies. Where applicable, upon successful completion of a CTE program, students are prepared for external licensure and certification.

II.A.14 Evidence

- IIA14¹: Degrees and Certificates, *Mesa College Catalog*
- IIA14²: Sample Advisory Committee Minutes
- IIA14³: Sample Program Review with Labor Market Information Data
Computer Business Technology, Program Review
- IIA14⁴: DCP and WEX, *Mesa College Catalog*, pp. 529-530; p. 539
- IIA14⁵: Sample External Accrediting Agencies
- IIA14⁶: Allied Health Licensure Passage Rates
- IIA14⁷: Health Information Management Substantive Change Report
- IIA14⁸: Health Information Management Course Syllabus
- IIA14⁹: Health Information Management Program Information

II.A.15

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.

Evidence of Meeting the Standard

In accordance with SDCCD's (SDCCD's) BP 5020 *Curriculum Development* (IIA15¹), the College's Curriculum Committee is accountable for reviewing and approving all curriculum proposals. This process includes the activation, deactivation, and substantial changes of approved programs. When the College considers the elimination of a program, it follows the process outlined in the District's AP 5021, *Instructional Program Discontinuance* (IIA15²) and the College's Academic Affairs Committee policy on program discontinuance (IIA15³). When a recommendation is made for program discontinuance, opportunities are provided for students to finish the program or transfer to a related program. The College has not eliminated a program since the last self evaluation. Likewise, when program requirements are significantly changed, information is noted in the college catalog, and students are also notified by instructors and counselors. Counselors work with students to modify and adjust their education plans to ensure timely completion of the program.

Within the District, 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 minimum disruption. The College has a

clearly defined policy to review programs. In accordance with the policy of the Board of Trustees and through mutual agreement with the Academic Senates, program discontinuance procedures shall be established by the colleges and Continuing Education that include a detailed plan and recommended timeline for phasing out a program with the least impact on students, faculty, staff, and the community.

Distance Education

Courses within a program may or may not be offered via the distance education mode. There are no differences in the procedures for the elimination or change in program requirements for distance education (IIA15⁴; IIA15²).

Analysis and Evaluation

SDMC has a policy in place to guide program discontinuance. This policy outlines the process and procedure for discontinuing a program, which ensures that students can complete their educational goals in a timely manner. When it is necessary for a program to be eliminated or program requirements are significantly changed, the College makes appropriate arrangements and uses a number of communication avenues to ensure that enrolled students may complete their education in a timely manner with a minimum of disruption.

II.A.15 Evidence

- IIA15¹: BP 5020 *Curriculum Development*
- IIA15²: AP 5021 *Instructional Program Discontinuance*
- IIA15³: Program Discontinuance, Academic Affairs Position Paper #8
- IIA15⁴: AP 5019 *Instructional Program Review*

II.A.16

The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

SDMC has a long standing and robust program review process that is interwoven throughout the College's culture and includes every academic program. By regularly reviewing all programs and services, the College is responsive to data and student feedback

and can therefore evolve and improve to meet the changing needs of a growing and diverse population while continuing to fulfill the College's mission. Where gaps in student success are identified, each program is able to respond quickly and flexibly through the program review process. Recommendations may be made for improvements at the pedagogical and course level as needed. Additional needs are addressed through resource allocation to ensure that students have all of the physical and educational components in place in order to succeed (IIA16¹).

During the program review process, every program and service area undergoes a rigorous self-assessment with relation to its mission, goals, and objectives, strengths and challenges, external influences, and its relationship to the mission of the College and the District. Each program and service area also analyzes, based on data and feedback from previous review cycles, the needs presented by students and the local community. In this way, all reviews are data-informed and reflect dialogue occurring within each program.

A variety of data is provided within the context of program review, including student demographics (e.g., sex, age, ancestry, education level, first in family to attend college), success, completion, and persistence rates, fill rates, mode of delivery, degrees and certificates awarded, and productivity (IIA16²). Programs can also request additional data, if needed (IIA16³). Faculty use this data to evaluate program effectiveness and to understand at a course the number of students effectively engaged, the level of retention and success, the rate of change from year to year, and how these trends are informed by demographics. After taking this data into consideration, faculty discuss and recommend changes to improve the quality of programs. The data is also used to support requests for additional resources.

Program review is part of the collegewide Integrated Planning Model (IIA16⁴), which serves as the basis for program and service planning, and guides, through its mission and goals, the planning that occurs at the department and program level. The ensuing dialogue, which involves administration and faculty, occurs year-long, and notably during school and department meetings. This discussion informs any changes to curricula, course sequences, and professional development. The collegewide Integrated Planning Model also contributes to and informs decisions that have bearing on student success, such as the development of accelerated programs and other pedagogical decisions that lead to improved teaching methods and delivery modes. Physical considerations are also taken into consideration, such as the need for facility improvements. Requests for resource allocation are also made through the ongoing program review process.

All program and course learning outcomes are mapped to the ILOs, and are therefore linked to the College's strategic goals (IIA16⁵). Outcomes are assessed and the feedback is analyzed as part of the regular review cycle, and in this way each program and department tracks student success and the progress made toward goals completion.

Each academic program tracks the status of curricula under review via a grid from CurricUNET (IIA16⁶). This grid indicates the last date on which a course was reviewed. Programs review course content for currency and appropriateness for the discipline, and update course assignments, learning outcomes and objectives, textbooks and other materials as needed. Faculty also discuss whether a course is appropriate for distance education. Distance education courses undergo the same rigorous program review process as on-campus courses.

Examples of some improvements in programs that have occurred as a result of the program review process include:

Accelerated Basic Skills English Classes: SDMC offers English courses that are two levels below transfer level, and research has shown that statewide progress of students from multiple levels below transfer to transfer-level English reduces the number of students who enter and complete transfer level English. In order to address a problematic pathway design for students to complete their English course requirements, accelerated English courses have been researched and developed for SDMC students. The College is now offering a new co-requisite course for students needing developmental writing: Reading and Composition Plus (also known as 101X), which is listed in the schedule of classes as LCOM 101. Any student scoring R3/W3 or above may enroll. It will be taught as a 5-unit course, and four courses are offered this fall 2016. Ten sections of ENGL 101X are scheduled to be offered in spring 2017. Also, since fall 2010, SDMC has offered Accelerated Reading, Writing, and Reasoning (ENGL 47A), a 4-unit class that prepares students for college-level English in one semester. This integrated reading and writing course is based on the Chabot College model. Twenty-one sections of this course were offered in fall 2016. As more students learn about the accelerated course offerings in English, through orientation, counseling, and other outreach efforts, the number of courses is expected to increase, and ultimately help students achieve their academic goals.

Embedded Tutoring: The Classroom Tutor Program is an academic assistance program that increases student performance and retention with a focus on support for “gatekeeper” courses that students must complete to achieve degrees, certificates, and transfer, but which they have struggled with historically (e.g., English, math). Classroom Tutors provide free weekly review sessions to students enrolled in these targeted courses. Classroom tutoring sessions are interactive review sessions that incorporate course content (what to learn) and study strategies (how to learn). Student attendance is voluntary. The CT Program aims:

- To increase retention within targeted historically difficult courses
- To improve student grades in targeted historically difficult courses
- To increase the graduation rates of students

Distance Education

All courses and programs, using both the traditional and distance education modes of delivery, are included in the college planning and assessment model. All instructional programs, regardless of delivery mode or location, are designed to meet student needs and align with the College mission. All courses and programs undergo the same rigorous development, review, and approval process. The process for evaluating distance education courses is the same as for traditional face-to-face courses.

Annual data summaries on distance education course success, retention, and completion are presented in the *SDCCD Online Student Success and Retention Report (IIA16⁷)*. This report assists the College with evaluating, assessing, and comparing the rates for distance education students (hybrid, fully online) with students in on-campus courses. This data is also given to programs, which offer distance education classes for use in program review. Student learning outcome and achievement measures are consistent for all courses regardless of the mode of delivery. All students who complete programs, in all modalities, achieve the College's stated requirements and outcomes.

Analysis and Evaluation

The College has a robust program review process which allows for the regular evaluation and improvement of all instructional programs offered. The process is data-informed and requires all programs to reflect on program performance, curriculum, student achievement and outcomes, and resources. The resulting dialogue leads to improvements in courses and programs that enhance learning outcomes and student achievement.

II.A.16 Evidence

- IIA16¹: *Program Review Handbook*
- IIA16²: Sample Program Review data
- IIA16³: Research Request Form
- IIA16⁴: Integrated Planning Model
- IIA16⁵: Program Review Unit to Strategic Goals Alignment Report
- IIA16⁶: Sample Curriculum Update Grid
- IIA16⁷: SDCCD Student Success and Retention Rates of Online Students Report, 2010/11 to 2014/15

II.B Library and Learning Support Services

II.B.1

The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Evidence of Meeting the Standard

The SDMC Learning Resource Center (LRC) serves the College's mission and goals by providing an environment and resources for learning, research, and problem solving within the academic community and in the workforce. The LRC offers a state-of-the-art library, computer, and media facilities to the entire college. The LRC is a 107,000 square foot facility that opened in 1998 and houses a variety of programs including the campus library, three computer labs, the Language Center, a professional development center (the LOFT), the Writing Center, and the DSPS High Tech Center.

The Library

The Library component occupies the first and third floors of the LRC (IIB1¹). The first floor comprises a library classroom, reference, periodicals, course reserves, and a media collection; the third floor includes a circulating book collection. The Library's electronic resources available by computer access include over 33,000 eBooks (IIB1²), two video streaming databases, and access to approximately fifty online textual databases (IIB1³).

The Library supports students through the entire range of scholarship, including the evaluation, selection, organization, retrieval, interpretation, and ethical use of resources and provide instruction for students and faculty. With four full-time faculty librarians, a full-time faculty member who specializes in instructional technology, eleven staff, and two supervisors, the Library provides the longest service hours of any library within the district (IIB1⁴; IIB1⁵). More than 20,000 students use the LRC every week during the fall and spring semesters (IIB1⁶).

The High Tech Center

The High Tech Center, located on the first floor, is a fully accessible computer lab/classroom administered by the Disability Support Programs and Services (DSPS) department (IIB1⁷). The DSPS High Tech Center provides highly individualized training for student with disabilities in the use of assistive technology. The HTC is also a resource for

students requiring support in the area of basic skill development, access to print materials, and computer support for academic classes. Classes taught in the HTC provides students with access to essential computer skills and a support system.

The Mesa Tutoring and Computing Center

The Mesa Tutoring and Computing Center (MT2C) is located centrally on the first and fourth floors and includes a computer lab equipped with Windows and Mac workstations and tutoring stations (IIB1⁸). These computers and tutoring areas are available to any SDMC student on a walk-in basis after student authentication. There are also quiet areas for independent and group study that enhance and facilitate teamwork and collaborative learning.

Writing Center, Language Computing Lab, and Language Classrooms

The third floor primarily comprises the Writing Center (IIB1⁹), Language Computing Lab (IIB1¹⁰), and language classrooms. The Writing Center and Language Lab provide focused tutoring and supplemental support for student learning.

The LOFT



The fourth floor is home to the LOFT (IIB1¹¹), a full-featured professional development center for faculty, staff, and administrators. The LOFT includes innovative technologies, tools, and furnishings to encourage collaborative, flexible, and creative thinking and learning.

The Center for Independent Learning is also located on the fourth floor (IIB1¹²).

Each of these distinctive learning environments support the mission and goals of the College, as well as teaching and student learning and achievement. Each segment of the LRC plays a unique part in developing academic success.

Analysis and Evaluation

SDMC supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.

II.B.1 Evidence

- IIB1¹: LRC Floor Plans
- IIB1²: E-Books Catalog Webpage
- IIB1³: Databases Webpage
- IIB1⁴: Library Staff Webpage
- IIB1⁵: Library Hours Webpage
- IIB1⁶: Gate Count Statistics, Week Four, Fall 2016
- IIB1⁷: High Tech Center Webpage
- IIB1⁸: Writing Center Webpage
- IIB1⁹: Language Center Webpage
- IIB1¹⁰: Tutoring Center Webpage
- IIB1¹¹: LOFT Webpage
- IIB1¹²: Center for Independent Learning Webpage

II.B.2

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.

Evidence of Meeting the Standard

The LRC comprises the library, learning assistance programs, and learning technology. These work together to create an optimum environment in which campus faculty and students, with the support of LRC faculty and staff, utilize state-of-the-art equipment and materials to support student learning and enhance the achievement of the college's mission.

The Library

The library collection holds 115,000 hard-copy books, 33,000 electronic books, 833 CD's, 500 video tapes and 535 DVD's, 141,733 microforms, 120 print periodical subscriptions, two streaming video databases and over 50 online databases. Many online resources are accessed through subscriptions with numerous aggregator and reference databases (IIB2¹; IIB2²).

The expertise of faculty, including librarians, helps the institution select materials to support learning and enhance achievement of the College's mission.

The formal process for selecting materials begins with program review, through which instructional faculty identify resources needed to improve student learning within their departments. These requests are then added to campuswide goals and identified in the

library's program review. Librarians are assigned as department liaisons to solicit feedback from professors regarding library resources and acquisitions. Instructional faculty may also place requests for selected books, periodicals, DVDs, and databases via email, campus mail, or telephone.

The selection of library materials is also informed by the following:

- Suggestion Forums: There are links on the website and a suggestion box in the library for making requests and suggestions (IIB2³).
- Circulation Reports: Monthly circulation reports of hard-copy and digital materials are disseminated among library faculty so they may evaluate what is popular within the collection.
- Information Databases: The library's database makes use of vendor statistics to track fluctuations in usage and to assist in decision-making.
- Professional Resources: The library subscribes to professional resources used to review materials, such as books, periodicals, and professional journals for consideration by faculty.

The LRC faculty also attend the national and statewide conferences, such as the American Library Association (ALA) and the Association of Colleges and Research Libraries (ACRL) annual conferences to identify trends, keep current in cutting-edge research, and ensure that students receive access to high quality information literacy resources (IIB2⁴). Library faculty and staff work to stay current with digital media trends, electronic subscriptions, and other means that deepen student experiences and promote easy access to relevant and sound resources.

Through the SDMC library website, every student and employee with a valid college identification number has full access to the library's online materials, including journal databases, two streaming video databases, electronic books, tutorial videos, and library research guides. For answers to reference questions, students can either call the reference desk during library hours or access 24/7 online reference assistance. An online modular class emphasizing information literacy skills is being tested for use with online students.

The library evaluates its effectiveness in meeting identified student learning outcomes through multiple measures that are documented in program review (IIB2⁵). For example, a point of service survey is conducted at the mid-point of each fall and spring semester and seeks closed-ended Likert-style responses to two questions:

1. "It is easy to check out books from the Mesa College library."
2. "It is easy to locate the materials I need to complete my class assignments (books, online databases, videos)." (IIB2⁶)

The target satisfaction outcome is 80 percent, and for the past five years, responses have ranged from 87 to 93 percent, correlating to responses of "agree" and "strongly agree." The survey also seeks open-ended responses. Based on these, the library has reinstated its Saturday hours.

The library also receives feedback from the collegewide *Student Satisfaction Survey* and the *Employee Perception Survey*. In the *Student Satisfaction Survey*, 80 percent of respondents were either "Satisfied" or "Very Satisfied" with the library resources and 75 percent were "Satisfied" or "Highly Satisfied" with the Media Services support. Seventy-three percent of respondents agreed that the library's collection and other resources adequately meet the needs of their individual program or work function. The *Findings from the Mesa College-M2C3 Institutional Assessments* survey indicates that a sample of students (611) enrolled in fall 2015 experienced a feeling of acceptance while using the library (IIB2⁷).

To ensure that all student and faculty needs are being considered, the LRC solicits feedback through suggestion boxes located in the building. Students, faculty, staff, and members of the community provide suggestions to the library staff via comment cards at the circulation counter. Cards are provided anonymously and are reviewed by the faculty and others, as appropriate. Comments are acted upon as needed. For example, the college has increased its WiFi access and added acoustical panels for noise control as a result of user comments.

In all, the institution evaluates the usage of learning support services to assure their adequacy in meeting identified student needs. Student demand is assessed through several tracking methods that monitor the materials and services used in the LRC. Such materials include books, media, technology, and databases (IIB2⁸).

Learning Assistance

In spring 2016, the College hired a full-time faculty instructional learning assistance coordinator. The College's general tutoring center (the Academic Skills Center) and its computer lab (the Center for Independent Learning) then merged with the LRC to centralize learning assistance functions and become what the College now refers to as the "Mesa Tutoring and Computing Center" (MT2C) (IIB2⁹).

The Center is located on the first, second, and fourth floors of the LRC and supports multiple modalities of learning assistance, including face-to-face general tutoring, embedded tutoring, and online tutoring. Dedicated math and science tutoring and computing is located on the fourth floor of the LRC; writing and language support is located on the second floor; and computing and assistance for other subjects like economics, accounting, and web design are located on the first floor.

The hours and days of service have been expanded to meet student need. Currently, MT2C is open 9:00 a.m. to 8:00 p.m. Monday through Thursday and 9:00 a.m. to 2:00 p.m. on Fridays and Saturdays.

Tutoring Philosophy and Training



The MT2C philosophy recognizes that the professionalization of tutors is an inlet to student success, and this philosophy is reflected in the MT2C logic model, its mission statement, and its theory-of-change statement recently developed by tutors, faculty, and staff to help drive the College's vision of learning assistance forward.

To support this work, MT2C has expanded its learning assistance coordination with a growing leadership team comprising an instructional learning assistance coordinator, a Writing Center coordinator, an English liaison, an ESOL liaison, a basic skills math coordinator, a transfer-level math coordinator, a science coordinator, an online/Friday/Saturday math coordinator, an online/Friday/Saturday English coordinator, a peer embedded-tutor representative, a graduate embedded-tutor representative, and three tutor leaders from math, science, and English, respectively. This team now meets weekly, with two sessions per month dedicated to program management and two sessions per month dedicated to leadership development. MT2C's philosophy is that if tutors are expected to take part in consistent and ongoing professional learning, the leadership team should take part as well. Consequently, this semester, the MT2C tutor leadership is reading *Back To School* by Mike Rose to investigate how the tutoring program can best support all SDMC students.

To enhance learning assistance practices, extensive faculty, tutor, and staff professional learning opportunities are offered. These focus on the professionalization of tutoring using the California Community College Success Network's (3CSN) Learning Assistance Project (LAP) framework. For example –

- New Tutor training sessions focus on the "Why?" of learning assistance, and tutors are asked to avoid thinking in terms of "the single story" of student and tutor success (IIB2¹⁰).
- The Center has begun holding bi-monthly tutor leadership meetings (IIB2¹¹).
- Campuswide learning assistance retreats have been held (IIB2¹²).
- The College has supported tutor attendance at LAP's Tutor Expo, a statewide professional tutoring conference developed by and for tutors (IIB2¹³).
- In fall 2016, over 30 tutors signed up to attend a regional tutor training conference (IIB2¹⁴).
- A two-week series of training sessions included instruction on how to develop and conduct presentations at professional conferences (IIB2¹⁵).

- All tutors are trained through the EDUC 100 course and learn about the tutoring cycle, including how to greet students, have students self-diagnose why they need assistance, tutor (not edit), have students reflect, and create next steps. This process helps to support the MT2C philosophy of creating independent learning, metacognition, study skills, and student success (IIB2¹⁶).

Through these professional learning opportunities, MT2C tutors are involved with discovering how they are an integral facet of student success.

Learning Assistance Evaluation and Feedback

In the summer of 2016, a group of MT2C coordinators applied for College Reading and Learning Association (CRLA) International Tutor Training Program Certification, the preparation for which has resulted in a more extensive self-evaluation processes by the Center (IIB2¹⁷). For example –

- The Center's tutoring program now has a five-year program-level evaluation cycle set up with the IRO. This evaluation process relies, in part, on student, staff, and faculty surveys and yearly success, retention, and persistence analyses.
- MT2C now has a more comprehensive tutor on-boarding process, including tutor interviews with the Instructional Learning Assistance Coordinator, multiple coordinator observations, and department-level tutor assessment (if required).
- MT2C has piloted a tutor feedback form utilizing the appreciative inquiry framework to help develop and foster tutor professional growth.

Additionally, the Instructional Learning Assistance Coordinator is actively involved with the campus community, participating with the Academic Senate, the Committee of Chairs, Mesa Student Services Council, and the President's Cabinet to discover what the campus community needs from a learning assistance program and to update the campus on program status, progress, and initiatives.

Grant- and Categorically Funded Programming

Learning Assistance receives funding from a wide variety of sources at SDMC, including funding from the general budget, basic skills, the Basic Skills Transformation Grant (BSSOT), Student Equity, and the HSI/Title V grant to integrate and support a growing learning assistance program, comprising the following components:

Writing Center: The Writing Center offers 30-minute face-to-face appointment-based tutoring sessions, supporting ESOL, basic-skills, and transfer-level English students, as well as writing across the curriculum. The Writing Center also holds regular weekly workshops led by instructors and tutors to help students with specific just-in-time tutoring skills (e.g., sentence-level errors, MLA citation, etc).

Math/Science: Like other tutorial centers in the California Community College system, MT2C serves a large number of students in math and science. To accommodate them, the math/science center offers drop-in tutoring, helping students with every level of math, from basic skills through transfer-level, and providing tutoring for entry levels of chemistry, physics, and biology. The math/science center continues to develop learning assistance programs for higher levels of math and science.

Languages: MT2C currently offers drop-in tutoring assistance in multiple languages, including Spanish, French, and Japanese and has started to develop how it can provide ESOL speaking/listening as well as American Sign Language learning assistance.

Embedded Tutoring: MT2C currently offers two types of embedded learning assistance.

For English and ESOL, MT2C currently offers the Graduate Tutor Program through which graduate students from surrounding San Diego universities are mentored by English professors and provide before-, during-, and after-class assistance with class concepts to students. This program will expand to ESOL classes in Spring 2017. For non-English/ESOL classes, MT2C offers the Classroom Tutor Program, which is modeled on the University of Missouri at Kansas City Supplemental Instruction model. Peer tutors are embedded in classes that they previously completed with an A or B with the same professor and then offer one-hour review student sessions outside of class.

Online and Expanded Hours: MT2C offers 24/7 writing assistance through NetTutor, an online tutoring service allowing students to ask real-time writing questions and asynchronously submit papers for feedback within 48-hours. The College's math and economics departments are currently reviewing NetTutor, and MT2C looks to work with other departments in the future if they also wish to offer online tutoring. MT2C has also expanded its Friday hours and started offering Saturday hours to help assist non-traditional students receive the help they need at the times they need it.

DSPS: The High Tech Center, which is located on the first floor, is a fully accessible computer lab/classroom administered by the DSPS department.

Veterans: MT2C supports veterans with a dedicated tutorial space and veteran tutors available for helping other veterans. Like all tutors, veteran tutors complete the EDUC 100 course.

Athlete Study Hall: MT2C is likewise dedicated to helping student athletes. While the entire center is available to athletes, in fall 2016, a new pilot program has been implemented to support men's baseball and women's volleyball teams by assigning two math and two English tutors for three hours every Monday in a dedicated location specifically for them.

Learning Technology

The College Technology Services division provides a broad range of equipment, materials, and services to students, faculty, and staff at SDMC, meeting the College's technological needs in classrooms and throughout the campus ([IIB2¹⁸](#)). College Technology Services provides :

- LCD projectors, computers, DVD/VCR players, and video cameras.
- Graphics and video production services to faculty and staff.
- Video services, including downloads for teleconferencing.

Access to the Community College Consortium video collection is coordinated through the Media Services division of Library Services. Booths are available with video playback equipment, study models, study materials, audio-cassette players, and other equipment.

Exhibits

The LRC provides display venues for student and faculty art work and other course-related projects. The LRC is home to an extensive African Art collection assembled to introduce SDMC students to art created for culturally specific purposes in Africa. The collection has continued to grow over the years and currently features over 900 pieces (IIB2¹⁹). It is a valued resource for African Art and other courses offered by the College.



Each semester, students enrolled in Art History classes exhibit selections from the collection in the Glass Gallery, located on the first floor of the LRC. The college will occasionally borrow fine African Art from other collectors, in order to present exhibitions of several weeks' duration, each with a unifying theme. The College also exhibits pieces from the collection off-campus.



The LRC supports and promotes equity and inclusiveness as evidenced by temporary exhibits, including Women's History, Veterans, and culturally relevant celebrations; in addition, the choral students make regular and frequent appearances in the foyer of the LRC. The LRC also provides space to exhibit and promote collaborations between departments, such as the collaboration between computer science and fashion

to create an exhibit of wearable technology. Many of these exhibits have received community support and publicity.

From fall 2016 to spring 2017, the Unidos por la Causa Exhibit will be on display in the Learning Resource Center. This exhibit was created by the SDMC Chicana/o Studies Department and Special Collection Library at SDSU, features panels that provide a comprehensive narrative of the origins of the Chicana/o Movement from a national to local perspective. It features photographs, reproductions of primary-source documents, and timeline historical overviews, and illustrates the early years of the Chicano movement for social justice and civil rights in San Diego (IIB2²⁰).

Analysis and Evaluation

SDMC relies on appropriate expertise of faculty, including librarians, and other learning support services professionals. The College selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

II.B.2 Evidence

- IIB2¹: Library Website
- IIB2²: Interview with Librarians, November 24, 2014
- IIB2³: Comments and Suggestions webpage
- IIB2⁴: ALA and ACRL Websites
- IIB2⁵: Library Program Review 2015-2016
- IIB2⁶: Point of Service Survey
- IIB2⁷: Library Service M2C3 Survey Data Results
- IIB2⁸: Library Program Review
- IIB2⁹: Mesa Tutoring and Computing Center
- IIB2¹⁰: Tutor Training Sessions
- IIB2¹¹: Tutor Leadership Meeting Minutes
- IIB2¹²: Learning Assistance Retreat Summary
- IIB2¹³: Learning Assistance Project Tutor Expo
- IIB2¹⁴: Regional Tutor Training Conference
- IIB2¹⁵: Professional Conference Presentation Training
- IIB2¹⁶: EDUC 100 Course Syllabus
- IIB2¹⁷: Tutoring Update, President's Cabinet, December 6, 2016
- IIB2¹⁸: College Technology Services Webpage
- IIB2¹⁹: African Art Collection Webpage
- IIB2²⁰: Unidos Por La Causa Exhibit

II.B.3

The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The SDMC library and learning support services provide essential front line support for student learning. As part of SDMC's commitment to continuous quality improvement, the School of Learning and Technological Resources, which has purview over the LRC, was reorganized to better meet the goals and mission of the college. An overarching assessment of the LRC, including all of the spaces and all of the programs, resulted in a streamlined and restructured space. The operations of the LRC have been reorganized with the intent of

improving accessibility and centralizing critical services for students and faculty. As part of the reorganization, the school name was changed to the School of Learning Resources and Academic Support, and duties originally assigned to the dean were reassigned to a new position, the Director of College Technology Services. This position provides dedicated support to all matters related to college technology (IIB3¹).

Each fall and spring semester, the library assesses its SLOs and AUOs via a survey, which asks approximately 300 students using the LRC to rate their satisfaction with the services provided. Through dialogue, the SLOs are re-evaluated and next steps are identified within program review (IIB3²). Two of the three LRC SLOs address the ability of students to locate and check-out library materials.

The following evaluation tools are used as a basis for improvement:

- A point of service survey
- SLO data
- Usage statistics through the SirsiDynix Horizon system monitored by faculty and staff.
- The districtwide SirsiDynix Horizon library circulation database overseen by SDMC faculty and staff
- The 3M system and attendance tracker, which records that approximately 20,000 patrons enter and leave the building daily

Materials and service usage data is collected and analyzed to inform the acquisition of materials, determine staffing levels, and inform technology purchases. The library is responsive to instructional needs, technological trends, and purchases books, videos and subscriptions to databases to support the curriculum and overall mission of the library and college.

During library research instruction sessions, the classroom instructor has the opportunity to fill out an evaluation regarding the effectiveness of the library presentation (IIB3³). There is also a classroom response system provided to give the instructing librarian the ability to ask a series of assessment questions throughout the lesson to check for understanding (IIB3⁴). Through the 24/7 online reference tool, the library has access to transcripts that can be used to review the effectiveness of the reference interview and teaching process (IIB3⁵). By reviewing evaluations, assessments, and transcripts, the effectiveness of teaching can be assessed and changes can be made in the instructional design of library instruction sessions and reference transactions.

Analysis and Evaluation

SDMC evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they

contribute to the attainment of student learning outcomes. The College uses the results of these evaluations as the basis for improvement.

II.B.3 Evidence

- IIB3¹: Learning Resources and Academic Support Organizational Chart
- IIB3²: LRC Program Review
- IIB3³: Library Faculty Feedback Form
- IIB3⁴: Classroom Response System
- IIB3⁵: Sample Transcript of 24/7 Online Reference Tool

II.B.4

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 institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence of Meeting the Standard

The library makes use of several collaborative relationships, which are secured via formal agreement, in order to better serve the needs of its constituents. Examples of sharing include interlibrary loans with other institutions outside of the SDICCCA consortium. Included in these standards are protocols for safety and security.

The LRC participates with the following organizations, which provide best practices and industry standards for the collaboration and sharing of resources and information.

San Diego/Imperial Counties Community College Learning Resources Cooperative (SDICCLRC)

This cooperative includes nine community college libraries in San Diego and Imperial Counties. The relationship is secured via a Joint Powers Agreement that is administered through the San Diego County Office of Education. Benefits of membership include regular meetings of the library chairs or directors to discuss issues of common interest; participation in the shared video library collection, which includes delivery services; and access to a "live chat" reference service, "Ask-a-Librarian", the contract for which is negotiated by the cooperative at a discounted price (IIB4¹).

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 Joint Powers Agreement was changed to allow participating libraries to use some of their consortium funds for local purchases. An example of the use of these funds is the subscription to SDMC's first video streaming database: Films on Demand

Community College League (CCL)

The library is a participating member in CCL, which is a statewide organization of all community college libraries, a subcommittee of which 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 j\p Archives (IIB4²).

Library Advisory Group (LAG)

LAG includes librarians from all three of the colleges in the SDCCD. This 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 -

- Upgrading the libraries' online catalog to be interactive with the Internet and accessible through the library websites.
- Subscribing to common databases and e-book collections.
- Creating common elements of the point of service surveys for the three libraries.

California Community College Success Network (3CSN)

3CSN is the professional learning division of the statewide Basic Skills grant. 3CSN's mission is to develop leaders in California community colleges who have the capacity to facilitate networks of faculty, staff, and students for curricular and institutional redesigns in support of increased student access, success, equity, and completion. 3CSN supports the belief that everybody - students, faculty, and staff - has the right to ongoing, sustained, and rigorous learning experiences to further their personal, educational, and professional growth (IIB4³).

Learning Assistance Project (LAP)

The Learning Assistance Project (LAP), a 3CSN-based community of practice, promotes ongoing professional learning for tutors and all educators connected to learning assistance within the California community colleges. Founded in 2015, the origin of the community can be traced to 3CSN's Basic Skills Initiative Leadership Institute (BSILI). LAP is dedicated to the professionalization of tutoring and the infusion of high-quality professional learning for tutors, faculty, and staff connected to tutoring or learning assistance programs and services on their campus. In addition to regional LAP networking events, LAP also

produces an annual conference called Tutor Expo, a conference by and for tutors and educators connected to tutoring and learning assistance (IIB4⁴).

Analysis and Evaluation

When SDMC 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 College takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The College regularly evaluates these services to ensure their effectiveness.

II.B.4 Evidence

- IIB4¹: SDICCLRC Webpage
- IIB4²: Library Consortium, Community College League
- IIB4³: California Community College Success Network Webpage
- IIB4⁴: Learning Assistance Project Webpage

II.C Student Support Services

II.C.1

The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard

Student support service departments engage in a continuous cycle of evaluation and improvement through the assessment of SLOs, AUOs, and annual program review. These IE processes align with those of the College to inform decision-making, drive resource allocation, support student learning regardless of location or means of delivery, and enhance accomplishments of the mission of the institution.

Student Services' annual IE cycle begins with a summer retreat during which the prior year's outcomes, identified areas of improvement, and strategic priorities are used to guide development of divisional goals for each successive year (IIC1¹). The division's mission, vision, and values are affirmed or modified at this time based on practice and retreat dialogue. The annual *Student Services Plan* is developed to include the annual goals, the SLOs/AUOs for the division, and the SLOs/AUOs for each department and program. The plan then maps departmental goals and SLOs/AUOs to institutional goals and ILOs (IIC1²).

The program review and SLO/AUO assessment processes conducted within each department occur in year-long cycles. During this time, departments gather data, assess outcomes, reflect on findings, and develop improvement plans to increase student success and learning. Department and divisional program review and SLO assessment are discussed at monthly Mesa Student Services Council meetings (MSSC) (IIC1³).

The resulting program review document is reviewed at multiple points, including consultation with a dedicated outcomes coordinator, a program review liaison, and the manager of the program or service area. This ensures quality control; alignment with student support objectives and the mission and goals of the college; that resource requests are linked to those objectives and goals; and validates the program review process.

In support of the College mission and SSSP, Student Equity, and the HSI/Title V grant mandates, the work of Student Services centers on positively impacting student success and equity. The culture of Student Services is energized by innovation and research-based approaches to effecting change and advancing the goals of categorical programs and grant activities, for example, in a way that crosses the traditional silos of student services, administrative services, and instruction.

Service areas regularly assess and improve their services to ensure that they are meeting their goals related to student testing, orientation, educational planning, retention, completion, alleviating barriers, and improving the success of students who are disproportionately impacted. Initiatives related to the SSSP and Equity Plans and the HSI grant program are vetted through the participatory governance process and assessed through program review. This assessment process has given rise to innovative student programming and services aligned with college goals for improving teaching, learning, equity, and student success. These data- and assessment-informed innovations are demonstrated by the following examples.

Summer CRUISE (Creating Rich, Unique, Intellectual Student Experiences)



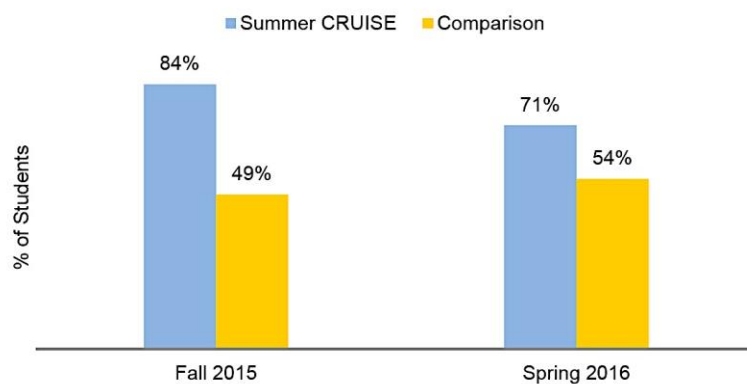
Recognizing disparities in retention and completion of disproportionately impacted groups, in particular, the College has sought to on-board new students in a comprehensive and holistic manner. The resulting Summer CRUISE is a week-long student engagement and preparation program designed for new college students. Specifically aligned with SDMC's mission, the program aims to deeply connect students with the campus, resulting in increased retention, persistence, and

ultimately improved transfer and graduation outcomes. During the CRUISE program, students interact with faculty, staff, and peer mentors through a series of academic workshops and engagement activities. Math and English workshops taught by discipline faculty help ease students' academic apprehension by providing tools to prepare them for their first semester in college. Complementing Summer CRUISE is the Peer Navigator program which engages peer mentors to support new students throughout their first year at SDMC. This peer mentoring program includes monthly contacts, workshops, guest speakers, and continuous assistance in accessing student services, learning resources, and campus and community activities to ensure new students' individual needs are met. Over 200 students participated in the pilot 2015 Summer CRUISE program, and over 350 students participated in the 2016 Summer CRUISE (IIC1⁴). In Spring 2017, SDMC will offer its first Winter and Spring CRUISE programs.

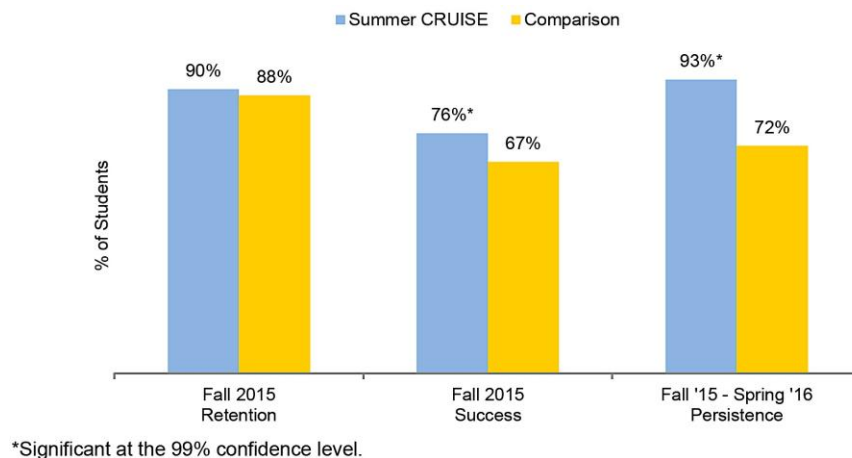
Program analyses show positive correlations between attending Summer CRUISE and interaction with a Peer Navigator and increased full-time registration, course success, and persistence (Figures 36 and 37). Summer CRUISE participants, who were first-time students, were retained in their classes to a similar degree as their peers in the comparison group. However, Summer CRUISE participants, who were first-time students, were significantly more likely than the comparison group to both succeed in Fall 2015 (76 percent versus 67 percent) and persist to Spring 2016 (93 percent versus 72 percent). In addition, the

average GPA for Summer CRUISE participants who were first-time students was almost a third of a point higher than the comparison group.

**Figure 36: Full-Time Students by Summer CRUISE Participation
First-Time Students**



**Figure 37: Retention, Success, and Persistence by Summer CRUISE Participation
First-Time Students**



Findings also reinforced the continuing need for areas previously identified for improvement with respect to –

- outreach to African American and male students and
- establishing communication expectations between Peer Navigators and CRUISE students through the academic year.

Multiple Measures Assessment Pilot

To immediately mitigate disproportionate impact in placement and access, in 2014-2015, SDMC embarked upon a pilot project designed for a current student cohort. This pilot responded to data indicating that most SDMC students place below college/transfer level in writing (with a much smaller percentage placing below college/transfer level in reading). The pilot involved re-placing students into transfer level English based on their self-reported high school GPAs. This measure instantly closed equity gaps caused by a primarily test-based placement process. Students in this pilot had a success rate of 71 percent, which is on par with the average success rate (71.6 percent) for all students enrolled in English 101/105 in the fall 2015 term (IIC1⁵). In summer and fall of 2015, the pilot was extended to include the re-placement of students in transfer level Math as well as English.

Retest Policy for English And Math Placement Tests

SDMC has recently implemented a new English and math retest policy that permits students to retake placement tests after one year rather than three years. Students may also opt to take the math placement test within the first year provided they complete a refresher session, workshop, course, or advancement exam (IIC1⁶). These new policies allow students to more readily mitigate impacts caused by lack of preparation, test anxiety, or other factors related to poor initial performance.

To complement this policy change, Student Services has begun new initiatives to better prepare students for the assessment process. The Counseling department has created the 6 Steps to Student Success - New Student Checklist (IIC1⁷) and has developed online pre-assessment workshops to support students in properly preparing for and completing their assessment tests (IIC1⁸). In addition, the Office of Outreach and Community Relations facilitates pre-assessment workshops at the College's local feeder high schools to increase students' level of preparation prior to taking their placement tests.

Additionally, students who believe they have sufficient grounds may challenge a prerequisite, corequisite, or limitation on enrollment in a specific course by submitting a Petition to Challenge in the Admissions office. Or, students may clear prerequisites and corequisites by meeting with a counselor who can determine their best approaches to success. Students are notified of their right to challenge their placement test scores through the REGistration workshop, orientation, or counseling faculty.

Meeting the Student Support Service Needs of Distance Education and All Students

The College recognizes that distance education students require technical, cognitive, and affective abilities to succeed in this format. Students can begin by assessing their readiness by using an interactive instrument (IIC1⁹) available through the SDCCD Online Learning Pathways site. To support their success, distance education and students, in general, benefit from ready access to online student support services. Available online student support services are rapidly evolving at SDMC in response to program assessment and in alignment with the College mission.

Examples of recent innovations that expand SDMC's capacity to serve students regardless of location include:

An Enhanced Website: The website is the primary means of communicating service- and policy-related information with distance education and many other students. Content is managed and updated by individual departments using the OUCampus content management system. Feedback links are included on every webpage so questions can be asked and typos, inaccuracies, and/or link errors can be fixed as quickly as possible. Website usage and behavioral patterns are tracked using SiteImprove website analytics and Heatmap.me to find gaps in usability and to help ensure ADA and SEO best practices. Usage statistics are reviewed quarterly to strategize content and navigation improvements for ease of use.

The SDMC website provides around-the-clock access to directory, program, service and process information associated with SDMC's student support services, and it is the hub for online services related to registration, orientation, petitions, counseling, career advising, transfer, and financial aid.

Ask Mesa: "Ask Mesa" by IntelliResponse is a web based and multi-channel interactive Q&A response system offered by SDMC to students, college personnel, or openly to any user. Ask Mesa allows prospective and current students and staff to ask questions through the Mesa website, Facebook, and on mobile devices, and receive "One Right Answer" in return, 24/7 ([IIC1¹⁰](#)).

iMesa: The free iMesa Mobile App is available for Android devices through the Google Play Store, and iPhone through the App Store. The iMesa mobile app's modules currently include:

- The Class Schedule
- Reg-E Registration System
- Interactive Google Maps
- Links to online services for students
- Event information, and news updates
- Connections to the College's social media tools
- Academic deadlines and announcements
- Emergency information

Scholarship Application Process: In 2012-2013 Student Affairs partnered with Academicworks to establish and maintain an automated Internet-based system for accepting and processing scholarship applications. The scholarship module allows students to review requirements for scholarship applications online, complete and submit a scholarship application online, review the status of their application remotely, and accept scholarship awards online. These services have allowed SDMC to increase the efficiency and effectiveness of the student scholarship application process. The new

online program has been successful in the areas of access and equity for SDMC students. By converting to an online process, Student Affairs is able to double the number of applications received in one year (664 in 2013; 1,369 in 2014).

The Career and Transfer Center Services: The Career and Transfer Centers have increased access for distant learners and all students by –

- Including items in SDMC's bi-monthly *E-News* newsletters sent campuswide through the District listserve.
- Making the “Are You Ready to Transfer” PowerPoints available to all distance education professors.
- Developing a webinar series for career and transfer workshops with integrated interactive resources to be available online.
- Piloting an online services, workshop, and event registration system in fall 2016.

The Career and Transfer websites contain a full array of remote services including career exploration resources (IIC1¹¹), career resources for diverse students (IIC1¹²), the Job Network (IIC1¹³), and information on transfer, including information related to the Associate Degree for Transfer (IIC1¹⁴).

Title IX: In 2015, SDMC in partnership with the District and all SDCCD campuses, secured and implemented the use of Maxient software throughout the District. Maxient manages behavior records at colleges and provides centralized reporting and recordkeeping that helps institutions connect the dots and prevent students from falling through the cracks. SDMC has used Maxient to provide 24-hour, online access for student reporting of Title IX complaints, general complaints, and Sexual Assault Prevention Training (IIC1¹⁵). Use of Maxient assures equitable, reliable, comprehensive services to students regardless of location or delivery method.

In Spring 2016, SDMC hired a new College Technical Analyst to assist with identifying technology needs in support of students. This position has worked collaboratively with Student Services departments and programs to launch pilots designed to increase access and effectiveness for students and student services areas, regardless of location or means of delivery, including distance education. Examples include:

Zoom Web Conferencing Online Advising: Counseling is spearheading a pilot program to offer online advising appointments using Zoom Web Conferencing to increase the availability of counseling/advisement resources to distance education students.

Ivy Chatbots (Career and Transfer Center): Ivy is a vendor for AI-based customer service chatbots that are customizable and programmable. The chatbots run 24/7 from the Career and Transfer websites and allow for increased access to resources, videos, and information that students would otherwise get with an onsite visit to the department.

The chatbots will be developed and maintained to become more accurate and thorough in their service offerings by perpetual evaluation of the most common student questions.

Live Chat Software: To more efficiently triage student support questions and requests for advising appointments, the Counseling department will be piloting live chat software that will allow for distance education students to interact with staff and receive assistance with most questions. The live chat software will supplement existing onsite services and will be staffed during typical hours of operation.

E-SARS Electronic Advising Appointment Registration: To provide more robust scheduling options for students, Student Services is testing and piloting E-SARS to allow for online registration of onsite advising appointments.

Webinars and Online Advising Videos: Student Services departments, including Counseling, Career, and Transfer, have been ramping up the use of recorded webinars and other video resources that can be found on the SDMC website. The use of these videos lends consistency over subject material and increases the accessibility for distance education students to said information.

EventUs Event Mobile App: The Career and Transfer Center is piloting an event mobile app for iOS and Android mobile devices. The event app gives students a “one stop shop” for Career and Transfer events that allow for proactive alerts and notifications for employers and college/university attendees, for example. The event app is designed to increase awareness of services offered and to allow for the greater use of services by distance education students.

Student success and equity data are monitored and evaluated comparably for on-campus and distance education students. SSSP helps to ensure that all students establish the necessary foundation for success and Student Equity helps to ensure that the College is meeting its goals and advancing its equity goals related to the College’s key performance indicators, with a focus on disproportionately impacted populations, regardless of location. Assessment efforts and improvement are ongoing and documented through program review.

Analysis and Evaluation

Since the college’s last accreditation, Student Services departments continue to develop and integrate institutional effectiveness processes into their ongoing work. The Student Services division is actively engaged in meeting the goals of the College and of the SSSP and Student Equity plans by assessing its outcomes, making improvements, and implementing innovations. The departmental and divisional SLO/AUO assessment process continues to evolve and successful practices and outcomes are shared to help further support a sustainable culture of improvement.

II.C.1 Evidence

- IIC1¹: Mesa Student Services Council Retreat Agenda
- IIC1²: *Student Services Plan 2016-2017*
- IIC1³: MSSC Agenda, Reflections on Student/Program Outcomes
- IIC1⁴: Summer CRUISE Peer Navigator Report, July 2016
- IIC1⁵: MMAP PowerPoint, p. 17
- IIC1⁶: Assessment, *Mesa College Catalog*
- IIC1⁷: 6 Steps to Student Success – New Student Checklist
- IIC1⁸: Pre-Assessment Workshop Videos
- IIC1⁹: Online Learning Pathways Readiness Assessment
- IIC1¹⁰: IntelliResponse’s “Ask Mesa”
- IIC1¹¹: Career Exploration webpage
- IIC1¹²: Diverse Career Resources webpage
- IIC1¹³: Job Network webpage
- IIC1¹⁴: Transfer Center/ADT webpage
- IIC1¹⁵: Title IX and Maxient reporting tools

II.C.2

The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard

Student Services departments assess SLOs/AUOs to inform decision-making, to provide a framework for identifying and evaluating appropriate services, and to support continuous quality improvement at SDMC. This is an integral part of the institutional effectiveness process and an active part of Student Services practices.

In alignment with the college’s Strategic Goal 6.2 which states that the college will “advance assessment of student learning at the course, program, service area, and institutional levels,” each department within Student Services identifies and assesses SLOs or AUOs annually. The identification and assessment of SLOs or AUOs are documented through the program review process.

Departments develop SLO plans which include SLO identification, assessment measures and instruments, implementation methods, and improvement initiatives. SLO assessment and improvement efforts are shared at Mesa Student Services Council (MSSC) meetings at which departments present their ongoing SLO work (IIC2¹).

Informed by a Culture of Learning

Student Services and the College, more generally, have benefitted from affiliation with advanced degree programs like that offered through San Diego State University with a concentration in Community College Leadership and through innovative success- and equity-based programs that faculty, staff, and administrators have participated in. These inform divisional philosophies, knowledge and methodologies, partnerships, programs, activities, their assessment, and their outcomes. Connections to practitioners, ideas, and resources have provided a foundation for innovation that promotes the quality of SDMC's on-campus and distance student services.

On behalf of the College, Student Services has partnered, for example, with the University of Southern California's Center for Urban Education (CUE) and two programs developed by faculty at San Diego State University: the Minority Male Community College Collaborative (M2C3) and the Center for Organizational Responsibility and Advancement (CORA). These are mission-centered, equity-minded organizations that support colleges in mitigating disproportionately impacted populations.

CUE: CUE is working with SDMC to achieve equitable outcomes in its services. To support this, CUE led an extended "change agent" activity through which faculty, staff, and administrators walked in the shoes of students to experience college services as students do, for example. This inquiry process has been one introduction to principles of equity-mindedness (IIC2²).

To augment this work, with the guidance of CUE and the support of the Institutional Research Office (IRO), service areas receive program review data related to student outcomes and other metrics disaggregated by student populations, including those that are disproportionately impacted. The IRO conducts workshops tailored to Student Services to support its examination of equity-related data and to make plans for improvement (IIC2³). Equity outcomes are embedded in the program review process that all service areas and programs use for assessment and improvement.

M2C3: M2C3 has supported SDMC in building its understanding and capacity to support historically underserved men of color. Through an ongoing series of workshops hosted at SDMC and available by video, personnel at all levels have learned about the impacts of microaggressions (IIC2⁴). and the role masculinities play in the perceptions and experiences of men of color, for example. These provide practical bases for effective and equitable interactions in service areas and for a lens through which to consider assessment and improvement.

CORA: CORA provides the Teaching Community College Men of Color Certificate program, a distance education course offered free to all SDMC personnel. This program, taught by M2C3 faculty, includes modules that demonstrate why enhanced strategies are necessary for men of color and how to build relationships with men of color. The College is currently working with CORA and M2C3 to offer a program geared toward

classified staff, many of whom work directly with students and make contact with them at critical junctures along their pathways.

Innovations and improvements in support of student equity and success are broadly recognized as a central focus of Student Services.

Availability of Services to Achieve Learning Support Outcomes

The Student Services division includes twenty-five departments, programs, and services that support student learning and success. These include services related to outreach, admissions, counseling, assessment, financial aid, student equity, student health, student life, student governance, degree and certificate conferral, career, transfer, and for disabled students, first-generation students, and students of low socio-economic status.

Student Services leadership provides planning, program development, and administrative oversight to these departments and ensures that the “[e]valuation and fine-tuning of organizational structures to support student learning is ongoing” (from the “Rubric for Institutional Effectiveness: Part III: Student Learning Outcomes,” ACCJC).



In 2014, Student Services reorganized to more fully support departmental and divisional outcomes. Specifically, a new Dean of Student Success and Equity was added to the college structure. In addition, the college added a HSI/Title V office led by a Program Activity Manager. This office was created in response to SDMC’s large population of Latino/a students, its designation as a Hispanic Serving Institution, and its receipt of a five-year, three-million dollar HSI grant. This organizational development was designed, in part, to target ongoing learning outcome assessment and program improvement for services related to historically and disproportionately impacted populations.

Under the Student Success and Equity division, SDMC has hired a new Special Populations Counselor Coordinator designed to close achievement gaps in access and success in underrepresented student groups, as identified in the SDMC *Student Equity Plan*. The position coordinates core services and provides counseling support to former foster youth, undocumented students (AB540), first generation, and/or low-income students. In fall 2016, after a multi-year hiatus, SDMC relaunched the CalWORKs program for SDMC students. “California Work Opportunities & Responsibility to Kids” provides qualified student-parents the opportunity to proceed with education; increase skills and talents; and/or earn a certificate, associate or bachelor’s degree, which ensure the future of self-sufficiency of their family.

Assessment, Outcomes, and Improvements

The division and departments use assessment data to inform and improve programs and services to meet students' needs and improve their outcomes. For example, the 2015-2016 SLO work of the Counseling department reflects this commitment to innovation, evaluation, and implementation of SLO practices for optimal student learning, success, and equity. Following SDMC's 2010 Accreditation site visit the evaluation team reported that, "Student Services conducts regular program reviews with integrated Student Learning Outcomes that lead to program improvements." Also, the report observed, "the Student Services division has developed a climate of change and innovation" (IIC2⁵). To further actualize this observation in support of the six-year accreditation cycle, the strategic plan for the Counseling department program- and course-level SLO assessment cycle was developed. By intention, it is prescriptive and organic, allowing for a process that leads to highly competent student learning, given legislative changes and both the diverse and dynamic needs of students.

Committed to its SLO evolution, the Counseling department in 2012 deemed it important to identify an SLO Coordinator to guide and ensure SLO innovation, evaluation, and implementation. Under the coordinated leadership of the Counseling department chairperson and the Counseling faculty SLO Coordinator, the Counseling department SLO assessment process has been subsequently ongoing. It includes biweekly evaluative department-wide work groups, cumulative data reports by semester, and formal annual reporting in coordination with the Counseling department program review process. The 2015-2016 cycle includes coordinated efforts with the Campus-Based Researcher to generate student feedback on Counseling SLOs.

Through coordinated leadership and continuous evaluation, significant findings have continued to ignite the department's commitment to SLOs. For example, each annual assessment process during the last five years has included a pivot table review of the counseling appointment and Personal Growth instructional SLO results. Annually, benchmarks for improved student learning were achieved. Each cycle, greater than 80 percent of students from counseling appointments and Personal Growth courses are demonstrating highly competent learning. In 2014-2015, the Counseling department elected to include SLO best practice evaluative work groups as a standing item on the Counseling department meeting agendas (IIC2⁶). The SLO process became a prioritized process, and the work groups provide a forum for faculty to share and evaluate best-practice strategies that facilitate highly competent student learning. These work group discussions have included the Campus-Based Researcher to help integrate other dimensions of SLO assessment into the department SLO process. Under the leadership of the Counseling department SLO Coordinator, the department developed a *Post-Appointment Student Assessment Survey*, as well as a *Focus Group Needs Assessment Query*. Results from the post-appointment SLO surveys and the classroom needs assessment focus groups will be presented and processed in Spring 2017 during the inaugural Counseling department SLO In-Service Retreat. Findings and actions from the past five years have created a foundation for continued

evaluative SLO and program improvements, as the department engages the final third of this six-year accreditation cycle.

In 2015-2016, preliminary discussions for developing a new SLO tool to assess student learning in a Group Counseling format began. Proactively planning for the service standards set by SB 1456, the Counseling department is pioneering group orientation and registration workshops and aims to evaluate student learning with a post workshop quiz/survey for participating students. Completion of this objective, while allowing room for other progressive evaluative outcomes, is hallmark of the climate of change and innovation embraced by the Counseling department to provide optimal learning and service for SDMC students.

As the campus begins integration of its new ERP student data system, the Counseling department will look for ERP compatible SLO tracking options that could further streamline the assessment process. In addition, the department has moved forward with working collaboratively with the Campus Based Researcher to develop a point of service survey for students who were served by general Counseling during Spring 2016. The department looks forward to hearing about the results of the POS.

Improving Culturally Relevant Outcomes: Student Health Services: SOMALIA



Student Health Services hosts several personally, socially and culturally relevant events each year to support students holistically. Examples include the Comfort Tent offered at stressful times during the semester, to allow students to take a break from the rigor of academic life in a relaxing and soothing environment. Death Experience, held around Halloween, has offered students the opportunity to drive a vehicle under simulated impairment/distraction and experience the effects of this through hands-on visual displays. The Tents of Truth event is

designed to help students better understand and engage with difference, including difference related to culture and ability, for example. This successful and impactful event is held annually to provide an experiential event for everyone on campus. As originally conceived, the event would see 500+ students in two days. In 2015, however, only 171 students attended. Through quantitative and qualitative analyses, the department concluded that the event was no longer relevant to the experiences of the campus community. In 2016, the event changed significantly to a “one-culture” immersion event. The 2016 event centered on Somali cultural practices and expanded to have the student think about other unfamiliar cultures that they might not yet have explored. This event hosted 220 students in just one day.

Because 2016 was an inaugural year for the reframed event, it offered many insights to the organizers. In particular, they identified two key findings. The first related to how students engaged with a new principle of exchange that perhaps varied from more familiar principles inherent to a capitalistic society. At the event, students were provided with play money to buy trinkets to pay proper respect to an elder during the tea ceremony that came next. At the tea ceremony, the students were reluctant/refused to give up their trinkets and follow the Somali cultural rules. At the next event, facilitators will educate the students about the generosity needed toward the tea ceremony elder and the principles of exchange valued in different cultures. Second, qualitative and quantitative data demonstrated that students were confused about the questions they were asked during the pre-test and that they didn't want to score the pre-test first and wait to take the post-test following the event. The next event will include a structure and further explanation at the beginning and end of the event to ensure the proper completion of the pre- and post- tests. This will then afford the organizers a greater understanding of the learning outcomes and opportunities for improvement.

Analysis and Evaluation

With the support of two research associates dedicated to student services and reporting to the campus-based researcher, department point-people, and program review writers and liaisons, student service departments engage in robust and ongoing data collection and self-evaluation. This assessment process drives ongoing improvement and resource allocation. Departments continue to develop their SLO/AUO assessment processes to better identify student needs, to support their success, and to mitigate existing disproportionate impacts.

II.C.2 Evidence

- IIC2¹: MSSC Agenda, Reflections on Student/Program Outcomes
- IIC2²: CUE Change Agents, CUE's Partnership with San Diego Mesa College
- IIC2³: Equity Data for Student Services and Workshop PowerPoint
- IIC2⁴: M2C3 Microaggression Wideo
- IIC2⁵: *Evaluation Report*, ACCJC, p. 23
- IIC2⁶: Counseling Meeting Agendas, September 14, 2016; October 5, 2016

II.C.3

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. (ER 15)

Evidence of Meeting the Standard

SDMC assures equitable access to all students, regardless of service location or delivery method. The composition of the College closely resembles that of the District's service area

for most ethnic populations, with a slightly larger population of African American students and a lower population of White students (IIC3¹).

To promote student access, services for students are offered in the one-stop Student Services Center, Mondays-Tuesday 8:00-6:00 and Fridays 8:00-3:00 with core services open until 7:00 p.m., Monday-Tuesday; until 6:00 p.m. on Wednesdays and Thursdays; and until 3:00 p.m. on Fridays. Special extended and weekend hours for core student services (Admissions, Financial Aid, Counseling, Student Accounting, and DSPS) are provided during peak registration and on add/drop deadlines.

Within its service area, the College coordinates outreach efforts and participates in partnerships that serve Continuing Education students, feeder high-school and middle-school students, UC San Diego students, and CSU San Diego and San Marcos students. These efforts align with Strategic Goal 3.1 which calls for the college to “[c]ollaborate with Continuing Education, K-12, and area universities to create and sustain a seamless pathway into, through, and beyond San Diego Mesa College” (IIC3²). Some examples include the following:

Accelerated College Program (ACP): The Accelerated College Program allows local high school students to take and earn transferable college credit while remaining on their high school campuses. This program fills a unique need within the San Diego Unified School District as it augments current high school curriculum for those students interested in and ready for the challenge of college coursework. SDCCD and the San Diego Unified School District have collaborated to prepare students for college and offer programs that foster student success. The Accelerated College Program supports this districtwide goal.

The data for ACP consistently demonstrates the success of students and quality of instruction provided by faculty members. ASP has consistently high retention rates, never dropping below 95 percent in the last five years. Student success rates are equally as praiseworthy, consistently averaging above 90 percent. Student outcomes show no significant variation by gender or ethnicity. The data is also reflective of the commitment the program has to ensure that the opportunities provided cultivate student success (IIC3³).

College and Career Access Pathway (CCAP): The CCAP/Legacy Program, instituted under state guidelines, also allows local high school students to take and earn transferable college credit while remaining on their high school campuses. This program was specifically set up for under-represented students seeking the opportunity to complete their transfer level Math and English classes while in high school and receive high school credit to meet their graduation requirements. In addition, this program was created for those students thinking about attending SDMC and will directly promote access within the College’s service area. SDCCD and the San Diego Unified School District have collaborated to prepare students for college and offer programs like this

that foster student success and provide seamless integration into the college experience. In the last year, this program has shown tremendous growth in both the number of sections offered and students enrolled in the program.



San Diego Promise: In February 2016, the SDCCD Board of Trustees approved a pilot program to implement a local version of America's College Promise for free community college (IIC3⁴). This pilot is a partnership with SDCCD (including SDMC) and the San Diego Unified High School District.

The San Diego Promise pays for enrollment fees and provides book grants for incoming freshmen at City, Mesa, and Miramar colleges during the 2016-2017 academic year. The San Diego Promise is ultimately intended to ensure that no deserving local students are denied the opportunity to go to college due to lack of resources.

SDCCD is starting with a pilot program in fall 2016 in preparation for broader implementation in fall 2017. Pilot program participants are required to be enrolled in at least 12 units for both fall and spring, participate in eight hours of community service each semester, and maintain a minimum GPA of 2.0. The program is limited to graduating seniors from the San Diego Unified School District and eligible students from San Diego Continuing Education.

A total of 314 students applied to be part of the San Diego Promise. Two hundred students were selected by the San Diego Unified School District based on a combination of need, including barriers and challenges they have faced in high school, and their commitment to completing a college degree, certificate, or transfer program. 90 students are attending SDMC.

There are three direct benefits under the pilot program:

- Students who receive some state or federal financial aid will have the balance of the cost of their enrollment fees paid, ensuring free access.
- Students who do not receive state or federal financial aid, but still have financial need, will have their enrollment fees paid outright.
- Additionally, students will receive up to \$1,000 in grants for textbooks and related instructional supplies.

Kearny Fast Track: Feeder high school students from the Kearny High Educational Complex are able to take college classes while still in high school to support their transition to college and accelerate their progress (IIC3⁵).

San Diego Metropolitan Regional Career and Technical High School (MET): MET, a vocationally oriented middle-college high school, is located on SDMC's campus. The MET partnership with SDMC allows MET students to participate in college preparation courses, college-level courses, and career-related internships. SDMC counselors work with MET staff to prepare students for college curricula and campus life.

SDSU and UC San Diego Cross Enrollment: The College participates in this university cross-enrollment program which allows university students to take community college classes as a part of their four-year programs. The Admissions office administers the program to ensure compliance with specific enrollment conditions and limitations. Through this program, students can take classes that may be impacted or otherwise unavailable on their home campuses for reduced (community college) fees.

College Programs for Special Populations

The college provides programs for special populations. These programs support students' access to learning and success. Examples of programs include the following:

Extended Opportunities Programs and Services (EOPS): EOPS uses an “over and above” philosophy to deliver enhanced support services to increase the access, retention and transfer rates of financially and educationally disadvantaged students. EOPS supports the College's equity goal by serving a proportionally higher number of disproportionately impacted groups. In 2014-2015 EOPS served 641 students of whom 46 percent were Latino, 22 percent Asian Pacific Islander, 16 percent White and 10 percent African American (IIC3⁶). Services provided by EOPS include priority registration, intrusive counseling, UC and CSU transfer application waivers, and financial support in the form of book vouchers and grants depending on funding. Through the CARE program, EOPS supports single parents with children under the age of 14 receiving CalWORKs by providing them with supplementary services which may include meal cards, gas cards, print cards, grants, and an end of the year celebration. The number of students served is largely correlated with the availability of state funding. EOPS/CARE increased the number of students served from 548 in 2012-2013 to 690 students in the 2015-2016 academic year. Of those 690 students, 21 students were part of the CARE program. Funding for EOPS and CARE was restored for the academic year 2015-2016. With restored funding, EOPS/CARE projects an increase in numbers of students served back to pre-budget cuts figures, about 800 students.

Student Tutorial and Academic Resources (STAR TRIO): STAR TRIO provides students opportunities for academic development, assists with basic college requirements, and serves to motivate students towards the successful completion of their postsecondary education. The goal of STAR TRIO is to increase the college retention and graduation rates of its participants and to facilitate the process of transition to the four-year university.

To receive assistance, students must be enrolled at SDMC, meet federal income guidelines, and be first-generation to college and/or a student in the DSPS program and evidencing academic need. New participants must be full-time students who intend to transfer to the four-year university to pursue a bachelor's degree

Disability Support Programs and Services (DSPS): DSPS assists the institution in ensuring equitable access for students with disabilities by providing highly specialized services and classes. DSPS serves about 1400 students annually and provides disability related counseling, registration assistance, computer assisted learning support, sign language interpretation and captioning services, test proctoring, alternate media, and campus and community referrals.

DSPS uses its program review and SLO assessment to review its effectiveness of services. DSPS makes adjustments to its services in order to adhere to state and federal mandates and to improve its outcomes. District policies and procedures regarding access are regularly evaluated and updated to make sure that reasonable accommodations are being met. DSPS works closely with the campus research office to evaluate persistence and retention data for student success in the DSPS courses, general education courses and career technical programs. Evidence suggests that students supported by DSPS have had comparable persistence, retention, and success rates to those in the general population despite their challenges. (IIC3⁷).



Fostering Academic Success and Transitions Scholars (FAST Scholars): To better assess the needs and provide the most appropriate, comprehensive and reliable services to foster youth, the FAST Scholars program was established. The program is dedicated to serving foster youth, guardianship youth and homeless youth at SDMC. FAST Scholars benefits include priority registration, intrusive counseling and case management services, assistance applying for financial aid opportunities such as the CHAFEE grant and scholarships, life skills and success seminars, and book vouchers based on funding.

Outreach Student Ambassador Program: The Outreach Student Ambassador Program provides direct service and support to students at fourteen high schools and two Continuing Education sites. Student Ambassadors help prospective students complete the necessary pre-enrollment steps (application, orientation, assessment), inform students of the importance of meeting with counselors for an educational plan and follow up, inform them of their financial aid options, and assist with FAFSA completion when needed. Student Ambassadors play an important role on the high school and Continuing Education campuses, ensuring that all students are aware of their varied post-secondary options. Student Ambassadors assist students through application workshops, pre-assessment workshops, and online orientation completion. They facilitate high school outreach activities that include classroom presentations,

workshops, and one-on-one work with juniors and seniors, for example, community outreach, financial aid outreach, Continuing Education outreach, including classroom presentations, workshops, and one-on-one work with students ready to transition) and college “in-reach.”

In the spring 2016 semester, the Outreach office administered a point of service survey designed to assess satisfaction with the College’s outreach services and respondents’ interest in attending college as a result of participating in outreach services. The survey was available to potential SDMC students after meeting with an Outreach Ambassador, either individually, in a small group, or after a workshop. Overall, the results of the survey revealed favorable outcomes by students who met with the SDMC Outreach Ambassadors. Respondents to the survey expressed more interest in attending SDMC after meeting with the Ambassadors. Open-ended responses regarding the aspects of the interactions they found the most valuable revealed that students gained a lot of knowledge from the Ambassadors, especially regarding classes, programs, the College as a whole, and the application process.

Undocumented/AB540: The needs of undocumented/AB540 students are being met through the development of a program that provides personalized academic counseling, scholarship assistance, community resources and referrals, peer mentoring, workshops, and other community building events.

Puente Project: The Puente Project program is a nationally recognized academic program designed to help students adjust to college life and prepare them for transfer to four-year colleges and universities. The program is unique in that it explores the Latino/a experience; however, Puente is open to, and welcomes, all students. The mission of the Puente Project is to increase the number of educationally underserved students who enroll in four-year colleges and universities, earn degrees, and return to the community as leaders and mentors to future generations. The program has four major components: writing instruction, personal growth instruction, counseling, and mentoring. Puente’s goal is to provide students with a strong academic foundation and the support needed to be successful at SDMC and beyond.

Puente students take a rigorous two-course sequence in English (English 49 and 101) and personal development (Personal Growth 120 and 140) taught by a Puente-trained instructor and counselor. The learning community class provides a supportive environment with a focus on multicultural and Latino literature. Students work closely with their Puente counselors to prepare an academic plan, focus on academic, personal, career and professional goals, and transfer to a four-year university.

Puente’s program of personal mentoring by professionals from their local area inspires students to return with college degrees to their communities, as leaders and mentors for the next generation ([IIC3⁸](#)).



for self-efficacy emerges and a foundation is formed for academic success. Umoja actively serves and promotes student success for all students through a curriculum and pedagogy responsive to the legacy of the African and African-American Diasporas. Therefore, the main mission of the Mesa Academy/Umoja program is to “raise the aspirations” of African-American students, and to expand their capabilities, future alternatives, and sense of opportunities grounded in academic planning, fulfillment of admission requirements, and the completion of the financial aid process. Additionally, the Mesa Academy/Umoja program promotes quality services and programs related to the graduation, persistence, progression, recruitment, and retention of African-American students by advocating for academic success, associate degree or certificate attainment, college assessment, transfer to four-year institutions, cultural awareness, and co-curricular involvement. The Mesa Academy/Umoja program addresses three areas of learning: academic research, curriculum, and civic and community engagement. Accordingly, part of the Mesa Academy/Umoja program mission is to extend learning from the classroom to community outreach and service learning (IIC3⁹).



Veterans Services and the Veterans Resource Center: The SDMC Veterans Services Program promotes a culture of collaboration within the campus and surrounding community to increase awareness and sensitivity to matters concerning veterans, active duty members of the armed forces, and their dependents. The program creates and sustains an encouraging environment by

acknowledging, honoring, and addressing veterans' unique needs. This is accomplished by providing veterans with the resources, support and advocacy needed to achieve their educational and professional goals.

In the fall of 2013, SDMC established a Veterans Resource Center. The Center is designed to provide a safe and welcoming place for veterans and their dependents to receive support, information, and camaraderie. It serves as a hub for a variety of resources specifically geared toward the unique needs of the veterans, active duty military, and dependents. Services include:

- Veterans tutoring services
- Veterans counseling services
- Transition assistance
- Networking opportunities
- Benefits workshops
- Career workshops
- Financial aid workshops
- Peer assistance (advising, mentoring)

In 2016-2017, the College hired a designated Veterans Counselor. This counselor collaborates with the administrator and the Veterans office staff to deliver core services as their primary duties and responsibilities. These include but are not limited to: orientation, assessment (evaluation of placement scores, course placement, transcripts, prerequisite clearance), counseling/advising and other education planning services, follow-up for at-risk students. The delivery of these services occurs in multiple ways: in-person, on-line, through individual and group meetings, workshops and other innovative ways. All veteran students, including those participating in distance education, have access to the following.

- Web resources (IIC3¹⁰)
- Online orientation (IIC3¹¹)

Equity Plan

Strategic Goal 1.5 of the Educational Master plan calls for the college to “Assess, analyze, and act upon the collegewide research and data-informed Student Equity Plan to assure access and success for the College’s diverse population” (IIC3²). In 2014, the College reinvigorated its Student Equity Plan to provide a framework for the research, planning, and implementation efforts of broad campus constituencies and added a Student Success and Equity office to its organizational structure. The Student Success and Equity office steers the College’s equity efforts in collaboration with the Vice President of Student Services and the broadly representative Student Success and Equity Committee.

Student Services has also developed equity-based programs collaboratively with Instruction, that include the following:



Professional Development: In partnership with the College's HSI/Title V grant program, Proyecto Éxito, the College has intentionally focused on the development of innovative practices, curriculum redesign, and faculty/staff development. Specifically, equity funding is supporting an innovative concept called the LOFT, a designated space where faculty, staff and

administrators can share in open dialogue and training on equity, share equity sightings (examples of equity-minded activity), explore new technologies, and share best practices.

Summer CRUISE and Peer Navigators (Peer Mentoring): Through Proyecto Éxito, SDMC has developed an innovative approach to acclimating new students to the campus by means of an intensive, multi day orientation, the Summer CRUISE. CRUISE focuses on assisting identified, disproportionately impacted groups to establish a sense of community and belonging. The Peer Navigator program, a component of CRUISE, provides on going peer-to-peer support and relationship building.

Tutoring and Classroom Tutoring: The SDMC Equity Plan calls for the strategic alignment of all tutorial programs across the campus and the coordination of tutor training practices, both in general and categorical programs. In particular, the College ensures that tutors are trained in equity mindedness in addition to ensuring they are experts in course content and tutoring methods. Tutor demographics, by race, ethnicity and gender and the scheduling of tutors of varying background are monitored.

Student Equity Mini Grants: To support campus equity efforts, in spring 2016, funding was used to address the challenges students have transitioning from Chem 152 (Introduction to General Chemistry) to Chem 200 (General Chemistry) through the use of topic-based workshops run by Chemistry faculty. The college held five topic-based workshops during the semester for Chem 200 students, encouraging those students most at risk to attend by offering extra credit or a quiz retake. The College ran each of these workshops twice, at two different times, to accommodate as many students' schedules as possible. The College also ran the same number of workshops for Chem 152 students. Approximately 150 students attended these workshops and many students attended multiple workshops. At the end of the spring semester, an anonymous survey was given in which 90 percent of the 150 students surveyed felt the workshops were excellent/good and 88 percent felt that the workshops lead to an increase in their overall success in the course.



Center for Urban Education (CUE): The college has established a consulting partnership with CUE, which works to “clos[e] the racial-ethnic equity gap and improve[e] student outcomes in higher education. Using data, process and benchmarking tools as well as structured inquiry activities embodied in what is called the Equity Scorecard™, CUE helps the college identify problems, develop interventions and implement

equity goals to increase retention, transfer and graduation rates for historically under-represented racial-ethnic groups” (IIC3¹²).

Minority Male Community College Collaborative (M2C3): The college has partnered with M2C3, which uses a research-based methodology to survey African American male students regarding their academic goals, sense of inclusion, participation, feelings of belonging, and degree to which they feel supported (IIC3¹³).

Center for Organizational Responsibility and Advancement (CORA): In support of the College’s ongoing institutional equity planning efforts, SDMC has partnered with CORA and has made the Teaching Men of Color Certificate Program available free of charge to all SDMC faculty, staff, and students, including tutors, student leaders, Ambassadors, and Peer Navigators, for example.

STEM Engagement for the Enrichment of Diverse Students (SEEDS Scholars): The SEEDS Scholars program is a four-year grant funded by the National Institute of Food and Agriculture at the U.S. Department of Agriculture. The overarching goal of the program is to build graduate-school and career pathways for Hispanic students related to the food, agricultural, and natural resource systems of the U.S. Each of the three SEEDS Scholars program objectives delineates collaborations with high schools and universities to meet this goal. Summer 2016 marked the midway point of the grant activities, which include the following accomplishments related to high school and university collaborations.

- More than ten outreach presentations at Clairemont, Kearny, Madison, and Mission Bay high schools
- The hosting of Greenbag Field Trips in spring 2015 to San Diego State University (SDSU) and to the University of California, San Diego (UCSD) for approximately 80 Clairemont, Madison, and Mission Bay high school students
- The hosting of the Sustainability Summit on the SDMC campus in fall 2015 where 40 SDMC students and a total of 120 students from Hoover, Kearny, SD MET, Mission Bay, and Serra high schools engaged with researchers from SDSU and UCSD
- Providing internships for two King Chavez High School students in fall 2015; and

- SEEDS Days at SDSU and UCSD in Spring 2016 where 11 SDMC students visited research labs and met with professors, graduate student researchers, coordinators of programs for underrepresented students, and admissions staff.

These activities provide opportunities for building relationships with personnel at local high schools and universities, which demonstrate how each educational institution has a shared interest in creating equitable access to all students.

The Committee for Diversity Action, Inclusion and Equity (CDAIE): CDAIE (pronounced “See Day”) was originally formed as the Diversity Committee in 2009 in response to the changing demographics of students at SDMC and in an effort to develop culturally sensitive ways to welcome, educate, support, and celebrate the diversity of students on campus. Because the Committee is also involved in providing the same welcome, support, and training for faculty and staff, inviting community input promoting diversity and equity initiatives, and incorporating a framework of diversity, equity, and inclusion into the college structure, in 2014-2015, the Committee voted to change its name from the Diversity Committee to the Committee for Diversity Action, Inclusion and Equity to underscore the scope of its mission.

CDAIE’s mission is to develop and implement a strategy for diversity, inclusion and equity which is active and aligned with SDMC’s mission, vision and values. The Committee’s overarching goal is to engage and support students, faculty, and staff in the ongoing process of transforming the campus environment into one which community members envision as safe, supportive, culturally proficient, globally inclusive, and reflective of the larger San Diego community.

Hispanic -Serving Institutions (HSI) Program/Title V Grant: Proyecto Éxito: In fall 2013, the College had a Latino student enrollment of 33 percent, which more than doubled the College’s Latino enrollment in fall 2002 when the Latino student population was 14.8 percent. Based on demographic trends, this percentage is expected to rise. To address this change, in fall 2014, SDMC was awarded a Developing Hispanic-Serving Institutions Title V five-year grant in the amount of \$2.62 million, one of only 25 grants offered nationwide. The purpose of the grant is to improve the retention and graduation rates of SDMC’s diverse population, particularly its Latino students, through systemic, institutional changes and improvements.

SDMC’s HSI/Title V program is titled Proyecto Éxito, a name that combines the idea of successfully exiting with a degree, certificate, or transfer-readiness with the Spanish word for “success.” SDMC grant funds help a higher proportion of its low-income and Latino students experience academic success, allowing them to meet their goals (IIC3¹⁴). Critical grant imperatives include:

- Redesigning basic skills and gateway courses through acceleration and learning communities

- Initiating new academic support and student support systems like peer mentoring and classroom tutoring (supplemental instruction)
- Providing essential faculty and staff development, including professional development to introduce new classroom pedagogies and to support student engagement from a cultural perspective
- Creating supportive spaces for students, staff, and faculty, including the development of a teaching and learning center for faculty and staff (now the LOFT) and the development of a student engagement center with a cultural focus (in-progress)

Expected outcomes include:

- Improvements in Basic Skills/ESOL progression to College Level courses.
- Reduction in the “D/F/W” rates in key gateway courses.
- Improvements in retention and completion rates.



The Stand: Food Pantry and Clothing Closet: In order to address students’ food insecurity and their need for professional clothing suitable for job interviews, in fall 2016, Student Services launched a food pantry and clothing closet located on the second floor of the Student Services Building. The Stand is being supplied through donations by faculty, staff, administrators, and community members; campus competitions; and food and

clothing drives. In addition to providing immediate food relief and clothing assistance, the Stand will provide information on CAL Fresh, 211 San Diego, and community food pantry resources for students.

The Student Success and Equity department oversees the food pantry component and works in conjunction with the Career Center which offers the professional clothing component. Clothing inventory will include suits, blazers, skirts, button-down shirts, and more. This service is designed to increase students’ self-esteem, to help them look their best for interviews, and to help them make lasting positive impressions.

Through its efforts, Student Services works to ensure equitable outcomes for students related to access, course completion, basic skills and ESOL completion, degree and certificate completion, and transfer. By disaggregating data according to race, gender, and former foster youth, students with disabilities, veterans, and low-income status, the College has been able to identify evidence of disproportionate impact using a Proportionality Index Score (IIC3¹⁵). In 2014, research showed little disproportionate impact with respect to access or course completion; however, disproportionate impacts were demonstrated in the following categories:

- Overarching Direction: All students
- Basic Skills Math: African American, Pacific Islander, DSPS students
- Basic Skills ESL: Latino, White, 25-49 and 50+, non-economically disadvantaged
- Degree/Certificate Completion: African American, Filipino
- Transfer: African American, 25-49 and 50+, DSPS.

To assure equitable access to all students, the College:

- Assesses protocols that assist practitioners in equity inquiry
- Implements strategic interventions to close equity gaps
- Establishes positions that support a comprehensive response to student equity
- Advances a campus culture of degree completion for all students through professional development workshops and completion campaigns
- Implements teaching and learning strategies and programs to advance awareness and clear pathways for transfer

Analysis and Evaluation

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.

II.C.3 Evidence

- IIC3¹: Regional and College Demographics by Ethnicity
- IIC3²: *EMP*, p. 16
- IIC3³: ACP webpage
- IIC3⁴: SD Promise
- IIC3⁵: Mesa College “Fast Track” Partnership, Kearny High School Webpage
- IIC3⁶: *EOPS Annual Report*, p. 4
- IIC3⁷: *DSPS Annual Report*, p. 32
- IIC3⁸: Puente Project
- IIC3⁹: “Programs to Improve Outcomes for Underrepresented Students, Summer 2014”
Mesa Academy/Umoja
- IIC3¹⁰: Veterans Web Resources
- IIC3¹¹: Veterans Online Orientation
- IIC3¹²: Center for Urban Education
- IIC3¹³: M2C3 Webpage
- IIC3¹⁴: Proyecto Éxito Webpage
- IIC3¹⁵: Equity Plan Executive Summary, p. 2

II.C.4

Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard

SDMC's co-curricular programs are tied to instruction, the College mission, and reflect a commitment to access, success, enrichment, engagement, and equity. BP 3120 *Off-Campus Student Activities* describes co-curricular activities as including but not limited to student leadership, athletics, speech and debate, journalism and dramatic/performing arts (IIC4¹). To assure sound educational policy and standards of integrity, all co-curricular and athletic programs align with District policies and procedures. Such policies include *Manual 3200: Procedures and Operating Guidelines for Clubs/Organizations* and *Student Travel Guidelines* (IIC4²; IIC4³).

In support of this Standard, the following co-curricular, athletic, and socio-cultural programs are highlighted:

Speech and Debate



The SDMC Speech and Debate (forensics) team is a working laboratory for students to practice public address and debate. Throughout the competitive season (the entire academic year), students learn skills and showcase their ability to demonstrate learning from both a practical and theoretical perspective. Students must draw from knowledge they learn in the team classroom sessions, individual coaching sessions with professors, judges from other schools

(comprising speech and debate professors), peers from other teams, as well as each other. Knowledge acquired from all courses they attend can be the basis of arguments and speeches they perform for the team in competition. During the competitive season, students attend tournaments at the local, regional, state, and international levels. International competition is designed to not only give students a competitive experience but allows them access to live-changing cultural experiences as well. The team meets SDMC's mission of access, success, and equity because the team is open to all students from all majors and all levels of education and competitive experience--in other words, all are welcome to participate on the speech and debate team. Students can choose from eleven individual speaking events as well as National Parliamentary Debate Association (NPDA)-style debate. The philosophy of the team is that winning is a consequence, not an objective and all students are expected to compete ethically. Additionally, the team adheres to all codes of

conduct found in BP 3100 *Student Rights, Responsibilities, Campus Safety and Administrative Due Process* as well as the District's *Student Travel Guidelines* (IIC4⁴; IIC4³).

Forensics meets all of the Institutional Learning Outcomes and is one of the curricular areas for Communication Studies that teach students to master most of the department program learning outcomes. Students from the team have a 90 percent transfer rate and attend some the top universities in the country and the world. Past students have transferred to such institutions as Johns Hopkins, Columbia, Berkeley, Harvard, Oxford, Brown and NYU, for example. Competing for the team can also give students advantage to transfer to institutions such as San Diego State University, Point Loma Nazarene University, CSU Long Beach, San Francisco State University, and other programs. This is because many of judges at tournaments are directors and coaches from universities; therefore, students are often recruited to continue their competitive education at universities that support speech and debate programs. The finances of the team are managed by the director, the Dean of the School of Humanities, as well as SDMC's financial liaison at the Business Services Office.

Athletics Program



The college has prioritized its athletic programs based on the needs of the community. When considering new programs to meet gender equity and Title IX mandates, the college annually sends an athletics survey to prospective athletes in sports not currently offered. Based on the results of such a survey, the college determined in 2014 to start Beach Volleyball (IIC4⁵). SDMC maintains an athletic Gender Equity committee in order to continue building equity in College programs.

The Athletics program provides all students with the opportunity to participate in intercollegiate athletic development and competition through 10 men's and 11 woman's sports. The College's 21 athletic teams support the College's ILOs. For example, they support critical thinking, as student athletes learn time management skills and discipline required for team practices, games, scouting reports, team play book recall and performance; global awareness and civic responsibility, as student athletes learn how to effectively work with fellow student athletes from diverse cultural, economic, and social backgrounds; self-awareness and interpersonal skills, through collaboration with fellow team members and by setting and achieving personal, educational, and/or professional goals; communication skills, as student athletes learn to work effectively and collaboratively in developing game plans and reviewing and analyzing videos of games and practices; and technical awareness, as student athletes review games and practice videos using HUDL software. In these ways, the program supports the Institutional Learning Outcomes of the college and therefore its mission.

The athletics programs conduct community outreach through recruiting. Coaches are in the community recruiting student athletes on their high school campuses throughout the school year. The students recruited must be full time per the CCCAA constitution. Athletic teams travel to other community colleges to compete and showcase student/athlete's abilities through athletic competition.

Athletic Directors, coaches, and staff work with students to support their academic goals by ensuring that they attend required tutoring sessions each week. In addition, the eligibility clerk follows up on a weekly basis to ensure that student athletes are enrolled in the required number of full-time units to participate in athletics. The Athletic Director and Assistant Athletics Director complete CCCAA required forms to document academic and athletic transfer information. The school reports to the Vice President of Instruction, who provides administrative oversight for the athletic program in addition to the Dean. The program is funded through College sources, which has oversight and approval for program activities.

Student Clubs and Organizations

SDMC hosts over 35 clubs and organizations per semester. Clubs and organizations are designed to engage students and add a rich multi-cultural dimension to their experience while fostering a sense of inclusion and belonging.

Students clubs and organizations adhere to SDCCD's *Manual 3200: Procedures and Operating Guidelines for Student Clubs and Organizations* (IIC4²) and are funded through the sales of AS cards. AS expenditures are overseen and approved by the Dean of Student Affairs.



Clubs and organizations are supported by faculty and classified staff advisors who are approved by the college president annually. Associated Student Government and the Inter Club Council (ICC) provide governance leadership for student clubs and organizations. The Student Affairs office serves as the administrative point of contact for organization officers and participants.



Students wishing to create, re-activate, or register a club for the semester are provided with a Frequently Asked Questions sheet containing information on how to get started and can submit their club registration form online (IIC4⁶).

Analysis and Evaluation

SDMC has a depth and breadth of co-curricular and athletic programs. Programs are designed to complement instructional programs and include but are not limited to student

leadership, athletics, speech and debate, and journalism. These activities provide students with rich learning and engagement opportunities that enable students to achieve their educational goals, build a sense of community, and achieve personal growth. District policies ensure that all activities are in adherence with state, local and federal regulations.

II.C.4 Evidence

- IIC4¹: BP 3120 *Off-Campus Student Activities*
- IIC4²: *Manual 3200 Procedures and Operating Guidelines for Clubs/Organizations*
- IIC4³: *Student Travel Guidelines*
- IIC4⁴: BP 3100 *Student Rights, Responsibilities, Campus Safety and Administrative Due Process*
- IIC4⁵: Mesa College Title IX Intercollegiate Sports Survey, Spring 2015
- IIC4⁶: Student Clubs webpage

II.C.5

The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

The College provides counseling services, including general and special program orientations, to support student development, college success, graduation, and transfer. The college also provides professional development opportunities to support faculty in their provision of timely, useful, and accurate counseling and advising. General Counseling, DSPS, EOPS, STAR TRIO, FAST Scholars, the Undocumented/AB540 program, Veterans, the Transfer Center, Student Health Services, and the Career Center provide a full complement of counseling services for all of SDMC's roughly 25,000 students. General Counseling offers services including on-campus and online advising through which students can access information regarding educational planning, prerequisite clearance, transfer, and associate degree requirements (IIC5¹). Focused campus and web resources are available for international students, athletes (MAAP), African American students (Mesa Academy/UMOJA), Latino/a students (Puente), veterans, and new/first-year students (FYE).

DSPS, EOPS, STAR TRIO, the Transfer Center, CalWORKs and the Career Center likewise offer targeted counseling services to ensure students, including former foster youth, receive necessary support. STAR TRIO, CalWORKs and EOPS counselors and staff regularly meet with their students to conduct individual counseling on academic, career, and personal preparedness for success. Additionally, workshops are conducted to help students

complete their financial aid and scholarship applications, transfer and/or degree applications, and to build leadership skills. The Transfer and Career Centers offer robust on-campus and online services, including ongoing workshop series to help students reach their educational goals. Student Health Services offers free preventative, crisis, group and individual mental health services.

An online orientation is available for the general population through My Mesa which includes modules for specific retention populations including veterans, athletes, international students, and FYE students. An estimated 12,000 students are served annually by this online orientation. EOPS, DSPS, and the Veterans departments offer online program orientations, as well. These provide in-depth information about program requirements to support student retention and success.

General Counseling, DSPS, EOPS, and STAR TRIO are implementing the SSSP Plan to ensure that eligible students are fully matriculated and meet core services in the areas of assessment, orientation, and education planning. Student Services Technicians have been hired to help support this effort.

Enhanced counseling services for students are supported by cross-collaboration between counseling departments, other student services areas, and instruction, as the following examples demonstrate.

First Year Experience (FYE)

The FYE Program is designed to provide the tools for incoming students with no prior college experience to succeed. Outreach and Counseling collaborate to establish a connection with local feeder and non-feeder high schools. Students are introduced to SDMC's services and programs through a variety of workshops while they are in their senior year of high school and in the summer before their first semester begins.

For students and their families to learn more about FYE, Counseling conducts a workshop during the open-campus Jump Start Your Success day Saturday event. Through efforts of financial aid and various departments on campus, potential FYE students attend the Cash In On Community College event where they have the opportunity to attend workshops about Financial Aid, Counseling, and Career Exploration. At both of these events, students and their families have opportunities to meet with and learn more about other programs and services available on campus such as, SEEDS, EOPS, STAR TRIO and Veterans.

In the summer, FYE students attend a dedicated registration workshop. This is a two-hour comprehensive workshop where students are introduced to General Education options and requirements. Their test scores are interpreted so that students enroll in the appropriate English and Math courses, and students leave with an Abbreviated Ed Plan which covers their coursework for the first year.

Online Counseling and Distance Education Support

The following are efforts of the SDMC Counseling department to increase online counseling services to students.

Mesa Online Advising Center (MOAC): The Counseling department formed a subcommittee to define the services offered through MOAC, in addition to looking at best practices and determining parameters, procedures, and an implementation plan. As a result, this service is designed to provide SDMC students with a resource to ask general counseling questions that pertain to reaching their education and personal goals.

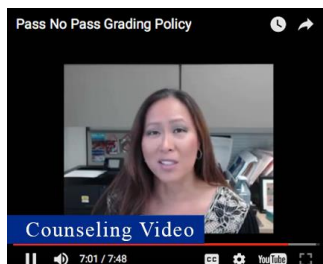
Responses are handled in a timely manner based on counselor availability. Information provided by counseling is subject to the limitations of current and available material. Online Counseling is appropriate for information such as:

- Clarification of college procedures and policies
- Certificate, degree and transfer requirements
- Course prerequisites
- Course offerings and majors available
- Referrals to other programs/services
- Transferability of Mesa courses

MOAC can be accessed by students in two ways: 1) through Blackboard which is the current learning management system used by SDCCD and 2) through email to the MOAC counselor through mesaonlinecounselor@sdccd.edu.

Below are examples of projects that the Counseling department has either implemented or will be carrying out during the 2016-2017 academic year and beyond as part of the faculty's efforts to expand online counseling to students.

YouTube Channel



The Counseling department has created a YouTube channel that includes the following (IIC5²).

- a. A Welcome video to the YouTube Channel
- b. An introduction video to MOAC – Mesa Online Advising Center
- c. An orientation video to MOAC – Mesa Online Advising Center
- d. Preparing for Online Classes

- e. Pass/No Pass Grading Policy
- f. How to Register for Classes
- g. Pre-assessment Workshop Part I
- h. Pre-assessment Workshop Part II

Email Counseling

Students have the option of contacting a counselor through email at mesacoun@sdccd.edu if they have general questions. There is a counselor assigned three hours per week to answer email inquiries. Responses can take up to three business days during peak registration times.

Veterans Email Counseling

VA students who have questions have the option of contacting a counselor through email. They can email the VA counselor at mesavacounselor@sdccd.edu.

iMesa Mobile App



1. iMesa Mobile
San Diego Mesa College
★★★★★

Current and future SDMC students, faculty, and staff now have college information at their fingertips thanks to the College's iMesa mobile application. Students can use the app to view the upcoming summer session schedule and to register for classes.

The free iMesa app is available for Android devices through the Google Play Store, and iPhone through the Apple App Store. The iMesa mobile app's modules, based on student survey results, currently include:

- The class schedule (which links to the Reg-E registration system)
- Interactive Google Maps
- Links to online services for students
- Event information and news updates
- Connections to the College's social media tools
- Academic deadlines and announcements
- Emergency information

IntelliResponse Virtual Agent: Ask Mesa



IntelliResponse's Ask Mesa is a web-based and multi-channel interactive Q&A response system at Mesa. Ask Mesa allows prospective and current students and staff to ask questions through the Mesa website, Facebook, and on mobile devices, and receive "one right answer" in return, 24/7. <http://sdmesa.intelliresponse.com/>

My Mesa Advising Component

The My Mesa Advising Component is a much improved version of the previously developed first-semester advising workshop. Students are led through the first semester course planning with the assistance of an avatar, Ms. Olympia. Students enter their placement test results and the online advisement tool will guide the student through the course selection process (IIC5³).

My Mesa Online Orientation

In the spirit of student success and seamless delivery of services to students, all orientation modalities are integrated with counseling/advising services and the development of abbreviated education plans. Each new SDMC student will complete the assessment, orientation, and attend a REGistration Workshop to develop an abbreviated education plan. Students are informed that their English/ESL course placements are based on multiple criteria and that multiple measures are used to ensure that no single test score or assessment measure is used to place students into courses. The primary mode of delivery for orientation will be online. Those who prefer a face to face orientation have the option of signing up through the counseling office. Students have the option of viewing the online orientation at home or in the testing lab. Once students complete the online orientation, they are able to print out a form indicating that they have completed orientation services and this will be their ticket to taking the English, ESOL and math placement test. Students can receive these services via drop-in. There are a total of 44 computer terminals in the testing lab, which allows us to serve a large volume of students. There is a smaller testing lab that has nine computers for students who wish to complete their orientation in the lab.

After completing the online orientation, students can meet with a counselor to develop an abbreviated education plan. The online orientation includes the following information:

- Academic expectations and progress and probation standards
- Maintaining registration priority
- Prerequisite or co-requisite challenge process
- Maintaining Board of Governors Fee Waiver

- Description of available programs, support services, financial aid assistance, and
- campus facilities, and how they can be accessed
- Academic calendar and important timelines
- Registration and college fees.
- Available education planning services

Additional Counseling Resources Available to Students Online:

- 6 Steps to Student Success: New Student Checklist – There is a New Student Checklist available to future students through the SDMC website under the “Future Students” tab (IIC5⁴).
- 6 Steps to Student Success – There is a 6 Steps to Student Success Brochure available to future students through the SDMC website under the “Future Students” tab (IIC5⁵).
- 6 Steps to Student Success is a video that provides students with information on how to get started at SDMC. The video can be accessed in the following areas:
 - SDMC website
 - Mesa Online Advising Center website and video (IIC5⁶) -
 - Mesa Online Advising Center Blackboard Account in the following areas:
 - Under the Course Menu
 - Under the MOAC Blackboard Homepage
 - Under the “Getting Started in College” which can be found under the Modules and Info page of the MOAC Blackboard account.

Description of available programs, support services, financial aid assistance, campus facilities and how they can be accessed are available through the College catalog, website, online orientation, and the student handbook.

- *Mesa College Catalog* (IIC5⁷)
- Student Services Website (IIC5⁸)
- My Mesa Online Orientation (IIC5⁹)
- Campus Programs (IIC5¹⁰)
- College Success Basics (IIC5¹¹)
- Campus Map (IIC5¹²)
- Veteran Students (IIC5¹³)
- Student Athletes (IIC5¹⁴)
- International Students (IIC5¹⁵)
- First Year Experience (IIC5¹⁶)
- Reg-E (IIC5¹⁷)
- Schedule of Classes (IIC5¹⁸)
- Student Web Services (IIC5¹⁹)
- Available education planning services Information on education planning services can be found online through the SDMC Counseling website, and by visiting the counseling office. Further detail is available in the Education Plan

section under “Counseling, Advising, and other Education Planning Services” (IIC5²⁰).

Future Plans for 2016-2017 Academic Year:

- Pilot and Implementation of a Counseling Chat
- Pilot and Implementation of Synchronous Workshops
- Finalize online counseling appointments
- Piloting of online counseling appointments
- Finalize and implementation of online scheduling appointments
- Move away from offering MOAC services through Blackboard and shift towards a website format that supports increased access to students.
- Developing a new online orientation that will provide the Counseling department with opportunities to make adjustments which reflect the needs of students in light of SSSP and Student Equity.

Personal Growth (PERG) Instruction

The SDMC Counseling department is the home of the following Personal Growth classes:

- Personal Growth 110 – Introduction to College
- Personal Growth 120 – College Success and Lifelong Learning
- Personal Growth 130 – Career and Life Planning
- Personal Growth 140 – Life Skills and Personal Adjustment

PERG 110 is a new class that will be piloted in fall 2016 to support one of the partnership programs that Mesa has with the San Diego Metropolitan Regional Career and Technical High School.

With the exception of Personal Growth 110, the rest of the Personal Growth curriculum has been offered as fully online classes. The SDMC Counseling department takes the program review process seriously and takes into consideration enrollment management data in making data-informed, sound decisions impacting the instruction of these courses.

Workshops

To support student success and equity, the counseling department offers a variety of workshops (IIC5²¹). Information about each workshop is found below.

REGistration Workshop: The REGistration workshop is designed to help students gain an understanding of the various educational pathways and their benefits and to develop a two-semester, abbreviated education plan with counseling faculty. Completion of this workshop will help students meet one of the student success steps at SDMC.

Face-to-Face Orientation: SDMC's Orientation is an interactive way to familiarize students with a variety of helpful community college practices. Information regarding

Registration, priority enrollment, special programs, student services, and educational planning are just some of the topics covered. Through this orientation, students will also begin to build their Mesa support network. Attention is devoted to helping ensure the understanding of all strategies toward student success.

VA Orientation: The Veterans Orientation consists of information to prepare student veterans for their college experience, including the steps that student veterans will be taking to ensure that they are prepared for college success. The orientation will cover veterans benefits and processes, campus resources, and general student information to prepare participants for the completion of the New Student Checklist, an important component of the 6 Steps to Student Success.

BGFW - Better Grades for Fee Waivers: This workshop will cover recent changes in the state impacting students' eligibility for the governor's fee waiver. This workshop is designed to assist students who are concerned about their academic standing and would like to take a proactive approach in order to make progress towards their degree and/or educational goal, and maintain eligibility for the BOG Fee Waiver.

Introduction to Counseling Services: This workshop covers the various counseling services available to students. Participants will learn more about how to effectively utilize counseling services available at SDMC.

MAAP

The Mesa Academics and Athletics Program (MAAP) and the Athletics/Exercise Science department monitor the progress of student-athletes two to three times per semester to assure they are attending class and working towards completing their educational goals. The program checks student progress and if any red flags appear an intervention takes place. Interventions consist of the student-athlete being referred to any or all of the following: 1) the professor of the course they are struggling in; 2) the Academic Skills Center; 3) the Counseling department; 4) their coach; or 5) Student Health Services if needed.

MAAP uses two progress reporting forms/systems: the traditional paper format and an online progress report using GradesFirst. Of the 21 intercollegiate sports, 19 are using the traditional paper format and two sports (men's baseball and women's indoor and beach volleyball) are piloting the online format via GradesFirst.

MAAP is creating an online presence for early alerts and progress reports. Several departments and student groups use some type of progress reporting system. The goal is to integrate programs and use one universal form for all student-athletes. GradesFirst is the premier student-support system for academic success and retention. It is an easy-to-use system that streamlines faculty and staff workflow, uses a follow-up component, helps academic support staff identify positive outcomes, provides analytics and develops repeatable processes to assist student-athletes in their academic and athletic goals.

MAAP and the Athletics Department continue to monitor the progress of student-athletes using both formats in order to assist student-athletes achieve their academic requirements, including graduation and transfer policies.

The International Student Program

The International Student Program (ISP) relies on the collaboration of Admissions and Counseling to assist students in transitioning to SDMC. International admissions requirements incorporate policies and procedures consistent with standards for the higher education admission of non-immigrant visitor students. Students who are successfully admitted to SDMC are required to participate in the ISP.

The ISP is a comprehensive student retention and success program that acknowledges that student learning is best effected when an array of teaching and delivery approaches is employed. As such, students have access to 24-hour online access via Blackboard's virtual International Student Center (International Connection) as well as both personal and group advising services when seeking academic and immigration assistance. One such group delivery approach is the mandatory three-day international student orientation week, which not only serves to address student success mandates of testing, orientation, and education planning for all, but provides students the intrinsic rewards of establishing themselves into a community of learners while building on their skills of inquiry and communication. The ISP goes above and beyond student success mandates by not only providing comprehensive assessment, orientation and education planning for all students but also offers regular access to follow up services throughout the matriculation of each student culminating in the international student Departure Workshops at the conclusion of the student's study abroad experience.

Special Programs

Student Services targets special populations and provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. These programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

EOPS/CARE: EOPS/CARE uses an “over and above” philosophy to deliver enhanced support services to increase the access, retention and transfer rates of financially and educationally disadvantaged students. EOPS supports SDMC’s equity goal by serving a proportionally higher number of disproportionately impacted groups. In 2014-2015 EOPS served 641 students of whom 46 percent were Latino, 22 percent Asian Pacific Islander, 16 percent White and 10 percent African American (IIC5²²). Services provided by EOPS include priority registration, intrusive counseling, UC and CSU transfer application waivers, and financial support in the form of book vouchers and grants depending on funding. Through the CARE program, EOPS supports single parents with children under the age of 14 receiving CalWORKs by providing them with

supplementary services which may include, end of the year celebrations, meal cards, gas cards, print cards and grants. The number of students served is largely correlated with the availability of state funding. EOPS/CARE increased the number of students served from 548 in 2012-2013 to 690 students in the 2015-2016 academic year. Of those 690 students, 21 students were part of the CARE program. Funding for EOPS and CARE was restored for the academic year 2015-2016. With restored funding, EOPS/CARE projects an increase in numbers of students served back to pre-budget cuts figures, about 800 students.

EOPS/CARE's online intake process, which is followed by a quiz and an in-person orientation to the program, provides students with information regarding program requirements, benefits, and resources for a successful transition. The program's three-contact-per-semester and progress-report requirements enhance counselors' ability to closely monitor students' understanding of academic requirements and assess progress toward academic goals. An annual report developed by the District's Institutional Research and Planning Office enables EOPS/CARE to quantitatively evaluate its performance. The report disaggregates data by ethnicity and gender and compares EOPS student outcomes to SDMC's general student population. EOPS students consistently show higher GPAs, success, retention and persistence rates (IIC5²³). In addition, the office uses program review to develop and evaluate SLOs and program goals to better serve students. Through counselor meetings the department discusses counseling practices, transfer updates and processes to improve student outcomes and overall experience.

DSPS: DSPS partners with other Student Services programs to provide support to students with disabilities. DSPS serves on the Financial Aid Appeal Committee, works with the Career/Transfer Center and Veterans Resource Center to conduct workshops and trainings. DSPS supports the testing center by providing assistance for students who require assistive technology to access the placement tests. DSPS provides consultation to the Distance Education Committee and works with individual faculty to make sure that that online delivery of course content is compliant with the ADA and Section 508 of the Rehabilitation Act.

Transfer

Fifty-four percent of students at SDMC state their intention to transfer to a university (IIC5²⁴). To support these students, the Transfer Center offers on-campus and online services, including classroom visits, workshops, transfer counselor tabling, and university representative visits. Transfer information is also available through counselors in the general Counseling department. SDMC's transfer success is demonstrated by its recent award for being the number one institution to confer ADTs in the state (IIC5²⁵).

The Transfer Center now offers education plans for students with the expanded number of transfer counselors available. The Transfer Advisory Committee continues to work to assist in the transfer function at SDMC. The Mesa Transfer Connection has been created to assist

in sending transfer related information to online students through Blackboard. Students can access the site at SDCCD Online, and login with:

Username	mesa_transfer
Password	sdccd

In fall 2016, the Transfer Center added a fall evening transfer fair to reach out to evening students. The Transfer Center, in collaboration with SDMC's Associated Student governance body, frequently provides transfer workshops in the Transfer Center or via classroom presentations. The Transfer Advisory Committee meets bi-weekly to discuss ways to involve the campus as a whole in the transfer function. This seven-person committee includes two Associated Student senators, three instructional faculty, and two counseling faculty. Some of the current initiatives are to increase the number of bus trips to universities and to increase the student contact list by adding a button on Reg-e, similar to the one that honors uses.

Graduation/Commencement



Several campus offices, including Student Affairs, Counseling, EOPS, STAR TRIO, DSPS, Evaluations, and Communications work together to promote college graduation and participation in commencement. In support of the processes leading to graduation, the SDMC Evaluations office assists students submitting Petitions for Graduation in person and through online services and provides technical guidance to students in the attainment of their

certificates, degrees, and transfer goals. Informational tools such as the Evaluations office webpage orient students, faculty, and staff on the important elements needed for the Petition for Graduation process which verifies their eligibility to obtain their degree and/or certificate. In addition, the Commencement webpage provides students with event registration information that includes detailed information for students to use in preparation for the actual event. Electronic and hard copy commencement invitations for registration are also sent to each eligible student.

Advertising campaigns presented through social media, posters, flyers, rack cards, and email communication are also used to promote graduation and participation in commencement. The book store hosts an annual Grad Fest event in the spring to provide related commencement items, including gowns, caps, tassels, sashes, honors cords, and class rings to students at discounted rates as well as offer free regalia for students who require assistance. As a result of campus efforts, participation in the 2015-2016 commencement increased by 5 percent. Of the 613 students who registered to attend, 565 actually participated in the 2016 commencement ceremony.

Professional Development for Counselors

The availability of SSSP funds has made it possible for the college to develop, implement, and support professional development and training opportunities on SSSP requirements. It also made it possible to continue counseling faculty's involvement in the tracking, and further development of the *SSSP Plan*. Professional development and training of faculty and staff directly engaged in the implementation of SSSP includes attendance and participation at training, conferences, and webinars.

For example, the Counseling department Retreat, held on March 20, 2015 allowed the department to review, discuss, and implement various aspects related to the SSSP Plan, especially in the areas of orientation, assessment, and education planning. This retreat was dedicated to the review and implementation of SSSP in addition to developing future plans.

Faculty and staff professional development related to implementation of the *SSSP Plan* include the following:

- SSSP training workshops
- Professional development conferences/workshops geared to the development of education plans and student success
- Districtwide Counselor Workshop held each fall and spring semester which includes student services faculty, staff, and administration who discuss, engage in dialogue, and exchange ideas and practices regarding the implementation and impact of SSSP
- Ongoing district-led Student Services Council Meetings regarding the implementation of specific components such as enrollment priorities, appeal process, impact on special populations, etc.
- Regular Counseling Department Meeting discussions in response to the implementation of SSSP and best practices
- Under the leadership of the Vice President of Student Services, Mesa Student Services Council (MSSC) review and assessment of the outcomes of the implementation of SSSP

As a result of SSSP, there will be more opportunities available to counseling faculty to support professional development in order to help students with education planning.

- In spring 2015, the Counseling department reinstituted the departmental retreat at which SSSP development and implementation of new student success activities will be discussed
- The Counseling department plans to revive the Adjunct Faculty Training Program, allowing part time faculty to participate in training and professional development opportunities
- SSSP funds have made it possible for the department to assign an Adjunct Faculty Liaison and Training Coordinator

- Counseling faculty have been able to attend CSU and UC Counselor Conferences to stay current on transfer information and assist students with education plan development
- Career counselors offer workshops and classroom presentation to instructional faculty on how to assist students define a major, in addition to sharing information on the importance of education planning
- DSPS faculty participate in on-going professional development opportunities, including district wide counseling workshops. DSPS faculty serve on the Transfer Advisory Committee and campuswide committees which helps to ensure students with disabilities receive timely, useful, and accurate information about academic requirements, including graduation and transfer policies
- EOPS/CARE counseling faculty attend professional development on-campus and off-campus opportunities offered by professional associations to stay up-to-date on transfer requirements, enhance their ability to work with special student populations (foster youth/AB540 students), and to be exposed to best practices that can help enhance the program. EOPS faculty also take accredited, graduate-level courses in areas relevant to the counseling field.

Analysis and Evaluation

Student Services departments provide a diversity of counseling and academic programs to support students. Programs are designed to meet standards, evolve with the changing landscape of student services, and are ongoing in efforts to enhance and support student success. Robust services include SDMC's Online Advising Center, SDMC's YouTube Channel for the Counseling program, email counseling, Veteran's Email Counseling, Mesa iMobile App, IntelliResponse Virtual Agent, My Mesa Advising Component, My Mesa Online Orientation, workshops, descriptive resources, orientations and department specific programs and services.

II.C.5 Evidence

- IIC5¹: Mesa Online Advising Center Webpage
- IIC5²: Counseling Department YouTube Channel
- IIC5³: My Mesa Advising
- IIC5⁴: 6 Steps to Student Success New Student Checklist
- IIC5⁵: 6 Steps to Student Success brochure
- IIC5⁶: 6 Steps to Student Success video
- IIC5⁷: *Mesa College Catalog*
- IIC5⁸: Mesa Student Services Website
- IIC5⁹: My Mesa Online Orientation
- IIC5¹⁰: Campus Programs
- IIC5¹¹: College Success Basics
- IIC5¹²: Campus Map
- IIC5¹³: Veterans Students

IIC5 ¹⁴ :	Student Athletes
IIC5 ¹⁵ :	International Students
IIC5 ¹⁶ :	FYE
IIC5 ¹⁷ :	Reg-e
IIC5 ¹⁸ :	Schedule of Classes
IIC5 ¹⁹ :	Student Web Services
IIC5 ²⁰ :	Education planning services
IIC5 ²¹ :	Workshops
IIC5 ²² :	Ethnicity demographics, <i>EOPS Annual Report</i>
IIC5 ²³ :	Success Data, <i>EOPS Annual Report</i>
IIC5 ²⁴ :	Transfer educational objective
IIC5 ²⁵ :	Champion for Excellence in Transfer Award

II.C.6

The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

Evidence of Meeting the Standard

In accordance with board policy BP 3000 *Admission of College Students* and the college mission, the institution provides access to applicants upon completion of the college application, provided they meet one of the admissions criteria listed in BP 3000 and the college catalog (IIC6¹; IIC6²).

Admitted students are issued an admissions status based on high school completion. A provisional status is given to students without a high school diploma and these students must maintain a good academic standing until completing 12 units with at least a 2.0 GPA at which time they are changed to regular admissions status. Students in this category who fail to maintain a good academic standing are disqualified and must petition for readmission through the Counseling office. Special Admissions requirements exist for specific Allied Health Programs (Radiology Technology, Physical Therapy Assistant, Medical Assisting, Health Information Technology, Dental Assisting, Animal Health Technology), and students must complete specific prerequisite courses before applying to the program. Each student entering these programs is required to meet with an academic counselor to obtain an educational plan.

Special Admissions requirements also exist for international students. They must comply with policies and procedures consistent with higher education admission standards of non-immigrant visitor students. If students complete all necessary requirements, they are admitted for degree or transfer programs.

Priority Enrollment

Course enrollment is subject to SDCCD's registration priority system which has been created in accordance with Title 5, Section 58108.

Pathways to Certificates, Degrees, and Transfer

SDMC offers a programs and activities designed to define and advise students on clear pathways to complete degree, certificate and transfer goals for perspective students. These include the following.

Summer CRUISE: Summer CRUISE is a 4-day college orientation that provides new students with innovative introductions to courses, skills, and academic and student support systems that empower them to become successful in completing their educational goals. Activities include Math and English workshops and sessions with academic and career counselors, faculty, tutors and peer navigators. Tracks have been designed to meet the varied needs of recent high school graduates, international students, and Continuing Education, Armed Forces, and adult learners (IIC6³).

First Year Experience (FYE): FYE assists high school seniors with their transition from high school to college life. Participants receive application and financial aid assistance, English and Math assessment, orientation, counseling/education planning, career advising, access to support services, and early registration for their first two semesters at SDMC.

Saturday on the Mesa: Jumpstart Your Success: This day-long event targets prospective students and family members from the College's feeder high schools and Continuing Education sites and serves as a way for members of the community to jumpstart their success by engaging academic programs and services provided at SDMC. Activities include over 45 presentations and workshops from academic programs, departments and support services (including counseling, transfer, career and financial aid), over 25 information tables related to student success and support services and programs, and campus tours (IIC6⁴).

Cash-in On Community College: Pathways to College Success: This event targets FYE students and Former Foster Youth along with their parents and guardians and the San Diego community. Activities include workshops on:

- financial aid (including FAFSA assistance)
- the DREAM Act
- Former Foster Youth
- Counseling
- Career
- Student Resource Fair

e-Assessment/Assessment Program through Outreach: Outreach holds annual pre-assessment workshops and assessment services at feeder high schools. Pre-assessment workshops are administered to students a few weeks prior to their scheduled assessment. This combination makes placement testing more accessible and provides students with strategies for success while informing them of the importance and implications of assessment and their individual placement. The process begins with an admissions application workshop followed by a pre-assessment workshop and concludes with a FYE presentation. Students who attend the workshops are eligible to be bussed to and from their respective high schools to take their placement exams at SDMC. All students who participate in this program successfully complete the admissions application and many complete the online orientation even if they do not complete the assessment on their high school testing date. Those who do test, successfully complete all pre-enrollment steps up to obtaining an abbreviated student educational plan with many moving forward to complete the steps necessary to participate in the FYE Program.

SDMC Student Success Guide: The Student Success Guide is a folder with a 16-page booklet insert that provides information for students regarding the SSSP requirements, financial aid, important college key terms, and the description, location, and contact information for college student services and academic support programs (IIC6⁵). Initially meant for and solely distributed to prospective students at feeder high schools and via campus tours, it is now a tool used campuswide by Mesa faculty in different disciplines to help their students be successful outside of their classrooms. The Student Success Guides were also distributed to students attending the Counseling Registration Workshops in 2015-2016. The folder not only helps prospective students understand the process of becoming a student at Mesa, but it serves as a tool to help current students persist at Mesa and successfully reach their academic endeavors. The Student Success Guide won the National Council for Marketing and Public Relations Bronze Medal of Merit in 2010 and second place in the “Folders” category at the 2011 Community College Public Relations Organization Awards.

In a coordinated effort, the Counseling department, Transfer Center, and Career Center provide supplemental support to define and advise students on clear pathways to complete degrees, certificate and transfer goals. The Counseling department provides new students with a 6 Steps to Student Success checklist and brochure available online and in print (IIC6⁶). There is also a 6 Steps to Student Success video available online at the Mesa Online Advising Center website, in the counseling VISIX screen lobby, SDMC’s YouTube channel, and the SDMC homepage.

The Transfer Center provides students with abbreviated education plans and assists students with the startup/follow up process. The Transfer Center’s website is one of their major informational tools for students. It also contains valuable resources for students, including (IIC6⁷):

- How to choose a college
- Education plan requirements
- Special events related to UC, CSU, or private institution transfer
- How to Transfer
- General education sheets
- College brochures
- Articulation agreements
- Visits from university representatives
- Internship Opportunities

The Transfer Center provides students with the necessary pieces to make an educated decision when deciding on a major or career. In conjunction with the Transfer Center, the Career Center assists students with valuable services including (IIC6⁸):

- Employment listings
- Career exploration
- Major exploration
- Job readiness
- Career software and online resources
- Handouts
- Workshops
- Classroom presentations
- Annual Career Opportunities Expo

The Career Center promotes preparedness and helps students validate their career choices. They use personality career assessments such as the MBTI, through which students are able to understand themselves better, narrow their career focus, and find their major of interest. Ultimately, the tools gained and learning experiences provided by the Career Center are expected to be life-long.

The annual catalog serves as a supplemental tool to specify program information. The catalog lists the transfer general education options for the UC and CSU patterns. For each discipline, the catalog lists the award types (certificate, AA/AS degree, ADT) available, along with the courses needed to achieve that goal and full course descriptions. It is recommended that students consult with a counselor and a discipline expert to ensure they are moving towards an appropriate goal.

- Award Type (i.e. Certificate of Performance, Certificate of Achievement, Associate in Science Degree, Baccalaureate)
- Major Description
- Career Options
- Student Learning Outcomes

SDCCD has adopted and adheres to admission policies consistent with its mission. Admissions policies fully comply with state regulations and are published in the college catalog as well as on college and District websites, including Student Web Services, the one-stop student portal (IIC6⁹; IIC6¹⁰; IIC6²; IIC6¹¹). In accordance with BP, 3000, admission is open to all persons who possess a high school diploma or California High School proficiency exam certificate, or high school equivalency certificate (IIC6¹). Persons 18 years of age or older or emancipated minors who do not possess a diploma or equivalent are admitted provisionally. The District also has several policies and procedures specific to admission of special categories of students, as follows.

Special Admission High School Students: The District admits concurrently enrolled high school students as special part-time students in accordance with District policy and state law as follows:

- Students must have completed the 10th grade.
- High school students must satisfy course prerequisites and eligibility requirements.
- Enrollment in Exercise Science classes is not permitted.
- The course is advanced scholastic or technical (college degree applicable).
- The course is not available at the school of attendance.
- Students are given college credit for all courses. Grades will be part of the student's permanent college record.
- Concurrently enrolled high school students whose college grade point average falls below a 2.0, or who do not complete 60 percent of all units attempted, will not be permitted to re-enroll without approval from a college counselor.

Concurrently enrolled high school students must complete a special admissions form signed by the parent and high school principal (IIC6¹²).



F-1 Visa Students: The college accepts applications from international students who wish to study in the United States. Students must provide all required evidence as noted in the college catalog. Admission is granted based upon the following criteria: prior to acceptance into a college program and subsequent issuance of a Form I-20 by the United States Citizenship and Immigration Service; minimum TOEFL score, demonstrated financial independence, health clearance and program of study (IIC6¹³; IIC6¹⁴; IIC6¹⁵; IIC6¹⁶).

Special Program Admission: All specialized programs with selection processes such as Nursing and Radiologic Technology include detailed admissions information on departmental websites, as well as a general overview in the college catalog, with links to the department website (IIC6¹⁷; IIC6¹⁸).

The baccalaureate program (HIM), has a special admissions process. The HIM program has a special admissions clerk, allied health counselor, and additional evaluator support at the District office to assist baccalaureate students with their pathways. The prerequisite for a baccalaureate degree in HIM is a RHIT certification. This is posted on the program website: sdmesa.edu/him. The application also has the information listed.

Analysis and Evaluation

The College provides counseling and advising programs that meet the varied needs of students. A comprehensive array of services is available to assist students with steps to success including admissions, orientation, assessment, counseling, registration, fee payment and follow-up services. Services are provided with an equity lens, intent on assuring equitable outcomes for all students.

Counselors meet regularly to keep abreast of service delivery updates, policy and procedure changes, statewide initiatives and student success and equity progress.

II.C.6 Evidence

- IIC6¹: BP 3000 *Admission of College Students*
- IIC6²: Admissions Criteria, *Mesa College Catalog*
- IIC6³: “Mesa Students CRUISE into Semester” SD Union Tribune Article
- IIC6⁴: Jumpstart SDMC E-News article
- IIC6⁵: Student Success Guide
- IIC6⁶: 6 Steps to Student Success brochure
- IIC6⁷: Transfer Center website
- IIC6⁸: Career Center website
- IIC6⁹: Admission Requirements
- IIC6¹⁰: Admission Criteria, *City College Catalog*
- IIC6¹¹: Admission Criteria, *Miramar College Catalog*
- IIC6¹²: Supplemental Application and Certification of Special Part-Time High School Students
- IIC6¹³: AP 3000.4 *International Students*
- IIC6¹⁴: International Students, *City College Catalog*
- IIC6¹⁵: International Students, *Mesa College Catalog*
- IIC6¹⁶: International Students, *Miramar College Catalog*
- IIC6¹⁷: City College Nursing Education Admission Information
- IIC6¹⁸: Mesa College Radiologic Technology Program Admission Information

II.C.7

The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

The colleges in the 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 including:

- Computerized Accuplacer for Math and English
- CELSA for ESL
- MDTP for Math (paper version)
- Accuplacer Companion for English (paper version)

All of the assessment instruments are on a recurring cycle of validation and are currently in compliance with statewide recommendations (IIC7¹). The instrument validation conducted at the District 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 (IIC7²).

In addition to the state approved standardized instruments listed above, 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:

Math

1. High school GPA
2. Years since last math class

English

1. High school GPA
2. Reading Comprehension score
3. Sentence Skills score
4. Primary language

Optional Questions

1. The length of time the student has been out of school
2. The number of years of English that the student completed in high school
3. The grade the student received in the last English class completed
4. The students high school grade point average
5. The highest level of math class completed
6. The grade received in the last math class completed.
7. What is the highest level of education attained by either of your parents?

Common Assessment and the Multiple Measures Assessment Program (MMAP)

The colleges in the SDCCD will comply with the statewide Common Assessment Initiative. Beginning academic year 2016-2017, the District colleges, working with discipline faculty, will begin validating the statewide Common Assessment, CCCAssess.

Instrument validation (e.g., content mapping) will be completed prior to implementation of the new assessment instrument. In addition, the District plans to work with other colleges in the San Diego/Imperial Valley region to establish common cut scores and policies on recency and repeatability so that students may easily matriculate from one college to another within the region as needed. In addition to CCCAssess, the District has already piloted and fully implemented the Multiple Measures Assessment Program (MMAP) protocols. Students from the feeder high schools that share their student transcript data with CalPASS are eligible for placement using high school transcript information (e.g., GPA and math and English grades). The MMAP protocols were fully implemented in fall 2015. Evaluation of the protocols will continue through 2016-2017 with longitudinal analyses of each cohort, as well as snapshot analyses and surveys. Detailed information is archived in the Assessment Plan for Placement on the Research website ([IIC7³](#)).

For more information on placement validation tests, including consequential validity and disproportionate impact studies, and the MMAP assessment plan and analyses, information can be found on the SDCCD Institutional Research webpage, under “Reports” ([IIC7⁴](#)).

Distance Education

There is no differentiation in the assessment and placement practices or evaluation of admissions and placement instruments for distance education courses.

Analysis and Evaluation

The College has clearly defined policies and procedures that define and guide admissions processes, placement instruments and practices to validate effectiveness while minimizing biases. College and District policies and procedures are in alignment.

II.C.7 Evidence

- [IIC7¹](#): Recurring Cycle of Instrument Validation/Placement Test Validation Timelines
- [IIC7²](#): IRP Instrument Validation Processes Reports
- [IIC7³](#): Assessment Plan for Placement
- [IIC7⁴](#): Multiple Measures Assessment Project (MMAP)

II.C.8

The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard

SDCCD complies with all state and federal laws, as well as District policy with regard to confidentiality, classification, retention, release, and destruction of student records. Access to student records is strictly monitored and all student records are maintained in a secured database, including nightly backups and off-site storage. The District's *Student Records Classification, Retention, Disposal Manual* (IIC8¹) identifies the various classifications of student records along with the process for disposition and destruction in accordance with state regulations. Information about release of student records is published in college catalogs, websites, and Student Web Services, the District's student portal (IIC8²; IIC8³).

Secure Storage

Student records are permanently maintained by Ellucian's ISIS (Student System) Cobol application which has full application security in addition to running on IBM's DB2 database, which supports full page and row security. The District uses Tivoli Storage Manager (TSM) to schedule and catalog all student records' backups which are written to a Luminex's virtual tape device, a high-speed disk device with a redundant fiber connection. The DB2 database is backed up multiple times during the day, as well as during key steps in nightly batch processing updates. The daily backups also include all copies of flat files, program libraries, VSAM files (Student Aid Module), archive and transaction logs. The entire mainframe volumes, including full operating system files, are backed up weekly. All backups are first written to the virtual tape device, and then they are written to two simultaneous LT06 Ultrium tape drives. One of those tapes is kept in the local data center safe, the other is sent off site to Corodata's digital media storage vault. All backup tapes are numbered and electronically cataloged prior to being sent off-site to Corodata's local, climate controlled vault storage facility, which is specially built for long term electronic media storage. Corodata also provides daily secure tub pickup and delivery services to and from the District's data center for secure tape rotations, as scheduled by Data Center Operations.

The ISIS Student System is also integrated with a records Imaging System provided by Imagesource which maintains key document images which are indexed by the corresponding student identification number or the course reference number. Examples of these images are official class rosters, student transcripts from other institutions submitted for transfer credit, official grade and attendance forms, as well as various Student Aid Management forms (Financial Aid related). The Imagesource system is on an imaging application server which is used to scan, save or search for the electronic images and a backend Microsoft SQL Server which stores and serves up the images to the application

server. Both of the imaging system servers are backed up every night on high speed LT06 tape drives. The tapes are numbered and electronically cataloged and then picked up by Corodata to be stored in their digital media storage vault, similar to the ISIS tape backups. These backups would allow the District IT staff to perform a complete server (or full image system) restore for either server should any server hardware or software fail. The backup tapes are rotated as scheduled by Data Center Operations using Corodata's secure pickup and delivery services.

Confidentiality

Student record information is contained in a centralized student information system (ISIS) accessible to users, with approved access throughout the District. Users are granted access based upon role and responsibilities, and must have approval of their supervisor. Requests for user access are maintained by the Vice Chancellor Student Services in accordance with District policy. All users must sign a Confidentiality Acknowledgement before they are given access to the student records systems. Student workers are not provided online access to student records information, other than to data that would otherwise be classified as directory information.

User and department passwords are changed annually. In addition, Department Security Supervisors are required to review and delete inactive users on an ongoing basis. As part of the annual password change process, all users are also required to reaffirm their understanding of the confidentiality of student records, and sign a new confidentiality statement (IIC8⁴; IIC8⁵).

Periodic trainings on the confidentiality of student records are provided by the Vice Chancellor of Student Services at department meetings, at workshops and at the leadership development academies provided by Human Resources.

Release of Student Records

The release of student records is strictly monitored and enforced in accordance with BP 3001 *Student Records*, and AP 3001.1 *Student Records, Release, Correction and Challenge* (IIC8⁶; IIC8⁷). Board policies and procedures are fully compliant with the Family Education Rights and Privacy Act (FERPA) and the California Education Code. The District does not classify any student records information as directory information.

Student Records Classification and Destruction

The District adheres to procedures which provide expectations and guidelines for the classification, storage and destruction of student records. The District produces the *Student Records Classification, Retention, Disposal Manual* (IIC8¹), in consultation with the colleges that contains a listing and classification for all student records. The manual is maintained in the District Student Services office and is strictly adhered to. All Class 1 records are stored electronically and a backup is stored in an off-site location as described previously.

In some cases, the College maintains paper records on campus.

Analysis and Evaluation

The District's procedures for the classification, retention, release and destruction of student records is in full compliance with state and federal law. All permanent records are securely maintained and backed up nightly and stored in a secure off-site facility.

The confidentiality of student records is closely monitored. Students must provide a written request to provide access to their records to a third party, in accordance with federal and state law. Staff are granted access based on a "need to know" basis with approval of the appropriate manager. All employees must sign an acknowledgement of the confidentiality of student records when receiving access to the student records data base, and annually thereafter. Training on the confidentiality of student records is provided periodically by the Vice Chancellor of Student Services who serves as the custodian of student records in the District. The District broadly publishes policies and procedures for release of student records in all publications and on the District and college websites.

II.C.8 Evidence

- IIC8¹: *Student Records Classification, Retention, Disposal Manual*
- IIC8²: *Student Web Services Release of Student Records*
- IIC8³: *Student Records Release, Correction and Challenge, Mesa College Catalog*
- IIC8⁴: *Confidentiality Acknowledgement*
- IIC8⁵: *Memo to Users on Password Change*
- IIC8⁶: *BP 3001 Student Records*
- IIC8⁷: *AP 3001.1 Student Records, Release, Correction and Challenge*

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

III.A Human Resources

III.A.1

The institution assures the integrity and quality of its programs and services by employing administrators, faculty, and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard

The College assures the integrity and quality of its programs and services by employing personnel who are qualified through appropriate education, training, and experience. As defined in AP 4001.1 *Personnel Administration*, all positions are created by the SDCCD Board of Trustees and all appointments are made by the Board (III.A.1¹).

Criteria, qualifications, and procedures for the selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Classification descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Minimum qualifications for faculty positions are established by the State Chancellor's Office and reaffirmed through BP 7120 *Recruitment and Hiring*, including those job descriptions for faculty teaching within baccalaureate degree programs, distance education, and Continuing Education. Throughout the entire recruitment and hiring process, these qualifications are upheld as the benchmark for programmatic needs and processes following AP 4200.1 *Employment of College Faculty* and AP 4200.5 *Continuing Education Contract Faculty Hiring Procedure*. These procedures mandate the inclusion of faculty in the assessment and screening of applicants for all faculty positions. All job announcements are developed by screening committees to include these minimum qualifications as well as criteria specifically related to the program's needs. All job announcements include these minimum qualifications as well as information related to Equivalency by the applicant. Requests for Equivalency follow formal protocols outlined in Education Code 87359,

Assembly Bill 1725 (1988), and AP 7211 *Equivalency Determination Procedure*, developed by the Academic Senates to determine equivalency based upon a strict set of criteria. The Equivalency Subcommittee at SDMC, a subcommittee of the Academic Senate, follows these protocols in determining equivalency. Under AP 7211 *Equivalency Determination Procedure*, 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” (IIIA1²; IIIA1³; IIIA1⁴; IIIA1⁵; IIIA1⁶).

In addition to minimum qualifications, job postings include specific qualifications, such as licensure or certification needed in order to meet specific programmatic needs.

There is a consistent process whereby an applicant is required to have their foreign degree evaluated by an agency approved by the National Association of Credential Evaluation Services (NACES). The screening committee can use that evaluation in the same manner as a transcript to determine if the applicant meets the minimum qualifications or equivalency (IIIA1⁷).

In the case of adjunct faculty, hiring is done by the college per AP 4200.2 *Employment of Instructional Staff - Adjunct*. The District accepts applications via the Human Resources (HR) website and compiles a file for use by the college deans and chairs who 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 Human Resources department verifies the minimum qualifications and processes the employment (IIIA1⁸).

Classified positions are defined in BP 7230 *Classified Employees*. Job classifications are based on duties and responsibilities in relation to the programs and services the position serves. In direct support of the hiring process for classified positions, Human Resources assures that qualifications for each position are closely matched to the specific programmatic needs by relying on: requirements identified by the hiring manager; requirements contained in bargaining agreements; review of work to be performed; and review of the job description. As duties and responsibilities change, the position may be reviewed and reclassified (IIIA1⁹).

The hiring for vacant management positions is guided by District procedures and the provisions of the *Management Employees Handbook* (IIIA1¹⁰). Like other academic positions, minimum qualifications and equal employment opportunity principles, along with specially developed job descriptions are used for the recruitment of qualified candidates. 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.

Each recruitment process follows a comprehensive approach by providing worldwide Internet access to SDCCD online job postings. In addition, the District routinely utilizes a broad advertising campaign for each position that targets a very diverse population; advertising sources focused on employment in higher education; and niche advertising for highly specialized and hard-to-fill disciplines. Positions are advertised, for example, in numerous publications and electronic media, including EdJoin (SD Co Office of Education); CA Community Colleges Registry; Craig's List; Inside Higher Education; Chronicle of Higher Ed; Professional organizations/ publications; Indeed and others as selected by the hiring manager in consultation with the screening committee. Further encouragement for qualified academic applicants is provided in the form of travel reimbursement for interviewees and potential of relocation reimbursement for selected candidates. This comprehensive approach is in support of reaching the most qualified candidates for all positions within the District. There is no difference between distance education and face-to-face faculty qualifications (IIIA1¹¹; IIIA1¹²).

Each job announcement (job posting) for full-time faculty, administrators, and classified staff includes: Open period; Classification Title; Working Title; Recruitment Limits; Location; Pay Information; Position Equivalent FTE; Job Duration; Position Number; FLSA Status; Bargaining Unit; Range; Position Type; Department; a brief synopsis of the position; Major Responsibilities; Educational Qualifications; Desired Qualifications; Demonstrated evidence requirements; Equivalency; Foreign Degree information; Licenses/Certificates/Credentials; Commitment to Diversity statement; Working Conditions; Special Instructions to Applicants; and Submittal Requirements.

The District defines the hiring procedures for all colleges and Continuing Education. The overarching Board policy which defines hiring procedures is BP 7120 (IIIA1²). There are written hiring procedures which can be found on the District website (IIIA1¹³). Hiring committees assess the degree to which applicants meet the minimum and desirable qualifications for positions, both through the screening of applications and interviews. The District maintains a written Search Committee Handbook on its website (IIIA1¹⁴).

The hiring for vacant management positions is guided by District procedure 4200.6 (IIIA1¹⁵). The Chancellor is responsible for the recruitment, selection, and recommendation to the Board, of candidates for vacant management positions (except for the Chancellor). The Board, acting upon the recommendation of the Chancellor, makes all appointments. This policy also defines and regulates the responsibilities applicable to employment of management staff, carrying out the District's employment program, its commitment to Equal Employment Opportunity (EEO), and its effort to consider and appoint the most highly qualified individuals available. As with 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 are 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.

The hiring process and position postings for classified professionals include the specific responsibilities of the position (IIIA1¹⁶). 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 College and District Human Resources Department collaborate to ensure that qualifications for each position are closely matched to the specific programmatic needs by relying on; requirements identified by the hiring manager; requirements contained in bargaining agreements; review of work to be performed; review of the job description and flyer.

Classified staffing needs by program and service areas are submitted during the annual program review process through the Classified Hiring Priority Committee (CHP), which is a subcommittee of the college President's Cabinet (IIIA1¹⁷). CHP assesses each proposal using qualitative and/or quantitative data to review the need for the position in terms of capacity to strengthen the program or service area. The request must also address challenges, external demands, and program/service area needs that have changed over time. Proposals are evaluated using rubrics with established criteria and positions are ranked for funding. The President's Cabinet recommends the final list, and the President makes the final decision on the positions to hire. Administrators may fill vacated classified positions as necessary and are reviewed at the Executive committee.

At the faculty level, college program and service areas submit annual proposals to the Faculty Hiring Priority Committee (FHP), which is a subcommittee of the college President's Cabinet. Each proposal addresses key criteria established by the College which it 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 rubrics with established criteria and positions are ranked for funding. The President's Cabinet recommends the final list, and the President makes the final decision on the positions to hire (IIIA1¹⁸).

Short-term staffing needs are assessed by each department or program. All part-time temporary classified positions must be first board approved based on the temporary nature of the need. Once the position is board approved, the hiring procedure consists of completing required employment documents and an interview with the supervisor to ensure that the candidate has the skills and experience to perform the essential functions of the position (IIIA1¹⁹). Short-term staffing needs filled by full-time student workers do not have to be board approved, but they do follow the same hiring procedures as non-students.

Classification Descriptions for all classes of employees reside on the District website listed according to classifications within each unit. Each individual classification description includes an overview, definition, distinguishing characteristics, examples of duties, desirable qualifications, and working conditions (IIIA1²⁰). Classification descriptions are

often revised when a position is vacated in order to ensure that emergent needs are being met. These revisions are related to institutional mission, goals, and priorities. Many classification descriptions are generic and rely on the job posting to more fully identify the position.

The *Faculty and Staff Handbook* is a general guide for faculty, as well as for administrative and classified staff at SDMC. The handbook is not all-inclusive; rather, it complements documentation of district policies and procedures, support materials from the District, the college catalogs, and the class schedules (III.A.1²¹).

Analysis and Evaluation

SDMC employs administrators, faculty, and staff who are qualified by appropriate education, training, and experience in order to support programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the college in serving its student population. Both program and subject-matter experts participate with administrative staff in the development of classification descriptions, to ensure that classifications support the institutional mission and goals and that position descriptions accurately reflect the duties, responsibilities, and authority of specific positions.

The College's integrated planning process helps define the staffing needs. These needs are then addressed in accordance with College and District methods which are also 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. Current practices have led to effective recruiting and selection procedures.

III.A.1 Evidence

- III.A.1¹: AP 4001.1 *Personnel Administration*
- III.A.1²: BP 7120 *Recruitment and Hiring*
- III.A.1³: AP 4200.1 *Employment of College Faculty*
- III.A.1⁴: AP 4200.5 *Continuing Education Contract Faculty Hiring Procedure*
- III.A.1⁵: Education Code 87359
- III.A.1⁶: AP 7211 *Equivalency Determination Procedure*
- III.A.1⁷: National Association of Credential Evaluation Services (NACES)
- III.A.1⁸: AP 4200.2 *Employment of Instructional Staff - Adjunct*
- III.A.1⁹: BP 7230 *Classified Employees*
- III.A.1¹⁰: *Management Employees Handbook*
- III.A.1¹¹: Sample Job Postings
- III.A.1¹²: Sample Classification Descriptions
- III.A.1¹³: Hiring Process Guidelines
- III.A.1¹⁴: *Search Committee Manual*
- III.A.1¹⁵: AP 4200.6 *Employment of Managers*

- IIIA1¹⁶: Sample Classified Position Posting
- IIIA1¹⁷: Classified Hiring Priority
- IIIA1¹⁸: Faculty Hiring Priority
- IIIA1¹⁹: Employment Temporary Staff – NANCE Pas Form
- IIIA1²⁰: Classification Descriptions
- IIIA1²¹: *Faculty and Staff Handbook*

IIIA.2

Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Evidence of Meeting the Standard

The College assures the integrity and quality of its academic programs and services by employing faculty who meet the qualifications for academic positions that are either tenure-track, restricted, or adjunct, and who are qualified through appropriate education, training and experience. As defined in *BP 7120 Recruiting and Hiring*, all academic employees shall possess the minimum qualifications for their positions (IIIA2¹). Each faculty member, regardless if classroom or non-classroom, is required to meet the qualifications as prescribed in the state *Minimum Qualifications Handbook* and adopted by the Board of Governors and SDCCD Board of Trustees (IIIA2²). Per the initial salary placement rules, vocational positions are required to provide a minimum of six years of professional experience plus the appropriate license or certificate, if required for that discipline or bachelor's degree or equivalent foreign degree.

The District has developed hiring guidelines which are posted on the District Human Resources Department website (IIIA2³). These guidelines include the process of reviewing faculty qualifications. Desired qualifications include: subject matter competency; professional work experience in applicable program area (where applicable); applicable licensure required; ability to teach effectively by demonstrating a working knowledge of learning styles and teaching techniques; recent teaching experience in program area; experience in the development and/or review of courses and curriculum, accreditation, program review, and student advisement; effective oral communication and writing ability; commitment to professional development through practice, continuing education, or active membership in applicable professional organizations; ability to incorporate technology where applicable; other specific program experience; and 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 minimum and desirable qualifications for full-time contract faculty are cited in position classifications and in job announcements. These include the appropriate degree(s), professional experience, and discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Each job announcement indicates the minimum educational requirement for the position pursuant to the Minimum Qualifications for Faculty and Administrators in California Community Colleges (IIIA2²). The District Human Resources Employment Office reviews transcripts of applicants to ensure that the minimum educational qualification is met, which verifies discipline expertise. The application process also requires a resume or curriculum vitae. This practice allows selection committees to review and assess professional experience, discipline expertise, and scholarly activities.

All applicants for employment must complete online application which requires curriculum vitae emphasizing experience; education and training related to the position; unofficial undergraduate and graduate transcripts; publications record; professional references listed within the online application and the uploading of other documents. Many applications also have supplemental questions.

The selection committee is responsible for assessing applicant qualifications by review of the application package. This process is identified in the *Search Committee Manual* (IIIA2⁴).

California Education Code and Title 5 of the California Code of Regulations require that applicants for faculty and administrative positions demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and racial/ethnic backgrounds of community college students (IIIA2⁵; IIIA2⁶). This particular qualification is related to the applicants' potential to contribute to the mission of the College. Selection committees also assess this qualification through supplemental and interview questions related to working with diverse groups of students and experience with programs that support student retention (IIIA2⁷).

Supplemental and interview questions related to teaching pedagogy and classroom strategies that support different learning styles and teaching demonstrations are used by selection committees to assess teaching skills.

Faculty continue to expand their knowledge and skills through professional development and sabbaticals. Faculty enhance their qualifications through their participation in a variety of professional development activities identified in Standard III.A.14 and the associated evidence for that Standard.

Faculty hired to teach in a baccalaureate degree program must possess a master's degree or above as prescribed in the *State Minimum Qualifications Handbook* and adopted by the Board of Governors and SDCCD Board of Trustees.

As an alternative to meeting the specific qualifications outlined in the *State Minimum Qualifications Handbook*, the Academic Senates developed *AP 7211 Equivalency Determination Procedure* whereby an applicant who requests a review for equivalency must provide conclusive evidence that he or she has qualifications that are equivalent to the required minimum qualifications. The request is reviewed for consideration by the College Equivalency Committee. Approved equivalency requests are forwarded to Human Resources for a secondary procedural review, initial salary placement determination, and placement in the personnel file (IIIA2²; IIIA2⁸).

All applications for job postings, including those for faculty teaching within baccalaureate degree programs, distance education, and Continuing Education, are forwarded to the screening committee for the assessment and evaluation of candidates' adequate and appropriate knowledge of relevant subject matter. Screening committees evaluate applicants for effective teaching through application evaluation, interviews, and teaching demonstrations.

Throughout the entire recruitment and hiring process, these qualifications are upheld as the benchmark for programmatic needs and processes following AP 4200.1 *Employment of College Faculty*, AP 4200.5 *Continuing Education Contract Faculty Hiring Procedure*, and AP 4200.2 *Employment of Instructional Staff - Adjunct*. The District strongly encourages faculty to continue their education in pursuit of higher degrees, certification, licensure, and any measures that enable faculty members to be lifelong learners and well prepared to serve the academic needs of the student population (IIIA2⁹; IIIA2¹⁰; IIIA2¹¹).

Faculty are hired according to their expertise within their fields and other criteria set out by hiring committees. There is no difference between distance education and face-to-face criteria. When hired, faculty are then assigned distance education courses at the discretion of their department chairs. Faculty who are assigned to teach at a distance are encouraged to complete the Online Faculty Certification Program (IIIA2⁷; IIIA2¹²; IIIA2¹³).

Analysis and Evaluation

At SDMC, faculty qualifications include subject-matter knowledge and requisite skill for the service to be performed. In fact, many full-time faculty exceed the minimum educational requirement for their respective positions, with many faculty having obtained doctoral level degrees either prior to or during their employment at the College.

III.A.2 Evidence

- IIIA2¹: BP 7120 *Recruitment and Hiring*
- IIIA2²: *State Minimum Qualifications Handbook*
- IIIA2³: *Hiring Process Guidelines*
- IIIA2⁴: *Search Committee Hiring Manual*
- IIIA2⁵: California Education Code 87360

- IIIA2⁶: Title 5 of the California Code of Regulations
- IIIA2⁷: Sample Faculty Job Posting
- IIIA2⁸: AP 7211 *Equivalency Determination Procedure*
- IIIA2⁹: AP 4200.1 *Employment of College Faculty*
- IIIA2¹⁰: AP 4200.5 *Continuing Education Contract Faculty Hiring*
- IIIA2¹¹: AP 4200.2 *Employment of Instructional Staff – Adjunct*
- IIIA2¹²: Online Faculty Certification Program
- IIIA2¹³: Classification Descriptions

III.A.3

Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

The College assures the integrity and quality of its academic programs and services by employing administrators who meet the qualifications through appropriate education, training, and experience for academic and classified positions. As defined in BP 7120 *Recruiting and Hiring*, (IIIA3¹) all academic and classified employees are hired in accordance with the criteria and procedures for their positions. Each administrator, who may be an executive manager, manager, or supervisor, is required to meet the qualifications as stated in the job announcement. BP 7250 *Educational Administrators* (IIIA3²) specifically addresses the employment process for academic administrators with specific reference to academic employment contracts. BP 7260 *Classified Supervisors and Managers* (IIIA3³) specifically addresses the employment process for classified supervisors and managers.

The annual performance evaluation process includes careful review for purposes of determining whether to renew employment contracts. This process, outlined in the *Management Employees Handbook*, is held in high regard with the goal of sustaining institutional effectiveness and academic quality (IIIA3⁴). Similar to faculty, all administrators are encouraged to continue lifelong learning and to pursue higher education and licensure or certification, as appropriate. The District supports this quest through professional study leave and, separately, pre-authorized paid management leave for the purpose of study or other projects of direct benefit the District's mission. Both leave options are also described in the *Handbook*.

If an individual has a foreign degree, there is a consistent process whereby an applicant is required to have their foreign degree evaluated by an agency approved by the National Association of Credential Evaluation Services (NACES) (IIIA3⁵). The screening committee can use that evaluation in the same manner as a transcript to determine if the applicant meets the academic qualifications for the position.

Each recruitment process follows a comprehensive approach by providing Internet access to online job postings (IIIA3⁶). In addition, the District routinely utilizes a broad advertising

campaign for each position that targets a very diverse population; advertising sources focus on employment in higher education; and niche advertising for highly specialized and hard-to-fill positions. Further encouragement for qualified management applicants is provided in the form of travel reimbursement for interviewees, and potential of relocation reimbursement for selected candidates. This comprehensive approach is in support of reaching the most qualified candidates for administrative positions within SDCCD.

Qualifications for all administrators and other employees are clearly stated in job announcements and classification descriptions, and the educational and experiential requirements are in compliance with law and regulation (IIIA3⁷; IIIA3⁸; IIIA3⁹; IIIA3¹⁰; IIIA3¹¹). Desirable qualifications for academic and classified administrators and classified staff are determined based on the needs, goals, and priorities of the department and institution. They are also developed with the intent of sustaining and/ or improving the institution's effectiveness and the quality of its programs in alignment with institutional planning.

Qualifications necessary to perform duties stated in the job descriptions and classification descriptions are first assessed during the paper screening process of applicants and further assessed during the interview process. Administrators and classified staff continue to expand their qualifications through participation in professional development activities at SDMC and with other organizations. This would be evidenced in the annual performance evaluations.

Analysis and Evaluation

At SDMC, administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality. Screening and interview processes are applied to assess the degree to which applicants possess the necessary qualifications to perform the duties of the position being filled. Minimum and desirable qualifications take into account the institution's needs related to institutional effectiveness and program quality. Opportunities for expansion of knowledge and skills are available through professional development activities.

III.A.3 Evidence

- IIIA3¹: BP 7120 *Recruitment and Hiring*
- IIIA3²: BP 7250 *Educational Administrators*
- IIIA3³: BP 7260 *Classified Supervisors and Managers*
- IIIA3⁴: *Management Employees Handbook*
- IIIA3⁵: NACES Information
- IIIA3⁶: SDCCD Online Job Postings
- IIIA3⁷: Job Announcement – Academic Administrator
- IIIA3⁸: Job Announcement – Classified Administrator

- III.A3⁹: Job Announcement – Classified Staff
III.A3¹⁰: Classification Description - Administrator
III.A3¹¹: Classification Description – Classified Staff

III.A.4

Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard

The institution assures the integrity and quality of its academic programs and services by employing administrators and other employees who meet the qualifications through appropriate education, training and experience for academic and classified positions. As defined in BP 7120 *Recruitment and Hiring* (III.A4¹), all academic and classified employees are hired in accordance with the criteria and procedures for their positions.

Required degrees held by faculty, administrators and other employees must be from a U.S. accredited institution. The resource used by the District to insure compliance is the U.S. Department of Education Database of Accredited Postsecondary Institutions and Programs (III.A4²). If an applicant states on their application that they possess a degree, even if a degree is not a requirement for the position, they are notified that the selected candidate must be prepared to submit the official transcript to evidence possession of the degree upon hire.

If an individual has a foreign degree, there is a consistent process whereby an applicant is required to have their foreign degree evaluated by an agency approved by the National Association of Credential Evaluation Services (III.A4³). The screening committee can use that evaluation in the same manner as a transcript to determine if the applicant meets the academic qualifications for the position.

Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Faculty who are involved in offering distance education courses meet the same standard degree requirements as those who teach on-campus. SDCCD Online Learning Pathways offers an Online Faculty Certification Program (III.A4⁴). Upon completion of the program, faculty will be able to identify strategies to promote academic integrity, communication strategies, and best practices in instructional design. The Online Faculty Certification Program is designed using various research on best practices in the field, pedagogy, and implementation of state and accreditation requirements (III.A4⁵).

Requests for Equivalency follow formal protocols outlined in Education Code 87359, Assembly Bill 1725 (1988), and AP 7211 *Equivalency Determination Procedure*, as

developed by the Academic Senates. These protocols are a means for discipline college faculty, as part of the Equivalency Subcommittee, to determine equivalency based upon a strict set of criteria. Under AP 7211 *Equivalency Determination Procedure*, 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” (IIIA4⁶).

The District Human Resources Department reviews transcripts to ensure that applicants meet the minimum educational requirements as stated in job announcements. Only degrees from accredited institutions are considered to meet the educational requirement. Applicants who have earned degrees from institutions outside of the U.S. must provide official evaluations of the foreign degrees at the time of application. This is stated in on the Job Announcement. Applicants who do not possess the exact degrees, or higher, listed in the announcement must complete a “Request for Equivalency Form” and attach it during the application process. Applicants who have received a degree from a college or university outside the United States must have the degree evaluated by a professional organization that is a member of the National Association of Credential Evaluation Services (IIIA4³).

Analysis and Evaluation

SDMC ensures that required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies, and that degrees from non-U.S. institutions are recognized only if equivalence has been established. The District utilizes the U.S. Department of Education Database of Accredited Postsecondary Institutions and Programs to ensure required degrees held by faculty are from a U.S. accredited institution. In the event an applicant states that they possess a degree, they are notified that the selected candidate must be prepared to submit the official transcript to evidence possession of the degree.

Foreign degrees held by individuals are evaluated by an agency approved by the National Association of Credential Evaluation Services. The District uses that evaluation in the same manner as a transcript to determine if the applicant meets the academic qualifications for the position.

III.A.4 Evidence

- IIIA4¹: BP 7120 *Recruitment and Hiring*
- IIIA4²: USDE Database of Accredited Postsecondary Institutions and Programs
- IIIA4³: National Association of Credential Evaluation Services (NACES)
- IIIA4⁴: Online Faculty Certification Program
- IIIA4⁵: AP 4200.1 *Employment of College Faculty*
- IIIA4⁶: AP 7211 *Equivalency Determination Procedure*

III.A.5

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.

Evidence of Meeting the Standard

SDMC assures the effectiveness of its human resources by evaluating employees. Employee evaluations are determined by District policies and procedures, the *Human Resources Instruction Manual*, the various collective bargaining agreements, and the meet and confer handbooks. 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 the relevant 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. The faculty *Collective Bargaining Agreement* details the evaluation process. Faculty evaluatees and evaluators also consult the *College Faculty Appraisal Guide* (III.A.5¹; III.A.5²; III.A.5³).

A comprehensive faculty evaluation is completed during each of the following full years of service, a full year of service being defined as having worked for at least 75 percent of the number of days in the evaluatee's assigned academic year. An evaluation shall be completed during each full year of probationary service (four years in most cases). Unless the faculty member has received early tenure, the faculty member's fourth-year evaluation will culminate with a recommendation either in favor of both tenure and promotion to Associate Professor, or in a recommendation to deny tenure. An evaluation shall be completed during the second year following the awarding of tenure and every two years hence until promotion to Professor. An evaluation shall be completed every three years for faculty who hold the rank of Professor (III.A.5⁴).

The faculty evaluation instruments and processes are position-specific as identified in the faculty *Collective Bargaining Agreement*. Faculty are evaluated using different criteria depending upon whether they are teaching faculty, counselors, nurses, or librarians. Teaching faculty are reviewed using eighteen criteria within five domains, which are shown on Table 32, below.

Table 32: Evaluative Domains and Criteria for Teaching Faculty

Domain	Criteria
Subject Matter Mastery	Current Subject Area Knowledge/Professional Development Knowledge of Learning Theory
Preparing for Teaching	Course Conceptualization/Integration Organizing/Planning Innovation/Resourcefulness
Teaching (in the Classroom)	Presentation Skills Adaptability/Flexibility Facilitation Skills Assessment Feedback Skills Skill in Creating the Learning Environment Skill in Managing Class Time Skill in Making Content Relevant
Coaching and Counseling Skills	Skill in Establishing Rapport/Trust
SDCCD Knowledge and Involvement	Department/College/District Knowledge & Involvement Timely Response to Administrative Requirements (for Chair/Dean to evaluate) Demonstrated respect for colleagues, for the traditional concepts of academic freedom, and for the commonly-agreed-upon ethics of their teaching profession Demonstrated sensitivity to the issues of diversity.

Students also take part in the evaluation of faculty. Tenure-track faculty administer student evaluations in at least two sections each probationary semester. Tenured professors, meanwhile, administer Student Evaluation Packets in at least two sections each year. Adjuncts administer student evaluation packets in at least one section, each three semesters. Student evaluation scores and narrative comments are reviewed carefully and used as documentation in evaluations by peer evaluators evaluating adjuncts and evaluation committees assessing tenure-track and tenured faculty.

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.

The adjunct faculty evaluation instruments and processes are position-specific as identified in the faculty *Collective Bargaining Agreement*. Each position evaluation tool is based on specific criteria (IIIA5⁵).

Other employee groups are evaluated according to their bargaining agreements or handbooks. The *Performance Appraisal Manual* was created to assist 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 (IIIA5⁶).

The evaluation process for classified employees is outlined in Article 16 of the *AFT Guild, Local 1931 American Federation of Teachers AFL-CIO Classified Staff Bargaining Unit Agreement* (IIIA5⁷). The evaluation tool includes the following components: quality of work, judgment, attitude, working relationships, and reliability. The purpose and intent of the evaluation process is to promote professional growth and to provide constructive feedback regarding the unit member's job performance.

The President's Office maintains a master list of the classified staff and SPAA performance evaluations. This list is comprised of the information provided by the respective vice presidents.

There is no process for part-time, hourly classified staff, as they are at-will employees. They do, however, receive informal feedback from supervisors on job performance.

The evaluation process for supervisory and professional employees is outlined in Article 18 of the supervisory *Meet and Confer Handbook* (IIIA5⁸). The evaluation tool includes the following components: quality of work, judgment, attitude, working relationships, and reliability. The purpose and intent of the evaluation process is to promote professional growth and to provide constructive feedback regarding the unit member's job performance.

The evaluation process for management employees is outlined in Article 17 of the management *Meet and Confer Handbook* (IIIA5⁹). The evaluation tool includes eleven performance criteria. The purpose of administrative evaluation shall be to assess managers' effectiveness, to encourage professional growth, and to make informed decisions regarding retention. The District is committed to the goal of strengthening management through professional development activities and evaluation of performance.

The District assures the effectiveness of its human resources through formal evaluation. Evaluations are determined by District policies and procedures, the *Human Resources Instruction Manual*, the various collective bargaining agreements, and the meet and confer handbooks. Performance evaluation is a constructive, ongoing process which focuses on performance effectiveness and encourages improvement. The parameters governing each evaluation are dependent, in part, upon the classification of the individual and the permanency of the position. Evaluation procedures for academic employees employed as

faculty are codified in Article XV – Evaluation of Faculty of the *AFT Faculty Collective Bargaining Agreement* and implemented as part of the evaluation process (IIIA5¹⁰). The evaluation of faculty, as detailed in Article XV, outlines committee coordination, timelines, frequency and evaluation instruments. In addition, mandatory student evaluations are completed on a yearly basis. Faculty are evaluated using different domains and criteria depending upon whether they are teaching faculty, counselors, or librarians. Teaching faculty are reviewed using eighteen 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. All faculty are evaluated using the same evaluation instruments whether they teach in the classroom, online, or by using a combination of both instructional modes.

Evaluation procedures for classified employees employed in Office Technical, Food Service and Maintenance and Operation positions are codified in Article XVI of the *AFT Guild, Local 1931 American Federation of Teachers AFL-CIO Classified Staff Bargaining Unit Agreement* (IIIA5¹¹). Although timelines for evaluation differ between probationary and permanent employees, the evaluation and appraisal forms remain consistent for all unit members. Unit members are evaluated using the Performance Appraisal Report Form, which encompasses both a self-appraisal and supervisor/manager appraisal (IIIA5¹²; IIIA5¹³).

Procedures for supervisory and professional employees are outlined in Chapter XVIII of the *Supervisory and Professional Administrators Association Handbook* (IIIA5⁸) utilizing both an evaluation instrument (Supervisory and Professional Administrators Association Evaluation Form) and adhering to stated timelines (IIIA5¹⁴).

In contrast, Management employees follow a survey process outlined in Chapter XVII and Appendix 4-A of the *Management Employees Handbook*. The process utilizes an external firm to disseminate and collect survey results based on twenty-three statements listed on the Management Feedback Survey. The survey is disseminated to a list of individuals developed by the manager in collaboration with his/her supervisor. The results are provided to the manager and the employee for discussion. The manager's supervisor completes a comprehensive evaluation, consistent with the guidelines and timeframes in the *Management Employees Handbook* (IIIA5⁴; IIIA5¹⁵; IIIA5¹⁶; IIIA5¹⁷).

Results of formal evaluations are used as mechanisms for growth, to assess effectiveness and identify measures necessary to correct deficiencies in areas needing improvement (IIIA5¹⁸; IIIA5¹⁹; IIIA5²⁰; IIIA5²¹; IIIA5²²).

Analysis and Evaluation

SDMC has systematic processes for evaluating regular and probationary personnel and part-time faculty at stated intervals, and all of the processes have written criteria for evaluating performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess the effectiveness of personnel and encourage improvement. It is expected that all evaluations are completed in accordance with stated intervals and within established timelines. All results of personnel evaluations and follow-up actions are documented and placed in the employee's personnel file. In the event that a performance improvement plan is recommended for an employee, a timeline for follow-up is documented in the plan. The President's Office maintains a master list of evaluations which is provided by each vice president.

III.A.5 Evidence

- III.A5¹: *SDCCD Human Resources Instruction Manual*
- III.A5²: Collective Bargaining Agreements
- III.A5³: Meet and Confer Agreements
- III.A5⁴: AFT Guild, Local 1931 - Faculty Evaluation Process
- III.A5⁵: AFT Guild, Local 1931 - Adjunct Faculty Evaluation Process
- III.A5⁶: District Performance Appraisal Manual
- III.A5⁷: AFT Guild, Local 1931 – Classified Staff Evaluation Process
- III.A5⁸: Supervisory and Professional Meet and Confer Evaluation Process
- III.A5⁹: Management Meet and Confer – Evaluation Process
- III.A5¹⁰: Article XV – Evaluation of Faculty of the AFT Guild, CBA
- III.A5¹¹: Article XVI - Evaluation of the AFT Guild, CBA
- III.A5¹²: Performance Appraisal Report Form – Self Evaluation
- III.A5¹³: Performance Appraisal Report Form – Managers/Supervisors
- III.A5¹⁴: Supervisory and Professional Administrators Association Evaluation Form
- III.A5¹⁵: Management Feedback Survey Procedures
- III.A5¹⁶: Management Evaluation Form
- III.A5¹⁷: Management Feedback Survey
- III.A5¹⁸: POA Agreement with SDCCD July 1, 2011 – June 30, 2014
- III.A5¹⁹: Evaluation of the Association of Confidential Employees Handbook, Chapter VI
- III.A5²⁰: Confidential Employee Evaluation
- III.A5²¹: Performance Criteria Examples
- III.A5²²: Rater Guidelines for ACE Evaluations

III.A.6

The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

Evidence of Meeting the Standard

Participation in outcomes assessment is a component of the evaluation process for faculty and administrators. The most formalized unit-level planning process related to student outcomes is program review, the annual assessment of programs and services across campus (IIIA6¹). Through this process, student achievement data and outcome assessment results are discussed and used to define goals of programs and service areas and to justify resource requests to meet those goals. In 2015-2016, the spotlight was on making meaning of each program's equity data, parsing out evidence of disproportionate impact, and discussing implications for program planning. Program review also provides an opportunity to evaluate the impact of, for example, changes to course repetition, adoption of student education plans, and ADTs.

Central to program review is outcomes assessment. The Committee on Outcomes Assessment (COA) is the College's venue for formal discussion about what affects student learning and how the College can improve it (IIIA6²). Outcomes have been developed at the institutional, program, course, and administrative unit levels. Assessment and improvement plans are implemented by respective programs and services through the cyclical program review process (IIIA6³).

Each instructional, student service, and administrative services program is required to complete a Student Learning Outcomes (SLO) or Administrative Unit Outcomes (AUO) Assessment Plan as part of the program review process (for a detailed description of the program review process see Standard I.B.5). SLOs for programs and courses must also be completed, along with information as to how SLOs will be assessed. This is one method by which programs, and the faculty and staff within them, are evaluated in terms of how results of SLO assessment are being used to improve teaching and learning (IIIA6⁴).

The teaching effectiveness of full-time contract faculty is currently evaluated through the faculty evaluation processes, using peer observation, self-evaluation, and student evaluations. Additionally, Course Outlines of Record, as well as syllabi, must state the SLOs of each course. Within the full-time faculty evaluation process, syllabi are reviewed by the Faculty Evaluation Committee to ensure that faculty are consistently informing students of the SLOs and that the course content and evaluation measures are consistent with the official course objectives and SLOs.

The District assures that evaluation results relating to teaching and learning outcomes are identified in Article XV – Evaluation of Faculty of the *AFT Faculty Collective Bargaining*

Agreement (IIIA6⁵) and implemented as part of the evaluation process. One of the purposes in evaluating faculty is to assess teaching effectiveness. The evaluation of faculty, as detailed in Article XV, outlines committee coordination, timelines, frequency and evaluation instruments. In addition, mandatory student evaluations are completed on a yearly basis. Faculty are evaluated using different domains and criteria depending upon whether they are teaching faculty, counselors, or librarians. Teaching faculty are reviewed using eighteen 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 (IIIA6⁶).

Evidence of effectiveness is determined through class visits, and observation, and careful reading and evaluation of current syllabi, updated vita, self-evaluation, statistical profiles and written comment sheets from student evaluations. All class syllabi are required to contain student learning outcomes. 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.

An Evaluation Committee is assembled to review the action and the Performance Review Files of the faculty member. All tenured/tenure-track and/or promotional recommendations are further reviewed by the Tenure and Promotional Review Committee (TPRC). The purpose of the TPRC is to verify that recommendations are procedurally correct and meet general college and District standards. Any action taken is based on the outcomes of the evaluation. In cases where the decision is to recommend a denial of promotion, or when the committee's overall summary rating is less than competent, a development plan is established.

The District assures that evaluation results relating to teaching and learning outcomes are identified in Article XVII A – Manager Evaluation of the Management Employees Handbook and implemented as part of the evaluation process. The Management Feedback Survey includes assessment of learning outcomes as one of the items listed for feedback (IIIA6⁷). One of the purposes in evaluating managers is to assess managers' effectiveness. The evaluation of management employees, as detailed in Article XVII, Appendix 3 Management Evaluation Form, and Appendix 4 Management Feedback Survey Procedures outlines timelines, frequency and evaluation instruments (IIIA6⁸; IIIA6⁹; IIIA6¹⁰).

The evaluation of faculty is according to the Contract Bargaining Agreement. Faculty are evaluated in the physical classroom and in their online classes when appropriate. When requested, the Dean, Online and Distributed Learning, provides resources for online pedagogy and if the faculty are referred for training, SDCCD Online Learning Pathways staff will assist faculty in improving their online course.

Analysis and Evaluation

The evaluation process includes a component that considers how the results of learning and administrative outcomes assessment can be used to improve teaching and learning; there are no prompts in the evaluation tools currently being used for faculty. As evaluation is a mandatory item of bargaining, any changes to the evaluation process would need to be made through the negotiations process with the respective bargaining and meet and confer units. However, the assessment of learning outcomes is included in the administrator's evaluation. In addition, learning outcome assessments are addressed in the program review process. Faculty utilize SLO assessments and administrators utilize AUO assessments as they develop plans and priorities for their respective programs and areas.

III.A.6 Evidence

- III.A6¹: Article VII, Work Load of the AFT Guild, *Local 1931 American Federation of Teachers AFL-CIO Faculty Agreement*
- III.A6²: Committee on Outcomes Assessment
- III.A6³: Program Review Process
- III.A6⁴: Example of an Administrative Unit Outcome
- III.A6⁵: Article XV, Evaluation of Faculty of the AFT Guild, *Local 1931 American Federation of Teachers AFL-CIO Faculty Agreement*
- III.A6⁶: *College Faculty Appraisal Guide*
- III.A6⁷: Appendix 3-B, Management Feedback Survey
- III.A6⁸: Article XVIIA, Manager Evaluation of the Management Employees Handbook
- III.A6⁹: Article XVII, Appendix 3, Management Evaluation Form
- III.A6¹⁰: Appendix 4, Management Feedback Survey Procedures

III.A.7

The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

Beginning in the fiscal year 2013-2014, the College was funded for nine new faculty positions which started a period of rapid hiring over the next three years. New faculty positions were granted in 2014-2015 and 2015-2016 as well. SDMC has hired or promoted approximately 100 faculty and staff over the past four years.

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. Personnel planning is part of program review process. Through this process, departments, programs, and service areas determine needs, based upon programmatic and

administrative goals in alignment with college goals. Requests for new positions are made through the Faculty Hiring Priority (FHP) a component of program review. The FHP Committee, reviews the requests using a rubric. Only those positions that are justified in program review are considered for ranking by the FHP. The FHP ranks the positions for funding and recommends to the Planning and Institutional Effectiveness Committee which then recommends to the President. The FHP list is then used during the integrated planning process as positions become vacant or if new faculty positions are funded by the district. The process and criteria for determining the fulltime contract faculty to be hired each year includes consideration of full-time/part-time faculty ratios, enrollment growth, current or projected community and student need, program review, and College mission (IIIA7¹).

BP 7210 Academic Employees requires compliance with its goals under the Education Code regarding the ratio of full-time faculty to be employed by the District with a goal of making progress toward the standard of 75 percent of total faculty work load hours taught by full-time faculty (IIIA7²; IIIA7³).

Human Resources provides an annual analysis to the Chancellor's Cabinet using data from the Full Time Faculty Obligation (FON) Report. The California Code of Regulations (CCR) Title 5, section 51025 requires the District to increase the number of full-time faculty over the prior year in proportion to the amount of growth in funded credit FTES (IIIA7⁴; IIIA7⁵; IIIA7⁶).

The institution maintains a sufficient number of qualified faculty including full-time and part-time to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve the institutional mission and purposes. Qualified faculty, both full-time and part-time, are assigned courses delivered via the distance education mode as appropriate within the program (IIIA7⁷; IIIA7⁸; IIIA7⁹).

Analysis and Evaluation

SDMC maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.

III.A.7 Evidence

- IIIA7¹: Faculty Hiring Priority List
- IIIA7²: BP 7210 *Academic Employees*
- IIIA7³: Education Code Section 87482.6
- IIIA7⁴: Title 5, CCR Sections 51025 and 5330
- IIIA7⁵: California Community Colleges Full-Time Faculty Obligation Fall 2014
- IIIA7⁶: California Community Colleges Full-Time Faculty Obligation Compliance for Preceding 10 Years

- III A7⁷: List of Courses Offered Via Distance Education Mode
III A7⁸: Governance – District Educational Master Plan
III A7⁹: AP 4200.2 Employment of Instructional Staff - Adjunct

III.A.8

An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard

The College has employment policies and practices for part-time and adjunct faculty which provide for their orientation, oversight, evaluation, and professional development (III A8¹). Part-time faculty receive an individual orientation by their department and a comprehensive *Faculty and Staff Handbook* (III A8²), and the *SDCCD Faculty Resource Handbook* (III A8³). Oversight is provided to part-time faculty by division chairs and deans with support from discipline faculty. Full-time faculty and division chairs and deans assist and guide part-time faculty in the development of course syllabi, assessment of student learning outcomes, and general college policies and procedures. Each discipline has a process where fulltime faculty share course materials with their part-time colleagues to assist with their success in the classroom (III A8⁴).

Part-time faculty are evaluated on a regular basis (III A8⁵). An adjunct faculty member must be peer evaluated within the first year of employment within each discipline he/she holds an assignment within each college, at least once every six regular semesters thereafter, and within two semesters of requesting Priority of Assignment (POA). It is also College practice to evaluate adjunct faculty during their first semester of any new assignment.



Part-time faculty are integrated into the College in many ways. With regard to professional development, part-time faculty are encouraged to attend Professional Development and Flex Day activities and receive flex credit for their participation. They are also invited to various workshops, trainings, and conferences offered through the Learning Opportunity for Transformation center

(LOFT). Every fall, part-time faculty are invited to attend the Fall Adjunct Workshop, hosted by the College President.

Part-time faculty are also integrated into the life of the institution through their participation in their respective departments/divisions and committees of the Academic Senate.

The College assures the integrity and quality of its academic programs and services by employing part-time and adjunct faculty who meet the qualifications for academic positions that are either non-restricted or restricted, and who are qualified through appropriate education, training, and experience. Part-time and adjunct faculty are held to the same hiring standards as contract faculty regarding the qualifications for the discipline in which they will be teaching or serving in a faculty, nonclassroom capacity.

As defined in BP 7120 *Recruitment and Hiring*, all academic employees shall possess the minimum qualifications for their positions. Each faculty member, regardless if classroom or non-classroom, is required to meet the qualifications as prescribed in the *State Minimum Qualifications Handbook* and adopted by the Board of Governors and SDCCD Board of Trustees. In addition, per the initial salary placement rules, vocational positions are required to provide verification of employment documents, as well (IIIA⁸⁶; IIIA⁸⁷).

As an alternative to meeting the specific qualifications outlined in the *State Minimum Qualifications Handbook*, the SDCCD Academic Senates developed AP 7211 *Equivalency Determination Procedure*, whereby an applicant who requests a review for equivalency must provide conclusive evidence that he or she has qualifications that are equivalent to the required minimum qualifications. The request is reviewed for consideration by the Equivalency Sub-Committee of the Screening Committee. Approved equivalency requests are forwarded to Human Resources for a secondary procedural review, initial salary placement determination, and placement in the personnel file. If an individual has a foreign degree, there is a consistent process whereby an applicant is required to have their foreign degree evaluated by an agency approved by the National Association of Credential Evaluation Services (NACES). The screening committee can use that evaluation in the same manner as a transcript to determine if the applicant meets the minimum qualifications or equivalency. All job announcements and the employment website include the minimum qualifications, as well as information related to requests for equivalency and foreign degree evaluation (IIIA⁸⁸; IIIA⁸⁹).

Throughout the entire recruitment and hiring process, the qualifications are upheld as the benchmark for programmatic needs and follow AP 4200.2 *Employment of Instructional Staff* - Adjunct for employment of adjunct faculty. Continuing Education adjunct faculty are more specifically referenced in AP 4200.4 *Continuing Education Adjunct/Hourly/Substitute Faculty Hiring Procedure* (IIIA⁸¹⁰).

Each recruitment process follows a comprehensive approach by providing worldwide Internet access to online job postings. In addition, the District routinely utilizes a broad advertising campaign that references the District's part-time and adjunct opportunities. The advertising targets a very diverse population: sources focused on employment in higher education and niche advertising for highly specialized and hard-to-fill disciplines. This

comprehensive approach is in support of reaching the most qualified candidates for part-time and adjunct faculty positions within SDCCD including positions teaching within distance education and Continuing Education.

SDCCD strongly encourages part-time and adjunct faculty to continue their education in pursuit of higher degrees, certification, licensure and any measures that enable them to continue to succeed and grow as part of the District's academic community. Experiential opportunities to serve on committees, interact with student functions, and consider application for tenure-track positions are supported at all levels.

The Colleges provide orientation to new faculty. In addition, professional development opportunities are available for adjunct faculty through flex workshops at the beginning of each semester. These vary in topic and are designed to enhance faculty skills, growth, and professional development.

Analysis and Evaluation

SDMCMesa College has employment policies and practices for part-time faculty which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part-time faculty into the life of the institution through participation in Professional Development, Flex Day activities, department/division meetings, and other trainings and activities.

III.A.8 Evidence

- III.A.8¹: *Human Resource Instruction Manual*
- III.A.8²: *Faculty and Staff Handbook*
- III.A.8³: *Faculty Resource Handbook 2015-2016*
- III.A.8⁴: *Samples of Faculty Sharing Resources with Adjunct Faculty*
- III.A.8⁵: *AFT Guild, Local 1931 - Adjunct Faculty Evaluation Process*
- III.A.8⁶: *BP 7120 Recruitment and Hiring*
- III.A.8⁷: *State Minimum Qualifications Handbook*
- III.A.8⁸: *AP 7211 Equivalency Determination Procedure*
- III.A.8⁹: *NACES Information*
- III.A.8¹⁰: *AP 4200.2 Employment of Instructional Staff - Adjunct*

III.A.9

The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Evidence of Meeting the Standard

The College follows SDCCD's personnel hiring procedures regarding the recruiting and selection of classified managers, supervisors and staff. College staff have the appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution.

SDMC's annual program review process addresses staffing trends, as well as staffing needs by program and department. Classified staffing needs by program and service areas are submitted during the annual program review process through the Classified Hiring Priority Committee (CHP), which is a subcommittee of the college President's Cabinet (III.A.9¹). The CHP assesses each proposal using qualitative and/or quantitative data to review the need for the position in terms of capacity to strengthen the program or service area. The request must also address challenges, external demands, and program/service area needs that have changed over time. Proposals are evaluated using rubrics with established criteria, and positions are ranked for funding. The President's Cabinet recommends the final list, and the President makes the final decision on the positions to hire. Administrators may fill vacated classified positions as necessary and are reviewed at the Executive committee.

SDMC has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. The College, through its program review process, identifies current staffing and future needs. Many classified professionals possess degrees beyond the educational experience required for their positions. The College has filled over 85 replacement and vacant classified positions since 2012-2013.

The College has implemented several departmental reorganizations over the past four years, including College Technology Services, Learning Resources, and Student Success and Equity (III.A.9²). These reorganizations included the reclassification of functions to better serve the College and afforded affected staff the opportunity for career growth. The reorganizations were designed to improve efficiency, effectively utilize human and fiscal resources, and appropriately utilize existing staff in a budget-challenged environment in relation to the 50 percent law.

While there is a sufficient number of staff with appropriate qualifications to support the educational, technological, physical, and administrative operations of the institution, there are concerns about workload due to additional technology and compliance requirements. SDCCD implemented the PeopleSoft Finance module starting in July 2015 and the PeopleSoft Human Capital Management module in January 2016. There have been changes

in business processes, technical training, and skillsets required of staff and workload shifts between the District and the College that have not been fully assessed at this time.

In addition to existing compliance requirements, new mandates in the areas of the Title IX Sexual Assault Against Women Act, the Affordable Care Act, the Student Success and Student Equity grant, and other new funding sources and mandates place additional responsibilities on staff. With regard to recruiting qualified classified staff, and for assessing the needs of the new PeopleSoft System, the College continues to examine ways to best support the needs of the institution through the program review process. Until Campus Solutions, the final PeopleSoft module, is implemented in Summer 2017, the College will address stakeholder and staff needs in training, business process documentation, and process improvement.

Staffing levels need to keep up with the growth of facilities and other programs. Staffing levels for meeting the needs of facilities and maintenance are also a concern for the campus. With the new buildings and expansion from the bond projects, additional resources are needed in the area of facilities operations on the college campus. The 50% Law hinders the College's ability to increase classified staff.

The College continues to review the organizational structures of instruction, administrative services, and student services to ensure effective staffing patterns. One significant example is the reorganization of tutoring services. This change has maximized the efficiency and support of both student success and the College mission.

The District supports the colleges by assuring the integrity and quality of its academic programs and support services by employing a sufficient number of staff members at the campuses and administrative offices who meet the qualifications for the non-academic positions. The District recognizes that providing a high quality of instruction and non-instructional support for the students necessitates a team of employees for daily operations and long-term planning. In addition, there are numerous non-academic staff members who directly serve the needs of the current students, potential registrants and general public.

At each campus and administrative office division, the administrators regularly review current staff vacancies submitted by programs and service areas, requests for reorganization by administrators, and requests for reclassification and reallocation submitted by individual employees, to insure that staffing levels are sufficient to meet the evolving needs from throughout the District. If necessary, any employee may be transferred to another location at the discretion of the Chancellor, in order to balance the service needs and workload for the programs.

In August 2016, the Chancellor led the effort to articulate a systematic process for adding new positions and allocating additional resources in the District divisions. Working with the vice chancellors and Director of Communications and Public Relations, the process was documented and agreed upon ([IIIA9³](#)). The process includes linking all requests for

additional resources, both one time and continuous, including request for new positions, to the respective Division's annual Action Plans and assessment, which is similar to the colleges' program review (IIIA9⁴). Requests are also linked to the District mission and strategic goals. In addition, requests for additional funding also must include identification of other possible funding sources, as appropriate. All requests are reviewed by the Chancellor, vice chancellors and Director of Communications and Public Relations, as well as the Chancellor's Cabinet, with final approval by the Chancellor (IIIA9⁵).

As defined in BP 7120 *Recruitment and Hiring* (IIIA9⁶), all classified and academic employees shall possess the qualifications for their positions. BP 7230 *Classified Employees* (IIIA9⁷) further defines the category defined as the Classified Service. Each staff member is required to meet the qualifications as stated in the job announcement. A careful and balanced review of qualifications is conducted by the screening committee in accordance with Equal Employment Opportunity (EEO) policy and procedures (IIIA9⁸) and mission statement (IIIA9⁹).

If an applicant states on their application that they possess a degree, even if a degree is not a requirement for the position, they are notified in the application process that the selected candidate must be prepared to submit the official transcript to evidence possession of the degree upon hire.

If an individual has a foreign degree, there is a consistent process whereby an applicant is required to have their foreign degree evaluated by an agency approved by the National Association of Credential Evaluation Services (NACES) (IIIA9¹⁰). The screening committee can use that evaluation in the same manner as a transcript to determine if the applicant meets the academic qualifications for the position.

Each recruitment process follows a comprehensive approach by providing Internet access to online job postings (IIIA9¹¹). In addition, the District routinely utilizes a broad advertising campaign for all District staff positions identified for recruitment. The advertising targets a very diverse population; sources focused on employment in higher education; and niche advertising for highly specialized and hard-to-fill positions. This comprehensive approach is in support of reaching the most qualified candidates for positions within SDCCD.

Analysis and Evaluation

The College has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. However, there are concerns about workload due to additional technology and compliance requirements. SDCCD implemented PeopleSoft starting in July 1, 2015 with Finance, and January 1, 2016 with Human Capital Management. There has been a change in business processes, technical training and skillset required for staff, and workload shift between the district and the college that has not been fully assessed at this time. Until Campus Solutions, the final PeopleSoft module, is implemented in summer 2017, the

College will address stakeholder and staff needs in training, business process documentation, and process improvement. In addition, legislative personnel mandates, in the areas of Title IX, the Sexual Assault Against Women Act, the Affordable Care Act; and new grants, such as Student Success and Student Equity, HSI/Title V grants; and the physical expansion of the college, due to new buildings, place additional responsibilities on existing staff. To address these needs, the College will continue to examine ways to best support the needs of the College through the program review process.

III.A.9 Evidence

- IIIA9¹: Classified Hiring Priority List
- IIIA9²: Learning Resources and Academic Support Organizational Chart
- IIIA9³: District Office Action Planning and Self-Assessment Program Review
- IIIA9⁴: District Divisions/Departments Action Plans 2016-2017
- IIIA9⁵: Employee Counts for 2008 and 2016
- IIIA9⁶: BP 7120 *Recruitment and Hiring*
- IIIA9⁷: BP 7230 *Classified Employees*
- IIIA9⁸: EEO Policies and Procedures
- IIIA9⁹: Legal/EEO Diversity Office Mission Statement
- IIIA9¹⁰: NACES Information
- IIIA9¹¹: SDCCD Job Postings

III.A.10

The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

Evidence of Meeting the Standard

The College ensures that administrators have the preparation and experience to support the institution's purpose and mission by employing sound hiring and evaluation practices, as described in Standards III.A.2 and III.A.5. A number of administrators exceed the minimum qualifications required for their positions. There is a considerable level of continuity and effective leadership that support the institution's mission and purposes.

The number of administrators has remained constant over the past six years; however, the make-up of the organization has changed as a result of reorganizations in a few areas. In student services, a Dean of Student Success and Equity was created to promote student success and equity. This Dean position coincided with the influx of funding and the requirement to have a manager oversee the program in accordance with funding regulations by the State of California (IIIA10¹). The college embarked on the implementation of the new Student Success and Support Program (SSSP) which included scaling and improving upon core areas of assessment, orientation, educational planning, and follow-up. The

College has continued to reorganize and add staffing and services to meet student needs and fulfill funding plans and mandates.

The District assures the integrity and quality of its academic programs and support services by employing a sufficient number of administrators, both managers and supervisors, at the campuses and administrative offices, who meet the qualifications for the academic and classified positions. The District recognizes that providing high quality of instruction and non-instructional support for the students necessitates strong and effective leadership from responsible administrators capable of directing the activities of teams of employees for daily operations and long-term planning.

The executive leadership within the Chancellor's Cabinet regularly reviews current administrative staffing levels to make it a priority to minimize administrator vacancies, and effectively and efficiently address the workload responsibilities for vacant positions currently under recruitment, all in order to meet the evolving needs of the District.

As defined in BP 7120 *Recruitment and Hiring* (IIIA10²), all classified and academic employees shall possess the qualifications for their positions. BP 7250 *Educational Administrators* (IIIA10³) specifically addresses the employment process for academic administrators, and with specific reference to academic employment contracts. BP 7260 *Classified Supervisors and Managers* (IIIA10⁴) specifically addresses the employment process for classified managers and supervisors.

The hiring for vacant management positions is guided by District procedures and the provisions of the *Management Employees Handbook* (IIIA10⁵). Like other academic positions, minimum qualifications, desired qualifications, and equal employment opportunity principles along with specially developed job descriptions are used for the recruitment of qualified candidates. 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 or vice chancellor who makes a recommendation to the Chancellor.

Similar to faculty, all administrators are encouraged to continue lifelong learning and to pursue higher education, and licensure or certification, as appropriate. The District supports this quest through professional study leave and, separately, pre-authorized paid management leave for the purpose of study or other projects which would directly benefit the District's mission. Both leave options are also described in the *Handbook*.

Appropriate preparation and expertise to provide continuity and effective leadership and services are further supported and enhanced by the District's attention to succession planning. This has materialized in the development of a customized leadership development program for all SDCCD employees, with particular emphasis on the Management Leadership Development Academy (IIIA10⁶). Among the many components of the academy are interactive modules with leadership facilitators, presentations by SDCCD leaders about

the challenges and opportunities in their various roles as managers in this public institution of higher learning, and a mentorship program. The progressive leadership series provides numerous ongoing resources and opportunities for attendees to serve as the learner, as well as the presenter of their expertise in a positive environment of shared learning and networking.

Analysis and Evaluation

SDMC has qualified administrative staff to support the mission and goals of the institution, the College continues to assess the organization for workload and efficiency reviewing staffing in accordance with the program review process.

III.A.10 Evidence

- III.A10¹: Reorganization of Student Services
- III.A10²: BP 7120 *Recruitment and Hiring*
- III.A10³: BP 7250 *Educational Administrators*
- III.A10⁴: BP 7260 *Classified Supervisors and Managers*
- III.A10⁵: *Management Employees Handbook*
- III.A10⁶: Management Leadership Development Academy Agenda

III.A.11

The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

SDCCD systematically establishes, publishes and adheres to personnel policies and procedures that are available for information and review. Personnel policies and procedures are initially developed and subsequently updated by the Human Resources Department, in compliance with changing laws and regulations. Draft policies and procedures are reviewed via a participatory governance process (III.A11¹). Specifically, they are reviewed by the Chancellor's Cabinet and discussed and evaluated by the District Governance Council. The District Governance Council is a standing council comprised of students, faculty, and staff representatives from throughout the District. One of the charges of the Council is to advise the Chancellor on the development and effects of policy implementation (III.A11²). Final approval of policies is via action by the Board of Trustees.

The policies and procedures are readily available to students, staff and members of the public. 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 students, staff and members of the public, policies and procedures were moved to open Internet

access in summer 2009 via the District's website (IIIA11³). In addition, when a policy or procedure is implemented or changed, it is consistently communicated to the college by way of notice to the Academic and Classified Senates, as well as the District's Governance Council. The District also periodically sends out notices, via the Vice Chancellor of Human Resources, to all employees highlighting various personnel policies and procedures (IIIA11⁴).

The District makes every effort to administer its personnel procedures equitably and consistently. In support of that, the District has BP 3410 *Nondiscrimination* and AP 3410 *Nondiscrimination* (IIIA11⁵; IIIA11⁶) that require equity in its employment and personnel matters. In addition, the District provides periodic training to managers and supervisors on the appropriate and equitable application and implementation of personnel policies and procedures. Finally, the District has BP 3430 *Prohibition of Harassment* and AP 3435 *Discrimination and Harassment Investigations* (IIIA11⁷; IIIA11⁸) in place that allow for faculty and staff to file complaints if they feel that they have been treated unfairly, as well as grievance procedures in the collective bargaining agreements and employee handbooks (IIIA11⁹; IIIA11¹⁰; IIIA11¹¹; IIIA11¹²; IIIA11¹³; IIIA11¹⁴).

Personnel policies and procedures are developed by the District Human Resources Department, and then discussed and evaluated by the District Governance Council before Chancellor's Cabinet review. Policies that require dialogue and feedback from the bargaining units or campuses are not implemented until the participatory-governance process is completed.

SDMC ensures policies and procedures are followed and are applied in a consistent and equitable fashion. The college personnel function falls within the purview of the Vice President of Administrative Services who is responsible for college personnel, payroll, and related functions. The College ensures consistent and equitable application of personnel policies and procedures through new employee orientations and regular communication in alignment with the College governance structure (IIIA11¹⁵). Board policies related to human resources are available to all employees and the public through the District website (IIIA11¹⁶). Many of these policies have been recently revised and are consistent with policies recommended by the Community College League of California (CCLC). For example, Policy 3100 *Student Rights and Responsibilities* was updated in December 2014 to align with the requirement of the Violence Against Women Reauthorization Act of 2013 and changes to state statute (IIIA11¹⁷).

Administrative Procedures related to these Board Policies are reviewed regularly through the participatory governance process, and they can be found on the SDCCD website once logged into the secure network.

The District Human Resources Department has a variety of internal procedures and handbooks which were noted in Standard III A.1. As stated in Standard III.A.1, the College follows its hiring procedures for faculty and staff. The District Vice Chancellor of Human

Resources is responsible for ensuring consistent interpretation and application of policies, regulations, and agreements. This is achieved through regular communication and training with managers and union representatives.

Analysis and Evaluation

The College follows policies established and published by SDCCD and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

III.A.11 Evidence

- III.A.11¹: Policy and Procedure Review Flowchart
- III.A.11²: District Governance Council Website
- III.A.11³: Policies and Procedures Website
- III.A.11⁴: Annual Notices of Policies and Procedures, Vice Chancellor of Human Resources
- III.A.11⁵: BP 3410 *Nondiscrimination*
- III.A.11⁶: AP 3410 *Nondiscrimination*
- III.A.11⁷: BP 3430 *Prohibition of Harassment*
- III.A.11⁸: AP 3435 *Discrimination and Harassment Investigations*
- III.A.11⁹: Article XXI Grievance, Faculty, AFT Guild, Local 1931
- III.A.11¹⁰: Article XXI Grievance, Classified Staff, AFT Guild, Local 1931
- III.A.11¹¹: Chapter XVIII- Grievance Procedure, *Association of Confidential Employees Handbook*
- III.A.11¹²: Article XIX Grievance Procedure, Police Officers Association
- III.A.11¹³: Chapter XVII Grievance Procedure, *Supervisory and Professional Administrators Association (SPAA) Handbook*
- III.A.11¹⁴: Chapter XV Grievance Procedure, *Management Employees Handbook*
- III.A.11¹⁵: *Administration and Governance Handbook*
- III.A.11¹⁶: Board Policies
- III.A.11¹⁷: BP 3100 *Student Rights, Responsibilities, Campus Safety and Administrative Due Process*

III.A.12

Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

The College and District maintain programs, practices, and services that support its diverse personnel. SDCCD is committed to equal opportunity in educational programs, employment and access to institutional programs and activities (IIIA12¹). SDCCD has several EEO and diversity policies which guide the College (IIIA12²):

BP 3410	<i>Nondiscrimination</i>
AP 3410	<i>Nondiscrimination</i>
BP 3430	<i>Prohibition of Harassment</i>
AP 3430	<i>Prohibition of Harassment</i>
AP 3435	<i>Discrimination and Harassment Investigations</i>
	Appendix A: SDCCD Unlawful Discrimination Complaint Form
BP 7100	<i>Commitment To Diversity</i>
Policy 4110	<i>Equal Opportunity/Affirmative Action Contractors and Vendors</i>

SDCCD has a separate legal and employment opportunity office which oversees the equal employment opportunities of the district. SDCCD is committed to employing qualified administrators, faculty, and staff members who are dedicated to the success of all students; recognizes that cultural competency is an important component of being qualified; recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students; and is committed to hiring and staff development processes that support the goals of equal opportunity, diversity, and cultural competency and to provide equal consideration for all qualified candidates.

The SDCCD *Equal Employment Opportunity Plan* addresses methods for diversifying the workforce (IIIA12³). The District is committed to a continuous good faith effort to ensure that all qualified applicants for employment and employees have full and equal access to employment opportunity, and are not subjected to discrimination in any District program or activity on the basis of age, ancestry, ethnicity, color, physical disability, mental disability, pregnancy, gender, gender identity, gender expression, marital status, medical condition, genetic information, national origin, race, religion, sexual orientation, veteran status, military status, or on the basis of these perceived characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

The EEO Plan includes a requirement that all individuals serving on selection committees receive training in the importance of a diverse workforce, bias awareness, and the elements

of cultural competence. The District offer EEO training and the schedule is posted on the SDCCD website ([IIIA12⁴](#)).

The SDCCD Office of Human Resources Department will annually survey the District's workforce composition and shall monitor applicants for employment on an ongoing basis to evaluate the District's progress in implementing the Plan and to provide data needed for the reports required by the *Plan*. SDCCD produces a *Facts on File* annually which identifies the race and ethnicity of employees by group ([IIIA12⁵](#)).

SDCCD is responsible for establishing the Campus Diversity Advisory Council (CDAC) as a component of the District's Diversity Program ([IIIA12⁶](#)). The purpose of the CDAC is to develop ways for the colleges and Continuing Education to advance diversity and cultural competency via campus events and training/workshops, as well as to track the Colleges' and Continuing Education's activity and development in the areas of diversity and cultural competency.

SDMC seeks to build a culture of diverse, equitable and inclusive practices that create an enriched environment for students, staff, faculty and the broader community ([IIIA12⁷](#)). The College embraces diversity through many programs and aspects of the College culture: through its designation as an Hispanic Serving Institution, its award of an HSI/Title V grant, and related program plan ([IIIA12⁸](#)); the work of its diversity committee, the Committee for Diversity Action, Inclusion, and Equity (CDAIE) ([IIIA12⁹](#)); its Student Success and Equity programs; and the Humanities Institute programming ([IIIA12¹⁰](#)). In addition, for every position, the President receives an adverse impact report, which provides the gender and racial breakdowns for applicants forwarded for interviews.

SDCCD and the College create and maintain appropriate programs, practices and services that support its diverse personnel. The District offers extensive professional development opportunities, programs and training through the Employment and Professional Development department in Human Resources. The District has established a Leadership Development Academy Series available to employees, which includes the following: Management Leadership Development Academy, Supervisor Leadership Development Academy, Classified Development Academy; and a Faculty Leadership Development Academy currently being created and launched. The Academy series also offers a corresponding mentoring program for Academy graduates ([IIIA12¹¹](#)).

Human Resources offers and provides mandated training, core workshops, customized training programs, personal enrichment topics, online training and a lending library. Examples of some of the types of topics offered include: Legal Updates; Interpersonal Communication Skills; Customer Service; Respect and Positive Interaction in the Workplace; Managing Stress; Computer Skills; Health and Nutrition; Safety in the Workplace; Conflict Resolution; EEO Processes; Prohibition of Harassment; Cultural Competency; and Diversity and Emotional Intelligence.

The District provides incentives for personnel to take classes and further their education, in that staff receive reimbursement for tuition for completed course work and are eligible for advancement on the salary schedule based on units completed as stipulated in collective bargaining agreements for faculty and staff (IIIA12¹²; IIIA12¹³; IIIA12¹⁴; IIIA12¹⁵; IIIA12¹⁶; IIIA12¹⁷; IIIA12¹⁸).

The District also provides a variety of services to its personnel through its Employee Assistance Program (EAP). Services are confidential and available 7 days a week, 24 hours a day and include support, assistance and referrals in the areas such as: relationships; finance; legal; parenting and family issues; childcare and eldercare; substance abuse; depression, anxiety and stress (IIIA12¹⁹).

In addition, the College offers programs, workshops and staff development through Instructional Improvement (flex) events and college specific offerings.

The District has an active Campus and Diversity Advisory Council (CDAC) that includes members from all of the colleges and Continuing Education diversity committees. CDAC meets regularly and its members share ideas and the council offers support to the individual diversity committees at the colleges and Continuing Education. The College has its own diversity committee, CDAIE that supports its diverse personnel by providing a variety of educational and cultural events on campus (IIIA12²⁰; IIIA12²¹; IIIA12²²; IIIA12²³).

SDCCD and the College regularly assess their records in employment equity and diversity consistent with their missions. The College regularly reviews and analyzes the statistical data regarding the ethnic and gender diversity of its staff. The *Fact Book* annually details this information. In addition, the Chancellor's Cabinet reviews quarterly the statistical diversity data for all of the colleges, Continuing Education, and the District Office. This information is presented annually to the governing Board (IIIA12²⁴).

In order to ensure continued best practices in employment equity and diversity, the Site Compliance Officers provide EEO and Diversity Training for screening committees at each of the colleges, Continuing Education and the District Office. Per the District's *EEO Plan*, this training is mandatory for all persons who participate in screening committees. The training provides the attendees with relevant information pertaining to the requirements of equal employment opportunity, federal and state anti-discrimination laws, the District's policies and procedures on nondiscrimination, the value of diversity in the workforce, cultural competency, and recognizing bias (IIIA12²⁵; IIIA12²⁶).

Analysis and Evaluation

Through its policies and practices, SDMC, in collaboration with SDCCD, creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

III.A.12 Evidence

- IIIA12¹: SDCCD EEO Office
- IIIA12²: EEO Policies:
 - BP 3410 *Nondiscrimination* / AP 3410 *Nondiscrimination*
 - BP 3430 *Prohibition Of Harassment* / AP 3430 *Prohibition Of Harassment*
 - AP 3435 *Discrimination And Harassment Investigations*
 - Appendix A – SDCCD Unlawful Discrimination Complaint Form
 - BP 7100 *Commitment to Diversity*
 - Policy 4110 *Equal Opportunity/Affirmative Action Contractors and Vendors*
- IIIA12³: SDCCD *Equal Employment Opportunity Plan*
- IIIA12⁴: EEO Training Schedule
- IIIA12⁵: *SDCCD Facts on File*
- IIIA12⁶: Campus Diversity Advisory Council (CDAC)
- IIIA12⁷: SDMC Diversity Programs
- IIIA12⁸: HSI/Title V Grant
- IIIA12⁹: Committee for Diversity Action, Inclusion, and Equity (CDAIE)
- IIIA12¹⁰: Student Success and Equity Programs; Humanities Institute
- IIIA12¹¹: Human Resources Professional Development Website
- IIIA12¹²: Article XIII Salary, Faculty, Section 4.0, Salary Step and Class Movement
AFT Guild, Local 1931
- IIIA12¹³: Article XV Professional Growth, Classified Staff, AFT Guild, Local 1931
Sections 15.2 Educational Incentive Plan and 15.3 Tuition Reimbursement
- IIIA12¹⁴: Article VI Unit Member Rights, Section 6.1 Personnel File, AFT Guild, Local
1931 Naval Technical Training Program (NTTP – San Diego)
- IIIA12¹⁵: Chapter VII Pay and Allowances, Association of Confidential Employees (ACE)
Handbook Sections 7.14 Educational Incentive Program for A-N Steps and 7.15
Tuition Reimbursement
- IIIA12¹⁶: Chapter 5 Pay and Allowances, Section I Educational Incentive Programs and
Chapter XIV Management Employee Expenses, *Management Employees
Handbook*
- IIIA12¹⁷: Article VI Professional Growth, Police Officers Association
- IIIA12¹⁸: Supervisory and Professional Administrators Association (SPAA) Handbook –
Chapter VI Pay and Allowances, Section 6.12 Educational Incentive Program
and 6.13 Tuition Reimbursement
- IIIA12¹⁹: Employee Assistance Plan
- IIIA12²⁰: Link to College’s Diversity Committee Website – City
- IIIA12²¹: Link to College’s Diversity Committee Website – Mesa
- IIIA12²²: Link to College’s Diversity Committee Website – Miramar
- IIIA12²³: Link to College’s Diversity Committee Website – Continuing Education
- IIIA12²⁴: Annual College Demographics, Fact Book
- IIIA12²⁵: EEO and Diversity for Screening Committees Training PowerPoint
- IIIA12²⁶: Quarterly Diversity Report

III.A.13

The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

SDCCD has long had policies that address professional ethics. These may differ slightly from group to group and in some cases have been developed according to underlying subject matter. The District has adopted BP 4460 Conflict of Interest and AP 4460.2 Conflict of Interest (III.A13¹; III.A13²). These policies and procedures apply to all District employees and specify activities which are inconsistent, incompatible, or conflicting with an employee's duties and require action by supervisory/management personnel. The District also established and adopted BP 7150 Civility and Mutual Respect (III.A13³), which applies to all members of the District community. The policy describes what types of behavior is unacceptable and unethical and how it will be addressed. The AFT Guild college faculty agreement, Appendix 1 (III.A13⁴), includes a code of Professional Ethics specific to all faculty members. The Board of Trustees has also adopted a code of ethics specific to its members, BP 2715 *Code of Ethics/Standard of Practice* (III.A13⁵). The Vice Chancellor of Human Resources has drafted a general formal centralized written code of professional ethics for all personnel. The draft policy is currently proceeding through the participatory governance review and approval process (III.A13⁶).

Professional ethics are also integrated into the District's hiring processes. All screening committees include an EEO Representative who is responsible to ensure that the screening committee members engage in the screening process in accordance with appropriate professional ethical standards. In addition, all members of the screening committee must be EEO certified and have taken EEO training within the past three years (III.A13⁷).

In addition, professional ethics are addressed through professional development workshops, which have included Workplace Ethics, and MEET on Common Ground: Respect in the Workplace. The college has a rich history of supporting professional ethics among all of its personnel (III.A13⁸).

Analysis and Evaluation

Through its policies and practices, SDMC, in collaboration with the SDCCD, upholds a written code of professional ethics for all of its personnel, including consequences for violation.

III.A.13 Evidence

III.A13¹: BP 4460 *Conflict of Interest*

III.A13²: AP 4460.2 *Conflict of Interest*

III.A13³: BP 7150 *Civility and Mutual Respect*

- IIIA13⁴: Appendix 1, AFT Guild College Faculty Agreement
- IIIA13⁵: BP 2715 *Code of Ethics/Standard of Practice*
- IIIA13⁶: Draft Policy of Code of Ethics
- IIIA13⁷: EEO Representative Certification Form, EEO Rep's Checklist and EEO Rep Compliance Script
- IIIA13⁸: Notice of EEO and Diversity Training for Screening Committees Announcement, EEO and Diversity for Screening Committees Training PowerPoint, Certificate of Completion Template

III.A.14

The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

Campus Employee Development (CED)

SDMC has a long tradition of providing professional development opportunities for its employees. For decades, this has come under the purview of the Staff Development Committee, made up of broad representation from constituent groups on campus and financed through AB1725 funds from the state. As the funding priorities of the state have fluctuated over the years and the mission of the California Community College System has shifted to an increased focus on student success, equity, and completion, the need for the professional development of all employees at SDMC has become central to the success of the college.

In response to this need, the President's Cabinet directed the establishment of a task force to evaluate professional development opportunities and the needs at SDMC and to develop recommendations for a comprehensive and structured approach. During the resulting Task Force's initial investigation, the college was awarded a HSI/Title V grant and began to receive Student Success and Support and Equity funds to initiate professional development efforts and support these initiatives at the College. This led to the augmentation and renaming of the task force to the Campus Employee Development (CED) Committee with the charge of completing the *Campus Employee Development Strategic Plan* begun during the task force phase (IIIA14¹). The *Strategic Plan* has been designed to address the programming and physical space needs for professional development and to carry out the objectives of the *Strategic Plan*.

The *Strategic Plan* centralizes campus professional development and assigns a supportive and coordinating role to the CED Committee and to the newly hired faculty and staff dedicated to professional development implementation, assessment, and improvement. This

centralization is seen as critical for the College given the complexity and importance of professional development in meeting the objectives of student success and equity; however, it is not intended to limit the directions or sources of professional development (professional learning) on campus. Rather, the centralization is meant to rally resources around the most meaningful aspects of the College mission, success and equity; to link professional learning planners and thinkers, campuswide and at all levels, with those who share their interests and affinities; to provide access to high-impact professional learning practices and thought leaders; to use campus personnel, facilities, equipment, and financial resources efficiently; and to streamline the complex funding process resulting from SDMC's multiple sources and mandates.

To most accurately capture its intention, the College has adopted the term “professional learning” in characterizing the objective of this work. The term “professional development” often refers to individual activities intended to improve competencies and satisfy flex requirements. Instead, the College speaks in terms of professional learning to signify a lifelong growth process grounded in the learning mindset, that contributes to a culture of learning, and that occurs in contexts that are intentionally mission-directed, inquiry-based, collaborative, inclusive, and richly diverse.

With the support of the CED Committee and as a component of the HSI/Title V grant, the College has created a new teaching and learning center for faculty, staff, and administrators, the LOFT (Learning Opportunities for Transformation). This is an innovative and flexible space with technologies, tools, and furnishings meant to inspire big-picture thinking, creativity, and collaboration (IIIA14²).



The LOFT is home to both an instructional designer who creates learning opportunities for on-campus and distance education faculty. The LOFT also provides Tech Training workshops for all faculty, including online faculty, which cover technology tools that faculty can use to communicate with students, instruct and assess students, and increase instructors' social presence in the online classroom (IIIA14³).

New Faculty Institute (NFI)

The College seeks to provide professional learning opportunities to meet the needs of all college personnel. During this period of expansive thinking and innovative practices at the College, it has hired more than eighty new faculty members. One goal of the President and College leadership has been to intentionally and meaningfully introduce new faculty to SDMC's transformational culture. The resulting New Faculty Institute (NFI) is a year-long professional learning opportunity for all new tenure-track faculty. Each semester, a cohort of new faculty begin their tenure at SDMC with a two-day workshop called "Mesa Days," initiating work that continues through the year with various activities and a monthly

workshop. This professional learning plan helps to define expectations, draws on the expertise of senior faculty and administrators, and creates a fun, positive and professional culture of inclusion and collaboration that builds community within the cohort. The NFI also pairs new faculty with faculty mentors from outside their discipline areas through the Instructional Mentoring Program (IMP). This is designed to help make connections with experienced faculty leaders; build knowledge of the college environment, system, and governance structure; introduce and reinforce pedagogical approaches; and set the stage for the tenure process. NFI demonstrates the commitment of SDMC to teaching and learning both for students and faculty. SDMC's NFI takes a proactive approach to working with new faculty members for a smooth and welcoming transition into the institution and college community (IIIA14⁴).

SDMC Professional Learning Feedback Loop

Campus professional learning activities are developed in response to multiple feedback sources:

- The annual Flex survey solicits individual professional learning needs of faculty.
- Surveys to classified staff provide the basis for programming of the annual classified professional learning conference.
- Requests emerge from campus participatory governance committees.
- Data from campus key performance indicators and other outcomes, such as disproportionate impact, suggest forward direction for professional learning

The CED Committee reviews these needs to develop some of the professional learning activities that are sponsored by the LOFT. The Committee also supports activities that departments, programs, and committees deliver to the campus. The evaluation of these activities occurs in various ways. Post-assessments of participants immediately following activities are widely used; others choose a pre/post model to compare participant knowledge; still others, like the Course Redesign Institute require participants to report out on their learning and outcomes through campus presentations and also to bring the participants together, towards the end of the semester, for a debrief of their experience. The LOFT additionally runs a survey at the end of the semester to assess the outcomes of the learning activities upon classroom and service practices.

Coordinated professional learning on campus is still in its infancy stages and long term effects on key performance indicators such as completion, success and persistence will take a number of semesters to substantially evaluate, the initial effects can already been seen. An example of this was showcased at a recent meeting of the SDCCD Board of Trustee's meeting during which a faculty member, who had participated in a few professional learning activities, explained his transformation from a "mean and hard math teacher" to a "nice yet hard math teacher" who values students' affective experiences. He realized math is not easy for many students, and when he began to treat his students like "guests" in his classroom, the learning experience for his students and himself became engaging, enjoyable, rewarding. As a result, his student outcomes have improved.

Distance education faculty can benefit from on-campus presentations by thought leaders through live Zoom presentations and, after the fact, through archived videos (IIIA14⁵).

Districtwide Professional Development

The SDCCD Employment and Professional Development (EPD) Office is a part of SDCCD's Human Resources Department. Its role is to support SDCCD employees through leadership development academies training workshops, mentoring programs, and resource referrals. Their purpose is to prepare for the next generation of SDCCD leaders and to improve and expand the knowledge, skills, and abilities of the current staff and faculty. The program includes employment orientation, job performance management training related to key subject domains, personal enrichment workshops, and leadership development academies in support of succession planning (IIIA14⁶).

In support of the vision of the Chancellor and Board of Trustees for succession planning and the continuity of leadership for the future of the District, SDCCD's 2009-2012 *Strategic Plan* states as Strategic Goal #4: "Establish Leadership Development Program/Academy in support of succession planning." The *Strategic Plan Annual Update – 2010* states for Goal #4: "The establishment of the Professional Development Office has resulted in a number of initiatives related to staff development and succession planning" (IIIA14⁷; IIIA14⁸).

SDCCD's 2013-2017 *Strategic Plan* states as Strategic Goal #2: "Strengthen our institutional effectiveness through innovation, continuous process and systems improvement, staff development, and enhanced internal collaboration." This Strategic Goal has as one of its specific objectives to "expand the continuum of professional development opportunities for all faculty, staff, and administrators to be best prepared to respond to the evolving student needs and measures of student success" (IIIA14⁹).

SDCCD has put this objective into action by creating the leadership development academies in 2009. These Academies continue to offer training in communication, self-management, leadership, team-building, time-management, diversity and inclusion, conflict management, ethics, strategic thinking and planning, and performance management. Four versions of the Academies are specifically designed for: Management, Supervisors, Classified Staff, and Faculty (IIIA14¹⁰; IIIA14¹¹; IIIA14¹²; IIIA14¹³).

The SDCCD Board of Trustees *Self-Evaluation and Accomplishments for 2014-2015* outlines in further detail the District's accomplishments in relation to its commitment to professional development, through its leadership development and succession planning, with 360 graduates of the Leadership Academies to date. In addition, the Leadership Academy Mentoring Program has created 34 successful teams of mentors and mentees to further enhance graduates' professional development (IIIA14¹⁴).

In addition to the leadership development academies, training is available to all employees online through the Keenan SafeColleges website. SDCCD has partnered with Keenan as a training provider for OSHA-approved courses, inter-personal and work related courses,

sexual harassment prevention training, and many more. Employees have free access to these courses (IIIA14¹⁵).

Individual workshops are also provided to respond to specific departmental needs such as computer training, evolving pedagogy, learning needs, health improvement workshops, communication, and customer service (IIIA14¹⁶).

In addition to training sponsored by SDCCD, staffs are offered a tuition reimbursement program as well as an educational incentive for completing higher education courses.

Faculty are offered a professional development program that supports sabbatical leave for research, classes, travel, or other work to enhance their knowledge in their discipline. Professional development may also be sought by faculty members through Travel and Conference addressed in Section 18.3 of the AFT Guild faculty agreement. Professional development for Continuing Education adjunct faculty is outlined in Section 18.6 of the AFT Guild faculty agreement. Article VIII, Section A4.3, outlines salary step and class movement based on successfully completed educational plans. Article VIII, Section A4.4 outlines salary class advancement based on an approved professional development plan (IIIA14¹⁷; IIIA14¹⁸).

Analysis and Evaluation

SDMC plans for and provides personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The College also systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

III.A.14 Evidence

- IIIA14¹: Campus Employee Development Strategic Plan
- IIIA14²: Learning Opportunities for Transformation (LOFT)
- IIIA14³: LOFT Training
- IIIA14⁴: New Faculty Institute
- IIIA14⁵: Instructional Design
- IIIA14⁶: SDCCD Professional Development Webpage
- IIIA14⁷: Goal #4, *SDCCD 2009-2012 Strategic Plan*,
- IIIA14⁸: Goal #4, *SDCCD Strategic Plan Annual Update-2010*
- IIIA14⁹: *SDCCD 2013-2017 Strategic Plan*
- IIIA14¹⁰: Management Leadership Development Academy Agenda
- IIIA14¹¹: Supervisor Leadership Development Academy Agenda
- IIIA14¹²: Classified Leadership Development Academy Agenda
- IIIA14¹³: Faculty Leadership Development Academy Agenda
- IIIA14¹⁴: SDCCD Board of Trustees Self-Evaluation and Accomplishments for 2014-2015

- IIIA14¹⁵: Keenan Online Training Course List
- IIIA14¹⁶: 2016-2017 Flex Offerings
- IIIA14¹⁷: AFT Guild, Local 1931 – Classified Staff - Section 15.3 – Tuition Reimbursement; AFT Guild, Local 1931 – Classified Staff - Section 15.2 – Educational Incentive Program; AFT Guild, Local 1931 – Classified Staff - Article XV – Professional Growth
- IIIA14¹⁸: AFT Guild, Local 1931 – Faculty - Section 18.2 – Sabbatical Leave for College Faculty; AFT Guild, Local 1931 – Faculty - Section 18.6 – Continuing Education Adjunct Faculty Ancillary Activities/Professional Development; AFT Guild, Local 1931 – Faculty - Articles VIII – Salary; AFT Guild, Local 1931 – Faculty - Article XVIII – Professional Development

III.A.15

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.

Evidence of Meeting the Standard

In accordance with California Education Code (§87031) and California Labor Code (§1198.5), every employee has a right to inspect his/her personnel records. In addition, employees have a right to be notified of and to review and comment on information which is added to their permanent personnel file.

SDCCD secures and keeps confidential all personnel records. The Director of Employee Services 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 8:00 a.m. through 5:00 p.m. during the work week and remains locked during all other times.

Faculty evaluations are maintained on campus and are kept secured. Consistent with Education Code Section 87031, every employee has the right to inspect personnel records pursuant to Section 1198.5 of the Labor Code. College administrators oversee the security and confidentiality of all staff and faculty records or portfolios at the local level.

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.

Employees must initiate this process with a request for an appointment to view their file by contacting the Payroll Department. During the appointment, a member of the Payroll Department inspects the file with the employee, and copies can be requested at this time. However, adjunct faculty may contact her/his respective dean to review her/his appraisal form, evaluation letters and student evaluations.

In addition, the District has agreements with its bargaining units regarding provisions for employees to view their files. This process works well for the employees of the District. Every effort is made to secure and keep confidential District personnel files. The language addressing the maintenance of personnel file contents and access to them are addressed in each classification's collective bargaining agreements (IIIA15¹).

Procedures exist in the *Human Resources Desk Manual* for inspection of the file by those administrative employees with a need to inspect and for employees to access their personnel file. Checks and balances remain in place to assure the integrity of the file (IIIA15²; IIIA15³; IIIA15⁴; IIIA15⁵; IIIA15⁶; IIIA15⁷; IIIA15⁸; IIIA15⁹).

Analysis and Evaluation

Following SDCCD policies and procedures, makes provision for the security and confidentiality of personnel records and ensures that each employee has access to his/her personnel records in accordance with law.

III.A.15 Evidence

- IIIA15¹: District's Classification Collective Bargaining Agreements
- IIIA15²: AFT- Guild, Local 1931 - Faculty – Article XX – Personnel Files
- IIIA15³: AFT-Guild, Local 1931 – Classified Staff – Article IV – Employee Rights, Section 4.1 Personnel Files
- IIIA15⁴: AFT Guild, Local 1931 Naval Technical Training Program (NTTP – San Diego) – Article VI – Unit Member Rights, Section 6.1 Personnel File
- IIIA15⁵: Association of Confidential Employees (ACE) Handbook –Chapter II – Employee Rights, Section 2.1 Personnel Files
- IIIA15⁶: POA -Police Officers Association – Article IV – Employee Rights, Section 4.1 Personnel Files
- IIIA15⁷: Supervisory and Professional Administrators Association (SPAA) Handbook – Chapter II – Employee Rights, Section 2.1 Personnel Files
- IIIA15⁸: Human Resources Desk Manual: Employees Access of their Personnel Files
- IIIA15⁹: Human Resources Desk Manual: Access of Personnel File

III.B Physical Resources

III.B.1

The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of Meeting the Standard

SDCCD ensures that all institutions within the District are provided safe and sufficient physical resources necessary to execute their educational mission. This includes support for all modalities to include distance education. They are constructed and maintained to assure access, safety, security and a healthful learning and working environment. Through the seven means, below, both fiscal resources and the allocation of campus police resources are leveraged in the most effective way possible.

The first is through the Management Services Council. This Council serves as the forum where districtwide staff meet to review matters concerned with the District's management services. Through these meetings, recommendations can be made to cabinet and other governance organizations regarding the allocation of resources to meet District requirements (IIIB1¹; IIIB1²).

The second is the use of facility master plans. At the beginning of the District's bond capital improvement program, a *Facility Master Plan* was created for each campus. The *Facility Master Plan* identifies the facility requirements to meet the educational mission but is not directly linked to the campus educational master plans. The facility plans, which were created with participation from faculty and staff have provided the blueprints for the facility modernization. Additionally, the plan looks at existing space utilization to ensure space is allocated to support programs and services. At the end of the bond program the new *Facilities Master Plan* will be tied to each campus' Educational Master Plan (IIIB1³; IIIB1⁴; IIIB1⁵).

The third is the bond capital improvement program mentioned above. This program allocated \$1.5 billion to build and renovate facilities to support the educational mission. This money, coupled with the *Facilities Master Plan*, allows the District to ensure that the facilities it builds are in compliance with all codes and regulations. In an effort to maintain transparency and keep constituents informed, the rainbow report is provided as a quick reference document. The rainbow report is posted on the bond webpage and allows anyone who is interested in the progress of SDCCD bond projects to see their current status. Additionally, the District utilizes an *American Disabilities Act Transition Plan* created for the District to identify deficiencies that need to be addressed to ensure access SDCCD campuses (IIIB1³; IIIB1⁴; IIIB1⁵; IIIB1⁶; IIIB1⁷).

The fourth is through a Districtwide security plan and annual safety report, which identifies measurable metrics, processes and procedures to be assessed and followed to ensure the safety and security of all who frequent the campuses. The documents also offer a phased approach to further enhancing both safety and security. These documents identify areas of risk that need to be addressed. They also aid in mapping out plans to achieve improvements in the identified risk areas. These documents allow decision makers to evaluate information and make decisions that will facilitate the best allocation of resources (IIB1⁸; IIB1⁹).

The fifth is the District safety website. In an effort to standardize the safety plans across the District, a comprehensive plan was developed that addressed District requirements as well as the unique activities that take place at each campus. The plan identifies policies and procedures that create a synergy of responsibilities and reporting across the District while recognizing the uniqueness of each campus. Additionally, the plan clearly identifies requirements necessary for an effective plan so that resources can be allocated properly. This website is overseen by the District Safety Coordinator (IIB1¹⁰).

The sixth is through the automated work order process employed throughout the District. Megamation, the automated work order tool used by the District, provides faculty and staff a portal to submit work orders and allows the facility staff to prioritize requirements based on established parameters. The highest priority is allocated to work orders that address issues that threaten life safety, and ensures there are always proper resources allocated to these types of issues (IIB1¹¹).

The seventh is through an annual inspection process for District offsite locations. This process was implemented this year for offsite facilities, and provides a documented site visit to active offsite locations (IIB1¹²).

Many mechanisms exist at to assure accessibility, safety, and security of the College's learning and working environments. The efforts are coordinated by several district and college offices including the Offices of the Vice President of Administrative Services, Disability Support Programs and Services (DSPS), Facilities Services, Risk Management, College Police, and Human Resources.

The District and College place a high level of attention on the safety of its facilities. The Offices of the Vice President of Administrative Services coordinates with Risk Management and Facilities to ensure proper reporting processes for accidents and injuries as part of the Injury and Illness Prevention Plan, a safety-training program for employees through Keenan and Associates, and various safety inspection processes and forms.

SDMC reviewed the safety climate, recommendations from the safety committee, and requests for safety personnel made through the integrated planning process and the classified hiring committee priority list. With the size of the College; the complexity of occupational, environmental health and safety issues; federal, state, and local compliance

and reporting requirements; and hazardous waste management required, the College believed it was necessary to have a dedicated resource reporting to the Vice President of Administrative Services, the designated safety officer of the college, in collaboration with District processes and policies to ensure College adherence to laws, regulations, safety reporting, and other compliance requirements. The College performed a reorganization utilizing vacant positions from other areas to create the position of Occupational, Environmental Health and Safety Coordinator. This position was requested during the annual program review process and was ranked highly on the Classified Hiring Committee Recommendation List (IIIB1¹³). This position assists with the overall safety compliance, reporting, training, and inspections for the College in collaboration with the District.

In 2016-2017, the Occupational, Environmental, Health, and Safety Coordinator (OEHS) Coordinator will collaborate with the SDMC Safety Committee, campus leadership, the District, and the campus community to assess college safety priorities while also continuing to assist with the maintenance of current processes and procedures. The position will also work closely with the District on the development of safety policies.

The College maintains a relationship with the District via a mechanism called Review of Services. This group includes key individuals from the campus including the President and vice presidents, and District leaders from Facilities, Police and Parking. Review of Services meets monthly to collaborate on facility, safety, security, and parking planning, concerns and issues (IIIB1¹⁴).

When accidents or injuries occur on the College campus, an accident report is prepared and distributed to the Risk Management Office and the Office of the Vice President of Administrative Services. If an employee is injured, a completed Injury and Illness Incident and Investigation Report is sent to Risk Management (IIIB1¹⁵). Student injuries are reported by sending the completed Student Injury form to Risk Management and the Office of the Vice President of Administrative Services. Depending on the results of the investigation, all efforts are made to assure a resolution of the condition.

The District's *Americans with Disabilities Act (ADA) Transition Plan* was updated in August of 2011 (IIIB1¹¹). Once all construction is complete from the Prop S and N Bond projects and the facilities master plans are revised, the *ADA Plan* will also be updated. The Office of the Vice President of Administrative Services works with the Facilities Services Department and DSPS to address any student accommodations or accessibility concerns on an ongoing basis.

As part of the participatory governance process, the SDMC Safety Committee addresses safety and security issues and promotes safety across all areas of the college campus (IIIB1¹⁶). The committee is responsible for safety planning and administering safety enhancements, emergency contingency plans, and disaster preparedness. Each year the committee reviews goals in relation to the integrated planning process, assess required

changes in rules, regulations, and laws, and prioritizes for the current year. Recommendations are brought directly to President's Cabinet (IIIB1¹⁷).

College safety policies and procedures are reviewed and updated by the Safety Committee in coordination with the District and under the direction of the Office of the Vice President of Administrative Services. College safety information can be found on the College website.

The College implemented the California Environmental Reporting System (CERS) which is a statewide web-based system to support California Unified Program Agencies (CUPAs) and Participating Agencies (Pas) in electronically collecting and reporting various hazardous materials-related data as mandated by the *California Health and Safety Code* under the 2008 legislation (AB 2286). Under oversight by Cal/EPA, CUPAs implement Unified Program mandates that streamline and provide consistent regulatory activities. SDMC implemented the CERS system in 2014 and has successfully submitted annual reports since that time meeting compliance requirements for hazardous materials reporting (IIIB1¹⁸).

College Facilities operations, planning, and assessment is also coordinated through the Office of the Vice President of Administrative Services. College facilities operations are coordinated between the District Facilities and the Office of the Vice President of Administrative Services. The SDMC Facility Planning Committee is a representative committee appointed through the participatory governance process (IIIB1¹⁹). The Committee reviews major facility issues which impact the College, assists with long-range facilities planning, and oversees the maintenance, repair, remodeling and building of SDMC's *Facility Master Plan*. Recommendations by the committee are brought directly to President's Cabinet (IIIB1²⁰).

Facilities maintenance and minor improvement needs on the campus are tracked through the automated work order process employed throughout the district. Megamation, the automated worker order tool used by the District, provides faculty and staff a portal to submit work orders and allows the facility staff to prioritize requirements based on established parameters. The highest priority is allocated to work orders that address issues that threaten life safety, and ensures there are always proper resources allocated to these types of issues (IIIB1²¹).

Analysis and Evaluation

Current processes in place help to ensure a safe environment for students, faculty, and staff. Proper planning and assessment processes exist for safety and sufficiency of physical resources.

III.B.1 Evidence

IIIB1¹: MSC meeting minutes 2010-12

IIIB1²: MSC meeting minutes 2013-15

- IIIB1³: Facilities Master Plan – City
- IIIB1⁴: Facilities Master Plan – Mesa
- IIIB1⁵: Facilities Master Plan – Miramar
- IIIB1⁶: Rainbow Report
- IIIB1⁷: *District Safety and Security Master Plan*
- IIIB1⁸: *Annual Safety Report*
- IIIB1⁹: District Safety Website
- IIIB1¹⁰: District Services Priority of Work Matrix
- IIIB1¹¹: ADA Transition Plan Update
- IIIB1¹²: Off-Campus Site Visitation Record
- IIIB1¹³: Occupational, Environmental Health and Safety Coordinator
- IIIB1¹⁴: Review of Services Meeting Agenda
- IIIB1¹⁵: *SDMC Injury and Illness Prevention Plan*
- IIIB1¹⁶: SDMC Safety Committee
- IIIB1¹⁷: SDMC Safety Committee Report
- IIIB1¹⁸: California Environmental Reporting System
- IIIB1¹⁹: SDMC Facilities Planning Committee
- IIIB1²⁰: Facilities Planning Committee Report to President’s Cabinet, April 19, 2016
- IIIB1²¹: SDCCD Workorder (Megamation) System

III.B.2

The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard

SDCCD is constantly assessing the physical resources necessary to accomplish its educational mission. This includes support for all modalities including distance education. This assessment includes the planning, acquisition, construction, maintenance, refurbishing and replacement of physical resources. The assessment looks at facilities, equipment, land and other assets in a manner that assures effective utilization and the continued quality necessary to support the District’s services and programs to achieve its educational mission. The bond program has delayed the need for a comprehensive replacement plan because the bond provided new equipment throughout the District. As this equipment ages, the District is in the process of formalizing a more sustainable equipment replacement strategy. This is accomplished in many ways.

The first is through the Management Services Council. This Council serves as the forum where districtwide staff meet to review matters concerned with the District’s management services. Through these meetings, recommendations can be made to cabinet and other

governance organizations regarding the allocation of resources to meet the District's upgrade and replacement needs (IIIB2¹; IIIB2²).

The second is the use of campus facility master plans. At the beginning of the District's bond capital improvement program, a *Facility Master Plan* was created for each campus. The facility master plan identifies the facility requirements to meet the educational mission but is not directly linked to the campus educational master plans. The facility plans were created with participation from faculty and staff and have provided the blueprints for the facility modernization. Additionally, the plans look at existing space utilization to ensure space is allocated to support programs and services. At the end of the bond program, the new *Facilities Master Plan* will be tied to each campus *Educational Master Plan*. The plan, when coupled with each campus' *Education Master Plan*, provides the road map for success to meet current and future educational goals (IIIB2³; IIIB2⁴; IIIB2⁵).

The third is the bond capital improvement program mentioned above. This program allocated \$1.5 billion to build, renovate and provide equipment for facilities to support the District's educational mission. The bonds provide the fiscal resources which, coupled with the facilities master plan, allow the District to ensure that the facilities it builds and outfits with equipment are in compliance with all codes, regulations, services and program requirements (IIIB2³; IIIB2⁴; IIIB2⁵; IIIB2⁶).

The fourth is the District's five year capital improvement plan. Required by the State Chancellor's Office, this plan highlights the District's planned capital improvements over the next five years. Currently this plan highlights the bond program's planned five year outlook. The District submits this plan every year to the state, but because of the bond capital improvement program, eligibility for additional state funding associated with the five year capital improvement plan is limited. The resources allocated for capital improvement are exercised by the Vice Chancellor of Facilities Management (IIIB2⁶; IIIB2⁷).

The fifth method is the state scheduled maintenance program. This program allocates state resources to scheduled maintenance requirements levied by the District. Each year the District submits to the State Chancellor's Office a list of scheduled maintenance projects that it would like to accomplish in the coming year. Most years funding is allocated to the District to support its scheduled maintenance efforts. Though these resources are limited, the District is successful at providing the proper resource allocations to maintain and replace assets as required (IIIB2⁸; IIIB2⁹).

The sixth item is the operations and maintenance outlook. This document is updated annually and projects future operational cost based on assigned parameters that ensure the District is getting the best value for the resources it allocates. The District uses the Association of Physical Plant Administrators (APPA) metrics and standard when evaluating programs. This is most evident in the analysis of custodial manning levels. Additionally, an annual survey is sent out to the community college population which allows direct feedback on the effectiveness of maintenance efforts and operations (IIIB2¹⁰; IIIB2¹¹; IIIB2¹²).

The seventh item is the *District Equipment Replacement Plan*. Because the plan is in its early stages, the immediate funding available to support equipment replacement has been one-time money from the state which is allocated to each campus to offset the cost of its instructional equipment. The plan will continue to be developed through the governance process (IIIB2⁹; IIIB2¹³).

Access to distance education classes is provided through computer labs on each campus. Student-access computers follow the same maintenance and processes as outlined above. The institution contracts with Blackboard, a learning management system for distance education. Blackboard was selected by the Districtwide Distance Education Steering Committee (DDESC) after a year-long process of review and testing at each of the campuses. The contract with Blackboard includes managed hosting whereby Blackboard has its own servers and schedules its own maintenance. SDCCD, through the IT department, uploads selected student and course information. In this way, students' privacy is protected.

The process for selecting Blackboard included DDESC discussions, selection of pilot faculty, meetings with stakeholders, meetings with District IT personnel, and review and testing of the selected host. DDESC and SDCCD Online Learning Pathways periodically reviews the performance of Blackboard during its monthly meetings (IIIB2¹⁴; IIIB2¹⁵; IIIB2¹⁶).

SDMC's *Educational Master Plan – 2014-2019* identifies factors which will impact facilities (IIIB2¹⁷). The College collaborates with the District on needs and available resources and will provide input when the Facilities master plans are updated.

The College Facility Planning Committee is a representative committee appointed through the participatory governance process (IIIB2¹⁸). The Committee reviews major facility issues which impact the College, assists with long-range facilities planning and oversees the maintenance, repair, remodeling and building of SDMC's *Facility Master Plan*. Recommendations by the committee are brought directly to President's Cabinet. The Facilities Committee also reviews facilities requests made through the program review and Budget Allocation and Recommendation Committee (BARC) annual resource request processes (IIIB2¹⁹).

Analysis and Evaluation

SDMC considers the needs of the programs and services when planning its buildings through a variety of means. The College plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

III.B.2 Evidence

- IIIB2¹: MSC meeting minutes 2010-12
- IIIB2²: MSC meeting minutes 2013-15
- IIIB2³: Facilities Master Plan – City
- IIIB2⁴: Facilities Master Plan – Mesa
- IIIB2⁵: Facilities Master Plan – Miramar
- IIIB2⁶: Rainbow Report
- IIIB2⁷: 5 Year Capital Improvement Plan
- IIIB2⁸: State Scheduled Funding List
- IIIB2⁹: 2016-2017 Certification Physical Plant and IELM/Equipment Replacement Plan
- IIIB2¹⁰: Facilities Operations and Maintenance Outlook
- IIIB2¹¹: District Annual Survey
- IIIB2¹²: Custodial Staffing Square Foot per Custodian
- IIIB2¹³: SDCCD Equipment Replacement Plan
- IIIB2¹⁴: Blackboard Contract
- IIIB2¹⁵: Blackboard Meeting Notes
- IIIB2¹⁶: Districtwide Distance Education Steering Committee (DDESC) Meeting Notes
- IIIB2¹⁷: SDMC Educational Master Plan
- IIIB2¹⁸: SDMC Facilities Planning Committee webpage
- IIIB2¹⁹: Facilities Planning Committee Meeting Minutes, May 5, 2016

III.B.3

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.

Evidence of Meeting the Standard

The College's physical resources are planned and assessed based on the needs of its programs and services. Established committees, like the College Review of Services Committee, College Facilities Committee, and District Management Services ensure the effectiveness and feasibility of physical resources. These committees are guided by annual processes, such as program review and budget development. The results of District and College surveys also inform planning and evaluation related to physical resources. SDCCD is a complex organization in a very dynamic environment. In order to ensure accomplishment of its educational mission, the District uses data driven tools to provide critical information to decision makers. In its continual assessment of physical resources, the District uses established metrics to measure its effectiveness and a process using total cost of ownership ideals to establish the feasibility of resource allocation. This includes support for all modalities to include distance education and all levels of courses taught. This is accomplished in many ways.

The first is through the Management Services Council. This Council serves as the forum where districtwide staff meet to review matters concerned with the District's management services. Through these meetings, recommendations can be made to Cabinet and other governance organizations regarding the allocation of resources to meet District requirements (IIIB3¹; IIIB3²).

The second is through the automated work order process employed throughout the District. Megamation, the automated work order tool used by the District, provides faculty and staff a portal to submit work orders and allows the facility staff to prioritize requirements based on established parameters. The highest priority is allocated to work orders that address issues that threaten life safety, and the process ensures there are always proper resources allocated to these types of issues (IIIB3³).

The third method is the state scheduled maintenance program. This program allocates state resources to scheduled maintenance requirements levied by the District. Each year the District submits to the State Chancellor's Office a list of scheduled maintenance projects that it would like to accomplish in the coming year. Most years, funding is allocated to the District to support its scheduled maintenance efforts. Though these resources are limited, the District is successful at providing the proper resource allocations to maintain and replace assets as required (IIIB3⁴).

The fourth item is the operations and maintenance outlook. This document is updated annually and projects future operational cost based on assigned parameters that utilize principles that ensure the District's assessment includes all identifiable costs. Additionally, the District uses the Association of Physical Plant Administrators (APPA) metrics and standards when evaluating its programs, and conducts an annual survey which is sent out to the community college population to allow direct feedback on the effectiveness of its maintenance efforts (IIIB3⁵; IIIB3⁶; IIIB3⁷).

The fifth is the *District Services Survey* that is sent out on an annual basis. This survey allows the campus population to respond to a series of questions, the answers to which allow the District to assess its effectiveness at accomplishing its service mission and provide a metric to base resource allocation (IIIB3⁶).

To ensure the effectiveness of the use of its physical resources, the College uses data from the Room Matrix and Megamation to review space and assess capacity/load ratios (IIIB3⁸; IIIB3⁹). This process assists the College in identifying where more space is needed or where to reduce space. Reports are prepared by the Office of the Vice President of Administrative Services and shared with executive leadership and enrollment management groups. Data from these systems are also used guide deferred and general maintenance projects as well as track operational facilities work-orders and site improvement requests. Information will also be used for long-term planning.

The College also uses the results from the *District Services Survey* and the annual College survey to review the use of physical resources, assess the condition of the facilities and general upkeep, and address perceived service issues with facilities and maintenance. Results are shared with the College and with the Facilities Planning Committee. Discussions are held between the District and the Vice President of Administrative Services and during Facilities Committee to address concerns, set annual goals for improvement, and make plans for needed maintenance and equipment. The data is assessed in program review, which guides the resource request process (IIIB3⁶).

The College Facility Planning Committee reviews facilities requests made through the program review and BARC annual resource request processes (IIIB3¹⁰).

Currently, the College has a great deal of new equipment due to the Prop S and N Bond projects. This equipment is being depreciated over the life of the bond, but does not have an expected useful life of that long. The District does not have a long-term equipment or facility plan beyond the completion of the bond projects. There is a financial impact to replace and repair all of the equipment that currently is not being maintained.

Analysis and Evaluation

The College utilizes the tools available to assure effectiveness of physical resources in supporting institutional programs and services. The College integrated planning process addresses needs brought forth annually.

III.B.3 Evidence

- IIIB3¹: MSC meeting minutes 2010-12
- IIIB3²: MSC meeting minutes 2013-15
- IIIB3³: DSC Priority Matrix
- IIIB3⁴: State Scheduled Funding List
- IIIB3⁵: Facilities Operations and Maintenance Outlook
- IIIB3⁶: Survey Results
- IIIB3⁷: Custodial Staffing Square Foot Per Custodian
- IIIB3⁸: Room Matrix
- IIIB3⁹: SDCCD Workorder (Megamation) System
- IIIB3¹⁰: Facilities Planning Committee Meeting Minutes, May 5, 2016

III.B.4

Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

SDCCD utilizes a facility master plan to help guide resource allocation. This includes support for all modalities to include distance education. The *Facilities Master Plan*, when coupled with the individual campus educational master plans, provides a framework for long-range capital planning. Once an agreed upon direction is approved, a cost analysis is conducted. The District uses processes and procedures that ensure it captures all related cost so an informed decision can be made. The Board of Trustees promotes this through its Sustainability Policy. In principle, the District has looked at the following:

$$\text{Purchase Cost} + \text{Maintenance Cost} + \text{Hidden Cost} = \text{Actual Cost}$$

Some of the hidden costs are listed below:

- Acquisition costs: the costs of identifying, selecting, ordering, receiving, inventorying, or paying for something.
- Upgrade / Enhancement / Refurbishing costs
- Reconfiguration costs
- Set up / Deployment costs: the costs of configuring space, transporting, installing, setting up, and integrating with other assets, outside services
- Operating costs: for example, human (operator) labor, or energy/fuel costs
- Change management costs: costs of user orientation, user training, and workflow/process change design and implementation
- Infrastructure support costs: costs brought by the acquisition for heating/cooling, lighting, or IT support
- Environmental impact costs: costs of waste disposal/clean up, pollution control, or the costs of environmental impact compliance reporting
- Insurance costs
- Security costs
- Physical security: security additions for a building, including new locks, secure entry doors, closed circuit television, and security guard services
- Electronic security: security software applications or systems, offsite data backup, disaster recovery services, etc.
- Financing costs: loan interest and loan origination fees
- Disposal / Decommission costs
- Depreciation expense tax savings (a negative cost)

Additionally, long-term planning and the allocation of physical resources are compared to the sustainability goals established by the District. This is accomplished in the following ways.

The first is the use of campus facility master plans. At the beginning of the District's bond capital improvement program, a *Facilities Master Plan* was created for each campus (IIIB4¹; IIIB4²; IIIB4³). These facility master plans identify the facility requirements to meet the educational mission but are not directly linked to the campus educational master plans. The facilities plans, which were created with participation from faculty and staff, have provided the blueprints for the facility modernization that has occurred throughout the District. At the end of the bond program, the new *Facilities Master Plan* will be tied to each campus *Educational Master Plan* (IIIB4¹; IIIB4²; IIIB4³).

The second is the District's five year capital improvement plan. Required by the State Chancellor's Office, this plan highlights the District's planned capital improvements over the next five years. Normally when this plan is created, it uses data driven metrics to identify projects. Currently, this plan highlights the bond program's planned five-year outlook. Because of the bond capital improvement program, eligibility for additional state funding associated with the five-year capital improvement plan is limited (IIIB4⁴; IIIB4⁵).

The third item is the operations and maintenance outlook. This document is updated annually and projects future operational cost based on assigned parameters that ensure all costs are identified. Additionally, the District uses the Association of Physical Plant Administrators (APPA) metrics and standards when evaluating its programs and conducts an annual survey, which is sent out to the community college population to allow direct feedback on the effectiveness of maintenance efforts (IIIB4⁶; IIIB4⁷; IIIB4⁸).

The fourth item is the *District Equipment Replacement Plan*. Because the plan is in its early stages, the immediate funding available to support equipment replacement has been one-time money from the state which is allocated to each campus to offset the cost of its instructional equipment. The plan will continue to be developed through the governance process (IIIB4⁹).

As part of the College integrated planning, facility requests, issues, and planning is addressed. The SDMC Facility Planning Committee is responsible for reviewing facilities requests in accordance with the integrated planning cycle (IIIB4¹⁰). The SDMC Facility Planning Committee is a representative committee with representation appointed through the participatory governance process. Its purpose is to review major facility issues which impact SDMC, provide long-range facilities planning and oversee the maintenance, repair, remodeling and building of SDMC's *Facility Master Plan*. Recommendations are brought directly to President's Cabinet.

Analysis and Evaluation

SDCCD ensures that long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

III.B.4 Evidence

- IIIB4¹: Facilities Master Plan – City
- IIIB4²: Facilities Master Plan – Mesa
- IIIB4³: Facilities Master Plan – Miramar
- IIIB4⁴: 5 Year Capital Improvement Plan
- IIIB4⁵: Rainbow Report
- IIIB4⁶: Facilities Operations and Maintenance Outlook
- IIIB4⁷: Custodial Staffing Square Foot per Custodian
- IIIB4⁸: SDCCD Equipment Replacement Plan
- IIIB4⁹: Certification for Expenditures 2016-2017
- IIIB4¹⁰: SDMC Integrated Planning Cycle

III.C Technology Resources

III.C.1

Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

College Technology Services is a division under the Vice President of Administrative Services. SDMC's College Technology Services works in collaboration with the District Technology function. It is managed by the Director of College Technology Services and comprises Administrative and Faculty Support and Instructional Computing and Technology Planning (IIIC1¹).

SDMC Information Technology Planning is integrated in the overall planning process of the College. The SDMC Information Technology Committee (MIT) (IIIC1²) is a participatory governance committee with the purpose of assessing the current status of information technology in the delivery of services to SDMC employees and students and to develop, implement, and assess the strategic technology plan. The Committee serves in an advisory capacity to faculty, staff, and administration on matters pertaining to instructional, administrative, student computing, telecommunications, and other technologies. The College strategically plans for upgrades and replacement of campus technology that support institutional effectiveness, instructional pedagogy, and student success. The Mesa Information Technology Committee is the governing body that provides the strategic direction for all campus technology, which includes classroom technology, distance learning, professional development, technological support and administrative efficiency.

The Committee is tasked with developing and updating the college technology strategic plan along with making recommendations for adoption to the President's Cabinet through the integrated planning process (IIIC1³). The SDMC *Technology Strategic Plan 2016-2019* is part of the college's integrated institutional planning. The *Technology Strategic Plan* is a living document designed to assist the College in accomplishing goals and objectives as stated in the SDMC *Education Master Plan*. The *Technology Strategic Plan* provides a foundation for addressing technology prioritization and key issues in the deployment of technology for instructional, student services, and administrative functions.

Technology needs are both capital (long-term) and operational (short-term) in nature. The *Technology Strategic Plan*, in conjunction with program review, guides both long-term and short-term needs and planning. The Director of College Technology Services ensures that the operational functions of the department work in tandem with the strategic plan and program review process for an integrated technology goal.

SDMC. The function is managed by the District Technology Division, and works in collaboration with SDMC Technology Services. The team at Mesa is composed of a supervisor and two technicians who respond to all administrative, faculty, and staff needs and requirements. Initial requests for support or service are logged through the District IT Help Desk via phone or email. Work assignments are made to the Supervisor or technician at Mesa for completion via phone (for urgent matters) or by an internet-based request system (IIIC1⁴).

Instructional Computing supports teaching, learning and other student support services. Requests for modification of existing equipment, requests for new equipment (hardware or software), or the resolution of unplanned problems are carried out by the team of technicians based at the College. Workflow is coordinated by a supervisor and deployed using a ticket tracking system. Work may be either planned or unplanned. Planned work is conducted during non-instructional periods (winter/spring/summer breaks). Unplanned work enters into a work queue based on urgency as determined by the requestor and as assessed by the technician and Supervisor. A web-based request system is used to record and track all work requests (IIIC1⁵).

Technology in the District is a critical component for multiple aspects of learning, teaching, and student support as well as the foundation and infrastructure for all administrative and business operations throughout the District. As a multi-college District serving multiple campuses and locations throughout the City of San Diego, there are aspects of technology that are centralized to the District Office's Information Technology Services department and others which are decentralized to the colleges' information technology areas. The *Technology Master Plan 2016-2018* provides the framework by which technology is addressed at the District (IIIC1⁶). Technology related services, hardware, and software are regularly evaluated, upgraded and maintained in order to provide appropriate and adequate technology support and services to the entire District's management and operational functions.

As described in the *Technology Master Plan 2016-2018*, the colleges support the teaching and learning technology service related needs of the academic programs at each institution with the District's IT department providing districtwide network infrastructure, hardware and software, telephone operations, and data center and "helpdesk" services to all three colleges in addition to being responsible for the District Office's various locations and all Continuing Education sites. The District IT department is also responsible for the districtwide Library system and web servers; the administrative ERP (Enterprise Resource Planning) system's hardware and software configuration, installation and maintenance, and the standards for all technology software and hardware used throughout the District (IIIC1⁶).

The District IT department maintains enterprise agreements with Microsoft and Adobe (IIIC1⁷; IIIC1⁸). The Microsoft enterprise agreement, which the District is contracted for is commonly referred to as the Microsoft Campus Agreement but recently has changed its name to the Microsoft Open Value Subscription Agreement for Education Solutions. The

Adobe agreement, for which the District has contracted, is called the Adobe Creative Cloud Enterprise Term License Agreement. These enterprise agreements make sure the District's administrative and academic programs have access to the most current software applications as possible which includes Microsoft Windows, Microsoft Office, and Adobe Creative Cloud products; such as, Acrobat Pro, Photoshop, Illustrator, Dreamweaver, Premier, and Flash.

The District participates in the Foundation for California Community Colleges' master license agreement for the Blackboard Learn Course Management system and for the faculty and student Blackboard Help Desk Service Agreement.

Distance learning programs are supported by the Blackboard Learn Course Management System (IIIC1⁹). The Blackboard Learn software was selected by the Online Learning Pathways faculty after several pilot courses were implemented. The Blackboard Learn software is remotely hosted by the vendor firm, Blackboard, which is also responsible for the server maintenance and hardware. Blackboard's Managed Hosting solution was selected because of its ability to scale and match the District's increasing demand for online programs and courses (IIIC1¹⁰; IIIC1¹¹).

The Blackboard Learn courses are available from any computer and select mobile devices with Internet access 7 days a week, 24 hours a day. All Blackboard system upgrades are planned for and communicated in advance and are usually completed without any course and student downtime. The course content and student information are archived on a two-year cycle and the entire system is backed up nightly. Archives are also kept on external hard drives located at the SDCCD Online Learning Pathways offices (SDOLP).

All student records are secured by multiple technologies including firewalls installed on local servers. The student and course data is refreshed on a four-hour cycle throughout the semester. Both students and faculty have secure logins to the Blackboard system. In addition, the District IT department and the college IT areas make sure all campus computers can connect to the Blackboard hosting centers with reliable networking equipment, reliable and sufficient speeds of WAN bandwidth, and high speed internet access. All of the systems are monitored on a daily basis for reliability and bandwidth capacity (IIIC1¹⁰; IIIC1¹²; IIIC1¹³; IIIC1¹⁴).

The District does not provide "Personally Identifiable Information (PII)" data for students to use the Blackboard Learn system. Only the student assigned District ID is provided and matched along with course reference number information in order to build Blackboard Learn course rosters. The instructor of record manages the coursework in Blackboard and is responsible for inputting attendance and grade information into the District's administrative Enterprise Resource Planning (ERP) system.

The District has been using the Blackboard Managed Hosting System for approximately six years and has not experienced any unplanned downtime. Blackboard's communications with

the District have been exceptionally good with regard to planned application or data upgrades. Blackboard's Managed Hosted Data Centers can be incrementally scaled to match the District's growth in online courses and data storage requirements, which is also part of the regular monitoring of the volume of online students and coursework storage in the Blackboard Managed Hosting System agreement (IIIC1¹¹).

San Diego Online Learning Pathways (SDOLP) reviews hosted storage usage on an annual basis. Courses are archived on a regular basis and hard drives are kept up to date. The equipment in the Production and Training Lab are maintained on a regular basis with software updates. The hardware in the lab is updated every three or four years depending on the requirements of emerging technologies (IIIC1¹⁵).

The District IT department maintains a complete inventory of all the equipment it is responsible for supporting, which is funded by a general fund maintenance budget to maintain and refresh technology every four to six years depending on the useful life of the equipment and the vendor's product support lifecycle for replacement parts (IIIC1¹⁶).

District IT utilizes various network management tools to monitor the quality and capacity of network segments, wide area network circuits (WAN), file server response times, disk capacities, and Internet bandwidth. This data is shared with the colleges and District planning groups to ensure resources are efficiently and effectively expended (IIIC1¹³). An example of this planning and collaboration was the work with the instructional support staff, in September 2015, to avoid performing Windows and antivirus signature updates during peak usage hours of the network and WAN segments.

The District IT department also maintains and operates an IT Helpdesk where all support calls are logged, tracked, and reviewed on a monthly basis to determine any trends in equipment failures or support service failures (IIIC1¹⁷).

Several districtwide advisory committees ensure compliance with standards as they relate to technology and acquisition, particularly with regard to technology equipment, applications and support services bid documents (RFPs). The advisory committees serve as a resource to the District's Director, Information Technology Services in order to solicit input from the campuses with regard to network and technology infrastructure capacity in order to ensure the District is able to support the academic and administrative program needs of the campuses IT services. The advisory committees also serve as an informal information sharing opportunity with regard to information technology to ensure standards are established and adhered to districtwide. An example of a Districtwide Advisory committee is the Microcomputer Advisory Group (MAG), which addresses administrative and academic computer and printer standards.

Examples of the Districtwide Advisory Committees are listed in Section III.C.2. They are the Microcomputer Advisory Committee (MAG) for administrative and academic computer and printer standards and the Campus Audio Visual Equipment group or CAVE, which is

responsible for setting and ensuring adherence to Audio Visual standards for all conference rooms, smart classrooms, classroom smart podiums, and compliance standards for DSPS instructor and student requirements.

RFP's communicate the district's equipment and construction standards to which vendors need to bid on or be in compliance with in their bids, solution designs, and installations. The construction standards as they relate to technology are addressed in construction related RFPs for new and existing buildings to ensure compliance with standards.

Examples of District IT department supported systems are:

- Administrative ERP Systems (Student System including Financial Aid, Finance, HR and Payroll)
- Campus based local area networks (LANS)
- Internet and Intranet Security Systems
- Email (Microsoft Exchange, SMTP Internet Mail, Anti-virus and Anti-spam systems)
- Communications Infrastructure (WAN, PBX, Voice Mail, Emergency Phones and emergency communication systems)
- Telephone PBX systems and telephones
- District Web Services
- Remote Access Services
- SirsiDynix/Horizon Library System
- Student, Course and Instructor data for Blackboard Course Management System
- Prop S and N New Building Communications and Audio Visual Infrastructure

These systems are all covered by the District IT department's technology maintenance and refresh budget (IIIC1¹⁶). Major system replacements are a capital budget project request, which are funded through the District Office's districtwide budget prioritization process.

SDMC was selected as one of the 15 California community colleges to offer a baccalaureate degree program as part of a state pilot program. The District's IT department, working with the SDMC campus IT department, will support the Information Technology Management bachelor's program in the same manner as all associate degree and certificate programs are currently supported at the District.

Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services. SDCCD Online Learning Pathways is advised of needed support via the Districtwide Distance Education Steering Committee (DDESC) (IIIC1¹⁸).

SDCCD Online Learning Pathways archives courses that are from the previous academic year (IIIC1¹⁵). Archives are kept on hard drives and are accessible only by written request

by authorized personnel. Hard drives are kept at a separate location to ensure security and for disaster prevention. In addition, the course management system is hosted on a remote server and is backed-up on a regular basis with redundancy. Student information is restricted according to Family Educational Rights and Privacy Act (FERPA) and only selected data is uploaded to the server. Student information is not archived.

Analysis and Evaluation

SDMC's technology services, professional support, facilities, hard ware, and software are appropriate and adequate to support the College's management and operational functions, academic programs, teaching and learning, and support services. However, the District *Technology Master Plan 2016-2018* draft has not been vetted with the College, nor is the Plan integrated with the College's plan at this time.

III.C.1 Evidence

- IIIC1¹: College Technology Service Webpage
- IIIC1²: SDMC Information Technology Committee Webpage
- IIIC1³: *SDMC Technology Strategic Plan 2016-2019*
- IIIC1⁴: IT Help Desk
- IIIC1⁵: SDMC IT Track-It System
- IIIC1⁶: *SDCCD Technology Master Plan 2015-2018*
- IIIC1⁷: Microsoft Open Value Subscription Agreement for Education
- IIIC1⁸: Adobe Creative Cloud Enterprise Term License Agreement
- IIIC1⁹: *Distance Education Handbook*
- IIIC1¹⁰: Blackboard's Managed Hosting Solutions
- IIIC1¹¹: District's/Blackboard Managed Hosting Agreement
- IIIC1¹²: FCCC Blackboard Agreement
- IIIC1¹³: Network Monitoring Example
- IIIC1¹⁴: WAN Daily Monitoring Example
- IIIC1¹⁵: Online Learning Pathways Meeting Minutes
- IIIC1¹⁶: IT Technology Maintenance and Refresh Analysis document
- IIIC1¹⁷: IT Helpdesk Monthly Call Log
- IIIC1¹⁸: *SDCCD Online Learning Pathways Handbook*

III.C.2

The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard

The colleges and District's IT departments ensure that various types of technology needs are identified, updated, and replaced through multiple planning and administrative processes to ensure technological infrastructure, quality, and capacity are adequate to support its mission, operations, programs, and services. This occurs through several methods whereby the District IT department and colleges collaborate on technology related issues. Each college has an Information Technology Committee with constituency representation serving on the committee to provide input for planning, budgets and timelines to address technology issues at each institution.

To ensure coordination of districtwide technology needs, the District's Information Technology Services Director attends the various college IT committee meetings in order to share planning information related to districtwide operational technology projects and Propositions S and N capital construction projects' technology requirements to ensure alignment between the District and the college projects and priorities. In addition, the District intends to convene a districtwide Technology Committee, as defined in the draft District's *Technology Master Plan 2016 - 2018*, consisting of individuals possessing technical and functional technology skills and knowledge representing the District offices, the three colleges and Continuing Education (IIIC2¹). The Technology Committee will be formed to ensure a venue by which broad based communications related to districtwide technology support and services may be addressed.

An example of the planning activities and outcomes of the collaboration efforts between the District IT department and the colleges is the Dark Fiber upgrade project to replace the WAN the capacities were upgraded every three years to meet changing demands. After several upgrades, District IT realized the only way to get ahead of the increasing demand was to convert the AT&T-based WAN data circuits, to leased fiber and maintain the optical transport equipment themselves. The plan was vetted with the College IT committees and approved in October 2015 using Proposition N funding.

Examples of District IT and the District Facilities bond related project collaboration and implementation:

- Campuswide fiber optic cable infrastructure that included new conduit pathways and single mode and multi-mode fiber optic cable to every new and existing building on campus.

- Relocation of the telecom Main Point of Entrance (MPOE) from the old A building to a new larger environmentally controlled and externally accessible room in the lower parking level of the LLRC building.
- New copper Cat6 data communications infrastructure where required and the installation of campus safety stations (Talkphone emergency telephones) that ring directly to college police.
- Dark Fiber project to replace the IT telecom WAN infrastructure from an AT&T OpT-Man circuit to the installation of diverse, redundant dark fiber circuits with an initial data speed of 40 gigabits per second.
- Prop S and N funded IT and AV construction standards adhered to for all new classrooms.

Plans and priorities were put in place to increase Internet bandwidth through Corporation for Education Network Initiatives in California (CENIC), which was selected as the primary Internet Service Provider by the California Community Colleges' Chancellor's Office, and then to increase WAN bandwidth by implementing a dark fiber infrastructure, install more wireless access points on campuses, and then increase the wireless session speed to support high quality video on mobile devices (IHC2²; IHC2³; IHC2⁴; IHC2⁵).

In addition to working with the districtwide technology advisory groups, the District IT department works closely with the Purchasing and Contract Services department in the development of all Requests for Proposal (RFP) related to technology acquisitions and development of technology standards districtwide. Each major technology vendor utilizes the District's "Track-IT" IT Help Desk software tool, which enables automatic tracking, status and dispatch of support staff for problem or work request tickets. This process enables the District to identify problem equipment to assist in modifying computer, printer and audio visual standards as necessary, as well as, vendor support issues (IHC2⁶; IHC2⁷).

As part of both the District's Microcomputer Bid and the Audio Visual Bid requirements, the winning bidder for each bid is required to utilize the District's Track-IT software for receiving work requests and updating the work requests on an ongoing basis, so district personnel are not constantly calling the vendors asking for updates on when work is going to be scheduled, or what work was done so far and what is left to be completed. All this information is instead updated on a regular basis and stored in a centralized database that key district personnel already have access to including the technical staff at all of the campus sites.

The winning bidder for the Microcomputer bid and the winning bidder for the AV bid are required to use Track-IT as part of the bid requirements. By having both District personnel and the vendor personnel using Track-IT, the College not only have improved communications between the vendor and the departments requesting the service, but the College is also able to track vendor response times, trouble ticket trends for failing equipment, etc.

An example of this analysis and how it is used for assessment and improvement is: the District was experiencing too many premature hard disk failures with Western Digital Blue Series hard disks and even though the vendor was replacing them under warranty as obligated it was requiring too much end user downtime, so the College changed the District standard to the Western Digital Black Series hard disk for \$20 more and the hard disk failures diminished by approximately 90 percent. Most of all the various Track-IT reports are on staff and vendor response times, time to complete the requests, and on the types of work or equipment for which the requests are created.

Examples of districtwide advisory groups, comprised of administrative and academic representatives, are:

- Microcomputer Advisory Group (MAG) which advises District IT Services with regard to Administrative and Academic computer and printer standards, disk imaging procedures, and reviews technical issues reported through the IT Help Desk and any related to vendor response or support issues (IIC2⁶).
- Campus Audio Visual Group (CAVE) which establishes standards for classrooms and conference rooms districtwide to include smart classroom equipment, podium and compliance standards such as DSPS height and clearance standards (IIC2⁷).
- Districtwide Distance Education Steering Committee (DDESC) advises SDCCD Online Learning Pathways with regard to technological software needs for distance learning. The Department of Online and Distributed Learning works closely with District IT to ensure that software loaded onto district servers will be secured and maintained (IIC2⁸).

In an effort of continuous improvement to operations, the District began in 2012 a process to solicit for and implement a new Enterprise Resource Planning (ERP) software application to support all of its business and administrative processes for Fiscal, Human Resources and Student Services operations. Oracle's PeopleSoft system was selected in 2013 along with Ciber, Inc. serving as implementation consultants. The new ERP software system enabled the District to move from its Colleague and Legacy systems into a fully integrated software system to support business and administrative functions of the District. The Finance pillar of the PeopleSoft application went live as of July 1, 2015 and the Human Resources pillar, Human Capital Management, went live as of January 1, 2016. The Student Services pillar, Campus Solutions, is scheduled to go live fall of 2018. The new PeopleSoft ERP system will provide the District a more technically advanced architecture, particularly with regard to web, portal, and seamless access while also integrating all functional business and administrative processes for the District once all pillars are fully implemented.

SDCCD makes decisions about the use and distribution of its technology resources in relation to distance education through the Districtwide Distance Education Steering Committee (DDESC). An example is moving to a new learning management system, Canvas, which is the common learning management system selected by the State's Online

Education Initiative. The DDESC members participated in a pilot of Canvas and recommended that the District begin review of the learning management system in the fall of 2016 (IIC2⁸).

DDESC also reviews new technological resources and makes the decision to acquire those resources. Recently, Taskstream e-Portfolio was introduced to the committee via video conferencing. After discussing the product, DDESC voted not to acquire it. Similarly, DDESC members piloted and reviewed a new learning management system, Canvas. DDESC recommended that the District delay the process of review until the implementation of the new ERP (student information system) was closer to completion.

The District assures a robust and secure technical infrastructure for distance education through managed hosting with Blackboard. Blackboard uses redundant servers and does periodical maintenance upgrades to ensure reliability of services and security. Technical infrastructure is evaluated and maintained by Blackboard. Reliability of the resources are monitored through the 24/7 Help Desk, Presidium. In addition, other technological resources are subscribed to and the services are maintained by the vendor sites.

SDCCD Online Learning Pathways administers a student satisfaction survey bi-annually to ensure that the students' needs are met. Results of the survey are shared with the Districtwide Distance Education Steering Committee who, in turn, make recommendations accordingly. For example, survey results have shown that students needed more technological support. Based on the survey results and upon recommendation of the DDESC, a subscription to Presidium, a 24/7 Help Desk provided through Blackboard was purchased. SDCCD Online Learning Pathways staff monitors and evaluates the inquiries to the Help Desk. As an example, staff reviewed the inquiries and found that the most frequent problem that students were having was logging into Blackboard. To help solve the issue, automatic emails are sent to all registered online students on how to login to Blackboard prior to the start of each semester session. In addition, login instructions are included in the online class section of the printed class schedule (IIC2⁹; IIC2¹⁰; IIC2¹¹).

The College has adopted an information technology strategic plan (IIC2¹²) which, in conjunction with the integrated planning process, guides the assessment of needs and prioritization for technology services on the campus.

Analysis and Evaluation

SDMC continuously plans for, updates and replaces technology to ensure its technological infrastructure; quality and capacity are adequate to support its mission, operations, programs, and services. The College technology decisions are made based on the *Mesa Technology Strategic Plan 2016-2019* and the annual program review process. The College collaborates with the District but is dependent on technology support given the overall structure of District Technology.

III.C.2 Evidence

- IIIC2¹: SDCCD *Technology Master Plan 2016-2018*
- IIIC2²: Wireless Coverage Plan for City
- IIIC2³: Wireless Coverage Plan for Mesa
- IIIC2⁴: Wireless Coverage Plan for Miramar
- IIIC2⁵: Wireless Coverage Plan for CE
- IIIC2⁶: District Microcomputer and Printer Equipment Standards
- IIIC2⁷: District Audio-Visual Equipment Standards
- IIIC2⁸: SDCCD Online Learning Pathways Handbook Meeting Notes
- IIIC2⁹: Online Student Satisfaction Survey
- IIIC2¹⁰: Help Desk Ticket Summary
- IIIC2¹¹: Online Student Login Instructions
- IIIC2¹²: Mesa College Technology Strategic Plan 2016-2019

III.C.3

The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

Technology resources are provided at SDMC to the extent commensurate with instructional and other student services need. The Instructional division of the college has numerous computing labs as well as audio-visual devices to meet appropriate pedagogical need. Other student support and services areas such as, but not limited to, library instruction, research, counseling, student affairs, tutoring and open-access computers, and related systems are provided at the request of faculty, staff and students. Requests for technology improvements, modifications and new installations are made to College Technology Services via a software or hardware request form (IIIC3¹).

Instructional Computing supports teaching, learning and other student support services. Requests for resolution for unplanned problems are deployed using a ticket tracking system. The College uses a Help Desk model for addressing issues with technology in classrooms and other learning environments at the college. As described in III.C.1, the Administrative and Faculty Support function is managed by the District Technology Division, and initial requests for support or service are logged through the District IT Help Desk via phone or email. Access reliability of technology resources at SDMC is made possible via a 7-day/24-hour staff of qualified technicians (IIIC3²).

The safety and security of student and employee computing systems is achieved through the use of District-provided ‘firewall’ systems (protection against external cyber-attacks) and through administrative software controls (point of service cyber-attacks). These systems are

effective and are ‘industry’ accepted practices that keep end-users safe from malicious cyber type threats.

District IT systems are operational 7 days a week, 24 hours a day, outfitted with redundant power supplies, and equipped with full RAID 5 or better for fully redundant data disks and redundant processors. Backups are completed at least once a day, and for some critical systems multiple times a day. All backups are sent off site every day to Corodata’s environmentally controlled, earthquake and fire hardened, secure facility (IIIC3³).

The District IT department is responsible for a maintenance budget that covers all of the hardware and software it supports and is responsible for throughout the District. The District maintains various maintenance and support contracts depending on the critical nature of the systems and the impact of downtime. Critical systems such as the Administrative Enterprise Resource Planning hosts (HR/Payroll, Finance, Student and Financial Aid) have 7-day-a-week, 24-hour-a-day on-site maintenance agreements; other less critical systems have five-day a week, 8:00 am to 5:00 pm on-site service agreements with spare-in-the-air service (manufacturer sends replacement parts in advance of receiving the failed part). Spare in the air support agreements are always preferred because the supplier is responsible for sending the replacement part upon contact rather than waiting to receive and verify the failed part which extends the time until a new replacement part is received (IIIC3⁴; IIIC3⁵).

In addition, the District maintains a stock of important, often-needed spare parts for the IT staff to use for replacement purposes which is usually quicker service than vendors are able to provide. Examples of such parts are: network switches and blades, servers and raid array hard disks.

In addition to offsite data backup storage for all systems, the District maintains a sourcing agreement with CCS Disaster Recovery Systems guaranteeing one- to five-day hardware replacement for any hardware located in the Data Center (e.g., IBM mainframe, minicomputers, microcomputers, file and email servers, network switches and routers) (IIIC3⁶).

The District uses Blackboard Managed Hosting System services with top tiered (redundant network, Internet and power providers, and full environment and natural disaster controlled) data centers in northern and southern Virginia with a fully redundant network and database infrastructure. Their primary data center is VA2 in northern Virginia which operates 24x7x365, along with their other data centers. By way of the managed hosting agreement, Blackboard provides highly available active-active network storage systems that are backed up multiple times a day, with full offsite storage of back up data sets, enterprise level firewalls with Intrusion protection, and 24/7 network security monitoring and incident response team. Active-active is the best type of data redundancy which requires disparate hard disk subsystems that are always in use. If one disk subsystem fails, the other one remains fully operational (IIIC3⁷).

All Blackboard Managed Hosted Data Centers can be incrementally scaled to match the District's growth in online courses and data storage requirements, which is also part of the regular monitoring of the volume of online students and coursework storage in the managed hosting agreement. The District IT Director is a member of the Online Learning Pathways Distance Education Committee and participates as appropriate, in program, budget and service level reviews as well as via regular communications with the Dean of the Online Learning Pathways program (IIC3⁸; IIC3⁹).

The District IT department also utilizes various network management tools to daily monitor the quality and capacity of network segments, wide area network circuits (WAN), file server response times, disk capacities, and Internet bandwidth. All District computer equipment is behind multiple firewalls using network address translation (NAT) technology, which translates the names of SDCCD computers visible to the public to internal TCP/IP addresses of the servers to prevent hackers from seeing or having direct access to SDCCD servers (IIC3¹⁰; IIC3¹¹; IIC3¹²).

With regard to security, all Active Directory servers used to authenticate user accounts and passwords, as well as web servers, utilize Secure Socket Layer (SSL) encryption for data security which prevents hackers from being able to see or steal employee login ID's and passwords.

The District IT department provides and supports the network infrastructure including file servers and makes sure the core set of data and telecom services are available at all District locations. These include telephone service with local four digit dialing for internal District calls and voice mail, local microcomputer and network service, internet services, email service, and access to core administrative services such as the Student System (ISIS), Financial Aid, (and the PeopleSoft) Finance and Human Resources departments.

Analysis and Evaluation

SDMC assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security. Instructional classrooms and labs, audio visual devices, and student support services are provided and maintained in accordance to the needs of students and staff. The Program review process is utilized for planning and resource allocation, which includes considerations of emergency or urgent unplanned needs.

III.C.3 Evidence

- IIC3¹: Technology Hardware Request Form
- IIC3²: College Technology Support
- IIC3³: Corodata Agreement
- IIC3⁴: Network Management Example
- IIC3⁵: IT Technology Maintenance and Refresh Analysis Document

- IIIC3⁶: CCS Document
- IIIC3⁷: Blackboard Managed Hosting Solutions
- IIIC3⁸: Management Services Council Meeting Minutes
- IIIC3⁹: Online Learning Pathways Meeting Minutes
- IIIC3¹⁰: Network Monitoring Example
- IIIC3¹¹: WAN Daily Monitoring Example
- IIIC3¹²: IT Network Diagram

III.C.4

The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard

College employees are provided instruction and support in the use of technology through different training forums, as discussed below.

Through the College equity initiative and in partnership with other initiatives such as Basic Skills Initiative (BSI) and Title V (HSI), the college has intentionally focused on the development of innovative practices, the use of technology in instruction, curriculum redesign, and faculty/staff development. Specifically, these initiatives are working collaboratively in supporting an innovative concept called The Learning Opportunities for Transformation (LOFT) which is a designated space for faculty to develop and share varied teaching methods and learning support practices to accommodate the diverse learning styles of students (IIIC4¹). The LOFT serves as the hub for professional development activities including the effective use of technology for institutional outcomes. The LOFT provides a space specifically designed for employee training and development on a daily basis. It includes small and large group training spaces, soft-seating, collaborative work stations, computer stations and quiet rooms.

The flex program for on-campus professional development is an active, vibrant, and user-friendly way for faculty to enhance instructional quality. The flex program was subsumed by the newly formed Campus Employee Development Committee (CED) (IIIC4²). This committee is charged with ensuring that professional development activities are coordinated in a manner that support the College's strategic goals and directions, and efficiently utilize fiscal, physical, and human resources. The College also utilizes community and industry resources to enrich and support professional development. Advisory committees link the College to the community and industry, and the College maintains membership in regional groups, such as the San Diego and Imperial Counties Community College Association (SDICCCA) (IIA4³). Through these partnerships, the College is able to obtain information about regional matters and programming, as well as critical data and surveys, e.g., graduate

follow-up, employer, and basic skills. This information is utilized in key areas of instruction and instructional planning.

The staff of the College Technology Services Division is trained to support the technology infrastructure of the college. Training includes, but is not limited to, new software applications, internet and network systems, computer operating systems, audio visual equipment, and computer hardware systems.

Instruction and support of staff and administrators at the District Office related to the use of technology and technology systems is primarily done as needed basis via requests made through the District Help Desk. As new technology applications or equipment comes on board at the District Office, the District IT department offers training opportunities e.g., staff and administrators attended training sessions when the new Microsoft Office version was implemented. In addition, in coordination with the District's Human Resources department, the District IT department funds a 50 concurrent-user license account subscription with the Virtual Training Company (VTC) for self-paced, professional development service for all employees to remain current on over 100 products including Microsoft Windows, Microsoft Office Suite, programming languages, techniques and tools, Adobe products, Microsoft Certified Network Engineer training, SharePoint, SQL Server, AutoCAD, Java, Apple IOS, Final Cut, and many more (IICC4⁴).

With regard to faculty, staff and administrators training related to the use of technology and technology systems related to teaching and learning, the District in partnership with the colleges provides training and support for faculty, staff, students and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations, using several methods to obtain feedback to include the following:

- An Online Student Satisfaction Survey, which is administered bi-annually (IICC4⁵)
- At the end of each technology training workshop, a short questionnaire is submitted by participants regarding other technological training needed (IICC4⁶)
- The Flex Coordinator at each campus solicits suggestions for faculty training.

The campuses rely heavily on the District Online Learning Pathways to provide technology training for distance education teaching. Online Learning Pathways regularly offers the Online Faculty Certification Program and the On-Campus Faculty training program (use of Blackboard) as evidenced in Tables 33 and 34 by the increasing number of certification completions (IICC4⁷; IICC4⁸).

Online Faculty Certification Program Completions:

Table 33. Online Faculty Certification Program Completions

Campus	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Total
CE	2	4	1	0	0	7
City	8	23	74	22	25	152
Mesa	123	42	29	31	48	273
Miramar	10	12	11	6	22	61
<i>Total</i>	143	81	115	59	103	501

Table 34. Blackboard Training for On-Campus Faculty Program Completions

Campus	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Total
CE	2	0	3	1	2	8
City	12	14	6	6	2	40
Mesa	63	47	30	22	14	176
Miramar	13	6	9	6	0	34
<i>Total</i>	90	67	48	35	18	258

The District's Online Learning Pathways (OLP) offers extensive training to faculty and staff in the use of the Blackboard Learn Course Management System, online pedagogy, and general educational technology applicable to online learning. Each semester, a series of general instructional technology seminars pertinent to both online and classroom instruction is offered by SDCCD Online Learning Pathways staff. These seminars may be face-to-face, online synchronous, or online asynchronous. Topics addressed include media production, accessibility, mobile learning, and many more. At the end of each session, evaluations are received from the participant either through face-to-face evaluations, email, or via an online questionnaire (IIIC4⁹; IIIC4⁶).

The Districtwide Distance Education Steering Committee (DDESC) comprises faculty and administrative representatives from each campus. DDESC informs SDCCD Online Learning Pathways of faculty and campus needs pertaining to training and instructional design assistance (IIIC4¹⁰). In addition, OLP provides faculty mentors at each campus to inform and to gather input regarding training and support needs of both faculty and students. OLP, through Institutional Research, conducts an online student satisfactory survey. The survey results help to inform OLP and faculty at large of student needs and what is being done right or what improvements might be needed (IIIC4⁵).

The rigorous certification activity which is facilitated and graded by SDCCD instructional designers is self-paced and requires an average of 20-30 hours to complete. Over 500

faculty, both contract and adjunct, have completed the course and have received certification. The course is required for online teaching (IIIC4⁷; IIIC4¹¹).

In addition, OLP have made available a Student Orientation to Online Learning (IIIC4¹²). Students are strongly encouraged by their faculty to go through the orientation. The orientation covers time management, organizational skills, and navigating through the LMS. OLP maintains a training and production lab in its offices, which is located at Miramar College with staff available to assist students and faculty with any issues accessing online materials. OLP has a 24/7 Help Desk to support both faculty and students with technology related problems accessing Blackboard (IIIC4¹⁰; IIIC4¹³).

The District's Online Learning Pathways also provides training for the Enrollment Management System. Training occurs at the request of the campuses when new reports are made available. The EMS reports are currently being constructed and when a new release is implemented, staff will train campus users on the new features. The EMS Advisory Group comprised of the Vice Presidents of Instruction, District Instructional Services staff, and District Student Services staff, meets monthly to advise the development of new reports or modifications of existing reports (IIIC4¹⁴).

Analysis and Evaluation

SDMC provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations. The College provides professional development opportunities for faculty and staff in addition to the workshops and training opportunities provided by the District's Online Learning Pathways.

III.C.4 Evidence

- IIIC4¹: LOFT Webpage
- IIIC4²: Campus-Employee Development Committee Webpage
- IIIC4³: San Diego and Imperial Counties Community Colleges Association Webpage
- IIIC4⁴: Virtual Training Company Website
- IIIC4⁵: Online Student Satisfaction Survey
- IIIC4⁶: Technology Questionnaire
- IIIC4⁷: OLP certification Program
- IIIC4⁸: Blackboard Training for On Campus Faculty
- IIIC4⁹: Faculty/Staff Training
- IIIC4¹⁰: Districtwide Distance Education Steering Committee Minutes
- IIIC4¹¹: OLP Training and Certification Course
- IIIC4¹²: OLP Student Orientation
- IIIC4¹³: Presidium Log
- IIIC4¹⁴: District Online Learning Pathways Enrollment Management System (EMS) Agendas

III.C.5

The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

Decisions about technology and the use and distribution of resources follow two paths. The first is through the assessment and inventory provided by College Technology Services. Recommendations for replacement and new administrative technology are made to the Mesa Instructional Technology (MIT) Committee. The MIT Committee then prioritizes and recommends the purchase of campus wide technology resources to the Budget Allocation and Resource Committee (BARC). For specialized technology, programs and service areas utilize the resource request process through program review. In this way, programs and areas utilize outcomes and achievement data to inform technological acquisition. The College's *Technology Strategic Plan 2016-2019* guides the appropriate use of technology for teaching and learning (IIIC5¹).

The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning process as evidenced in BP 5020 and AP 5105. According to AP 5105, the Vice Chancellor of Instructional Services, or designee in collegial consultation via the District Governance Council, shall utilize one or more methods of secure credentialing/login and password, proctored examinations or new or other technologies and practices that are effective in verifying student identification. In addition, guidelines for good practice are included in the Online Faculty Certification Program (IIIC5²; IIIC5³; IIIC5⁴).

Analysis and Evaluation

SDMC has policies and procedures that guide the appropriate use of technology in the teaching and learning processes. The district implemented the PeopleSoft ERP system starting with Finance in June of 2015 and Human Capital Management in January of 2016. With the implementation of the new ERP system, business process have not been updated, pertinent reporting tools similar to what was available in the previous system do not exist, and training for faculty and staff has been limited. The system is also very complex, and this has all led to frustration with the new system and the inefficient use of time and resources.

III.C.5 Evidence

- IIIC5¹: SDMC *Technology Strategic Plan 2016-2019*
- IIIC5²: BP 5020 *Curriculum Development*
- IIIC5³: AP 5105 *Distance Education*
- IIIC5⁴: Guidelines for Good Practice (Online Faculty Certification Program)

III.D Financial Resources

Planning

III.D.1

Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

Evidence of Meeting the Standard

Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources allocated provides a reasonable expectation of both short and long-term financial solvency. Financial resource planning at the District, colleges and Continuing Education level is consistently integrated with institutional planning.

The districtwide Budget Planning and Development Council (BPDC) is entrusted with the task of making recommendations to the Chancellor on districtwide budget and planning issues. The Council is comprised of constituency representatives from throughout the District as defined in the District's *Administration and Governance Handbook* which is reviewed and updated annually. The Council reviews the Campus Allocation Model and budget assumptions used in the development of the annual tentative and adopted budget. District, colleges and Continuing Education's educational master plans provide the underlying guidelines for budget planning and development. The BPDC meets on a monthly basis with discussions focusing on state and local funding and non-collective bargaining aspects of the annual expenditure budget from a District perspective. Each of the colleges and Continuing Education then develop their own budget based upon their planning and resource allocation processes (IIID1¹; IIID1²).

Resource allocation to the colleges and Continuing Education is based upon full-time equivalent student (FTES) targets, which are calculated using the state apportionment cap assigned to the District plus an additional minimum of one percent FTES in an effort to support and respond to local community demand regardless of whether all of the FTES will be funded by the state (IIID1³). The primary operating fund of the District is the General Fund Unrestricted (GFU) and Restricted (GFR) representing revenues and expenditures that support instructional programs, instructional support services, student services, maintenance and operations, and business and institutional services. All funded programs are instrumental to the successful fulfillment of the District's mission, goals and planning documents.

The GFR fund encompasses revenues and expenditures largely comprised of categorical programs, grants, or contracts and other state funded programs such as Student Success and Support Program (SSSP), Student Equity, Equal Opportunity Programs and Services (EOPS), DSPS, Basic Skills, State General Child Care, Matriculation, CalWORKs, TANF, Environmental Training Center (ETC), Career Technical Education, and Industry Driven Regional Collaborative. In addition to state restricted funds, the District's federal and local income averages approximately 30 percent of the District's General Fund Adopted Budget.

The District's Funds other than General Fund (GFU and GFR) represent approximately one-half of the District's total Adopted Budget, which are established in accordance with and as defined in the *Budget and Accounting Manual* of the California Community College system. The supplemental funds characterize a wide range of revenues and expenditures from specific sources such as, the Child Development Fund, Bookstore and Food Services Fund, Special Revenue Fund, Capital Projects, Associated Student Government, Capital Outlay Projects, and Propositions S & N Construction Programs (IIID1³; IIID1⁴; IIID1⁵; IIID1⁶; IIID1⁷; IIID1⁸; IIID1⁹; IIID1¹⁰; IIID1¹¹; IIID1¹²; IIID1¹³; IIID1¹⁴; IIID1¹⁵; IIID1¹⁶; IIID1¹⁷; IIID1¹⁸; IIID1¹⁹; IIID1²⁰; IIID1²¹; IIID1²²; IIID1²³; IIID1²⁴; IIID1²⁵; IIID1²⁶; IIID1²⁷; IIID1²⁸).

With regard to the General Fund (GFU and GFR), the District is primarily dependent upon state apportionment revenue funding, which represents approximately 90 percent of the total GFU revenues. GFU represented 51 percent of the District's Total General Fund as of June 30, 2015. GFR-adopted budget revenue represented 49 percent of the District's Total General Funds as of June 30, 2015, and was the third largest source of revenue received by the District in FY 2014-2015.

A campus based allocation process determines the level of resources allocated to the colleges, Continuing Education, the District Office and District Service Center. The Campus Allocation Model (CAM) determines the actual amount allocated to the colleges and Continuing Education based upon FTES targets established each year as part of the budget planning and development process at the District level (IIID1³). The CAM then flows through to the Budget Allocation Model (BAM), which includes all District divisions and departments, projected salary and benefit costs for contract positions, and other districtwide commitments including collective bargaining and Meet and Confer agreements (IIID1⁵). The District's Resource Allocation Formula (RAF) establishes the proportional share of dollars available to each employee unit, with each unit then responsible for determining how to distribute its allocated compensation dollars to its unit membership. The RAF document defines the methodology and supporting documentation in support of the calculations as agreed upon by all employee units in the three-year RAF document (IIID1²⁹).

In August 2016, the Chancellor led the effort to articulate a systematic process for adding new positions and allocating additional resources in the District divisions. Working with the Vice Chancellors and Director of Communications and Public Relations, the process was documented and agreed upon (IIID1³⁰). The process includes linking all requests for

additional resources, both one time and continuous, including request for new positions, to the respective Division's annual Action Plans and assessment, which is similar to the colleges' program review. Requests are also linked to the District mission and strategic goals. In addition, requests for additional funding must include identification of other possible funding sources, as appropriate. All requests are reviewed by the Chancellor, Vice Chancellors and Director of Communications and Public Relations, as well as the Chancellor's Cabinet, with final approval by the Chancellor.

SDCCD Online Learning Pathways financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. SDCCD Online Learning Pathways supports training, professional development, and provides funding for online faculty mentors to attend conferences. Financial resources are also available for the maintenance and upgrade/replacement of equipment in the Production Lab which supports faculty development of online courses (IIID1³¹).

Distance education courses, programs, services and professional development resources are provided to the District's Instructional Services Division, which administers and manages districtwide distance education planning, maintenance, and enhancement of distance courses.

SDMC was selected as one of 15 pilot programs allowed to offer a baccalaureate degree beginning in 2015-2016. Funding for the program is provided within the CAM allocation to SDMC based upon the projected FTES to be earned.

Distance education courses, programs, services and professional development resources are provided to the District's Instructional Services Division, and the SDMC baccalaureate degree beginning in 2015-2016. Funding for the program is provided within the CAM allocation to SDMC based upon the projected FTES to be earned (IIID1³⁰).

The College funded distribution occurs through a formal District budget allocation model, CAM (IIID1³). The CAM is used to allocate and distribute general funds districtwide. The District uses an integrated financial system called PeopleSoft, by Oracle, which was implemented as of July 1, 2015.

The College plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The College utilizes an annual Integrated Planning and program review process to ensure prudent fiscal management, allocation, reallocation, and distribution of resources. The Annual Integrated Planning Cycle incorporates resource allocation and assessment of programs and services (IIID1³²). The Planning and Institutional Effectiveness (PIE) Committee serves as the overarching framework for major planning and resource allocation (IIID1³³). The Annual Integrated Planning Cycle (IIID1³²) is a continuous circle of assessment and process improvement. Each program completes a program review where needs and goals are assessed for resources needed. Program review is

integrated with campus wide plans and other resource needs such as technology, facilities, co-curricular, and special funding.

The Faculty Hiring Prioritization Committee (FHP) assesses faculty needs requested through program review (IIID1³⁴). The committee reviews faculty position requests made during Program review forwarding a recommendation to the PIE Committee and then President's Cabinet. This recommendation list is used in decision making for new and replacement faculty positions

The Classified Hiring Prioritization Committee (CHP) addresses classified staffing needs and requests made through the program review process (IIID1³⁵). The committee reviews classified staff position requests made during Program review forwarding a recommendation to the committee and then President's Cabinet. This recommendation list is used in decision making for new and replacement positions.

The Budget Allocation and Recommendation Committee (BARC) is a representative committee appointed through the participatory governance process by its constituent groups. It is designed to engage on focused work in the development of principles, recommendations and priorities for the SDMC's General Fund Unrestricted Budget. Recommendations are brought to the PIE Committee and then to President's Cabinet for recommendation to the President (IIID1³⁶). At the end of the fiscal year, if there are one time general funds available, items are purchased based on the prioritization of the BARC recommendations for that cycle.

Categorical and other funding plans are managed by the College. Where funds are allotted for multiple years, the College maintains plans and forecasts covering the years of the award meeting all regulations and requirements. Support for student learning and academic programs is also enhanced by additional restricted funds such as Student Success and Equity (SSE), Student Success and Support Program (SSSP) along with grant funding such as the HSI/Title V grant, and Perkins funding for CTE programs. These non-general fund, restricted resources are distributed in accordance with programmatic rules, plans, and regulations.

The College plans and manages fiscal resources provided through the budget allocation model and other grant or categorical funding through the integrated planning and BARC process. Under leadership of the Vice President of Administrative services and through coordination of College Business Services, the College holds budget meetings to develop the initial general fund budget based on the preliminary allocation from the Campus Allocation Model. During the budget meetings with College leadership, results of the program review process are reviewed and prioritized. The College planning process is complex as it involves staffing needs, supplies, equipment, facilities operations, maintenance and construction (IIID1³⁷).

Analysis and Evaluation

The distribution of resources at the District supports the development, maintenance, allocation and reallocation, and enhancement of programs and services offered districtwide (IIID1³). The District's adopted budget, approved annually by the Board of Trustees, is a balanced budget (IIID1⁴). Any deficit budgeting is a result of realistic but somewhat conservative revenue projections to ensure that estimated revenues do not result in over-allocation of expense budgets. The District has consistently ended each fiscal year without a financial deficit, where actual expenses do not exceed actual revenues. In addition, the District consistently maintains adequate cash reserves, avoids external borrowing costs and meets all state mandated fiscal requirements such as the 50% Law and the FON (Faculty Obligation Number) to name a few.

The budget and financial affairs of the District are widely and regularly communicated through various participatory governance councils and committees, through the Chancellor's Forums, campus meetings, and budget messages and various internal and external publications distributed throughout the course of the fiscal year (IIID1²; IIID1³⁸; IIID1³⁹; IIID1⁴⁰). The financial stability of the District is demonstrated by the District's annual externally prepared audits consistently being opinioned as "unmodified" by the independent auditors. The District's financial stability is further demonstrated by the District consistently receiving the highest bond rating for a California community college that is apportionment funded from Standard and Poors (S&P), which in October 2016 moved the District from an AA+ "stable" outlook to an AA+ "positive" outlook and Moody's Investment Services (Moody's) upgrading the District in October 2016 from Aa1 to Aaa, which is Moody's highest rating possible for any entity (IIID1⁴¹; IIID1⁴²; IIID1⁴³; IIID1⁴⁴; IIID1⁴⁵; IIID1⁴⁶).

SDMC's financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The College plans and manages its financial affairs with integrity and in a manner that ensures financial stability.

The College's annual budget is allocated through a Campus Allocation Model created by the District. The resources are based on historical funding per full-time equivalent student (FTES). The Model is not integrated into the College planning process. Although the College provides data for the Model, there is no interaction or correlation with the College's program review process, future planning, or forecasting. The Model is not updated with College input based on its integrated planning process.

While the District has a Budget Planning and Development Council (BPDC), this Council only assesses the current year's budget against the State Principal Apportionment updates (IIID1⁴⁷). This Council does not function as an integrated planning committee. The College is required to submit their full-time equivalent student (FTES) data, three times, via the Apportionment Attendance Report (CCFS - 320). There is a fourth submission for

adjustments known as the Recal Report. The BPDC focuses committee agendas on these submissions and reports, and the College planning processes becomes ancillary to the District process and is not integrated with the District planning

The District does not allow the College to retain all unexpended general funds, and the amount the College is allowed to retain is not consistent nor is it known at budget planning time. Therefore, the College is only able to plan for annual expenditures and is limited as to the General Fund long-range goals it may set.

The District began implementation of the new PeopleSoft ERP system in fall 2014. The Financial module went live in July 2015 and the Human Capital Management (HCM) module in January 2016. With these modules, the tools used to distribute financial information across the College were changed. The College is in the process of working with the District to improve the tools and resources available to disseminate information in a more efficient and transparent way throughout the College.

III.D.1 Evidence

- IIID1¹: *Administration and Governance Handbook*
- IIID1²: Budget Planning and Development Council (BPDC) agendas and minutes
- IIID1³: Campus Allocation Model (CAM) sample
- IIID1⁴: SDCCD Annual Financial and Budget Report June 30, 2015
- IIID1⁵: Budget Allocation Model (BAM) sample
- IIID1⁶: BP 6200 *Budget Preparation*
- IIID1⁷: AP 6200.1 *District support for Associated Student Organizations*
- IIID1⁸: AP 6200.2 *Budgeting for Minor Improvement Funds*
- IIID1⁹: AP 6200.3 *Campus Budget Model*
- IIID1¹⁰: AP 6200.4 *Revenue and Expense Projections*
- IIID1¹¹: AP 6200.5 *Preparation of Budget Book*
- IIID1¹²: AP 6200.6 *Budget Preparation – Automated System(s)*
- IIID1¹³: BP 6250 *Budget Management*
- IIID1¹⁴: AP 6250.1 *Associated Student Budget*
- IIID1¹⁵: AP 6250.2 *Budget Management – Budget Transfers*
- IIID1¹⁶: BP 6300 *Fiscal Management*
- IIID1¹⁷: AP 6300.1 *Purchase of Food and Refreshments*
- IIID1¹⁸: AP 6300.2 *Library Overdue Notice*
- IIID1¹⁹: AP 6300.3 *Student Emergency Loan Fund*
- IIID1²⁰: AP 6300.4 *Associated Student Petty Cash Fund*
- IIID1²¹: AP 6300.5 *Associated Student Funds: Purchase of Equipment*
- IIID1²²: AP 6300.6 *Associated Student Banking*
- IIID1²³: AP 6300.7 *Associated Student Loans for Books and Supplies*
- IIID1²⁴: AP 6300.8 *Remote Image Deposit Procedure*
- IIID1²⁵: AP 6300.9 *Disputed Credit Card Procedure*
- IIID1²⁶: AP 6300.10 *Revolving Cash Funds*

- IIID1²⁷: AP 6300.11 *Student Refunds*
- IIID1²⁸: AP 6300.12 *District Cashiering, Collections and Deposits*
- IIID1²⁹: Resource Allocation Formula (RAF) 2014-17
- IIID1³⁰: District Office Action Planning and Self-Assessment Program Review
- IIID1³¹: SDCCD FY 2015-16 Adopted Budget
- IIID1³²: SDMC Integrated Planning Cycle
- IIID1³³: Planning and Institutional Effectiveness Committee webpage
- IIID1³⁴: Faculty Hiring Priority List
- IIID1³⁵: Classified Hiring Priority List
- IIID1³⁶: Budget Allocation and Recommendation Committee (BARC)
- IIID1³⁷: BARC Meetings and Agendas
- IIID1³⁸: Chancellor's Cabinet Actions Items
- IIID1³⁹: District Governance Council (DGC) minutes and agendas
- IIID1⁴⁰: Chancellor's Forum PowerPoint presentations 2016
- IIID1⁴¹: S&P Bond Rating Report
- IIID1⁴²: Moody's Bond Rating Report
- IIID1⁴³: SDCCD Basic Financial Statements and Independent Auditors' reports 2012
- IIID1⁴⁴: SDCCD Basic Financial Statements and Independent Auditors' reports 2013
- IIID1⁴⁵: SDCCD Basic Financial Statements and Independent Auditors' reports 2014
- IIID1⁴⁶: BP 6400 *Audits*
- IIID1⁴⁷: California Community College Principal Apportionment Reports

III.D.2

The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

SDMC's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The College has documented integrated planning processes that are driven by the mission and goals of the College (IIID2¹; IIID2²). At SDMC, all programs and services undergo an annual reflection process through program review. As part of this process, each program and service reviews its mission statement and goals and discusses how these support the mission and goals of the College. Through the program review process, programs and services map their unit-level goals to institutional strategic goals and to their own area's SLOs or AUOs. Next, an institutional goal alignment report is prepared, showing which programs have linked their goals to which of the College's strategic goals, to ensure that all the College's goals are being addressed. Based on an analysis of this data, units identify resources needed to attain each unit-level goal. The linkages are documented in program review reports and in

resource allocation request forms. The College's mission, therefore, guides planning and resource allocation through program review and the annual integrated planning cycle.

Collegewide data linked to the college mission are used to prioritize the resource allocation of faculty, staff, supplies/equipment, and facilities. Participatory governance committees - the Faculty Hiring Prioritization Committee (FHP), the Classified Hiring Prioritization Committee (CHP), the Budget and Allocation Recommendation Committee (BARC), and the Facilities Planning Committee (FPC) - review resource requests contained in each program review. These are ranked according to rubrics which link to the College mission, program staffing ratios, program and/or labor market needs, and other criteria (IIID2³). The ranked lists are then presented to President's Cabinet with recommendations made to the President. The President reviews the recommendations and reports her decision to the President's Cabinet. Finally, the results are posted with the President's Cabinet meeting notes for collegewide communication. As new needs are identified through inquiry, assessment, and analysis of internal and external data or as new state-level legislation is introduced, programs and services are adjusted to meet changing needs and requirements. The District has several Board Policies to ensure financial stability including, but not limited to:

- District BP 6300 *Fiscal Management*, ensures the District's fiscal management is in accordance with the principles contained in Title 5, section 58311 (IIID2⁴).
- District BP 6200 *Budget Preparation*, ensures the budget will be prepared in accordance with Title 5 and the California Community Colleges Budget and Accounting Manual (IIID2⁵).

Analysis and Evaluation

SDMC's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The College has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the College in a timely manner. The College's integrated planning model drives the foundation for financial planning. Historically, the District has not allowed the colleges to retain general fund reserves, which makes planning difficult. In the 2015-2016 fiscal year, the District decided to allow the Colleges to retain 25 percent of discretionary funding not expended after the year was over very late in the year. Since the District does not maintain a long term financial plan, facilities plan, or information technology plan, the College has embarked on creating its own long range plans. Given the complexity of the relationship with the District and how resources and services are governed by the District such as facilities, technology, human resources, and fiscal services, along with the implementation of PeopleSoft in 2015-2016, the College is just beginning to prepare a framework for long-term financial needs assessment.

With the implementation of Oracle PeopleSoft, the dissemination of financial information has been impacted. The tools and systems the College had available prior to the

implementation are not currently active. At this time, the College is working with the District on appropriate ways to disseminate financial information throughout the institution in a timely manner.

III.D.2 Evidence

- IIID2¹: SDMC Annual Planning Cycle
- IIID2²: SDMC Mission and Goals
- IIID2³: Program Review: Unit to Strategic Goal Alignment Report
- IIID2⁴: BP 6300 *Fiscal Management*
- IIID2⁵: BP 6200 *Budget Preparation*

III.D.3

The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard

The College follows a well-defined integrated resource planning model which drives budget preparation and stems from program review. Resource requests from program review get forwarded to the Budget Allocation and Recommendation Committee (BARC)

The BARC is a representative committee appointed through the participatory governance process by its constituent groups. It is a transparent group, which is designed to engage on focused work in the development of principles, recommendations and priorities for the SDMC's General Fund Unrestricted Budget (IIID3¹). Recommendations are brought to the Planning and Institutional Effectiveness Committee (PIEC) and then to President's Cabinet for recommendation to the President (IIID3²).

BARC assesses one-time funding requests and budget augmentation requests submitted through the program review process. One-time budget requests represent items such as supplies or equipment needed in the current year. Budget augmentation, or ongoing requests, represent requests for increased expenditures beyond the current year. As the District finalizes the budget and produces the budget model, the College interfaces with the available funding and prioritized needs (IIID3³).

Analysis and Evaluation

SDMC clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets. The College's program review and Integrated Planning processes provide a model for planning in which all constituency groups have an opportunity to participate.

III.D.3 Evidence

- IIID3¹: Budget Allocation and Recommendation Committee (BARC) webpage
- IIID3²: BARC 2015-2016 Recommendation List
- IIID3³: BARC Request Form and Rubric

Fiscal Responsibility and Stability

III.D.4

Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard

The College's institutional planning priorities are integrated into the College's financial planning process. In addition, the College's Budget Allocation and Recommendation Committee (BARC) reviews assessment of available funds and anticipated and ongoing fiscal commitments in conjunction with budget planning. BARC is a representative committee appointed through the participatory governance process by its constituent groups. It is designed to engage on focused work in the development of principles, recommendations and priorities for the SDMC's General Fund Unrestricted Budget. Recommendations are brought to the PIE Committee and then to President's Cabinet for recommendation to the President (IIID4¹).

Budget requests are made through program review for one-time expenditures (supplies and equipment) to be purchased prior to the end of the year. BARC uses a rubric to assess the one-time requests and then prioritizes based on the rubric. At the end of the fiscal year, if there are one-time general funds available, items are purchased based on the prioritization of the BARC recommendations for that cycle. Requests can also be made for ongoing, budget augmentation requests. These requests include expenditure increases for specific needs based on a full assessment during program review. BARC will assess these based on a rubric and rank accordingly (IIID4², IIID4³). BARC recommendations are submitted to the PIE Committee for approval and submittal on to President's Cabinet.

The College plans and manages fiscal resources provided through the budget allocation model and other grant or categorical funding through the integrated planning and BARC process. Under leadership of the Vice President of Administrative Services and through coordination of College Business Services, the College holds budget meetings to develop the initial general fund budget based on the preliminary allocation from the Campus Allocation Model and submittals from the program review process. The College planning process is complex as it involves staffing needs, supplies, equipment, facilities operations, maintenance and construction. The final College budget is incorporated into the District

budget and reflects the planning and development of financial resources to support the College's program's and services (IIID4⁴).

The College budget comprises multiple sources, unrestricted general funds, restricted general funds, and self-generating revenues. The College assesses resource availability through grants and partnerships in order to maximize opportunities and services to students. Prior to applying for grants or entering into partnerships, the College follows the Grant Development Process, which is an intent to apply process that allows for a review and assessment of the grant requirements, including match requirements, staff and facility needs, and other College commitments. This process ensures the College is aware of its potential fiscal obligations related to a grant. This is an example of how the College engages in responsible and stable fiscal practices (IIID4⁵; IIID4⁶).

Financial assessment is a shared responsibility of the colleges, Continuing Education, and the District. The District's Strategic Planning Committee regularly reviews its strategic plans' priorities and goals, which inform the colleges and Continuing Education's Strategic Plans and vice versa (IIID4¹; IIID4²). The colleges and Continuing Education develop their strategic plans and ensure alignment with the District's plan. The colleges and Continuing Education systematically assesses the effective use of financial resources in alignment with planning documents, using a variety of methods and tools such as audits, program planning and review, educational master plans, productivity reports, key performance indicators, staffing analysis, budget committees, and external program review.

The District's Executive Vice Chancellor of Business and Technology Services is charged with overseeing and monitoring the District, colleges and Continuing Education financial resources, financial aid allocations, externally funded programs, contractual relationships, auxiliary organization/foundations, institutional investments, and assets. The colleges' and Continuing Education's presidents and vice presidents of administrative services are responsible for the development, administration, and control of their institution's budgets, with oversight by the District's Executive Vice Chancellor of Business and Technology Services.

Additional budget requests for the colleges, Continuing Education and District divisions are submitted to the Chancellor's Cabinet for review, discussion and potential approval of augmented budget allocations. Cabinet discussion include assessment of funding sources such as re-allocation of existing budgeted expenditures due to budgeted but vacant positions, as well as, additional revenue augmentation. In August 2016, the Chancellor led the effort to articulate a systematic process for adding new positions and allocating additional resources in the District divisions. Working with the Vice Chancellors and Director of Communications and Public Relations, the process was documented and agreed upon (IIID4⁷). The process includes linking all requests for additional resources, both one time and continuous, including request for new positions, to the respective division's annual action plans and assessment, which is similar to the colleges' program review. Requests are also linked to the District mission and strategic goals. In addition, requests for additional

funding must include identification of other possible funding sources, as appropriate. All requests are reviewed by the Chancellor, Vice Chancellors and Director of Communications and Public Relations, as well as the Chancellor's Cabinet, with final approval by the Chancellor. The State and District's budget status is a standing agenda item at the weekly Chancellor's Cabinet meetings, the bi-monthly District Governance Council (DGC) meetings and monthly District Budget Planning and Development Council meetings (BPDC). Enrollment management outcomes and efforts are assessed on a weekly basis at the Chancellor's Cabinet meeting to ensure that the District maximizes its state apportionment revenue allocation with a focus on student learning being a primary priority. Enrollment management is also a standing agenda item for the BPDC (IIID4²; IIID4³; IIID4⁴).

Analysis and Evaluation

The College's planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements. However, the College's financial resource availability is based on the District's Campus Allocation Model, which receives little input from the College. Thus the ability for the College to assess financial resources is also limited. The College uses an integrated planning process for budget development and allocation that is widely communicated and available for review by all college constituents on the governance website. The Executive Vice Chancellor presents the proposed budget to the District Budget Planning and Development Council. The budget is based on a historical campus allocation model, used to allocate resources to the individual colleges. The model is not developed based on long term financial plans or forecasts. Once the model is finalized by the district, the Colleges are asked to submit detailed allocations for the funds in the budget model. There is no relationship between the College integrated planning process and the District budget development process.

III.D.4 Evidence

- IIID4¹: District Strategic Planning Council minutes
- IIID4²: Strategic Planning Committee (SPC) handbook
- IIID4³: Chancellor's Cabinet Actions Items
- IIID4⁴: District Governance Council (DGC) minutes and agendas
- IIID4⁵: District Divisions/Departments Action Plans 2016-2017
- IIID4⁶: SDMC Grant Development Process
- IIID4⁷: District Office Action Planning and Self-Assessment Program Review

III.D.5

To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

To assure the financial integrity of the District and responsible use of financial resources, internal controls are evaluated and reported annually by the external auditors. The internal control structure has appropriate control mechanisms and uses the results of the review to improve upon internal control systems throughout the District. The internal controls are followed at the District, colleges, and Continuing Education level and are in accordance with Generally Accepted Accounting and Auditing requirements. The District's internal controls allow management and employees in their normal course of performing their assigned functions, to prevent, or detect, and correct misstatements on a timely basis. Separation of duties within functional operational areas are reviewed and evaluated regularly to ensure adequate internal controls exist to prevent and detect errors throughout the District. In addition, the District's Board Policy (BP) and Administrative Procedure (AP) 6125 *Fraud Procedure and Whistleblower Protection* provide a process by which irregularities can be reported and appropriately addressed. The external independent auditors have consistently determined that the District's internal control structure has appropriate control mechanisms in place, which are strong and adequate to support sound financial decision making and fiscal stability of the District (IIID5¹; IIID5²; IIID5³; IIID5⁴; IIID5⁵; IIID5⁶; IIID5⁷; IIID5⁸; IIID5⁹; IIID5¹⁰; IIID5¹¹).

The District's financial administrative management system ensures the dissemination of real time financial data, which is available 24/7 to end-users. The Fiscal Services Department tracks, monitors and budgets contract positions throughout the District in the Budget Allocation Model. Non-contract staffing is funded and administered at the campus and District level from allocated budgets on an annual basis. The Campus Allocation Model (CAM) and Budget Allocation Model (BAM) are reviewed by the Budget Planning and Development Council (BPDC) and the Chancellor's Cabinet and drives the allocation of resources to the District, colleges and Continuing Education. Credibility of the information with constituents is achieved by transparency and regular on-going communications to appropriate institutional leadership and constituents.

The Board's Budget Study and Audit Sub-committee meets with the external auditors, the Chancellor, Executive Vice Chancellor and Controller to engage in an in-depth review of the annual financial audits prepared by the external independent auditing firm. The District has had four consecutive years of unmodified audits of its Basic Financial Statements; Proposition 39 Bond building funds for Proposition S and Proposition N; Social Security Alternative Plan; and, San Diego Community College Auxiliary Organization (IIID5¹;

IIID5²; IIID5³; IIID5⁴; IIID5⁵; IIID5⁶; IIID5⁷; IIID5⁸; IIID5⁹; IIID5¹²; IIID5¹³; IIID5¹⁴; IIID5¹⁵). In addition to the auditors' opinion for all five audits being unmodified, no findings or recommendations have been identified in any of the five audits for the fifth consecutive year.

In addition to meeting with the Board's Budget Study and Audit Sub-committee, the external auditor publicly presents the outcome of the District's annual audits at the December meeting of the Board of Trustees (IIID5¹⁶).

Analysis and Evaluation

SDMC assures the financial integrity and responsible use of its financial resources by following all District fiscal policies and procedures to ensure proper internal controls and fiscal integrity. District policy drives fiscal transaction processing and approval processes. However, the business processes have drastically changed with the implementation of the Oracle PeopleSoft Financial System as of July 1, 2015, which is impacting financial processing and reporting. The new system is accessible to users with budget authority and responsibility, and the College tries to provide training to users who are given access to view budgets, initiate purchase requisitions, initiate travel, and approve transaction; however, there are no standard training materials districtwide.

An additional concern for the College is the District's vacant internal audit position. This position has been vacant for over eight years. This coupled with the implementation of PeopleSoft places the District and College at risk.

III.D.5 Evidence

- IIID5¹: SDCCD Basic Financial Statements and Independent Auditors' reports 2012
- IIID5²: SDCCD Basic Financial Statements and Independent Auditors' reports 2013
- IIID5³: SDCCD Basic Financial Statements and Independent Auditors' reports 2014
- IIID5⁴: Proposition S, Proposition 39 Bond Building Fund reports 2012
- IIID5⁵: Proposition S, Proposition 39 Bond Building Fund reports 2013
- IIID5⁶: Proposition S, Proposition 39 Bond Building Fund reports 2014
- IIID5⁷: Proposition N, Proposition 39 Bond Building Fund reports 2012
- IIID5⁸: Proposition N, Proposition 39 Bond Building Fund reports 2013
- IIID5⁹: Proposition N, Proposition 39 Bond Building Fund reports 2014
- IIID5¹⁰: BP 6125 *Fraud Policy and Whistleblower Protection*
- IIID5¹¹: AP 6125 *Fraud Procedure and Whistleblower Protection*
- IIID5¹²: Social Security Alternative Plan, Basic Financial Statement and Independent Auditor's reports
- IIID5¹³: SDCC Auxiliary Organization, Basic Financial Statements and Independent Auditor's reports 2011-2012
- IIID5¹⁴: SDCC Auxiliary Organization, Basic Financial Statements and Independent Auditor's reports 2013

- IIID5¹⁵:** SDCC Auxiliary Organization, Basic Financial Statements and Independent Auditor's reports 2014
- IIID5¹⁶:** Board of Trustees, annual organizational meeting – December 10, 2015

III.D.6

Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard

The District's annual budget represents a culmination of the strategic planning and budget development processes including a campus allocation formula that ensures an appropriate level of resources is allocated to each college and Continuing Education to support student learning programs and services. Financial documents go through a thorough review process to insure a high level of transparency and accuracy in order to develop a high degree of credibility. The Budget Planning and Development Council (BPDC) reviews state apportionment reports, enrollment management decisions which drive FTES targets, the annual Campus Allocation Model and budget assumptions used in the development of the annual budget (IIID6¹; IIID6²; IIID6³).

The information is also shared at the District Governance Council (DGC) and the Chancellor's Cabinet (IIID6⁴; IIID6⁵). In addition to presenting a Tentative Budget to the Board of Trustees in June of each year and a final Adopted Budget to the Board in September of each year, the Executive Vice Chancellor presents an annual Preliminary Budget to the Board in late March/early April of each year even though this is not a state requirement. The Preliminary Budget provides an opportunity for faculty and staff to be kept informed before the end of a current academic year of some of the issues to be considered in the development of the upcoming year's Tentative and Adopted Budgets.

The Chancellor also regularly communicates state budget updates beginning with the Governor's release of the State's Proposed Budget in January of each year, an updated version based upon the Governor's May Revise, and conducts Forums each fall on the colleges and Continuing Education campuses and at the District Office, where she and the Executive Vice Chancellor present the budget and its potential impact on the upcoming academic year (IIID6⁶; IIID6⁷; IIID6⁸; IIID6⁹; IIID6¹⁰; IIID6¹¹; IIID6¹²).

District budget allocations are developed based upon FTES targets, which are converted into Full Time Equivalent Faculty (FTEF) requirements in order to achieve the targeted FTES, allocation rates as defined within the Districtwide Campus Allocation Model (CAM), and budget assumptions in accordance with the Budget Allocation Model's (BAM's) projected revenues. The districtwide budget allocations are then used by the colleges and Continuing

Education to develop their annual budgets in support of student programs at each institution (IIID6¹³).

The College, through the annual program review process, programs and administrative units assess needs and with financial resources necessary to support student learning programs and services. Departments can submit budget augmentation requests during the program review process. Budget requests are vetted by the Budget Allocation and Recommendation Committee (BARC) and moved forward through the Planning and Institutional Effectiveness Committee and on to President's Cabinet for approval. Approved budget requests are used to develop the tentative and final budgets.

In accordance with the evidence provided in Standard IA3, at SDMC, all programs and services undergo an annual reflection process through program review. As part of this process, each program and service reviews its mission statement and goals and discusses how these support the mission and goals of the College. Through the program review process, programs and services map their unit-level goals to institutional strategic goals and to their own area's SLOs or AUOs. The output of this process is an institutional goal alignment report which shows which programs that linked their goals to the College's strategic goals to ensure that all the College's goals are being addressed (IIID6¹³). Based on an analysis of these data, units identify resources needed to attain each unit-level goal. The linkages are documented in program review reports and in the BARC request forms. The College's mission, therefore, guides planning and resource allocation through program review and the annual integrated planning cycle.

Analysis and Evaluation

SDMC's financial documents have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services. The College relies on the program review process to assess and determine the needs of programs and services.

With the change in the PeopleSoft Financial System, the College is redefining budget training, and is developing a College Budget Manual. The College is also working on improved reporting from the PeopleSoft system with the District. However, as the College completed the first fiscal year in PeopleSoft, the College is not certain all financial transactions are recorded properly or accurately.

III.D.6 Evidence

- IIID6¹: Budget Planning and Development Council (BPDC) Agendas and Minutes
- IIID6²: Campus Allocation Model (CAM) Sample
- IIID6³: Budget Allocation Model (BAM) Sample
- IIID6⁴: Chancellor's Cabinet Actions Items
- IIID6⁵: District Governance Council (DGC) Minutes and Agendas

- IIID6⁶: Chancellor's Forum PowerPoint Presentations 2016
- IIID6⁷: Chancellor's Forum PowerPoint Presentations 2015
- IIID6⁸: Chancellor's Forum PowerPoint Presentations 2014
- IIID6⁹: Chancellor's Forum PowerPoint Presentations 2013
- IIID6¹⁰: Chancellor's Forum PowerPoint Presentations 2012
- IIID6¹¹: Chancellor's Forum PowerPoint Presentations 2011
- IIID6¹²: Chancellor's Forum PowerPoint Presentations 2010
- IIID6¹³: Program Review Unit to Strategic Goals Alignment Report

III.D.7

Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

The District's audits have consistently been identified by the external auditors as "unmodified" (formerly known as unqualified) audits. In addition, over the past five annual audits, through fiscal year ended June 30, 2015, the District has had no findings or recommendations noted in any of its five audits performed by the external independent auditors (IIID7¹; IIID7²; IIID7³; IIID7⁴; IIID7⁵). The District's Board of Trustees' Budget Study and Audit Subcommittee along with the Chancellor, Executive Vice Chancellor and District Controller meet with the external auditors to review the annual audits in advance of being brought to the full Board for consideration during a public meeting of the Board of Trustees in early December of each year.

Generally speaking, the external auditors are engaged by the District for a three-year period with two one-year renewals for a maximum of five years. In advance of the fifth year, the District publishes an RFP solicitation for external auditing services in accordance with its practice of awarding a contract for up to a period of five years to ensure truly independent objective review of the financial documents of the District.

The District regularly provides information about budget, fiscal conditions, financial planning, and audit results districtwide. The information provided is sufficient in content and provided in a timely manner to support institutional and financial planning and management. The District's audits have consistently been identified by the external auditors as unmodified audits.

In the event findings are identified during the audit discovery process, the Controller reviews the items identified through random sampling methods determined by the auditors, with the appropriate management personnel to ensure that corrective action is initiated and a timely response regarding the findings and proposed corrective plan is communicated to the external auditors during field work well in advance of finalization of the annual audit.

Analysis and Evaluation

The District has not received any audit findings or negative reviews during the last five years. Therefore, no corrections to audit exceptions and management advice have been necessary to be timely communicated.

III.D.7 Evidence

- IIID7¹: *Administration and Governance Handbook*
- IIID7²: Budget Planning and Development Council (BPDC) Agendas and Minutes
- IIID7³: Resource Allocation Formula (RAF) 2014-17
- IIID7⁴: Campus Allocation Model (CAM) Sample
- IIID7⁵: Budget Allocation Model (BAM) Sample

III.D.8

The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

The District's financial and internal control systems are evaluated and assessed regularly for validity and effectiveness and results are used for improvements. The external auditors annually review internal control processes throughout the District by performing random sampling processes identified by them during their field work efforts at the District. In planning and performing their audit of the District's financial statements, the auditors consider the District's internal control over financial reporting in order to determine whether the controls are appropriate, under any given circumstance, for the purpose of their expressing an opinion on the financial statements. The auditors review consists of ensuring that there are no material weaknesses or significant deficiencies to merit attention by those charged with governance at the District (IIID8¹; IIID8²; IIID8³; IIID8⁴; IIID8⁵; IIID8⁶).

Analysis and Evaluation

As a result of the review by the external auditors, no deficiencies in internal control that would be considered material weaknesses or significant deficiencies have been identified in the most recent annual District audit for the year ended June 30, 2015.

However, due to the implementation of PeopleSoft, business processes have drastically changed which is impacting financial processing and reporting. In addition, the internal audit position has been vacant for over eight years. The College is concerned that the financial and internal control systems have not been properly evaluated or assessed for validity and effectiveness with the implementation of PeopleSoft.

III.D.8 Evidence

- IIID8¹: SDCCD Basic Financial Statements and Independent Auditor's Report, June 30, 2015
- IIID8²: SDCCAO Basic Financial Statements and Independent Auditor's Report, June 30, 2015
- IIID8³: SDCCD Social Security Alternative Plan Basic Financial Statements and Independent Auditor's Report, June 30, 2015
- IIID8⁴: SDCCD Proposition N, Proposition 39 Financial Statements and Independent Auditor's Report, June 30, 2015
- IIID8⁵: SDCCD Proposition S, Proposition 39 Financial Statements and Independent Auditor's Report, June 30, 2015
- IIID8⁶: Basic Financial Statements and Independent Auditor's Report as of June 30, 2016

III.D.9

The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

The District consistently maintains sufficient cash reserves in order to maintain stability and support strategies for appropriate risk management and to implement contingency plans to meet financial emergencies and unforeseen occurrences. During the recent Great Recession to hit California, the District did not borrow cash at any time in spite of the state's deferral of timely apportionment revenue payments; regularly applying deficit reductions to total computation apportionment revenue earned and to be funded in the state system; and the significant FTES workload reductions imposed on all districts in the state.

The District's Fiscal Services department, under the leadership of the District Controller, monitors cash flow on a daily basis and projects future cash flow requirements over a revolving twelve month cycle. Bank statements are reconciled on a monthly basis. The District is fiscally independent and its Cash Reserve is held in the County of San Diego's treasury pool (IIID9¹; IIID9²).

Analysis and Evaluation

The District was able to operate without incurring additional expenses related to debt borrowing due to the District consistently maintaining adequate cash to meet operational requirements. The Cash Reserve as of June 30, 2015 was 7.5 percent of the General Fund expenditures, which was well in excess of the state recommended 5 percent and in accordance with BP 6200 which states that general fund cash reserve shall not fall below 5

percent. The District's total reserves and set-asides as of July 1, 2015 was \$78,171,460. The District's Cash reserve, which is in a restricted fund, was instrumental in allowing the District to maintain financial stability during the recent Great Recession to hit the state and nation (IIID9³; IIID9⁴; IIID9⁵; IIID9⁶).

III.D.9 Evidence

- IIID9¹: BP 6200 *Budget Preparation*
- IIID9²: SDCCD FY 2015-16 Adopted Budget
- IIID9³: SDCCD Annual Financial and Budget Report June 30, 2013
- IIID9⁴: SDCCD Annual Financial and Budget Report June 30, 2014
- IIID9⁵: SDCCD Annual Financial and Budget Report June 30, 2015
- IIID9⁶: Fiscal Trend Analysis FY 2011-2012 to 2015-2016

III.D.10

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.

Evidence of Meeting the Standard

Financial oversight occurs throughout the District at both the campus and District Office level. Budget to actual variances are calculated and monitored in terms of expenditures. Grant requirements are monitored by the District's Fiscal Services department. Assets are accounted for and controlled through the District's Fixed Asset Database system. Acquired assets are recorded, tagged and entered into the system in accordance with generally accepted accounting principles and Education Code requirements (IIID10¹; IIID10²; IIID10³; IIID10⁴; IIID10⁵; IIID10⁶).

The college and Continuing Education foundations are separate legal entities with a Board of Directors overseeing operations. The District collaborates and oversees the colleges and Continuing Education foundations in accordance with the terms and conditions of Memorandums of Understanding executed with each entity by the District as to the role, relationship and responsibilities of each foundation and the District (IIID10⁷; IIID10⁸; IIID10⁹; IIID10¹⁰).

The San Diego Community College Auxiliary Organization (SDCCAO) was formed in 1990 to promote and assist the programs of the District in accordance with the mission, policies and priorities of the District. The SDCCAO is a separate 509 (a)(1) publicly supported nonprofit organization that is exempt from income taxes under Section 501 (a) and 501 (c)(3) of the Internal Revenue Code and classified by the Internal Revenue Service as other than a private organization. The SDCCAO is also exempt from state franchise or income tax under Section 23701 (d) of the California Revenue and Taxation Code and is

registered with the California Attorney General as a charity. SDCCAO operates under the leadership of a Board of Directors consisting of District staff, administrators and students as a component unit of the SDCCD and was formed by the District's Board of Trustees in 1991 (IIID10¹¹).

SDCCD monitors and manages student loan default rates, revenue streams, and compliance with Title IV of the Higher Education Act. The District Office is responsible for ensuring that federal funds are used appropriately and that funds are not drawn down in excess of cash received from the agencies through regular review of the student financial aid system. In addition, the District's Fiscal Services Office monitors proposed payments to ensure compliance with financial aid entitlements. The District's Student Services Department along with the college Financial Aid Directors monitor student loan default rates which are consistently below the 30 percent federal limit.

Contracts and grants are also monitored, in accordance with District policy, at the program level on the campuses and centrally at the District Office to ensure proper fiscal oversight (IIID10¹²; IIID10¹³; IIID10¹⁴).

Investments are held in the County of San Diego investment pool with the Board of Trustees receiving quarterly reports from the County which are reviewed and considered as part of a public meeting agenda. The Board also reviews and adopts the County's Investment Policy on an annual basis (IIID10¹⁵; IIID10¹⁶; IIID10¹⁷). The only other District investment is the "Other Post-Employment Benefits" (OPEB), which the District invested in an irrevocable trust within the Community College League of California (CCLC) under a Joint Powers Authority (JPA) organization established by CCLC. The Executive Vice Chancellor, Business and Technology Services serves on the Board of the JPA and the District Controller serves as an alternate. The JPA Board consists of district member representatives assigned by each member district to serve on the JPA Board (IIID10¹⁸).

The College manages allocated funds in accordance with all District financial policies and procedures. This includes the management of Financial Aid and student loan default rates, in accordance with District and federal guidelines. The College also manages a large number of grants and categorical programs in support of the College mission and goals as evident in the annual audit (IIID10¹⁹).

The College manages the financial operations of the SDMC Foundation (SDMCF) and the required audits and other regulatory reporting (IIID10²⁰). Under direction of the Vice President of Administrative Services, the College performs the fiscal work for the SDMCF.

Analysis and Evaluation

The oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organization, and institutional investments and assets are primarily at the District level with some aspects of the oversight process being the

responsibility of the campuses. As a result of the review by the external auditors all of the previously stated functions and entities are effectively operated and overseen.

The College ensures effective oversight of grants, externally funded programs and contractual relationships via collaboration with the College Business Office, grant program managers, other key program personnel and the District.

III.D.10 Evidence

- IIID10¹: BP 6520 *Asset Management and Inventory of Property and Records*
- IIID10²: AP 6520.1 *Equipment Inventory*
- IIID10³: AP 6520.2 *Transfer of Equipment*
- IIID10⁴: BP 6550 *Disposal of Property*
- IIID10⁵: AP 6550.1 *Disposal of Property*
- IIID10⁶: AP 6550.2 *Storage and Disposal of Records*
- IIID10⁷: MOU with City
- IIID10⁸: MOU with Mesa
- IIID10⁹: MOU with Miramar
- IIID10¹⁰: MOU with Continuing Education
- IIID10¹¹: San Diego Community College Auxiliary Organization (SDCCAO) Constitution and Bylaws, meeting minutes and agendas
- IIID10¹²: BP 6950 *Auxiliary Organizations*
- IIID10¹³: AP 6950.1 *Auxiliary Organizations*
- IIID10¹⁴: AP 6950.2 *Equipment Purchase by Fiduciary/Trust, Auxiliary or Foundations*
- IIID10¹⁵: BP 6320 *Investments*
- IIID10¹⁶: AP 6320.1 *Investment of Associated Student Funds*
- IIID10¹⁷: AP 6320.2 *Investments*
- IIID10¹⁸: CCLC-JPA Unfunded Health Benefits Trust minutes and agendas
- IIID10¹⁹: SDCCD Basic Financial Statements and Independent Auditors' reports 2014
- IIID10²⁰: SDMC Foundation Audit- 2015-2016

Liabilities

III.D.11

The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard

The District utilizes an encumbrance control system with regard to both human capital and non-personnel costs to ensure resources are allocated properly for short-term and long-term

commitments. All liabilities have an associated resource identified for funding purposes for these obligations. Worker's Compensation costs undergo a review every three years by an independent actuary to ensure that the proper level of financial reserves, as determined in the applicable actuarial study report, are accounted for and budgeted for on an annual basis (IIID11¹). The District maintains reserves for vacation leave accrual, insurance costs and building maintenance and operations costs to support those long-term obligations.

With respect to the Other Post-Employment Benefits (OPEB) liability, the District's Board of Trustees approved the joining of the California Retiree Health Benefit Program Joint Powers Agency (CCLC-JPA) in December 2005. In June 2006, the Board authorized \$11 million previously held in a fund reserve of SDCCD for the purpose of funding the OPEB, to be transferred into an irrevocable trust in the CCLC-JPA (IIID11²).

The financial resources for the College are based on the District's College Allocation Model (CAM). The funds allocated from this model are utilized to guide the planning of the College. The College's short-range financial decisions are integrated with the College integrated planning process. The College annual budget process is integrated with the annual program review process. Budget requests from departments and programs are aligned with the College's integrated planning documents: the *Educational Master Plan*, *Technology Strategic Plan*, and *Facilities Master Plan*. The College contributes to the maintenance of fiscal stability to ensure financial obligations are met for current year budgetary items. The College provides information to the District on long term fiscal needs via the College Planning process (IIID11³; IIID11⁴; IIID11⁵).

Analysis and Evaluation

The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations as evidenced by the significant operational, cash and irrevocable reserves of the District, which as of October 2016 was calculated at \$108 million. The level of financial reserves provides a reasonable expectation of the institution's short and long-term financial solvency.

San Diego MeSDMC's level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. The College clearly identifies, plans, and allocates resources for payment of liabilities and future obligations. The College relies on the District to provide long-term financial solvency.

III.D.11 Evidence

- IIID11¹: GASB 45 Actuarial Valuation Report
- IIID11²: Worker's Compensation Actuarial Studies
- IIID11³: *SDMC Educational Master Plan*
- IIID11⁴: *SDMC Technology Strategic Plan*
- IIID11⁵: *SDMC Facilities Master Plan*

III.D.12

The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

In April 2015, the most recent actuarial study of the District's OPEB liability indicated a total liability for all current and future retirees of \$34.6 million. The accrued liability at the time of the 2015 study was \$22.4 million with \$18.5 million invested in an irrevocable trust with the Community College League of California's Joint Powers Authority (CCLC-JPA). Actuarial studies are independently conducted and reported on a bi-annual basis in accordance with Governmental Accounting Standards Board (GASB) 43 and 45 requirements ([IIID12¹](#)).

On June 25, 2015, GASB issued two new statements in order to improve upon the accounting and financial reporting for postemployment health benefits. GASB 74 will be effective for fiscal years beginning after June 15, 2016 and will replace GASB 43 and expands upon its requirements requiring more extensive note disclosures. GASB 75 is effective for fiscal years beginning after June 15, 2017 and will require more extensive financial reporting of the OPEB liability. The two recently issued GASB statements will ensure that all community college districts clearly identify, plan, and allocate resources for payment of liabilities and future obligations.

Analysis and Evaluation

Meeting this standard is evidenced by the fact that the District's 2015-2016 annual independently prepared actuarial report reflects the reporting requirements of GASB 74. The District's commitment to planning for and allocating appropriate resources for the payment of liabilities and future obligations, is evidenced by the District's most recent actuarial study, as required under GASB, which reported that the District's OPEB (Other Post-Employment Benefits) is funded at 83 percent of the accrued liability based upon the assets invested in the CCLC-JPA irrevocable trust.

III.D.12 Evidence

[IIID12¹](#): GASB 45 Actuarial Valuation Report

III.D.13

On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard

Through sound financial management and strong reserves, the District has not incurred any local debt instruments with the exception of its General Obligation 39 bond debt capital project program for Proposition S (approved in 2002 by local taxpayers) and Proposition N (approved in 2006 by local taxpayers). The general obligation bond debt is administered through the County of San Diego Auditor and Controller's offices with direct payment on the debt coming from property tax assessments to local taxpayers.

Analysis and Evaluation

The District has no local debt obligations other than the General Obligation 39 bond debt for its Proposition S and N capital bond projects, which is debt directly paid through the County of San Diego based upon local taxpayers' property tax assessments. The fact that the District has consistently maintained the highest bond rating for an apportionment based California community college of AA+ by Standard & Poors and was upgraded in October 2016 to Aaa by Moody's, which is their highest rating for an entity, demonstrates the sound fiscal management of the District.

III.D.14

All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard

The College is fiscally diligent and adheres to all District policies, procedures, and rules. The College is included in the District's audit. In addition, the College manages the San Diego Mesa Foundation's finance and accounting function, and oversees the Foundation's annual audit ([IIID14¹](#)).

The District and campus business offices are vigilant in the oversight of all financial resources and activities. Separate funds are established and monitored on a regular basis to ensure proper accounting for various financial resources and the use of funds in accordance with their intended purposes for all auxiliary activities and grants. The District does not have any outstanding Certificates of Participation. General Obligation 39 capital bond programs approved by the District's local taxpayers as Proposition S (2002) and Proposition

N (2006) are used with integrity in the manner consistent with the intended purpose of the taxpayers. This is further evidenced by both propositions undergoing annual financial and performance audits, consistent with GO 39 legislation, related to bond construction programs resulting in unmodified audits with no findings or recommendations noted by the external independent auditors (IIID14¹; IIID14²; IIID14³; IIID14⁴; IIID14⁵; IIID14⁶; IIID14⁷; IIID14⁸; IIID14⁹; IIID14¹⁰).

Analysis and Evaluation

The District does not have any local, federal or state debt. The only debt recorded on the District's financials is the general obligation debt established by Proposition S and N. General obligation debt is not debt of the District as the debt is paid by the taxpayers of the District as assessed by the County of San Diego.

In conjunction with the District, SDMC's financial resources are used with integrity in a manner consistent with the intended purpose of the funding source. External audits confirm that the District uses its financial resources with integrity and for intended use. The District has not received any modified opinions for its financial statements for over 10 years.

III.D.14 Evidence

- IIID14¹: SDMC Foundation Audit - 2015-2016
- IIID14²: Proposition S, Proposition 39 Bond Building Fund reports 2012
- IIID14³: Proposition S, Proposition 39 Bond Building Fund reports 2013
- IIID14⁴: Proposition S, Proposition 39 Bond Building Fund reports 2014
- IIID14⁵: Proposition N, Proposition 39 Bond Building Fund reports 2012
- IIID14⁶: Proposition N, Proposition 39 Bond Building Fund reports 2013
- IIID14⁷: Proposition N, Proposition 39 Bond Building Fund reports 2014
- IIID14⁸: BP 6320 *Investments*
- IIID14⁹: AP 6320.1 *Investment of Associated Student Funds*
- IIID14¹⁰: AP 6320.2 *Investments*

III.D.15

The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

SDCCD monitors and manages student loan default rates, revenue streams and compliance with Title IV of the Higher Education Act. The District Office is responsible for ensuring that federal funds are used appropriately and that funds are not drawn down in excess of

cash received from the agencies through regular review of the student financial aid system. In addition, the District's Fiscal Services Office monitors proposed payments to ensure compliance with financial aid entitlements. The District's Student Services Department along with the college Financial Aid Directors monitor student loan default rates which are consistently below the 30 percent federal limit.

The District has a Financial Aid Subcommittee of the District Student Services Council, comprised of the Financial Aid Officers from all three colleges—City College, Mesa College, and Miramar College--along with District Student Services, Business Services and Information Technology staff. The District Student Services Department coordinates bi-weekly meetings with the Financial Aid Subcommittee to monitor upcoming disbursement deadlines, monitor program balances, and review reports such as Federal SEOG disbursements (IID15¹). The group also routinely addresses compliance with changes to the Higher Education Act, as well as strategies for managing student loan defaults.

Below is a table of the three-year cohort default rates for San Diego City, Mesa and Miramar Colleges for the 2011, 2012 and 2013 cohort years.

Table 30: Three-Year Cohort Default Rates by College

San Diego City College

CDR Year	3 Year Rate
2013	19.0 %
2012	26.7 %
2011	28.0 %

San Diego Mesa College

CDR Year	3 Year Rate
2013	15.7 %
2012	18.1 %
2011	19.0 %

San Diego Miramar College

CDR Year	3 Year Rate
2013	15.0 %
2012	16.8 %
2011	21.0 %

Source: U.S. Department of Education, 5-Year Student Loan Default Report (IID15²)

One step has been to advise all students who wish to receive financial aid to complete the Free Application for Federal Student Aid (FAFSA). This allows the Financial Aid Office to determine financial need and provide eligible students access to grants (Pell and Cal Grant), waivers (Board of Governor's Fee Waiver), and scholarship information prior to the use of loans.

If students are not eligible for other forms of financial aid and wish to pursue student loans, federal regulations and college policy require that all student loan applicants complete an entrance counseling session to understand the responsibilities and obligations students will assume when accepting student loans.

Another proactive measure to minimize student loan defaults is the use of a third party agency called Education Credit Management Corporation (ECMC) to assist with reducing student loan default rates through core management service. ECMC staff contact students at risk of defaulting on their loans and provides them with the available options to avoid defaulting including:

- Different repayment plans
- Deferments
- Forbearance
- Contact information of their loan servicer

In addition, the colleges have dedicated financial aid staff to specifically focus on assisting students who are delinquent on their loans, and provide personal, one-on-one debt management and default prevention services.

Another strategy to minimize loan default the colleges plan to utilize is through a series of workshops that will focus on academic success and avoiding defaulting on student loans.

Through a combination of regular Financial Aid Officers meetings with District Student Services, the consultation process with districtwide governance, and collaboration with statewide associations, the District makes a concerted effort to monitor student loan default rates, and conduct routine audits to ensure compliance with all other federal, state and local statutes. As a result, the colleges and the District have taken the following steps to ensure compliance with federal regulations:

- Creation of Student Loan Default Report (IIID15³)
- Creation of Consumer Information in compliance with the Higher Education Re-Authorization Act (IIID15⁴)
- Creation of Drug and Alcohol Prevention Program (DAAPP) website, including online training (IIID15⁵)
- Creation of Title IX website, including online student training (IIID15⁶)
- Creation of a streamline online complaint process (IIID15⁷)

Analysis and Evaluation

The District is in full compliance with all federal requirements including Title IV of the Higher Education Act. The District carefully monitors and manages loan default rates and revenue streams to ensure compliance. The default rates for San Diego City College, SDMC and San Diego Miramar College are below the “30 percent for three-year” threshold established by the U.S. Department of Education.

San Diego City, Mesa and Miramar Colleges review student default rates through bi-monthly Financial Aid Subcommittee meetings and annual reports (IIID15⁸; IIID15⁹). During 2014, one of the colleges observed the student default rates were increasing (IIID15⁹). As a result, the Financial Aid Subcommittee worked together to create a districtwide action plan identifying a number of proactive steps to address the increasing student default rates and help mitigate the effects of students defaulting on their student loans (IIID15¹⁰).

III.D.15 Evidence

- IIID15¹: SAM Meeting Minutes March 16, 2016
- IIID15²: 5-Year Student Loan Default Rate Report
- IIID15³: SAM Meeting Notes September 10, 2014
- IIID15⁴: SDCCD Consumer Information Website
- IIID15⁵: SDCCD Drug and Alcohol Abuse Prevention Program (DAAPP) Website
- IIID15⁶: SDCCD Title IX & Campus Save Act Website
- IIID15⁷: SDCCD Student Web Services Complaint Process Webpage
- IIID15⁸: February 26, 2014 SAM Meeting Minutes
- IIID15⁹: Financial Aid Student Loans Report
- IIID15¹⁰: City SSC Minutes 03/06/2014

Contractual Agreements

III.D.16

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 and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

Contractual agreements with external entities are governed by policies adopted by the District’s Board of Trustees, which are consistent with the mission and goals of the District.

The District's Business and Technology Services Division implements these policies through procedures established by the Chancellor, which contain appropriate provision to maintain the integrity of the District and the quality of its programs, services and operations. The Board of Trustees has delegated the authority to the Chancellor to purchase supplies, materials, apparatus, equipment and services as necessary to the legal and efficient operation of the District, and to enter into contracts on behalf of the District. The Chancellor further delegates this responsibility to oversee and administer the procedures developed in support of the Board Policies to the Executive Vice Chancellor of Business and Technology Services (IIDD16¹; IIDD16²; IIDD16³; IIDD16⁴; IIDD16⁵; IIDD16⁶; IIDD16⁷; IIDD16⁸; IIDD16⁹; IIDD16¹⁰; IIDD16¹¹; IIDD16¹²; IIDD16¹³; IIDD16¹⁴; IIDD16¹⁵; IIDD16¹⁶; IIDD16¹⁷).

Analysis and Evaluation

Contractual agreements with external entities are generated by institutional policies and are concurrent with the mission and goals of the District. All contractual agreements maintain the integrity of the institution including the quality of programs, services, and operations.

The College has various contractual agreements with external agencies for grants, personal and professional services, consulting arrangements, information technology, instructional services, and other similar agreements. The College provides effective control over all contractual agreements. Under the Direction of the Vice President of Administrative Services, the Administrative Services unit has the primary responsibility for the management and control of fiscal resources for the College. Administrative Services works very closely with all areas of the College to ensure that all departments and programs, including grants and auxiliary programs, and the SDMC Foundation, adhere to District policies and procedures and to appropriate federal and state compliance guidelines. All contracts are reviewed by College management, and those meeting District policy thresholds are reviewed by District purchasing prior to Governing Board approval.

III.D.16 Evidence

- IIDD16¹: BP 6330 *Purchasing and Contract Services*
- IIDD16²: AP 6330.1 *Purchase Requisitions*
- IIDD16³: AP 6330.2 *Equipment and Supply Determination*
- IIDD16⁴: AP 6330.3 *Bids and Quotations*
- IIDD16⁵: AP 6330.4 *Developing Bid Specifications*
- IIDD16⁶: AP 6330.5 *Bids and Contracts*
- IIDD16⁷: AP 6330.6 *Bid Request for Proposal Questions and Protest*
- IIDD16⁸: AP 6330.7 *Contracts – Personal Services*
- IIDD16⁹: AP 6330.8 *Contracts - Consultant*
- IIDD16¹⁰: AP 6330.9 *Contracts – Electronic Systems and Materials*
- IIDD16¹¹: AP 6330.10 *Accessibility of Information Technology*
- IIDD16¹²: AP 6330.11 *Purchase Orders*
- IIDD16¹³: AP 6330.12 *Purchase Orders - Standard*

- IIID16¹⁴: AP 6330.13 *Blanket Purchase Orders*
- IIID16¹⁵: AP 6330.14 *Purchase Orders - Emergency*
- IIID16¹⁶: AP 6330.15 *Blanket Purchase Orders – Change Orders*
- IIID16¹⁷: AP 6330.16 *Returns and Exchanges*

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the Colleges.

IV.A Decision-Making Roles and Processes

IV.A.1

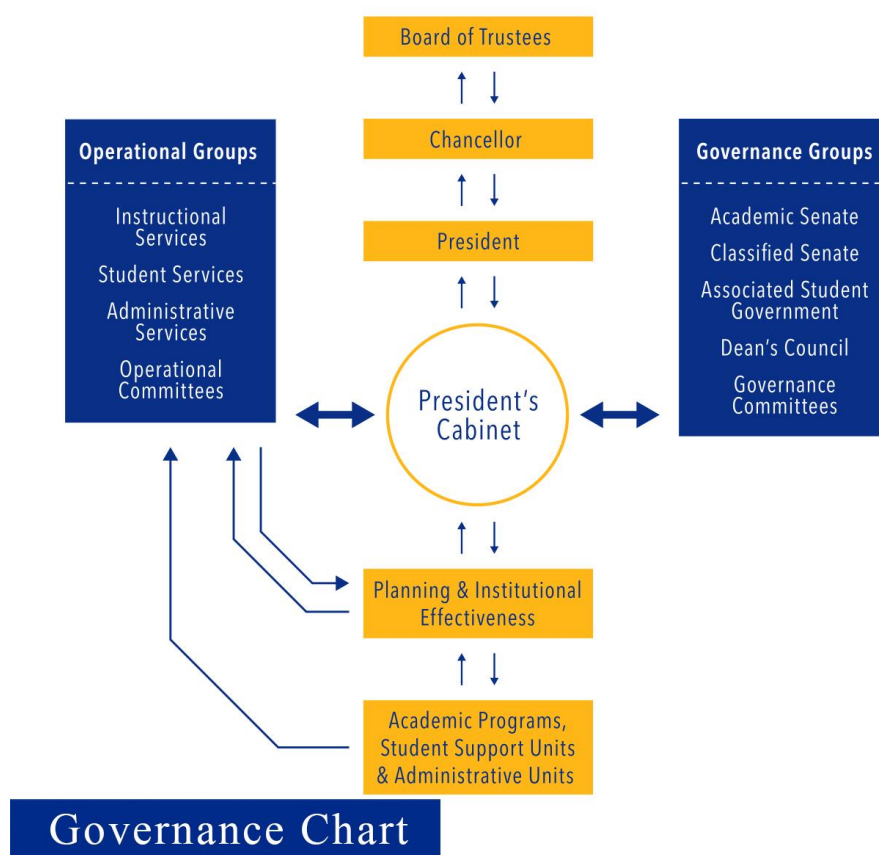
Institutional leaders create and encourage innovation, leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

The College's commitment to student success and excellence is detailed in the college's six strategic directions and mission statement (IVA1¹). A strong focus on inclusive teaching and learning that enables the diverse student population to achieve their goals is supported by community building that is nurturing, innovative, sustainable, accountable, and equitable.

The development of the College's goals and values was the culmination of a year of inquiry of all constituency groups. Vetting through participatory governance committees and final approval at the President's Cabinet ensured that the campus community owned and understood the college's values and strategic directions and goals. These shared goals are articulated in a number of venues including online and in print (IVA1²).

The institution's integrated planning process is led by the Planning and Institutional Effectiveness (PIE) Committee (IVA1³, IVA1⁴). This participatory governance committee follows a sustainable continuous quality improvement model that guides the annual assessment of the Colleges' goals, objectives and priorities. Two components are central to this committee's work: the involvement of all governance constituents and the use of performance data. Through bi-monthly meetings and bi-annual retreats, the PIE Committee ensures that the evaluation and planning process on campus is followed, that performance

indicators are acted upon and evaluated, and that resources are appropriately allocated based on these factors.



Collegewide participation in planning efforts works through two mechanisms. The first is the college's participatory governance structure and the integrated planning process. Through participatory governance the various college constituents: faculty, staff, administrators, and students, provide representation to the Planning and Institutional Effectiveness (PIE) Committee. These representatives are the conduit between their constituencies and the PIE Committee. The second mechanism works through the integrated planning process of program review (IVA1⁵). At SDMC, all programs and services undergo an annual reflection process through program review. As part of this process, each program and service reviews its mission statement and goals and discusses how these support the mission and goals of the College. Through the program review process, programs and services map their unit-level goals to institutional strategic goals and to their own area's SLOs or AUOs (IVA1⁶). Next, an institutional goal alignment report is prepared, showing which programs have linked their goals to which of the College's strategic goals, to ensure that all the College's goals are being addressed (IVA1⁷). Based on an analysis of this data, units identify resources needed to attain each unit-level goal. The linkages are documented in program review reports and in resource allocation request forms. The College's mission,

therefore, guides planning and resource allocation through the program review and the annual integrated planning cycle.



When ideas for improvement have policy or significant institution-wide implications, systematic participatory processes are used to assure effective planning and implementation. These processes flow through different channels. The program review process flows from faculty and departments to the PIE Committee. Some committees, such as a Facilities, and Committee for Diversity, Action, Inclusion and Equity (CDAIE), report directly to President's Cabinet. The College has recently reviewed its participatory governance

processes and identified a clearer definition of what committees do, who they report to, and what their outcomes are annually (IVA1⁸). College governance committees are the primary drivers of policy and practice improvements for the college. Each of these avenues includes participatory governance, with opportunities for senate and other academic committees to offer input. One example of a working group with widespread representation and a systematic impact on program directions and assessments was the Learning Assessment Task Force. The Taskforce eventually transitioned to become the institution-wide Committee on Outcomes and Assessment (COA) (IVA1⁹).

Another example is the recent creation of an Enrollment Management Taskforce. This group comprises faculty and administrators representing all disciplines on campus (IVA1¹⁰). They are charged with considering and discussing variables that affect existing enrollment, as well as future targets and goals. Outcomes of this team's work include a better understanding across campus of the multiple variables that affect enrollment management. Consequently, faculty and administration are better informed and able to make better decisions that improve the scheduling process.

Another innovative idea to encourage excellence at SDMC is the New Faculty Institute (NFI) (IVA1¹¹). The New Faculty Institute (NFI) is a year-long professional learning opportunity for all new tenure-track faculty. Each semester, a cohort of new faculty their tenure at SDMC with a two-day workshop called "Mesa Days," the work of which continues through the year with various activities and a monthly workshop. This professional learning program helps to define expectations, draws on the expertise of senior faculty and administrators, and creates a fun, positive and professional culture of inclusion and collaboration that builds community within the cohort. This program constitutes the primary emphasis of new faculty members' professional development and committee work during the first year of their tenure-track, so that they may focus on teaching in the classroom and acclimating to the life of a full-time professor as they begin at SDMC. The NFI also pairs new faculty with faculty mentors from outside their discipline areas through the Instructional Mentoring Program (IMP). This is designed to help make connections with experienced faculty leaders; build knowledge of the college environment, system, and

governance structure; introduce and reinforce pedagogical approaches; and set the stage for the tenure process. The NFI demonstrates the commitment of SDMC to teaching and learning both for students and faculty. SDMC's NFI takes a proactive approach to working with new faculty members for a smooth and welcoming transition into the institution and college community, ensuring that new faculty become a part of the participatory governance process.

The initiative to improve the College's practices, programs, and services, begins with the themes set yearly by the President. The President carefully reviews the outcomes from the previous year's planning processes and establishes a conceptual framework for advancing particular efforts during the coming year. In the 2013-2014 academic year, the campus had a theme of "Teaching and Learning" and focused on SLOs, which reflected the College's commitment to teaching excellence. During that year, the President provided Teaching and Learning funds to all areas and departments to promote innovation and dialogue. This process enabled departments and programs to more clearly articulate how their practice improved outcomes for students (IVA1¹²).

The theme of the 2014-2015 academic year was "The Year of Equity," during which the campus focused on equity issues that impact students, faculty, staff, and administration. Through this work, the College strived to promote an academic environment in which barriers to success are removed and all students can thrive (IVA1¹³). This effort continues in a foundational way at the College. Some examples include improved methods of basic skills assessment for English. The College implemented a pilot project designed to immediately mitigate disproportionate impact in placement and access for a current student cohort. The motivation was based on the fact that most of SDMC students place below college/transfer level in writing (with a much smaller percentage placing below college/transfer level in reading). The pilot involved re-placing students into transfer level English based on self-reported high school GPA. This measure instantly closed equity gaps caused by the College's primarily test-based placement process. The pilot resulted in the students having a success rate of 71 percent, which is on par with the average success rate (71.6 percent) for all students enrolled in transfer level English in the following term (IVA1¹⁴).

The College declared 2015-2016 "The Year of Math" as a way to focus on barriers to success for students in math. The college devoted funds, assigned time and space for math faculty to engage in deep work regarding their outcomes (IVA1¹⁵). One of the successes that emerged from this work was the college's successful application for both a Basic Skills Transformation grant, and a Title III HSI STEM Grant for 2016-2021.

Another example includes the College's redesign of the tutoring center based on resources from the basic skills grant, the HSI/Title V grant, and Student Equity funding. This newly reengineered space, now called the Mesa Tutoring and Computing Centers (MT2C), offers multiple floors and modalities of learning assistance for students, including face-to-face general tutoring, embedded tutoring, and online tutoring. In 2015, the college opened a writing center in the Learning Resource Center. Writing assistance had been provided in the

Academic Skills Center (tutoring), however, the college wanted to provide a more robust support system specifically designed and led by the English faculty. In fall of 2016, the college combined the Academic Skills Center and the Center for Independent Learning (computer center) into one unit, MT2C. This center, comprising a full range of learning support services, is housed centrally in the Learning Resource Center, under one administrative unit, and unifies academic support for all students in all disciplines.

The college's commitment to supporting the diverse and changing needs of its students can be seen in the various initiatives outlined within the student equity plan. The year of 2014-2015 was designated as a year of equity inquiry at SDMC (IVA1¹⁶). During that time, the college analyzed and reflected on the data, redesigned some of the English curriculum, carried out a multiple measures assessment pilot project, performed a needs assessment to inform professional development, and identified certain individuals as change agents (IVA1¹⁶). Equity-focused goals for 2015-2016 included mitigation of disproportionate impact, integrating instructional and student support services to support the success of all students, redesigning the Math curriculum, creating clear pathways for student completion, increasing student engagement, fostering equity-mindedness through professional development, and integrating and aligning the equity plan with other College plans (IVA1¹⁷). During the 2015-2016 program review cycle, faculty were asked to review and dialogue about departmental equity data. As a result, each program and department assessed the connections between teaching methodologies, pedagogy, delivery mode, and student success from an equity perspective (IVA1¹⁸).

These observations were shared with various leadership groups who discussed ways to improve services, such as English placement, and to create a more inviting environment for students. Additionally, extensive professional development opportunities have been offered to all constituents on campus to learn how to better serve underrepresented populations on campus, one area of emphasis is on men of color. The College has established a partnership and service contract with Diego States University's Minority Male Community College Collaborative (M2C3). In addition to specialized research, workshops and coaching support, the college has access to a webinar series devoted to helping all campus groups to understand and better serve groups that tend to struggle more with persistence and success (IVA1¹⁹).

Innovative practices rely on data. An abundance of data is available to faculty, staff, and administrators, and is used in preparing program review and for institutional decision-making. The college's robust institutional effectiveness and institutional research department is the core channel for information and facilitates the annual evaluation of institutional performance (IVA1²⁰). College performance is summarized in the Key Performance Indicator Dashboard providing an at-a-glance picture of the College's successes and areas for improvement with respect to student outcomes (IVA1²¹). Detailed performance information is available through a range of reports such as those that analyze student learning and achievement at the course level by school, and Gainful Employment by Certificates offered. The College also offers an online Data Warehouse that puts information

in the hands of the users (IVA1²²). Performance indicators are discussed and evaluated annually as part of the college's integrated planning process. Performance reports and presentations are easily accessible through the college's website, and more importantly they are regularly presented, discussed, analyzed, and acted upon at department and program meetings and at participatory governance meetings and retreats.

Analysis and Evaluation

SDMC's leaders create and encourage innovation that informs and results in institutional excellence. They support administrators, faculty, staff, and students, regardless of official titles, in taking initiative for improving the practices, programs, and services. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to ensure effective planning and implementation.

Institutional leaders come from all areas of the campus and from all constituency groups, and include administrators, faculty, staff, and students. The campus takes proactive steps to make sure that all voices are present at all major decision-making campus groups. The leadership groups consult collegially to support each other and to meet the mission of the college. All leaders are focused on student needs and strive for innovations that lead to institutional excellence. The leadership committees, work groups, and task forces strive for a representative balance and solicit as many opinions as possible. In addition to the administrative leadership groups, the Academic and Classified Senates are also change agents at the College, sometimes working collectively and sometimes independently. All levels of leadership strive to be supportive and respectful in dialogue and focus on excellence in instruction and institutional effectiveness. Each group understands their role in the leadership structure of the college, and works to collaborate on issues that overlap constituencies and areas of responsibility. The College prides itself on its innovations and ability and willingness to research and implement new ideas.

IV.A.1 Evidence

- IVA1¹: SDMC Mission Statement and Strategic Directions Webpage
- IVA1²: SDMC Goals and Values Webpage
- IVA1³: Integrated Planning Process
- IVA1⁴: Planning and Institutional Effectiveness Committee Webpage
- IVA1⁵: Program Review Webpage
- IVA1⁶: Mapping of Student Learning Outcomes to Institutional Learning Outcomes
- IVA1⁷: Program Review: Unit to Strategic Goal Alignment Report
- IVA1⁸: Participatory Governance Webpage
- IVA1⁹: Committee on Outcomes and Assessment (COA) Webpage
- IVA1¹⁰: Enrollment Management Task Force Committee Information
- IVA1¹¹: New Faculty Institute (NFI) Information
- IVA1¹²: The Year of Teaching and Learning theme and focus on Student Learning Outcome information

- IVA1¹³: The Year of Equity Information
- IVA1¹⁴: Secret Squirrel Project
- IVA1¹⁵: The Year of Math Information
- IVA1¹⁶: President's Cabinet Meeting Minutes, May 20, 2014
- IVA1¹⁷: Equity Plan Highlights and Proposed Activities 2015-2016
- IVA1¹⁸: Program Review Equity Data Form
- IVA1¹⁹: Minority Males in Community College Article
- IVA1²⁰: Office of Institutional Research Webpage
- IVA1²¹: Key Performance Indicator Dashboard Webpage
- IVA1²²: Online Data Warehouse Webpage

IV.A.2

The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

The College's procedures for the roles of each group in governance are framed by the SDCCD's BP 2510, *Participation in Local Decision-Making* (IVA2¹). This policy ensures that faculty, staff and students have the right to participate effectively in the governance of the District. This policy establishes the Academic Senate for faculty representation, Classified Senate for matters pertaining to staff, and student councils for student representation. The resulting roles for administrators, faculty, staff, and students are integrated into every facet of college participatory governance and are implemented through committee structures. The College's *Faculty and Staff Handbook* (IVA2²) describes the purpose and membership of each governance committee. This *Handbook* is available in hard copy and on the College's Governance website (IVA2³).

BP 2510 delineates the specific responsibilities of faculty and the Academic Senates in curricular and other educational matters. Faculty have responsibility for: curriculum, including establishing prerequisites and placing courses within disciplines; degree and certificate requirements; grading policies; educational program development; standards or policies regarding student preparation and success; district and college governance structures, as related to faculty roles; faculty roles and involvement in accreditation processes, including self-study and annual reports; and processes for institutional planning and budget development. Other documents, including BP 2310, *Regular Meetings of the Board* (IVA2⁴) and the SDCCD *Administration and Governance Handbook* (IVA2⁵) demonstrate a commitment to faculty participation in governance and decision making.

The SDMC faculty are represented in institutional governance primarily through the Academic Senate, with their appointed faculty members on major participatory governance committees. All faculty are appointed through the Academic Senate to College and District Committee (IVA2⁶).

The Classified Staff are represented in institutional governance through the Classified Senate, President's Cabinet, school meetings, hiring committees, and other participatory and non-participatory governance committees (IVA2¹).

Students are involved in the decision-making process at the institution. BP 2510 *Participation in Local Decision-making* delineates the specific areas for input and purview for students: grading policies; codes of student conduct; academic disciplinary policies; curriculum development; courses or programs which should be initiated or discontinued; process for institutional planning and budget development; standards and policies regarding student preparation and success, student services planning, and development; student fees within the authority of the district to adopt; and any other district and college policy, procedure, or related matter that the District governing board determines will have a significant effect on students. Further, BP 3200 *Associated Students Organizations* (IVA2⁶) outlines the students' roles in government, clubs, and the Board of Trustees and United Student Council.

The Associated Student Government is the representative body of the students in the participatory governance process at SDMC. The Associated Student President and Vice President represent students on the President's Cabinet. Student participation in campus affairs is also strengthened by membership on many college committees. Students have a voice at SDMC, and they sit on campus participatory governance committees. Students complete faculty evaluations each semester per contractual agreement, and these evaluations are used in assessment of faculty during evaluation cycles. SDCCD also has clear policies on student rights and responsibilities. Faculty and administrators are well versed in the protocol to address student complaints and concerns. When a problem arises, students have both informal and formal options for addressing their concerns. Informally, students can talk with instructors, as well as the department chairs. Formally, concerns may be brought to the Dean of Student Affairs.

The College administration is represented in participatory governance through the Deans' Council, Mesa Student Services Council, and President's Cabinet. Administrators are appointed by the President of the College to both College and District Committees (IVA2¹).

When issues arise on campus, interested parties are urged to use their representative councils to bring the issue forward. This requires the education of constituents so all members of the community know the appropriate venue for their group or issue, and can follow the appropriate process. Faculty, staff, and students are urged to work through their respective senates or chairs. In the 2015 *Employee Satisfaction Survey*, 64 percent of respondents felt that College faculty and staff understood their roles in helping the college

achieve its goals. This was up from 61 percent in 2012 (IVA2⁷). In light of this feedback, the College embarked on a study and revision of its governance structures. The result is a streamlined participatory website which delineates the committee structures, committee roles and responsibilities, and membership. Documentation of planning and institutional improvement is recorded through minutes, which also reflect the communication from and between governance groups, and the participation of individuals in consultation and decision-making processes. The college recently redesigned its Participatory Governance website. The redesign establishes a process to formally collect meeting minutes in a consistent and convenient single location (IVA2⁸).

SDCCD has had a long-standing commitment to administrators, faculty, staff and student participation in decision making processes. BP 2510 and AP 2510 *Participation in Local Decision-Making* ensures that faculty, staff, and students have the right to effectively participate in District governance (IVA2¹; IVA2⁹). The policy specifies that the Board will consult collegially with representatives of the Academic Senates and rely primarily on the advice and judgment of the faculty in curricular and other academic matters. Further, BP 2510 and AP 2510 provide students the opportunity to participate effectively in District governance and affirms that the Board will not take any action on a matter having a significant effect on students until a representative body of students, designated as the United Student Council, has had the opportunity to participate in the development of recommendations and formulation of policies and procedures. The policy also affords staff the opportunity to participate in the formulation of matters significantly affecting them by directing that they be included in appropriate committees, councils, advisory groups and other structures at all colleges.

BP 0210 *Academic Senate and Faculty Council* authorizes the formation of academic senates within the District ensuring the opportunity for meaningful participation by faculty in decision making processes (IVA2¹⁰).

BP 2310 *Regular Meetings of the Board* demonstrates a commitment to faculty, staff, and student participation in governance and decision making. Included in the policy is a statement that “the president of the faculty senates and classified senates at each college and Continuing Education, and the presidents/representatives from all District unions and the president of the associated students at each college and a student representative from all of the Continuing Education campuses shall be invited to attend regular meetings of the Board” (IVA2⁴).

The membership of the District Governance Council, the primary districtwide governance body, demonstrates the District’s commitment to faculty, staff, administrator and student participation in decision making. The Council comprises the chairs of all of the District Governance Councils, the college and Continuing Education presidents, Academic Senate representatives from all four institutions, classified senate representatives from all four institutions, the Student Trustees, and representatives of the labor organizations (IVA2¹¹; IVA2¹²; IVA2¹³). The District Governance Council meets once or twice a month, depending

on the Board of Trustees meeting schedule, to review the Board's meeting agenda and address District operational matters including: changes to policies and procedures; Council and task force reports; state budget updates; and significant changes to business processes. The Council also periodically appoints special task forces to address specific topics. Examples of task forces include the Task Force on Textbook Affordability and the Threat Assessment Task Force (IVA2¹⁴).

The broad composition of the other District governance councils and committees also demonstrates the important role faculty, staff, students, and administrators play in institutional governance, including policy and procedure review and updates, planning, and budget development. The membership and roles of each council is described in the District *Administration and Governance Handbook* which is communicated throughout the District. The *Handbook* defines the role of each District Governance Council and committee, as well as the constituency representation for each. The *Handbook* is available electronically on the District website as well as in print format (IVA2⁵).

Analysis and Evaluation

The College establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees. College constituents actively engage the process assuring collegewide representation and access to decision-making processes.

SDCCD provides clear decision-making guidelines through Board Policies, faculty and staff handbooks and through assessment of district-level councils. Clear reporting structures are in place for college constituents to provide input to district-level processes.

IV.A.2 Evidence

- IVA2¹: BP 2510 *Participation in Local Decision-making*
- IVA2²: *Faculty and Staff Handbook, 2016/17*
- IVA2³: Governance webpage
- IVA2⁴: BP 2310 *Regular Meetings of the Board*
- IVA2⁵: *Administration and Governance Handbook*
- IVA2⁶: BP 3200 *Associated Students Organizations*
- IVA2⁷: 2015 Employee Satisfaction Survey Question 76
- IVA2⁸: SDMC Governance Meeting Agenda Template
- IVA2⁹: AP 2510 *Participation in Local Decision-making*
- IVA2¹⁰: BP 0210 *Academic Senate and Faculty Council*

- IVA2¹¹: AFT Classified Bargaining Agreement, Article III – Employee Organization and Unit Member Rights, Section 3.15. Language authorizing AFT to designate one (1) representative to the District Governance Council
- IVA2¹²: AFT Faculty Agreement, Article XII – Rights of Parties, Section 12.2.14. Language authorizing AFT to designate one (1) faculty representative to serve on the District Governance Council
- IVA2¹³: POA Agreement, Article II – Association and Employee Security, Section 2.24 authorizing POA to designate one (1) representative to serve on the District Executive (Governance) Council
- IVA2¹⁴: District Governance Council Membership, Minutes and Agendas

IV.A.3

Administrators and faculty, through policy and procedures, 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.

Evidence of Meeting the Standard

The College's procedures for the roles of each group in governance are framed by the SDCCD's Policy 2510 *Participation in Local Decision-Making* (IVA3¹). This policy ensures that faculty, students and staff have the right to participate effectively in the governance of the District. This policy also establishes Academic Senates for faculty representation, student councils for student representation, and for staff to be included in matters pertaining to them. The resulting roles for administrators, faculty, staff, and students are integrated into every facet of College participatory governance and are implemented through committee structures (IVA3²).

SDMC has a set of participatory governance committees and processes on campus. Governance policies are in place to address the roles of all constituents in matters of institutional policies, planning, and budget, and can be found in resources such as the *Institutional Planning Manual* (IVA3³). SDMC has established resource allocation committees that consider requests from the program review process, which is the vehicle to articulate the need for resources, including supplies, equipment, and personnel. These resource allocation committees, the Budget and Resource Allocation Committee (BARC) (IVA3⁴), Faculty Hiring Prioritization (FHP) Committee (IVA3⁵), and Classified Hiring Prioritization (CHP) Committee (IVA3⁶), all consider the respective requests based on established criteria and rubrics and forward recommendations to the President's Cabinet, then to the President for final decision. Each aforementioned committee has representation from faculty, staff, and administration. Recently, the campus created a Participatory Governance Task Force to consider any overlap across various committees and provide recommendations based on their findings. The Task Force made their recommendations which were implemented in fall 2016. In order to make the system more effective, the

College has identified committees with primarily two purposes: operations and governance. Operational committees are those that have specific tasks (e.g. the Commencement Committee and Scholarship Committees). Operational committees plan and implement processes and report to an operational unit (e.g. the Vice President of Student Services). College Governance Committees are those that guide the participatory governance process. They are the committees that make recommendations that culminate in recommendations to the President's Cabinet (e.g. Planning and Institutional Effectiveness [PIE] Committee) (IVA3²). The Senates are included in this group except in cases where recommendations impact a group districtwide. In these cases, recommendations are carried forward by one the College Senates to the District Governance Council.

At the College, administrators are represented in institutional governance through their membership on the Deans' Council, President's Cabinet, and other participatory governance groups and through the leadership of their schools. The faculty are represented in institutional governance through the Academic Senate, President's Cabinet, Chairs Committee, school meetings, and other participatory governance committees. Both faculty and administrators exercise a voice in academic programs and curricula through committees such as Academic Review Committee, Student Services Council, Curriculum Review Committee, Academic Affairs Committee, Program Review Committee, BARC, PIE, and FHP and through the faculty hiring process. Classified staff are represented in institutional governance through the Classified Senate, President's Cabinet, school meetings, hiring committees, and other participatory governance committees. Associated Student Government is the representative body for students in the participatory governance process at SDMC. The Associated Student President and Vice President represent students on the President's Cabinet. Student participation in college affairs is also strengthened by membership on other college committees.

At the District level, college administrators, faculty, staff and students have representation on participatory governance committees, including Budget Planning and Development; Curriculum and Instructional Council; District Governance Council; Management Services Council; Student Service Council; United Student Council; the District Marketing and Outreach Committee; the District Research Committee; and the District Strategic Planning Committee. Membership, purpose, and roles are defined in the *Administration and Governance Handbook* (IVA3⁷).

SDCCD has policies and procedures in place that ensure faculty and administrators have substantive and clearly defined roles in institutional governance. 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. 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 of Trustees.

Development and review of policies and procedures are collegial efforts involving a variety of governance groups. For policies and procedures 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 Board agenda includes a standing item, titled *Call for Academic Senates' Agenda items for Discussion* intended to allow the academic senate presidents to identify items on the agenda they wish to address, including policy matters. In addition, the general public may comment at public Board meetings on any policy consideration before the Board (IVA3⁸).

BP 2510 and AP 2510 *Participation in Local Decision-Making* ensures that faculty, students, and staff have the right to effectively participate in District governance (IVA3¹). The policy specifies that the Board will consult collegially with representatives of the Academic Senates, and rely primarily on their advice and judgment for educational matters. The policy also provides students the opportunity to participate effectively in District governance, as well as an affirmation that the Board will not take action on a matter significantly affecting students until a representative body of students, designated as the United Student Council, has had the opportunity to participate in the development of recommendations and formulation of policies and procedures.

In addition, the policy affords staff the opportunity to participate in the formulation of matters significantly affecting them by directing that they be included in appropriate committees, councils, advisory groups, and other structures at all campuses.

BP 0210 *Academic Senate and Faculty Council* authorizes the formation of academic senates within the District ensuring the opportunity for meaningful participation by faculty in decision making processes (IVA3⁹).

BP 2310 *Regular Meetings of the Board* also demonstrates a commitment to faculty, staff, and student participation in governance. It describes the format and structure of Board of Trustees meetings as well as a commitment to participation. Included is a statement that “the president of the faculty senates and classified senates at each college and Continuing Education, and the presidents/representatives from all District unions and the president of the associated students at each college and one student representative from all of the Continuing Education campuses shall be invited to attend regular meetings of the Board” (IVA3¹⁰).

With regard to budget and fiscal matters, the District has the primary responsibility for developing and administering all policies and procedures related to the expenditure of funds, internal controls, audit compliance, and fiscal accountability. Once a budget is developed and approved by the Board of Trustees, the colleges and Continuing Education have autonomy in determining campus expenditures in accordance with their Integrated Planning framework to fulfill their mission within the scope of their budget allocation. The District’s participatory governance council entrusted with the task of reviewing and making recommendations related to districtwide budget planning and development is the *Budget Planning and Development Council* (IVA3¹¹).

The District's *Administration and Governance Handbook* provides a guide to the organization and delegation of function of the various departments and District governance structures. The *Handbook* is a clear illustration of the District's commitment to participatory governance. It includes a comprehensive delineation of function of District and college operations, a description of Board policies and procedures pertaining to governance, and a description of the membership and role of all of the governance councils and committees, as well as special Board of Trustees committees (IVA3⁷).

Analysis and Evaluation

SDMC administrators, faculty, classified staff and students, through policies and procedures, have substantial and clearly defined roles in the College's institutional governance. Through both the College and District governance structures, each constituent group has a voice in institutional policies, planning, and budget. The governance structure comprises various committees, both participatory and non-participatory.

IV.A.3 Evidence

- IVA3¹: BP 2510 *Participation in Local Decision-making*
- IVA3²: Governance Webpage
- IVA3³: Institutional Planning Manual
- IVA3⁴: Budget Allocation and Recommendation Committee (BARC)
- IVA3⁵: Faculty Hiring Priority
- IVA3⁶: Classified Hiring Priority
- IVA3⁷: *Administration and Governance Handbook*
- IVA3⁸: Board of Trustees Meeting Agendas
- IVA3⁹: BP 0210 *Academic Senate and Faculty Council*
- IVA3¹⁰: BP 2310 *Regular Meetings of the Board*
- IVA3¹¹: Budget Planning and Development Council

IV.A.4

Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

The District, as well as the College, has clear policies, procedures and mandates that ensure faculty and staff leadership are a vital part of the conversation. BP 2510 *Participation in Local Decision-Making* (IVA4¹) ensures the right of the Academic Senate to assume primary responsibility for making recommendations in the areas of curriculum and academic standards. BP 2510 delineates the specific responsibilities of faculty and senates in curricular and other educational matters. These responsibilities include curriculum,

including establishing prerequisites and placing courses within disciplines; degree and certificate requirements; grading policies; educational program development; standards or policies regarding student preparation and success; district and college governance structures, as related to faculty roles; faculty roles and involvement in accreditation processes, including self-study and annual reports; and processes for institutional planning and budget development.

The AFT Guild also describes, in the collective bargaining agreement (CBA), the establishment of the faculty expectations for work on department, college and district committees (IVA4²). Section 7.4.3 states, “All tenured/tenure-track teaching faculty will perform campus-assigned activities.” These activities that are scheduled may include program advisory board meetings, accreditation committee meetings, task-force meetings, and/or curriculum committee meetings. Non-scheduled activities are more appropriately performed in a manner and place determined by the faculty member. Further, Section 7.4.4. states, “Campus-assigned activities, when appropriate, are assigned by management, and may include (but are not limited to) the following: student advisement, instructional and prerequisite advising, committee meetings, faculty senate activities, curriculum development and revision, departmental meetings, voluntary club sponsorship, program advisory board meetings, accreditation committee meetings, task-force meetings, curriculum committee meetings, or other projects as assigned by management. Faculty will be expected to serve on a minimum of one (1) District or College committee.” Thus, the State, District, College, and union all expect engagement from all faculty members.

The College’s Curriculum Review Committee (CRC) is co-chaired by a faculty representative and the Vice President of Instruction (IVA4³). Eleven faculty representatives as well as three instructional deans and three staff comprise the membership. The purpose of the CRC is to satisfy statutory requirements and to assure implementation of the goals of the educational master plan to meet the needs of students; offer a wide range of programs to satisfy the occupational and transfer needs of students which include offering courses in all levels from developmental to honors; and develop procedures which will assure that the approval of courses of instruction and of educational programs satisfies the requirements of the Education Code. Based on the results of the 2015 SDMC *Employee Satisfaction Survey*, 73 percent of respondents felt that the faculty are central to decision-making involving curriculum development. This is an increase from 68 percent in 2012 (Q73) (IVA4⁴).

A recent example of faculty’s response to industry need was the creation of the baccalaureate degree. After the passage of SB850 in 2014, SDMC was privileged to be one of selected colleges for the Baccalaureate Pilot Program. In anticipation of the passing of this legislation, and following the request for proposals, SDMC began the development of its baccalaureate program. Utilizing the faculty expertise in Career and Technical Education programs and their advisory boards, the College solicited proposals for program development. Through concurrence with the Academic Senate and President’s Cabinet, SDMC proposed a degree in Health Information Management (HIM). This was chosen based on the demand in the healthcare field for additional credentialed management

positions. The Health Information Management Bachelor of Science (HIM BS) program curriculum was developed by researching all 58 accredited HIM Bachelor's degree programs in the United States to ensure the curriculum matched or exceeded comparable degrees. In addition, the external accreditation agency, the Commission on Accreditation in Health Information and Informatics Management (CAHIIM), specifically requires curriculum competencies to be met and demonstrated at the high levels of Bloom's taxonomy. Each course outline matches the curricular considerations with the student learning outcomes for each course in the program (IVA4⁵).

The District also has aligned curriculum. Although each of the three colleges in the District is separate with respect to articulations with the Universities of California and the California State Universities, faculty and academic deans regularly review one another's updates and new curriculum, and have an opportunity to comment on and share course outlines of record. This creates a system in which curriculum is broad and well vetted. The result is a robust and accurate curriculum that keeps pace with industry standards and best practices.

This aligned curriculum process also includes a districtwide Curriculum and Instructional Council (CIC), which oversees courses, programs, and degrees for the entire district (IVA4⁶). Membership from the College includes the CRC faculty, administrative co-chairs, and the faculty Articulation Officer. Evidence that these procedures are functioning effectively can be found in the outcomes of these curriculum committees. New curricula, degrees, and updates to curricula and degrees are recorded in the committee minutes.

Faculty involvement in other educational matters is demonstrated in the outcomes of committees such as the Academic Senate, Academic Affairs, Committee of Chairs, and participatory governance committees and councils. For example, SDMC's HSI/Title V grant program, Proyecto Éxito, provides support for redesigning Basic Skills and gateway courses, a task that is being led by English, Math, and Personal Growth faculty (IVA4⁷). Faculty are also involved in professional development activities to introduce new classroom pedagogies and the Campus Employee Development Committee (CED) (IVA4⁸), which developed the new teaching and learning center, the Learning Opportunities for Transformation (LOFT). The LOFT provides a space where staff can assist faculty and provide resources to faculty in developing course materials, training on new platforms, and other professional development activities necessary to maintain high academic standards and successful student outcomes.

Analysis and Evaluation

At SDMC, faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services. Faculty thoroughly review and approve courses and programs through the curriculum processes and program review. Academic deans and the Vice President of Instruction are members of the Curriculum Review Committee and review program review reports. In addition to curriculum initiated by faculty, suggestions for new

courses and programs can originate from industry advisory committees, interdisciplinary collaborations, and regulatory mandates.

IV.A.4 Evidence

- IVA4¹: BP 2510 *Participation in Local Decision-making*
- IVA4²: AFT Guild Collective Bargaining Agreement Section 7.4
- IVA4³: Curriculum Review Committee webpage
- IVA4⁴: SDMC Employer Satisfaction Survey (Q73)
- IVA4⁵: Health Information Management Substantive Change Report
- IVA4⁶: Curriculum and Instructional Council
- IVA4⁷: Sample Outcomes from HSI/Title V Grant - Proyecto Éxito
- IVA4⁸: Campus Employee Development Committee webpage

IV.A.5

Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives, decision-making aligned with expertise and responsibility, and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard

The SDMC governance structure is outlined in the *Institutional Planning and Governance Guide* (IVA5¹) which is published each academic year and is widely distributed. The *Guide* describes the role and responsibilities of the College's various governance councils and committees as well as district administrative departments. The *Guide* is designed to effectively communicate the College's system of institutional governance, commitment to participation by all constituents, and organizational structure to the College community. The *Faculty and Staff Handbook* (IVA5²), the *Administration and Governance Handbook* (IVA5³), and the College's Governance website (IVA5⁴) also describe the roles and responsibilities of faculty, staff, students, and administrators.

In addition, the College staff have an established Classified Senate (IVA5⁵), and the students have the Associated Student Government (AS) (IVA5⁶). Through the participatory governance structure, staff and students are encouraged to participate and collaborate on campuswide committees. The participatory governance committees are part of the College's integrated planning and improvement process. Staff and students' participation on these committees result in robust dialogue and holistic campus input for institutional improvement. The Classified staff participate on President's Cabinet, Planning and Institutional Effectiveness, Program Review, Budget and Resource Allocation, Classified Hiring Prioritization Committee, Committee on Outcomes and Assessment, Facilities Planning Committee, Information Technology Committee, and Campus Employee Development Committee (IVA5⁷). Evidence of these efforts can be seen in the increased

levels of planning and engagement in the annual ClassiCon (classified staff development conference), equity workshops for classified, and the implementation of StrengthsQuest for classified members. Classified staff also serve as lead writers for departmental program review and learning outcomes processes and are active members of many Student Services and Administrative Services committees and workgroups to improve policies and procedures such as Policy 3100, *Student Rights and Responsibilities*. At the District level, classified staff participate on the District Governance Council and engage in the District's professional development Classified Leadership Development Academy.

Likewise, the students participate on a number of committees. On an annual basis, the AS seeks to place students on up to 30 campus and Districtwide committees. These committees include: Academic Affairs; Academic Senate; Accreditation; Basic Skills Taskforce; Board of Trustee Meeting; Budget Allocation and Recommendation Committee; Catalog Committee; Commencement; Curriculum Review Committee; Crisis Response; Committee on Diversity Access, Inclusion, and Equity; Environmental Stewardship Committee; Global Awareness Committee/International Education; Facilities Committee; Information Technology Committee; Martin Luther King Jr. Parade Committee; Marketing Committee; Mesa College Foundation; Mesa Student Services Council; Planning and Institutional Effectiveness; President's Cabinet; Program Review; Scholarship Committee; STAR Awards Committee; Student Disciplinary/Grievance Committee; Student Success and Equity Committee; Textbook Affordability Committee; United Student Council; Transfer Advisory Committee; and Veterans Advisory Committee. Also, each year students are invited to the Legislative Leadership Retreat in which students gain communication skills, cultural competency, advocacy training, and leadership development (IVA5⁸). At the District level, students participate on the District Governance Council and during Board of Trustee meetings.

The District's system of governance and organization demonstrates its commitment to participatory governance that ensures broad input and dialogue, and consideration of relevant perspectives in decision making throughout the District.

The Chancellor's expectation for timely action on institutional plans, policies, and other matters is illustrated by the Chancellor's Cabinet agendas and action items that follow the meeting (IVA5⁹). Each action item includes a timeline and specific follow up items. Another example is the annual Chancellor's Cabinet retreat where the agenda includes goals and accomplishments of the Cabinet members, as well as the planning agenda for the year (IVA5¹⁰).

BP 2510 *Participation in Local Decision-Making* clarifies the Board of Trustees' commitment to collegial governance, and ensures that faculty, students, and staff have the right to participate effectively in District governance (IVA5¹¹).

BP 0210 *Academic Senate and Faculty Council* ensures that faculty have meaningful participation in the formation of policies and procedures on academic and professional

matters. The policy formalizes the process for input as well as the responsibilities and recognition of the Academic Senate (IVA5¹²).

BP 2510 also maintains rights and responsibilities of the Academic Senate which are not specifically in statute or regulations, including the right to appear before the Board evidenced by a standing agenda item on the Board meeting agenda (IVA5¹³). In addition, the policy specifies the process for committee assignments by the faculty and students, as well as an affirmation that the Board will not take action on a matter significantly affecting students until the representative body of students, designated as the United Student Council, has had the opportunity to participate in the development of the recommendations.

Section 6.7 of Article VI, of the AFT Guild faculty contract contains a commitment to faculty participation in committees based upon their expertise. The contract specifies that “Tenure/tenure track faculty shall attend all District meetings, functions and activities which require the presence of the faculty members during their regularly scheduled on-campus work week” (IVA5¹⁴).

BP and AP 2510 specify the role of the faculty in the areas of planning for educational programs and services including all curricular and educational matters. BP and AP 2510 also affirm the Board of Trustees’ commitment to staff input in the formation of matters that affect them by ensuring staff representation on committees, councils, and advocacy groups in order to participate in the formation and development of matters that affect staff.

The institutional governance structure of the organization is outlined in the District *Administration and Governance Handbook* that is widely published each academic year. The *Handbook* describes the role and responsibilities of the various governance councils and committees as well as District administrative divisions and departments. The *Handbook* is designed to effectively communicate the District’s system of institutional governance, commitment to participation by all constituents, and the organizational structure to the District community (IVA5³).

Analysis and Evaluation

Through its system of board and institutional governance, the College ensures the appropriate consideration of relevant perspectives, decision-making aligned with expertise and responsibility, and timely action on institutional plans, policies, curricular change, and other key considerations.

The College has a robust system of participatory governance groups and committees. SDMC strives to give equal representation to all areas of the College. Careful consideration is given to the impact any proposed decision may have on stakeholders. This system provides many opportunities for all constituencies to work together in the best interests of students and the College. The SDMC *Educational Master Plan* exemplifies the campus’ collaborative approach.

IV.A.5 Evidence

- IVA5¹:** SDMC *Institutional Planning Guide*
- IVA5²:** *Faculty and Staff Handbook*
- IVA5³:** *Administration and Governance Handbook*
- IVA5⁴:** SDMC Governance webpage
- IVA5⁵:** Classified Senate webpage
- IVA5⁶:** Associated Student Government (AS) webpage
- IVA5⁷:** Classified Senate Committees
- IVA5⁸:** Evidence of AS Committees
- IVA5⁹:** Chancellor's Cabinet Agendas and Action Items
- IVA5¹⁰:** Chancellor's Cabinet Retreat Agendas
- IVA5¹¹:** BP 2510 *Participation in Local Decision-making*
- IVA5¹²:** BP 0210 *Academic Senate and Faculty Council*
- IVA5¹³:** Board of Trustees Meeting Agendas
- IVA5¹⁴:** Article VI Section 6.7, AFT Guild Faculty Contract

IV.A.6

The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting Standard

The College strives for transparency in decision-making processes. Meeting dates, agendas and minutes are posted on the College's website. When issues arise, they are vetted through participatory governance groups, with a sincere effort made to incorporate all stakeholders – students, classified staff, faculty, and administrators. The President and vice presidents have regularly scheduled meetings with faculty leadership to ensure that everyone is informed about current issues. Stakeholder representatives on every committee are encouraged to bring committee information back to their constituencies.

Since its last accreditation site-visit, SDMC has made great strides in creating transparent procedures for resource allocation. Recognizing that every program and service area on campus plays a role in fostering student success, the program review process has been designed by faculty, staff, and administrators to examine all academic programs, student services, and administrative services at the College. The Annual Integrated Planning Cycle (**IVA6¹**) allows each division to maintain its identity and uniqueness while creating a standardized approach to program review.

The program review process impacts programs, faculty, and students because it drives continuous outcomes assessment, planning, and improvement. While the process requires effort and time, faculty recognize that this big-picture approach keeps programs aligned with the College's mission (**IVA6²**). The review process also establishes protocol for the

fair, transparent, and equitable allocation of resources, which are prioritized according to program goals and objectives. Most importantly, the review process assists faculty in examining best practices, and it ensures that resources are used in a way that directly benefits student success.

Program review occurs annually and is now on a four-year cycle. The first year (2014-2015) called for comprehensive review, followed by three years of annual updates during which reviewers note any programmatic or service changes, review achievement and assessment data, follow-up on stated goals, and close the loop on any resources received by reporting on resulting outcomes.

The program review workspace in Taskstream, the College's data management software system, also includes forms to request faculty, staff, supplies and equipment, and facilities improvement, each of which must be linked to program goals and outcomes (IVA6³). These four types of requests are reviewed by a separate participatory governance committees using rubrics that are available to the lead writer in the program review workspace. After the Program Review module closes, the Office of Institutional Effectiveness (OIE) pulls the requests and forwards them to the appropriate resource allocation committee: Budget and Resource Allocation Committee (BARC) (IVA6⁴), Faculty Hiring Prioritization (FHP) Committee (IVA6⁵), and Classified Hiring Prioritization (CHP) Committee (IVA6⁶). Requests are ranked, based on a rubric, and the lists are presented to the Planning and Institutional Effectiveness (PIE) Committee and the President's Cabinet. The President has the final authority to determine which requests are funded.

The Program Review Steering Committee (PRSC) (IVA6⁷) oversees the program review process, providing the framework, context, and support necessary for its successful completion. The Committee comprises faculty, classified staff, and administrators, each appointed by their respective participatory governance body to represent and reflect the college at large.

A key responsibility of PRSC is to collaborate with lead writers to strengthen their program reviews for subsequent collegewide planning and resource allocation decisions. To this end, the Committee works closely with the PIE Committee to assure alignment with its requirements and practices, an alignment which is facilitated by the Dean of Institutional Effectiveness who co-chairs both committees. PRSC strives for its own continuous quality improvement through an annual assessment of its process, training sessions, and support materials. Each summer, a subgroup of the Committee meets to address recommendations set forward in PRSC's annual assessment report and the integrated planning evaluation. The outcomes of the summer work group are implemented as the College opens the new program review cycle each year in August.

To inform the College of program review outcomes, the OIE prepares a variety of reports, specifically:

- The Executive Summaries report, which compiles the executive summaries of all programs into one document.
- The Annual Report (IVA6⁸), which summarizes the process and describes the current program review cycle, including responses to any recommendations made at the end of the previous cycle. Also includes a brief assessment of each program review drawn from reviewer comments.
- The Goals Summary report (IVA6⁹), which shows how all programs and services have mapped their goals to college goals.
- A forthcoming strengths and challenges report (IVA6¹⁰), which compiles input from each program review.
- The Institutional Planning Guide (IVA6¹¹), which presents the results of the evaluative survey administered to all program review participants after submission of their document with recommendations for the next cycle.
- Resource allocation reports and ranked lists which the PIE Committee receives, reviews, and forwards to President's Cabinet for final approval.

Communication across the college occurs in many ways. Meetings, presentations, email, and social media are the main conduits that are widely available to employees. The most effective and clear communication comes from the President's Office and the Public Information Office.

College leadership communicates through email announcements, the President's *First Monday on the Mesa* and E-news. Social media such as Facebook, Twitter, Instagram and Snapchat reach not only the campus, but the community. Essential information regarding the Colleges' efforts to achieve goals and improve learning are shared with staff in a number of arenas. The fall and spring convocations are the official on-campus, face-to-face venues for relaying information to the college community (IVA6¹²). During these meetings, information is shared and discussed regarding strategic goals, outcomes, and upcoming planning priorities. Faculty, staff, and administrators also attend School meetings, as well as various governance meetings.

In 2015, the College launched a new website. The site was designed after extensive research about what the college and its stakeholders wanted and needed on the web page. This has created a more comprehensive and user friendly web experience for students, staff, faculty, administrators, and members of the community (IVA6¹³).

SDCCD's Chancellor is committed to effective and timely communication on all important matters. The Chancellor and Board of Trustees use a number of communication vehicles to document and communicate decisions and important information that impact the organization.

Examples of communication include the following:

- Board of Trustees Reports provide a summary of all reports and actions by the Board of Trustees at public Board meetings. The report is distributed electronically throughout the organization, as well as to key community leaders after each Board of Trustees meeting. The reports are available electronically on the District website and in printed form in various offices of the District (IVA6¹⁴).
- Chancellor's Cabinet Updates provide a monthly report summarizing the major discussion and decisions of the Chancellor's Cabinet. The Chancellor's Cabinet comprises the Chancellor, the presidents, the vice chancellors, the District Director of Communications and Public Relations, and the Executive Assistant to the Chancellor. The Chancellor's Cabinet meets weekly to collectively plan and provide leadership for the business of the District to effectively meet its mission (IVA6¹⁵).
- Chancellor's Open Forums: The Chancellor holds an open forum at each college and Continuing Education campus, as well as the District Office, each year. The purpose of the Chancellor's open forum is to present the District's annual plans, priorities, enrollment, and budget outlook for the year. The forums are widely attended by staff, faculty, management, and students (IVA6¹⁶; IVA6¹⁷; IVA6¹⁸; IVA6¹⁹; IVA6²⁰; IVA6²¹).
- Chancellor's Messages on Major Areas of Interest: The Chancellor sends periodic updates to the District community, as well as various community members, on major areas of interest. Updates have included: the State Budget, the Baccalaureate Degree, Enrollment Updates and Facilities Updates. The Chancellor's Messages are available both electronically on the District website, and in printed format (IVA6²²; IVA6²³; IVA6²⁴; IVA6²⁵; IVA6²⁶; IVA6²⁷).
- The WE (With Excellence): WE is a semesterly report showcasing significant programs, events, and accomplishments of students, faculty, and staff throughout the District. The report is widely distributed electronically throughout the community, and is available in both print and electronic copy on the District website (IVA6²⁸).
- NewsCenter: NewsCenter is the District's online news outlet which reports on a variety of events, activities and significant accomplishments throughout the District. The goal of NewsCenter is to ensure that the District community is apprised of the many exemplary ways the District is accomplishing its mission. In addition, NewsCenter provides an opportunity for the community to remain informed of the many celebrations and events going on throughout the District (IVA6²⁹).

In addition, the district vice chancellors and college presidents are expected to broadly communicate important matters to various constituencies. Communication includes emails, newsletters, and various ongoing updates (IVA6³⁰). These communiqués are distributed broadly to both the internal and external community electronically and in print format.

Analysis and Evaluation

SDMC has a process for decision-making and widely communicating the resulting decisions. On a campus of this size, communication may be a challenge, but the College's commitment to participatory governance, transparency, and providing the means by which every stakeholder has a voice in the process continues to inform the College's mission and practices. The College continues to look for ways to improve communication, recognizing that successful participatory governance requires informed participants. To this end, minutes of all major committee meetings are posted on the appropriate web pages, and committee representatives are expected to report this information back to their constituents.

SDCCD has a number of communication avenues that share decisions and activities of the district.

IV.A.6 Evidence

- IVA6¹: Annual Integrated Planning Cycle
- IVA6²: Integrated Planning Evaluation Results
- IVA6³: Program Review Resource Request Forms
- IVA6⁴: BARC Webpage
- IVA6⁵: Faculty Hiring Priority Webpage
- IVA6⁶: Classified Hiring Priority Webpage
- IVA6⁷: Program Review Steering Committee
- IVA6⁸: Program Review Annual Report
- IVA6⁹: Program Review Goal Summary Report
- IVA6¹⁰: Program Review Strengths and Challenges Examples
- IVA6¹¹: *Institutional Planning Guide*
- IVA6¹²: Sample Convocation PowerPoints
- IVA6¹³: SDMC Website
- IVA6¹⁴: Board of Trustees Reports
- IVA6¹⁵: Chancellor's Cabinet Updates
- IVA6¹⁶: Chancellor's Open Forum PowerPoint Presentations 2015
- IVA6¹⁷: Chancellor's Open Forum PowerPoint Presentations 2014
- IVA6¹⁸: Chancellor's Open Forum PowerPoint Presentations 2013
- IVA6¹⁹: Chancellor's Open Forum PowerPoint Presentations 2012
- IVA6²⁰: Chancellor's Open Forum PowerPoint Presentations 2011
- IVA6²¹: Chancellor's Open Forum PowerPoint Presentations 2010
- IVA6²²: Chancellor's Updates on Major Areas of Interest 2016
- IVA6²³: Chancellor's Updates on Major Areas of Interest 2015
- IVA6²⁴: Chancellor's Updates on Major Areas of Interest 2014
- IVA6²⁵: Chancellor's Updates on Major Areas of Interest 2013
- IVA6²⁶: Chancellor's Updates on Major Areas of Interest 2012
- IVA6²⁷: Chancellor's Updates on Major Areas of Interest 2011
- IVA6²⁸: *WE - With Excellence*

IVA6²⁹: NewsCenter

IVA6³⁰: Emails and newsletters from Vice Chancellors and Presidents ISP Newsletters,
Nov 2015-May 2016

IV.A.7

Leadership roles and the institution's governance and decision-making policies, procedures, 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.

Evidence of Meeting the Standard

The College evaluates its governance and decision-making structures primarily through the integrated planning process and continuous quality improvement. All participatory governance groups are formally represented at the President's Cabinet (IVA7¹). The President's Cabinet serves as an on-going check and balance for governance activities at the College. Throughout the academic year, different committees provide reports to the President's Cabinet (IVA7²). The participatory governance representation on collegewide committees assures the integrity and effectiveness of the decision-making process. Information regarding the results of these evaluative processes is communicated to the College through its participatory governance structure, including the President's Cabinet, Academic Senate, Classified Senate, Associated Student Government, Chairs' Committee, Deans' Council, and school and department meetings (IVA7³).

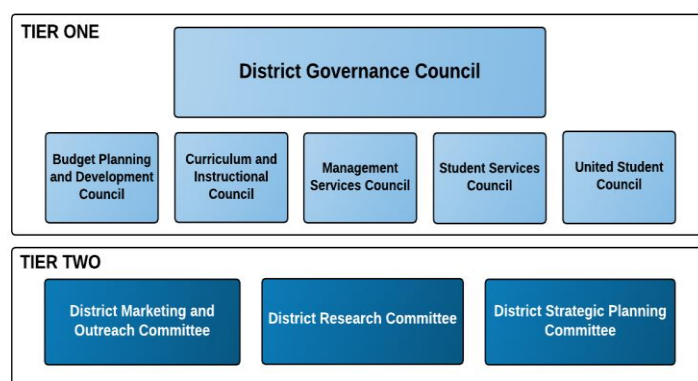
In an effort to continuously assess college systems and processes, in collaboration with the Program Review Steering Committee, the SDMC Institutional Research Office conducts an annual survey of program review lead writers, liaisons, and deans/managers (IVA7⁴). Additionally, in March 2016, a group interview was conducted with program review lead writers and liaisons to gather feedback about the training and support for the program review process and the program review module. An additional survey is administered to members of the College's resource allocation recommendation committees (BARC, FHP, and CHP). The goal of these efforts is to gather feedback from all groups and perspectives involved in the integrated planning and program review processes at the College. The results of these surveys and interviews inform the process and the Taskstream module components for the following year. The recommendations are presented to the Program Review Steering Committee and to the Planning and Institutional Effectiveness Committee through the *Integrated Planning Process Evaluation Report* (IVA7⁵).

The May 2016, the *Integrated Planning Process Evaluation Report* discussed six recommendations, specifically, to provide additional research/data training and resources; improve the submission and feedback process within Taskstream; explore options for rolling forward resource request information; provide additional samples and/or examples of program reviews; revise the program review website; and refine the liaison role and review

process. Each of these recommendations was addressed through revisions to the Taskstream program review module and the training calendar.

Leadership roles and the District’s governance and decision making policies, procedures and processes are regularly evaluated to assure their integrity and effectiveness. The District currently has nine districtwide participatory governance councils and committees that are divided into two tiers (Figure 38). *Tier One* consists of six governance councils that have broad oversight and are each chaired by one of the district vice chancellors. *Tier Two* consists of three governance committees that are more narrowly focused and are chaired by either a Chancellor’s Cabinet member or a manager that reports to one of the Cabinet members. All of the governance councils and committees have a defined set of functions and responsibilities which are consistent with BP 2510 *Participation in Local Decision-making*. These functions and responsibilities are reviewed annually and published in the SDCCD *Administration and Governance Handbook* (IVA7⁶; IVA7⁷).

Figure 38. Districtwide Participatory Governance Committee Evaluation and Planning



Note: Ad hoc groups are periodically convened for a specific task or issue until resolved

The District governance councils conduct a formal self-assessment of how each is contributing to the overall effectiveness of districtwide governance. The comprehensive evaluation of the districtwide participatory governance councils and committees is on a six year cycle. The first formal evaluation was conducted in Spring 2010, with a subsequent evaluation in Fall 2015/Spring 2016. The evaluation consists of an online survey that is distributed to members of the respective District governance councils and committees by the District Office of Institutional Research and Planning. The survey seeks feedback on the contributions each of the districtwide participatory councils and committees make within four focus areas: 1) Participation in Policy and Procedure Development, 2) Communication, 3) Participatory Governance, and 4) Effectiveness in Meeting Goals. Summary reports of the survey results are distributed to each group so that they can assess their effectiveness in contributing to districtwide governance and make improvements to their operations accordingly. The summary reports are published online on the District’s Institutional Research website (IVA7⁸).

Based upon the results of the assessment, the District Governance Council (DGC), as well as the individual councils make improvements to communications, processes, and membership. For example, the assessment process and survey instrument was refined in 2014 after feedback from the District Governance Council. The District Budget Committee changed its name to better reflect its role, and the Student Services Council established a practice to meet periodically with the Deans of Student Development and Equity for planning and improved communication. The results of the *Districtwide Participatory Governance Assessment* are published on the District Accreditation website, as well as communicated in meeting minutes and on department websites (IVA7⁹; IVA7¹⁰).

Below is the annual timeline of the process for the comprehensive assessment of the governance structures.

Governance Structures Comprehensive Annual Evaluation Timeline

Fall

Refine the Evaluation Rubric

The District Governance Council, working with the Director of Institutional Research and Planning (IRP), reviews and refines the evaluation rubric for all committees and councils that comprise the districtwide participatory governance structure (IVA7¹¹). The evaluation rubric is based on contextual and behavioral anchors that were extracted from BP 2510, Accreditation Standards, and the current functions and responsibilities of the nine districtwide participatory governance committees and councils.

February

Administer the Self-Assessment

Each of the districtwide participatory governance committees (including the District Governance Council) engages in a self-assessment process facilitated by the Director of IRP using the survey that is based on the evaluation rubric.

April

Report Outcomes and Begin Action Planning

Each of the districtwide participatory governance committees and councils discuss the results of their assessment and revise their functions and responsibilities accordingly. The revised functions and responsibilities are reflected in changes to council/committee operations. Major changes are included in the *Administration and Governance Handbook* for the following academic year (IVA7⁶; IVA7¹⁰).

In addition to the formal self-assessment, the councils conduct formative assessments where members periodically bring forth recommendations from constituent groups to address concerns or improve processes. For example, the Strategic Planning Committee has restructured the membership and designed a planning calendar in response to feedback from the Chancellor's Cabinet and the District Governance Council added three representatives

from labor, one from classified, one from faculty, and one from the Police Officers Association. The District Research Committee was reconstituted to improve collaboration among the campus-based research and planning analysts, and the Student Services Council changed its meeting schedule from weekly to bi-monthly to accommodate college priorities. Ongoing, formative assessment is also an important mechanism to ensure continuous quality improvement and facilitate an effective governance structure (IVA7¹²; IVA7¹³).

The District administrative divisions also conduct a formal self-assessment that includes establishing goals and objectives in an annual action plan. Although the intent of the self-assessment was to be on an annual cycle, due to administrative changes, the timeline has varied by Division. In 2015-2016, the leadership team committed to resume the annual self-assessment cycle, and added an employee perception survey of the services of the District administrative divisions that was distributed to all employees in the District. The results show an overall high level of satisfaction with the District services. The survey results were incorporated into the various divisional action plans and self-assessments. The comprehensive results are posted on the division webpages (IVA7¹⁴; IVA7¹⁵).

Analysis and Evaluation

Leadership roles and the institution's governance and decision-making policies, procedures, and processes are evaluated to assure their integrity and effectiveness. The College and District communicate the results of these evaluations and uses them as the basis for improvement.

IV.A.7 Evidence

- IVA7¹: President's Cabinet Composition
- IVA7²: President's Cabinet Agenda and Minutes
- IVA7³: Governance Website
- IVA7⁴: *Institutional Planning Guide*
- IVA7⁵: Integrated Planning Evaluation Report
- IVA7⁶: *Administration and Governance Handbook*
- IVA7⁷: BP 2510 Participation in Local Decision-making
- IVA7⁸: Participatory Governance Councils/Committees Summary Report
- IVA7⁹: District Governance Council Agendas
- IVA7¹⁰: District Divisions/Departments Action Plans 2016-2017
- IVA7¹¹: Assessment of District Governance Structure: DGC Agenda August 20, 2014
- IVA7¹²: SDCCD Planning and Governance Framework and Cycle
- IVA7¹³: District Strategic Planning Council Minutes
- IVA7¹⁴: District Offices Employee Surveys Spring 2016
- IVA7¹⁵: Districtwide Participatory Governance Self-Assessment

IV.B Chief Executive Officer

IV.B.1

The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

The President has primary responsibility for the quality of SDMC. Consistent with BP 0010 *Governance – District Administrative Organization* (IVB1¹), the President reports to the Chancellor and serves with responsibility for the total College program.

The President provides leadership in planning by serving as Chair of President's Cabinet and as an engaged consultant for the Planning and Institutional Effectiveness Committee (PIEC) (IVB1²). Evidence of planning can be seen in the development of the College's *Educational Master Plan, 2013-2019* (IVB1³) including improvements to the College's mission and the establishment of new strategic directions and goals. Additional evidence of integrated planning can be found in the annual publication, the *Institutional Planning and Governance Guide* (IVB1⁴), a document that assesses SDMC planning and resource allocation processes. Such documents have led to improvements, including a revision of the College's Annual Integrated Planning Cycle (IVB1⁵) and the successful integration of all instruction, student services, and administrative services programs into the program review process. To effectively plan for the year, the President relies heavily on outcomes and assessments identified through the program review process, prioritization lists for the hiring and acquisition of faculty, staff, and resources; and the direct input of faculty, staff, students, and administrators at the bi-annual President's Cabinet retreat. The President receives additional information through recommendations from the Planning and Institutional Effectiveness Committee, President's Cabinet, Administrator Meetings, and participatory governance meetings.

The College operates within a participatory governance structure (IVB1⁶) and within a culture that is inclusive of faculty, classified staff, management, and students. Evidence of this approach is captured in the structure of the organization, membership of committees, and actions taken by the collegewide decision-making body, President's Cabinet. The President provides organizational leadership by being in tune with the needs of the College. Through the assessment of information provided by key planning documents, like the *Educational Master Plan*, focus groups, collegewide and community meetings, and program reviews, the President has implemented strategic reorganizations in the administrative areas of Institutional Effectiveness, Learning Resources and Academic Support, HSI/Title V, and Student Success and Equity. The President was also able to use such feedback and data to reconsider SDMC's strategic planning process which has resulted in a revised mission and

the establishment of new strategic goals and directions. These are found in the SDMC's *Educational Master Plan, 2013-2019*.

The President provides leadership in budgeting and assures that the College operates in a sound financial manner. This is accomplished through position oversight and through the processes and procedures of the District and College. The President oversees the Vice President of Administrative Services, and delegates to this position the authority to plan, coordinate, and manage business functions, including budget development and control, in accordance with District and State policies and procedures. The President, in collaboration with the Vice President of Administrative Services and the District sets goals ensuring fiscal viability and programmatic compliance with state and federal guidelines related to salary and benefits, Full-Time Equivalent Students, annual operating excess, fund and cash balances, and audit findings. The President encourages financial transparency by promoting attendance of college members to the annual Chancellor's Forum that highlights the projects, issues, and fiscal plans of the District (IVB1⁷). The President further promotes transparency through the operation of the Budget Allocation and Recommendation Committee (BARC) which is charged with developing principles, recommendations, and priorities for allocating funds in support of one-time General Fund Unrestricted purchases (IVB1⁸). Under the President's leadership, beginning in Fall 2012, processes were implemented so that all areas of the college were able to use rubrics and collaborative department/program processes to submit faculty (IVB1⁹), classified (IVB1¹⁰), and resource (IVB1¹¹) allocation requests through program review. Once received, requests are distributed through the appropriate review committees, forwarded to the Planning and Institutional Effectiveness Committee, reviewed by Presidents Cabinet, and then referred to the President for prioritization and the allocation of resources (IVB1¹²).

The President provides leadership in selecting and developing personnel. She makes final hiring decisions for all administrators, faculty, and staff in consultation with vice presidents, deans, department chairs, and directors, as appropriate, who participate in second round interviews for all positions. Such inclusiveness builds camaraderie, consensus, and community. The President is closely involved with the selection of new faculty, and has made a significant commitment to their development through the creation of the New Faculty Institute and the new Mesa Mentoring Program (IVB1¹³). The President supports and encourages the Classified Staff Development Subcommittee, HSI/Title V opportunities and other professional learning plan components; this support has contributed to the establishment of a new committee, the Campus Employee Development Committee (IVB1¹⁴), designed to provide professional development in the areas of technological awareness, excellence in teaching and learning, culturally responsive teaching and learning, and department training. Additionally, the President evaluates faculty flex programs, reviews classified staff professional development conference evaluations, and supports the participation of faculty, staff, and administrators in the District's Leadership Development Academies to support enhancements to program offerings.

The President provides leadership in institutional effectiveness through her support of strategic planning and the use of key performance indicators (KPI) to measure effectiveness. The President's commitment to institutional effectiveness through the use of data and analyses of institutional performance can be seen through the creation of a Dean of Institutional Effectiveness position that reports directly to the President (IVB1¹⁵). The Dean of Institutional Effectiveness coordinates unit and institutional level planning efforts through research, program/project evaluation, student outcomes and program review, student profiles, survey design, workshops, trainings and more. Such leadership is also evidenced through the work of the Planning and Institutional Effectiveness Committee (PIEC) (IVB1¹⁶) and the Program Review Committee (IVB1¹⁷). The PIE Committee oversees the College processes by setting values, goals, priorities and bringing recommendations to President's Cabinet. SDMC's Integrated Planning Cycle emerged from the College's key performance indicators, including student outcomes, productivity, and demographic information provided in disseminated program review data packets. During President Cabinet retreats and workshops, faculty, staff, administrators, and students review and discuss the College's KPI's and are trained on a range of their applications, including their use for benchmarking data and developing research questions appropriate to their program planning. The President works closely with the Office of Institutional Effectiveness to establish research agendas and maintain transparency of projects.

Although the President provides leadership and oversight to the College's planning, organizing, budgeting, and selection and development of personnel, she is committed to including the participation of all constituent groups. Under her leadership, collegial processes have been institutionalized in processes such as the college Integrated Planning Cycle. The effectiveness of these processes is assessed regularly (IVB1⁵).

Analysis and Evaluation

The President takes primary responsibility for the quality of the institution. She works collaboratively with the different participatory governance groups to ensure systems are in place by using resources and regularly assessing student outcome measures. She supports the College's efforts to make adjustments in practices and procedures in order to meet the College's standards and goals.

IV.B.1 Evidence

- IVB1¹: BP 0010 *Governance – District Administrative Organization*
- IVB1²: Planning and Institutional Effectiveness Committee Webpage
- IVB1³: *Educational Master Plan 2013- 2019*
- IVB1⁴: *Institutional Planning Guide*
- IVB1⁵: Annual Integrated Planning Cycle
- IVB1⁶: Governance Webpage
- IVB1⁷: Chancellors Forum 2015
- IVB1⁸: BARC Webpage

- IVB1⁹: Faculty Rubric
- IVB1¹⁰: Classified Rubric
- IVB1¹¹: Resource Rubric
- IVB1¹²: President's Cabinet Minutes with Approval of Faculty, Staff, and Resource Priorities and Allocations
- IVB1¹³: New Faculty Institute Information
- IVB1¹⁴: Campus Employee Development Committee
- IVB1¹⁵: Organizational Chart, Dean of Institutional Effectiveness
- IVB1¹⁶: Planning and Institutional Effectiveness Committee
- IVB1¹⁷: Program Review Committee

IV.B.2

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.

Evidence of Meeting the Standard

The President plans, oversees, and evaluates an administrative structure organized and staffed to reflect the College's purpose, size, and complexity. The administrative organization chart (IVB2¹) represents the reporting structure for the College. The President serves as the chief executive officer for the College, with direct reporting from the vice presidents of instruction, student services, and administrative services. The President delegates authority as appropriate to each of the vice presidents. The instructional division includes all instructional programs, including articulation, evening supervision, and tutoring. The instructional schools comprise the following areas: Arts and Languages; Business and Technology; Exercise Science, Health Education, Dance, and Athletics; Health Sciences and Public Service; Humanities; Learning Resources and Academic Support; Mathematics and Natural Sciences; and Social/Behavioral Sciences and Multicultural Studies (IVB2²). the student services division encompasses all support services to students. These areas include: Admissions, Associated Student Government, Assessment and Orientation, the Career Center, Counseling, Disability Support Programs and Services (DSPS), Evaluations, Extended Opportunity Programs and Services (EOPS), FAST Scholars (Foster Youth), Financial Aid, Health Services, Outreach and Community Relations, Proyecto Éxito (Hispanic-Serving Institutions Program/Title V Grant), STAR TRIO, Student Affairs, Student Success and Equity, the Transfer Center, and Veterans Services (IVB2³). The administrative services division comprises Business Services, Business Office Support (payroll and employee services), College Technology Services, Event Planning, Grants and Contracts Processing, PeopleSoft Support, Print and Mail Services, Shipping and Receiving, and Student Accounting. The Vice President of Administrative Services also coordinates with district services located on the SDMC campus. These services include the College Police, College Bookstore, College Facilities, Construction, and Food Services (IVB2⁴).

The vice presidents administer their divisions according to their specific internal administrative processes, requirements, and needs. College vice presidents attend the weekly Executive Staff meeting with the President, during which, issues of importance at the district and college levels are discussed and leadership is kept apprised of work at the divisional levels.

In addition to the vice presidents, the Communication Officer and the Site Compliance Officer/EEO Officer report directly to the President. The Dean of Institutional Effectiveness and the Director of Resource Development also report directly to the President. These additional positions with a direct reporting relationship to the President assure that communications, equal employment opportunity, and site compliance with diversity and harassment regulations, and research are collegewide 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 (IVB2⁵). This methodology is evidenced by the composition and practices of President's Cabinet, which meets twice a month to review and advise the President on matters regarding the College, including discussion and approval of budget proposals; annual program review reports; strategic planning; the college mission, vision, values, and goals; the research planning agenda; major events, for example. This structure ensures healthy dialogue and provides a system of checks and balances. Agendas and outcomes of President's Cabinet meetings are published on the College website (IVB2⁶).

To formalize processes for evaluating the administrative structure of the College, the President has folded all units into the program review process to allow for annual reviews and evaluations of management structures and to make recommendations for changes and improvement. In recent years, changes have occurred in all three divisions. For example, the School of Learning Resources and Academic Support has undergone a transition to better address the needs of students. In fall 2016, the Academic Skills Center (ASC) and the Center for Independent Learning (CIL) merged within the LRC to centralize tutoring, tutor training, and tutoring philosophy at SDMC. Now called the Mesa Tutoring and Computing Center (MT2C), the center offers multiple floors and modalities of learning assistance for students, including face-to-face general tutoring, embedded tutoring, and online tutoring (IVB2⁷). In addition, the infusion of Student Support and Success funds, Equity funds, and restoration dollars over the past four years has positively affected the College's workforce and its workload. Changes included the creation of the Student Success and Equity Dean, who oversees student equity efforts and provides administrative oversight for DSPS, EOPS, and STAR/TRIO (IVB2⁸). In addition, the Culinary Arts program was moved from the School of Health Science and Public Service to the School of Business and Technology in

order to better align with the disciplines in the Business Department. As need dictates, personnel are reassigned according to workload needs.

In fall 2015, all administrative units were required to submit a program review (IVB2⁹). This process required administrative units to assess their mission, vision, values, and goals, align them with college goals and strategic directions, and submit requests for resources and staffing needs. Doing so created a process for evaluating administrative structures so that they may be well organized and staffed to reflect the institution's purposes, size, and complexity.

Findings from the 2015 *Employee Perception Survey*, Question 79, indicate that 56 percent of respondents agreed or strongly agreed that the College's administrative structure is organized and staffed to reflect the institution's purposes, size, and complexity. Twenty-seven percent of the respondents were neutral, and 17 percent disagreed or strongly disagreed (IVB2¹⁰).

Analysis and Evaluation

The President works with the advice of the Executive Staff, President's Cabinet and administrators to assure that the administrative structure of the College is able to support its purpose, size, and complexity. There is established and appropriate 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.

IV.B.2 Evidence

- IVB2¹: Administration Organizational Chart
- IVB2²: Instructional Schools Webpage
- IVB2³: Student Services Webpage
- IVB2⁴: Administrative Services Webpage
- IVB2⁵: Governance Webpage
- IVB2⁶: Sample President's Cabinet Agendas and Minutes
- IVB2⁷: Learning Resources and Academic Support Organization Charts
- IVB2⁸: Student Services Reorganization
- IVB2⁹: Administrative Services Program Review 2015-2016
- IVB2¹⁰: 2015 Employee Perception Survey, Question 79

IV.B.3

Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- a. establishing a collegial process that sets values, goals, and priorities;
- b. ensuring the college sets institutional performance standards for student achievement;
- c. ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
- d. ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
- e. ensuring that the allocation of resources supports and improves learning and achievement;
- f. establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

Evidence of Meeting the Standard

- a. Establishing a collegial process that sets values, goals, and priorities
The President guides institutional improvement of the teaching and learning environment by establishing a collegial process for setting values, goals and priorities. Although the President oversees the mission, vision, values, and goals, institutionally there are processes for developing these. The College's mission, vision, and values drive the comprehensive strategic planning process and serve as the framework for implementing, assessing, and improving the work of the College. The *Education Master Plan*, which is completed in four- to six-year cycles, serves as the umbrella for all college planning and decision-making (IVB3¹). The College's mission, vision, and values are at the heart of these directions and goals.

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. The President provides support and opportunity for new statements to be written and vetted through participatory governance. The Planning and Institutional Effectiveness Committee (PIEC), evaluates and makes recommendations regarding college processes. It sets values, goals, priorities and brings recommendations to President's Cabinet (IVB3²).

- b. Ensuring the college sets institutional performance standards for student achievement
The President guides the process for the setting of the College's performance standards for student achievement. These set standards establish benchmarks for performance that are central to a college's mission. In October 2015, SDMC refined its institution-set standards for several indicators of student achievement. This process, which was led by the Campus-Based Researcher and PIEC, included

collegewide discussion and dialogue during convocation and the President's Cabinet Retreats (IVB3³). The College looked at the current and historical values for each indicator, including success rate, persistence rate, students graduating with a degree or certificate, and at the ten-year average, for example, in order to identify the benchmark for each KPI (IVB3⁴). These benchmarks are monitored used for planning and improvement.

- c. Ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions

The President ensures that evaluation and planning are informed by data and analysis of external and internal conditions. The Office of Institutional Research resides in the Institutional Effectiveness Office, all of which report to the President. In 2012, the President was instrumental in getting the Campus-Based Researcher in the District placed full time at SDMC. Recognizing the research imperative for SDMC, the President established the Office of Institutional Effectiveness. Additional resources through grants and student success and equity funds have provided the opportunity of the College to expand its ability to provide high quality research. The College recently established two research associates to assist the campus research analyst, and now the College has established an Associate Dean of Research and Planning to further enhance the integration of research in all college operations, and to provide a wider bandwidth of assistance to college wide processes. In addition, in 2013-2014, under the President's leadership, the College completed its updated *Education Master Plan*, to include extensive internal and external environmental scans and an analysis of its strengths, challenges, and opportunities for future improvement. The new *Master Plan* also includes new strategic goals and directions for the College, based on the analysis of internal and external data (IVB3⁵). In 2014-2015, the College identified several key indicators of institutional effectiveness, based on the new strategic goals and directions. This new compilation of metrics included the student achievement metrics defined in the ACCJC Annual Report, as well as other measures of student achievement, service quality, employee and student satisfaction, sustainability, and innovation.

According to the 2015 *Employee Perception Survey*, Question 80, 66 percent of respondents agreed or strongly agreed that the President provides effective leadership in planning and assessing institutional effectiveness. Twenty-four percent of the respondents were neutral and only 10 percent expressed disagreement (IVB3⁶).

- d. Ensuring that educational planning is integrated with resource planning and allocation to support student learning

At SDMC, all programs and services undergo an annual reflection process through program review. As part of this process, each program and service reviews its mission statement and goals and discusses how these support the mission and goals

of the College. Through the program review process, programs and services map their unit-level goals to institutional strategic goals and to their own area's SLOs or AUOs. Next, an institutional goal alignment report is prepared, showing which programs have linked their goals to which of the College's strategic goals, to ensure that all the College's goals are being addressed (IVB3⁷). Based on an analysis of these data, units identify resources needed to attain each unit-level goal. The linkages are documented in program review reports and in resource allocation request forms. The College's mission guides planning and resource allocation through program review and the annual integrated planning cycle.

Collegewide data linked to the college mission are used to prioritize the resource allocation of faculty, staff, supplies/equipment, and facilities. Participatory governance committees - the Faculty Hiring Prioritization Committee (FHP), the Classified Hiring Prioritization Committee (CHP), the Budget and Allocation Recommendation Committee (BARC), and the Facilities Planning Committee (FPC) - review resource requests contained in each program review. These are ranked according to rubrics which link to the College mission, program staffing ratios, program and/or labor market needs, among other criteria (IVB3⁸). The ranked lists are then presented to President's Cabinet with recommendations made to the President. The President reviews the recommendations and reports her decision to the President's Cabinet. Finally, the results are posted with the President's Cabinet meeting notes for collegewide communication. As new needs are identified through inquiry, assessment, and analysis of internal and external data or as new state-level legislation is introduced, programs and services are adjusted to meet changing needs and requirements.

e. Resource allocation improves student learning

The President supports the College's improvement of student learning through resource allocation. In addition to the integrated planning process, the College has received grants and participated in a number of initiatives. For example, in fall 2014, the College was awarded a \$2.62 million HSI/Title V five-year grant. The purpose of this grant is to improve the retention and graduation rates of Mesa's diverse population, particularly its Latino students, through systemic, institutional changes and improvements. This grant has provided reassigned time for Math, English and ESOL faculty to begin curriculum revision; as well as funded a curriculum revision specialist and a professional development coordinator to assist in the creation of equitable pathways to and through basic skills courses (IVB3⁹).

In addition, for the last four years, the College has been working with the statewide acceleration project through the California Community Colleges' Success Network (3CSN) (IVB3¹⁰). This collaboration with 3CSN has led to groundbreaking curriculum revision, new assessment and placement practices, and innovative support mechanisms for students enrolled in these courses.

As a result of the College's HSI initiatives and work with 3CSN, pilot courses have been developed and assessed in both mathematics and English. The resulting courses are showing gains in closing equity gaps, increases in retention, and persistence (IVB3¹¹). The English department offers accelerated coursework, English 47A, one level below college-level English. Demand for this course has grown. Whereas only a few sections were offered in 2013-2014, the College now offers 25 course sections each semester. Encouraging data shows that students who complete 47A go on to do as well in college-level English as students who place directly into college-level English. This greatly enhances their ability to complete other college-level coursework with the skills necessary to accomplish college-level reading and writing at an accelerated pace (IVB3¹²).

The Math department likewise offers accelerated coursework, Math 92, one level below college-level math. This course, approved in February 2016, combines two courses, Math 46 and 96, and is intended for students whose majors require that they progress to the transfer level courses, Math 118 Survey of Modern Math or Math 119 Statistics (IVB3¹³). Students interested in STEM major requiring higher levels math, like calculus, however, would typically follow traditional math-level progression (IVB3¹⁴).

Most recently, the college was awarded a state Basic Skills Student Outcomes Transformation (BSSOT) grant based primarily on the College's ability to leverage current effective practices. This grant offers SDMC the opportunity to holistically integrate its acceleration efforts, pedagogical support, student support, and research methodology into the praxis and culture of the College (IVB3¹⁵).

To meaningfully complement this work, the College has redesigned the tutoring center based on resources from the BSSOT grant, HSI/Title V, and Student Equity funding. This newly reengineered space, the Mesa Tutoring and Computing Centers (MT2C), offers multiple floors and modalities of learning assistance for students, including face-to-face general tutoring, embedded tutoring, and online tutoring. In 2015, the College opened a writing center in the Learning Resource Center (LRC). Until this time, writing assistance had been provided in the Academic Skills Center; however, the College sought to provide a more robust support system specifically designed and led by the English faculty. Accordingly, in fall 2016, the college combined the Academic Skills Center's tutoring program and the Center for Independent Learning's computer lab into one unit: the Mesa Tutoring and Computing Center (MT2C). This support center is housed in the Learning Resource Center under one administrative unit and unifies academic support for all students in all disciplines.

In 2015, the President requested that the college engage in the Institutional Effectiveness Partnership Initiative, specifically focused on meaningful outcomes assessment. As a result of this participation, the college has received a grant to create

a more seamless process for faculty and staff to do their assessments, including offering remuneration for leadership and training.

- f. Establishing procedures to evaluate institutional planning and implementation
The President supports and participates in the established procedures to evaluate institutional planning and implementation. The evaluation process begins once all program reviews have been submitted, and their outcomes are shared widely across the College. To provide a campuswide overview, reports can be pulled that show how the College's 23 strategic goals have been met by individual programs and services and the extent to which prior resource allocations have supported improved outcomes (IVB3⁷). While this evaluation prompts planning for the following year, this “closes the [current] loop” for programs and services.

Next, the *Institutional Planning Survey* is distributed to all program review participants, including lead writers, liaisons, managers, and resource prioritization committees (FHP, CHP, BARC, and FPC) (IVB3¹⁶). The prioritization committees, along with the Program Review Steering Committee (PRSC), then evaluate their processes and outcomes and make recommendations or adjustments for the next cycle. The results of this integrated planning system evaluation are presented at the PIE Committee and President's Cabinet.

The decisions, actions, and outcomes from the year are detailed in the annual *Institutional Planning and Governance Guide*, which serves as a road map through College processes, based on strategic goals and priorities (IVB3¹⁷). The major committees for integrated planning (President's Cabinet, PIEC, PRSC, FHP, CHP, BARC, FPC, COA, and the Mesa Information Technology Committee [MIT]) report on their accomplishment from the past year, and there are also reports from the major college processes/initiatives that impact integrated planning (*Education Master Plan*, SSSP, Equity Title V grant, District budget, research, participatory governance). The annual *Institutional Planning and Governance Guide*, dating back to 2011, is posted on the Office of Institutional Effectiveness webpage.

Analysis and Evaluation

The President at SDMC utilizes established policies and procedures to guide institutional improvement of teaching and learning environments by:

- establishing a collegial process that sets values, goals, and priorities;
- ensuring the college sets institutional performance standards for student achievement;
- ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
- ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;

- ensuring that the allocation of resources supports and improves student learning and achievement;
- establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the college.

IV.B.3 Evidence

- IVB3¹: *Education Master Plan*
- IVB3²: PIE Committee reports to President's Cabinet Regarding Mission, Values, and Goals
- IVB3³: President's Cabinet Retreat Minutes and Convocation Slides, Discussion of Institution-Set Standards
- IVB3⁴: Key Performance Indicators, Benchmarks, and Institutional-Set Standards for Distance Education
- IVB3⁵: Strategic Goals and Directions, *Educational Master Plan*
- IVB3⁶: 2015 Employee Perception Survey, Question 80
- IVB3⁷: Program Review: Unit to Strategic Goal Alignment Report
- IVB3⁸: FHP, CHP, BARC, and FPC Rubrics
- IVB3⁹: HSI/Title V grant webpage
- IVB3¹⁰: California Acceleration Project
- IVB3¹¹: English 47 and Math 92 Data
- IVB3¹²: English 47A Data
- IVB3¹³: Math 92 Data
- IVB3¹⁴: Traditional Math-Level Progression
- IVB3¹⁵: Basic Skills Student Outcomes Transformation (BSSOT) Grant Abstract
- IVB3¹⁶: Institutional Planning Survey Report
- IVB3¹⁷: *Institutional Planning and Governance Guide*

IV.B.4

The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard

The President assures the College meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Every spring, the College submits an annual report to the Accrediting Commission for Community and Junior Colleges (ACCJC), reporting on its compliance in areas related to Instruction (IVB4¹).

For the current accreditation cycle, the President has had oversight of the writing of the Institutional Self Evaluation Report (ISER). She has served on accreditation teams and has shared her experience with the College. She has strategically involved the SDMC administration in the accreditation process to ensure that the college is meeting and exceeding all accreditation standards. In addition, she designated an Accreditation Liaison Officer for the college (IVB4²). Throughout the writing process, the President has communicated with the college, which has allowed the College community to feel part of an open, transparent system (IVB4³). The President's message has been that the accreditation process is not just a compliance exercise but an opportunity to document the work of the College and tell the College's story (IVB4⁴).

The Accreditation Committee utilized a "tri-chairs" model, so that for each standard, administrators, faculty and staff had inclusive leadership roles in the development of the ISER (IVB4⁵). In addition, all constituency groups had an opportunity to provide input for the ISER. In the beginning of the writing process, the accreditation leadership team held Brown Bag Workshops to solicit feedback from the college (IVB4⁶). Final drafts of each ISER Standard were presented at the President's Cabinet. Constituents had the opportunity to provide feedback during the meeting or via the online feedback form (IVB4⁷).

The District has also provided the President with accreditation support. In particular, the Vice Chancellor of Student Services regularly met with the colleges' Accreditation Liaison Officers (ALOs) and faculty Accreditation Chairs. The outcomes from these meetings were regularly shared with the College Presidents regarding accreditation updates and issues (IVB4⁸).

Analysis and Evaluation

SDMC's President has the primary leadership role for accreditation. She ensures that the College meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the College also have responsibility for assuring compliance with accreditation requirements.

IV.B.4 Evidence

- IVB4¹: ACCJC Annual and Fiscal Reports
- IVB4²: Accreditation Website
- IVB4³: Sample *First Monday on the Mesa*, President's Cabinet Agendas and Minutes, Convocation PowerPoints
- IVB4⁴: Sample President's Cabinet and Planning and Institutional Effectiveness Committee Agendas and Minutes
- IVB4⁵: Tri-Chair Model, Meetings and Agendas
- IVB4⁶: Brown Bag Workshops and Accreditation Presentations
- IVB4⁷: President's Cabinet Minutes and Accreditation Feedback Webpage
- IVB4⁸: District ALO Meeting Agendas and Notes

IV.B.5

The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

The President assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with the College's 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 (IVB5¹). The College submits an annual report each spring to the Accrediting Commission for Community and Junior Colleges, reporting on its compliance in areas related to Instruction (IVB5²). Categorical site visits reflect the effectiveness with which these regulations are met in Student Services. The College continually reviews and updates its safety plan to assure full compliance with all health and safety regulations, including those related to hazardous materials (IVB5³). In fall 2016, Occupational, Environmental Health, and Safety Coordinator was hired. This position assists with the overall safety compliance, reporting, training, and inspections for the College in collaboration with the District (IVB5⁴).

The President also acts to 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 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. She shares this information with the College during President's Cabinet (IVB5⁵).

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. Resource requests are made through the program review process (IVB5⁶). The two budget committees that evaluate resource requests are the Budget Allocation and Recommendation Committee (BARC) and Career Technical Education Perkins Committee. Resource requests are ranked, based on a rubric, and the lists are presented to the Planning and Institutional Effectiveness Committee (PIEC) and the President's Cabinet. The President works with the Vice President of Administrative Services to ensure the budget and expenditures are consistent with the College's mission and policies. The President has the final authority to approve which

requests are funded. Additional sources including funding through categorical and grant programs like the Student Support and Success Program, Student Equity, Strong Workforce, and Basic Skills, are expended in accordance with state and federal laws and in alignment with the College's mission, vision, strategic goals, and needs.

In the 2015 Employee Perception Survey, Question 82, 62 percent of respondents agreed or strongly agreed that the President provides effective leadership in fiscal planning and budget development. Thirty-one percent of respondents were neutral, and 7 percent were in disagreement (IVB5⁷).

The President includes regular updates in monthly e-mails to the college community (IVB5⁸). Communication was a key component in addressing issues during the budget crisis and remains a key component in addressing restoration, hiring, and new initiatives.

Analysis and Evaluation

SDMC's President assures that the College's practices are consistent with its mission and policies. This includes the implementation of statutes, regulations, and governing board policies, with consideration made for the effective control of budget and expenditures.

IV.B.5 Evidence

- IVB5¹: Program Review and Accreditation Compliance Information
- IVB5²: ACCJC Annual and Fiscal Reports
- IVB5³: Safety Plan
- IVB5⁴: Vice President Administrative Services Organizational Chart
- IVB5⁵: President's Cabinet Minutes with District Updates
- IVB5⁶: Program Review Resource Request Forms
- IVB5⁷: 2015 Employee Perception Survey, Question 82
- IVB5⁸: *First Monday on the Mesa*

IV.B.6

The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

SDMC's President works and communicates effectively with the communities served by the College. The President is active in the local community and participates in organizations, including:

- Rotary Club 33 of San Diego
- San Diego Chamber – Public Policy Committee
- San Diego and Imperial Counties Community Colleges Association (SDICCCA)
- SDCCD Citizens Oversight Committee (COC) Mesa Executive representative
- American Association of Hispanics in Higher Education (AAHHE)
- Hispanic Association of Colleges and Universities (HACU)
- Community College League of California (CCLC)
- American Council on Education (ACE)
- American Association of Community Colleges (AACC) Commission on Diversity, Equity and Inclusion, 2012-2015
- Chief Executive Officers of the California Community Colleges (CEOCCC)

At the state level, the President chairs the Board of Directors of the California Community College Athletic Association. The President has chaired three External Accreditation Evaluation Teams from 2012 to the present. 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. The vice presidents represent SDMC at numerous community groups including the Linda Vista Town Council and Clairemont Town Council. The President and through delegation, the vice presidents have a presence on the campus and speak at various events for students, faculty, and staff.

The President has a structure to ensure that all constituency groups have an opportunity to receive and provide information. She uses both traditional methods for providing this opportunity, for example, through the President's Cabinet Minutes, President's Cabinet Agenda Outcomes, and the College website ([IVB6¹](#)), and through alternative methods of communicating with internal and external groups, including Facebook, Twitter and YouTube ([IVB6²](#)). She was one of the first community college leaders to embrace social media and has established a presence of Twitter and Facebook, enabling her to communicate immediately and one-on-one with students and other constituents. Embracing social media, the president even took a "selfie" with students at commencement, which was a social media hit. In 2015, the Office of Communications reclassified an existing graphic artist position (one of two) to a Campus Based Digital Communications Specialist. The first campus-based position of its kind in the District, the Communications Specialist works to

ensure a presence across all social media platforms, including Facebook, Twitter, Instagram, and YouTube, for example.

Print publications (also published in electronic format) are available to constituency groups. These include the *Annual Report to the Community*, which provides highlights on the prior year's achievements; the *Educational Master Plan*; a condensed *Key Findings* of the 2013-2019 *Education Master Plan*; and other key college publications. The college contributes editorial content featured in the quarterly SDCCD *WE - With Excellence* magazine. Rack cards that promote programs and degree options are routinely printed for college departments and schools (IVB6³).

Both print and electronic mechanisms continue to extend the President's capacity to communicate. Additionally, the President uses email to disseminate the *First Monday on the Mesa*, a monthly publication designed to inform the college community of the current and upcoming announcements, activities and events; convocations; committee meetings; and events on campus to communicate effectively with various groups (IVB6⁴).

In collaboration with the Campus Information Officer, the President uses the media to communicate with the public regarding important events and milestones at the College. For example, she shares information regarding the Health Information Management Baccalaureate Degree, the Death Experience event sponsored by Student Health Services to inform students about the dangers of driving while texting or under the influence of alcohol, and the All USA Honors awards, as well as new initiatives like the Student Support and Success Program, Student Equity, and the College's Hispanic Serving Institution Title V grant (IVB6⁵).

In the 2015 *Employee Perception Survey*, 63 percent of employees agreed or strongly agreed that the President communicates effectively with the communities it serves (Q 83). Only 8 percent were in some level of disagreement with the statement, indicating that employees perceive the President as effective in this practice. In the 2015 *Student Satisfaction Survey*, 32 percent agreed or strongly agreed that the President communicates effectively with the students (Q 77). Fifty percent of those responding rated the communication neutral, and 18 percent disagreed or strongly disagreed with the effectiveness of communication with the students (IVB6⁶). In response to this result, the President established a Facebook page, and has actively sought student communication venues. Attending student performances, and more recently summer cruise have created a better opportunity to communicate both in person and through other digital venues.

In fall 2015, the College launched a new, redesigned website (IVB6⁷). As the major communications and marketing tool for the college, this was a significant event for the College. The College website provides information related to all aspects of the College, including information for students, the community, and faculty and staff. The College website provides significant communication and agendas for participatory governance

groups, including Presidents Cabinet. To assure its service to all members of the community, the website meets Section 508 accessibility standards. Features include:

- An optimal web experience across devices and browsers
- Easy, intuitive navigation
- Expanded academic information pages, which link to the catalog, program requirements, prerequisites, and class descriptions
- Direct links to student services and campus life pages
- Improved internal search function
- Expanded events calendar
- New campus directory
- College Newsroom

The College has also developed the iMesa mobile app, launched in 2014, which “pushes” content from the website into mobile applications.

Currently, College and District representatives are working to establish a new student portal. 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 (IVB6⁸).

Analysis and Evaluation

SDMC’s President diligently works and communicates effectively with the communities served by the College. The President is active in social media, and other forms of communication across the campus, district, community and beyond. The President serves on local, regional and statewide boards and committees and communicates on behalf of the college in wide venues. The College’s re-designed website, mobile application and prominent social media efforts assist the President in telling the Mesa story.

IV.B.6 Evidence

- IVB6¹: President’s Cabinet Minutes/Agenda Outcomes and College Website
- IVB6²: Facebook, Twitter and YouTube Examples
- IVB6³: Examples of College Contributions to the Quarterly SDCCD WE “With Excellence” and “Rack Cards”
- IVB6⁴: Examples of President’s Communications
- IVB6⁵: Examples of Public Media Events
- IVB6⁶: Employee Perception Survey 2015, Questions 77 and 83
- IVB6⁷: College Website
- IVB6⁸: Sample of New Student Portal

IV.C Governing Board

IV.C.1

The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Evidence of Meeting the Standard

SDCCD is governed by a five member locally elected board and one student member in accordance with the California Education Code. The Board of Trustees is well known for its stability and strong commitment to students and the community, which contribute significantly to its overall effectiveness in governing the District. The five trustees are elected to four-year terms in even-numbered years. Trustee candidates first run in district-only elections and the two top candidates in each Trustee district run citywide in a general election. The Associated Student presidents, elected by the students at each college, collectively share the role of Student Trustees. They rotate as the “sitting Trustee” representing the student voice at Board meetings. In addition, the Student Trustees collectively plan and work to advocate on behalf of students. The Student Trustees also collectively prepare for matters before the Board that affect students through the United Student Council, comprised of student leaders from each college and Continuing Education, which is the designated District governance council for students.

The Board of Trustees, through a number of policies and actions, exercises oversight of academic quality and effectiveness of the student learning programs and services including regular reports at Board meetings on various student outcomes and accountability measures such as the review and approval of the Student Equity Plans, the Student Success Plans, the Student Success Scorecard, enrollment strategies, commitment to student and faculty diversity, changes to policies, ongoing review of fiscal matters including updates on the \$1.6 billion construction bond program, and reports on various academic programs and services (IVC1¹). The agenda items for the Board retreats also reflect the Board’s commitment to academic quality. Agenda items have included: student loan default rates, Workforce Training Initiatives, Public Safety Training, Military Education, and Enrollment Growth/Planning (IVC1²; IVC1³). The Board approves all new, and revisions to, courses and degree and certificate programs for both the credit and noncredit programs, after comprehensive review and approval by faculty. The Board also has a subcommittee on Student Success and Accreditation that carefully reviews data pertaining to student outcomes and success to inform planning and decision making (IVC1⁴). The Board of Trustees receives routine reports at regular meetings on various student outcomes including: student demographic trends, persistence, retention, successful course completion, transfer rate and volume, degrees and certificates awarded annually, and the Student Success Scorecard, to monitor the effectiveness of student learning programs (IVC1⁵).

The Board's commitment to academic quality and institutional effectiveness is also evident in the Board's annual goals that reflect a focus on quality of programs and institutional effectiveness. Each goal is linked to various Accreditation Standards as well as the District's Strategic Planning Goals (IVC1⁶).

Several Board policies and procedures require sound fiscal and budget management practices which help to ensure the financial stability of the District. The Board has a standing subcommittee; Budget Study and Audit Subcommittee, consisting of two board members. The sub-committee meets with the Chancellor and the Executive Vice Chancellor, Business and Technology Services to review in detail the annual proposed, tentative and final adopted budgets prior to either of them being finalized and submitted for full Board approval at a public Board meeting. The subcommittee also meets with the Chancellor, Executive Vice Chancellor, Business and Technology Services, the Controller and representatives of the external auditing firm to review the five District audits, which have been prepared by the independent external auditors under contract with the District (IVC1⁷; IVC1⁸; IVC1⁹; IVC1¹⁰; IVC1¹¹; IVC1¹²; IVC1¹³; IVC1¹⁴; IVC1¹⁵; IVC1¹⁶; IVC1¹⁷; IVC1¹⁸; IVC1¹⁹; IVC1²⁰; IVC1²¹; IVC1²²; IVC1²³).

Analysis and Evaluation

SDCCD has a stable, deeply committed locally elected governing board that has authority over, and responsibility for policies and practices that assure academic quality, integrity and effectiveness of student learning programs and services, as well as the financial stability of the institution.

The quality of programs and integrity of institutional actions and effectiveness are a top priority of the Board as demonstrated through the District mission statement, Board policies and actions. The Board of Trustees consistently monitors outcomes and exercise oversight over academic quality and effectiveness of Student Learning programs and services. The Board receives routine reports on student outcomes and establishes goals to strengthen institutional effectiveness. The Board's subcommittee on Budget Study and Audit provides the Board with detailed information on the annual budget and audits, as well as regular updates on fiscal matters, including the construction bond program to ensure effective oversight.

IV.C.1 Evidence

- IVC1¹: Board Reports (2015) on various student outcomes and accountability measures
- IVC1²: Board of Trustees Retreat Agendas
- IVC1³: Board Subcommittee on Student Success and Accreditation Agendas
- IVC1⁴: Board Reports on Student Outcomes
- IVC1⁵: Board Reports approval of Student Equity Plans, SSSP Plans, Scorecard, Enrollment
- IVC1⁶: Board of Trustees Goals for 2015-2016 and 2016-2017

IVC1 ⁷ :	BP 6250 <i>Budget Management</i>
IVC1 ⁸ :	AP 6250.1 <i>Associated Student Budget</i>
IVC1 ⁹ :	AP 6250.2 <i>Budget Management – Budget Transfers</i>
IVC1 ¹⁰ :	BP 6300 <i>Fiscal Management</i>
IVC1 ¹¹ :	AP 6300.1 <i>Purchase of Food and Refreshments</i>
IVC1 ¹² :	AP 6300.2 <i>Library Overdue Notice</i>
IVC1 ¹³ :	AP 6300.3 <i>Student Emergency Loan Fund</i>
IVC1 ¹⁴ :	AP 6300.4 <i>Associated Student Petty Cash Fund</i>
IVC1 ¹⁵ :	AP 6300.5 <i>Associated Student Funds: Purchase of Equipment</i>
IVC1 ¹⁶ :	AP 6300.6 <i>Associated Student Banking</i>
IVC1 ¹⁷ :	AP 6300.7 <i>Associated Student Loans for Books and Supplies</i>
IVC1 ¹⁸ :	AP 6300.8 <i>Remote Image Deposit Procedure</i>
IVC1 ¹⁹ :	AP 6300.9 <i>Disputed Credit Card Procedure</i>
IVC1 ²⁰ :	AP 6300.10 <i>Revolving Cash Funds</i>
IVC1 ²¹ :	AP 6300.11 <i>Student Refunds</i>
IVC1 ²² :	AP 6300.12 <i>District Cashiering, Collections and Deposits</i>
IVC1 ²³ :	BP 6400 <i>Audits</i>

IV.C.2

The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

The Board of Trustees is comprised of five Board members who are committed to the mission of the District and the communities it serves. The Board members are collegial and highly regarded in the community. The Board members have varied backgrounds and perspectives which contribute to a thorough discussion on matters before the Board. Once a decision is reached, all Board members act in support of the decision and speak with one voice. The Board's commitment to high standards and acting as a whole is reflected in BP 2715 *Code of Ethics/Standards of Practice*. Specifically, the policy states that: *Board members recognize that legal and effective functioning is by the Board as a whole*. Further the policy states that: *When speaking to members of the public, Board members should always clarify whether they are speaking as a member of the Board or as a private citizen*. BP 2715 also establishes an expectation of Board members for high ethical conduct, and addresses managing conflicts of interest, and handling special interest groups (IVC2¹; IVC2²).

In addition, BP 2715 establishes an expectation that the Board support its policies and procedures. For example, the policy states: "Board members respect their elected position and in no way misuse their authority. Trustees keep informed about educational programs and fiscal and legal responsibilities... They strive to promote the highest quality educational

opportunities to all members of the community while ensuring fiscal stability, institutional integrity and operational efficiency.”

The Board of Trustees meetings are conducted in a manner that ensures Board members have the opportunity to engage in a thorough discussion before taking final action on an item before the Board. Board members receive all materials well in advance of meetings and are expected to come to Board meetings prepared for discussion. Once a decision is made, the full Board supports the decision.

The governing Board demonstrates support for its own policies and procedures by ensuring they are carefully followed. The Board ensures that Board Policies and Administrative Procedures are regularly reviewed in accordance with BP 2410 as well as AP 2410, (IVC2⁸; IVC2⁹) so that they are current and align with state and federal laws. In addition, all Board policies and Administrative procedures undergo a comprehensive review every six years to ensure they are current. Examples of ongoing review of District policies and procedures include recent changes to BP 3100, AP 3100.1, AP 3100.2, BP 3540, AP 3540 based upon guidance from the Office of Civil Rights pertaining to serving students with disabilities, and sexual misconduct on campus (IVC2³; IVC2⁴; IVC2⁵; IVC2⁶; IVC2⁷).

Analysis and Evaluation

The District governing board is highly stable and effective. Three Board members have served more than fourteen years—one of whom has served for twenty-six years—one member for eight years and one member for four years. As a result, Board member acts collectively in support of decisions. In addition Board members are active statewide and nationally which contributes to innovation and effective Board relations. The Board of Trustees has authority over and responsibility for Board policies that ensure academic quality and the integrity and effectiveness of student learning programs and services, as well as the fiscal integrity of the District. During the preparation of the SER, it was noted that several policies had not undergone recent review. As a result, the schedule for policy review and revision was evaluated and updated including a 6-year comprehensive review cycle. An Administrative Policy was developed to ensure timely policy review in the future. The Board clearly demonstrates a commitment to support its own decision. The most recent example of this commitment is the implementation of the San Diego Promise program, a District initiative to ensure that all local high school graduates have the opportunity to go to college and complete their educational goal regardless of financial needs. The San Diego Promise program has quickly gained momentum locally, as well as statewide.

IV.C.2 Evidence

IVC2¹: BP 2715 *Code of Ethics/Standards of Practice*

IVC2²: BP 2710 *Conflict of Interest*

IVC2³: BP 3100 *Student Rights, Responsibilities, Campus Safety and Administrative Due Process*

- IVC2⁴: AP 3100.1 *Student Grievance*
- IVC2⁵: AP 3100.2 *Student Disciplinary Procedures*
- IVC2⁶: BP 3540 *Sexual and Other Assaults on Campus*
- IVC2⁷: AP 3540 *Sexual and Other Assaults on Campus*
- IVC2⁸: BP 2410 *Board Policies and Administrative Procedures*
- IVC2⁹: AP 2410 *Board Policies and Administrative Procedures*

IV.C.3

The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard

The Board follows Title 5 of the California Code of Regulations; the California Education Code; and BP 2431 *Chancellor Selection*, and BP 2432 *Chancellor Succession* in the selection of the Chancellor; and BP 2436 and BP 7250 *Educational Administrators* in the selection of college presidents and other academic administrators. The Board follows BP 2435 regarding the evaluation of the Chancellor, and BP 2437 pertaining to the evaluation of presidents. The Board takes its responsibility for selecting and evaluating the Chancellor very seriously, following a set selection and evaluation process. In turn, the Chancellor is responsible for selecting and evaluating those who directly report to him/her (including college presidents, the executive vice chancellor, vice chancellors and members of the Chancellor's Cabinet).

The Board of Trustees designates a Board sub-committee to oversee the search process to fill the Chancellor position in the event of a vacancy. The search committee includes members of District governance groups and appropriate representatives from the community. The search committee reviews application materials, conducts initial interviews, and makes recommendations concerning all aspects of the search process. The Board interviews finalists in closed session and the final selection is announced in open session and voted on for approval pursuant to Title 5 and relevant Government Code regulations (IVC3¹; IVC3²; IVC3³; IVC3⁴; IVC3⁵; IVC3⁶; IVC3⁷).

Evaluation of Chancellor

The Chancellor's contract includes a provision for an annual evaluation to be conducted by the Board of Trustees. BP 2435 outlines the requirements for evaluation of the Chancellor.

BP 2435 indicates that the Board may solicit input from various constituents, typically including the college presidents, District senior staff, the Academic Senate presidents, union representatives, and outside agencies and others as designated by the Board of Trustees. It also states the Chancellor will prepare and submit a written Self-Evaluation and Accomplishments each academic year, based upon his or her stated goals. Thorough consideration would be given to the performance of the Chancellor as it relates to the

responsibilities referenced in BP 2430 *Delegation of Authority to the SDCCD Chancellor* (IVC3⁸).

The Human Resources Division is the designated District entity who works with the Board during this process and follows the Management Association Handbook Ch. XVII – Manager Evaluations, Management Association Handbook Appendix 3 – Evaluation Form, Management Association Handbook Appendix 4a – Management Feedback Survey Procedures, and Management Association Handbook Appendix 4b – Management Feedback Survey (IVC3⁹; IVC3¹⁰; IVC3¹¹; IVC3¹²).

The Board Subcommittee on Chancellor Evaluation discusses drafts of the evaluation utilizing the Management Evaluation Form in closed session. When their assessment is complete, the Board meets with the Chancellor and s/he is provided the final, written document. A signed copy of the Chancellor’s evaluation is maintained in the Human Resources Department.

Selection of College Presidents

The Board shares responsibility with the Chancellor for hiring and evaluating the performance of college presidents. BP 2436 specifies the President Selection procedures, and also involves national searches (IVC3³).

Board action is required to initiate the presidential search process, directing the Chancellor to begin the process pursuant to BP 2436. Recent Board actions authorizing president searches include SDMC (2011), Continuing Education (2015), and City College (2016).

Per the timeline set by Board action, the Chancellor convenes a Presidential Search Committee comprised of representatives of all stakeholder groups. After consultation with the Board and Presidential Search Committee of the applicable College, the Chancellor oversees the recruitment and advertising plan, which may include the retention of a search firm upon Board approval. The Presidential Search Committee forwards at least three unranked semifinalists to the Chancellor.

After conducting interviews, the Chancellor compiles information from background and reference checks and forwards the names of a minimum of two finalist(s) to the Board of Trustees for consideration. The Board holds closed Board sessions on presidential selection when interviewing candidates, per BP 2436.

Evaluation of College Presidents

As detailed in BP 2437 – *Evaluation of President (College/Continuing Education)*, contracts for college presidents include a provision for an annual evaluation conducted by the Chancellor. College presidents complete an annual Presidential Self-Assessment, update their goals for the following year, and meet with the Chancellor to review both documents. In addition, presidents undergo a comprehensive evaluation annually for the first four years and every three years thereafter. In this process, the president’s self-evaluation is

supplemented by the results from the management feedback survey, which collects input from Classified Staff, Faculty, Supervisory, Management, as well as outside agencies and others as designated by the Chancellor. The Chancellor then prepares a summary evaluation using the Management Evaluation Form, which is shared with the college president. This process follows: Management Association Handbook Ch. XVII – Manager Evaluations, Management Association Handbook Appendix 3 – Evaluation Form, Management Association Handbook Appendix 4a – Management Feedback Survey Procedures, and Management Association Handbook Appendix 4b – Management Feedback Survey (IVC3⁹; IVC3¹⁰; IVC3¹¹; IVC3¹²).

Analysis and Evaluation

The Board of Trustees has authority over and the responsibility in the selection and evaluation of the Chancellor following a set selection and evaluation process. Accordingly, the Chancellor is responsible for selecting and evaluating those who directly report to him/her (members of Chancellor Cabinet, include college Presidents, Executive Vice Chancellor, Vice Chancellors, the Director, Communications and Public Relations, and the Executive Assistant to the Chancellor). With the assistance of Human Resources Division, the Chancellor and Board have followed selection and evaluation requirements for its senior administrators.

The Board of Trustees designates a Board sub-committee to oversee the search process to fill the Chancellor position in the event of a vacancy. The search committee includes members of District governance groups and appropriate representatives from the community. The search committee reviews application materials, conducts initial interviews, and makes recommendations concerning all aspects of the search process. The Board interviews finalists in closed session and the final selection is announced in open session and voted on for approval pursuant to Title 5 and relevant Government Code regulations.

The last Chancellor search occurred prior to 7/1/04 and resulted in the selection of the current sitting Chancellor who has provided stability, leadership, and guidance to the SDCCD since July 1, 2004. Since that time BP 2431 and BP 2432 were adopted on 12/14/06 and would be adhered to for any future vacancies in the Chancellor classification (IVC3¹³).

IV.C.3 Evidence

- IVC3¹: BP 2431 *Chancellor Selection*
- IVC3²: BP 2432 *Chancellor Succession*
- IVC3³: BP 2436 *President Selection (College/Continuing Education)*
- IVC3⁴: BP 7250 *Educational Administrators*
- IVC3⁵: BP 2435 *Evaluation of the Chancellor*
- IVC3⁶: BP 2437 *Evaluation of President (College/Continuing Education)*
- IVC3⁷: AP 4200.6 *Employment of Managers*

- IVC3⁸: BP 2430 *Delegation of Authority to the SDCCD Chancellor*
- IVC3⁹: Management Association Handbook Ch. XVII – Manager Evaluation
- IVC3¹⁰: Management Association Handbook Appendix 3 – Evaluation Form
- IVC3¹¹: Management Association Handbook Appendix 4a – Management Feedback Survey Procedures
- IVC3¹²: Management Association Handbook – Management Feedback Survey
- IVC3¹³: Classification Description Chancellor

IV.C.4

The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure.

Evidence of Meeting the Standard

The Board of Trustees consists of five members elected to four-year terms by voters of the Trustee areas composing the SDCCD (IVC4¹). The Board also has a Student Trustee, elected by students for a one year term. The Associated Student Presidents, elected by the students at each college, collectively share the role of Student Trustee. The Student Trustee has an advisory vote on actions and has the right to attend all meetings of the Board, with the exception of closed sessions (IVC4²). Board members work together collaboratively to advocate for and defend the interests of the District and execute its mission and achieve its strategic goals.

Public input on the quality of education and college operations is facilitated through open session comments at Board meetings, and through the Board's consistent adherence to open meeting laws and principles. The District's service area is very diverse and constituents advocate strongly for their respective interests. Members of the public have the opportunity to express their perspectives during the public comments section of each Board meeting, when individual agenda items are under consideration, and through direct correspondence with the Board (IVC4³). Such input contributes to the Board's understanding of the public interest in institutional quality and is taken into consideration during deliberations.

In addition, Board members engage with local communities across the District. They receive a wide range of input from community and constituent groups by holding meetings annually at the three colleges and Continuing Education campuses, in addition to the regularly scheduled meetings at the District Office. This practice helps broaden Board members' perspectives on issues affecting individual colleges and the communities they serve.

The Board has also established a Trustee Advisory Council to facilitate communication among citizens, Board members and educators, as well as to serve as an advocate for the community. The stated role of the Trustee Advisory Council is twofold: advise the Board on

community attitudes, opportunities and needs; and, advise the Board on whether the programs are meeting the needs of the citizenry (IVC4⁴).

The Board maintains its independence as a policy-making body by studying all materials in advance of meetings, being well-informed before engaging in District business, and asking questions and requesting additional information as needed (IVC4⁵). In carrying out its duties, the Board maintains the highest standards of ethics. The Board adopted and complies with an ethics policy applicable to its members. This policy provides guidance on areas such as: managing conflicts of interest, monitoring compensation and expense accounts, handling special interest groups, using appropriate channels, maintaining appropriate conduct at Board meetings, exercising authority and handling of administrative matters (IVC4⁶). The Board has also adopted and complies with a specific conflict of interest policy to ensure actions in accordance with the public's interest (IVC4⁷).

The Board engages in advocacy efforts on behalf of the District in particular, and community colleges in general, through its legislative advocacy in Sacramento and in Washington, DC. Annually, the Board sets its policy and legislative priorities in consultation with the Chancellor, and their state legislative consultant. The Board regularly discusses and takes action, either in support of or against, state and federal legislation with the potential to affect the District, the surrounding community it serves and its students.

The Board of Trustees remains focused on its role as an independent policy-making body and diligently supports and furthers the interests, educational mission and goals of the colleges and District in the face of external pressure. It carries out its role and appropriately reflects the public's interests while adhering to the highest ethical standards.

Analysis and Evaluation

The Board of Trustees carries out its role and appropriately reflects the public interests while adhering to the highest ethical standards. The Board maintains its independence as a policy-making body by studying all materials in advance of meetings, being well informed before engaging in District business, and asking questions and requesting additional information as needed. Through its legislative advocates in Sacramento and in Washington, DC, the Board engages in advocacy efforts on behalf of the District in particular, and community colleges in general.

IV.C.4 Evidence

- IVC4¹: BP 2100 *Board Elections*
- IVC4²: BP 2015 *Student Membership(s)*
- IVC4³: BP 2350 *Speakers*
- IVC4⁴: BP 1020 *Trustee Advisory Councils, Policies and Bylaws Governing The Formation and Operation*
- IVC4⁵: Board Documents/Agendas

IVC4⁶: BP 2715 *Code of Ethics/Standards of Practice*

IVC4⁷: BP 2710 *Conflict of Interest*

IV.C.5

The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard

The Board of Trustees establishes policies consistent with the District mission to ensure the quality, integrity and improvement of student learning programs and services. All Board policies are vetted through the respective governance councils, Chancellor's Cabinet and the District Governance Council, comprised of the leadership from the various constituencies throughout the District. The Board's commitment to and expectations for quality, integrity and improvement are demonstrated in a number of ways:

- The Board of Trustees' meeting agenda regularly includes a report on various programs and student outcomes including: Degrees and Certificates awarded, Transfer, Student Demographic Trends, the Student Success Scorecard, Enrollment Trends, Learning Communities, Noncredit to Credit Transition, and Honors Program Outcomes (IVC5¹)
- The Board of Trustees' annual goals reference the respective Accreditation Standards, as well as the District's Strategic Planning Goals (IVC5²; IVC5³)

The following Board of Trustees 2015-2016 goals (IVC5²) illustrated the Board's commitment to quality and ongoing improvement:

- Provide leadership and support to ensure continuing progress and equity in student outcomes.
- Continue to support a culture of inquiry by evaluating data on a regular basis to ensure monitoring of the way in which data influence decision-making at the college and District levels to best support student success and enrollment priorities.
- Review key Accreditation Standards and priorities for good governance and use them as part of the Board's annual self-evaluation process.

The Board's 2016-2017 goals further illustrate a strong commitment to quality and continuous improvement:

- Ensure that top priority is assigned to supporting the accreditation process in preparation for the Spring 2017 visits by the Accrediting Commission for Junior and

Community Colleges (ACCJC) and the Accrediting Commission for Schools (ACS) (Strategic goals 1-5; ACCJC Accreditation Standard IV. C.1-13).

- Maintain governance practices and processes that have proved successful. (*Strategic goals 1-5; ACCJC Accreditation Standard IV. C.)
- Ensure that the District expands Leadership Development and Succession Planning. (Strategic goal 2; ACCJC Accreditation Standard IV. C.5.)
- Provide leadership and support to ensure continuing progress in equity in student outcomes, and work with the Chancellor to ensure increased diversity in staffing, especially in faculty and administrative positions, through appropriate processes. (Strategic goals 1 and 2; ACCJC Accreditation Standard IV. C.4.)
- Ensure fiscal responsibility. (Strategic goal 4; ACCJC Accreditation Standard IV. C.1; IV. C.5.)

Continue to support a culture of inquiry by evaluating data on a regular basis to ensure monitoring of the way in which data influences decision-making at the college and district levels to best support student success and enrollment priorities. (Strategic goals 1, 2, and 3; ACCJC Accreditation Standard IV. C.1.; IV. C.5.; IV. C.8.; IV. C. 10.; IV. C. 13.)

The District's Strategic Goals (IVC5³) demonstrate the Board's strong focus on quality programs, student support services and institutional effectiveness as follows:

- Maximize student access, learning and success through exemplary instruction and support services.
- Strengthen institutional effectiveness through innovation, continuous progress and systems improvement, staff development and enhanced internal collaboration.
- Enhance fiscal solvency through sound fiscal planning and management.

A number of Board Policies reflect a commitment to quality of programs and services, financial integrity and institutional effectiveness.

- BP 2200 *Board Duties and Responsibilities* illustrates the Board's ongoing focus on quality. The policy states: the "Board's commitment to fulfilling its responsibilities to govern on behalf of the citizens of the District including: establishing policies that define the institutional mission and set prudent, ethical and legal standards for college operations; monitor institutional performance and educational quality; assure fiscal health and stability" (IVC5⁴).
- The Board's mission statement is contained in BP 1200 *District Mission*: "The mission of the SDCCD is to provide accessible, high-quality learning experiences, and undergraduate education at an affordable price to meet the educational needs of the San Diego community and the state." In addition, the District's statement on shared values and shared vision states, "teaching and learning are our highest priority as we move forward in the 21st century" (IVC5⁵).
- BP 3050 *Student Success and Support Program; and Student Equity* articulates the Board's commitment to educational opportunity and academic success (IVC5⁶).

- BP 5025 *Philosophy and Criteria for Associate Degree and General Education* establishes academic standards for awarding of the Associate Degree and general education courses (IVC5⁷).
- BP 5020 *Curriculum Development* establishes standards for course and program approval (IVC5⁸).
- BP 5100 *Graduation Requirements for Degrees and Certificates* establishes standards for degree and certificate requirements for graduation (IVC5⁹).

The Board has a standing Subcommittee on Student Success and Accreditation that monitors student outcomes and educational quality (IVC5¹⁰). In addition, the Board receives ongoing reports on student achievement, academic programs and support services. In May 2016 the Board was provided a formal report on institution-set standards and analysis of student outcomes to inform future efforts to improve outcomes (IVC5¹¹).

Legal Matters

- The Board has ultimate responsibility for legal matters and BP 2200 *Board Duties and Responsibilities* sets forth the Board's responsibility for the establishment of policies that define the institutional mission and set prudent, ethical and legal standards for college operations (IVC5⁴).
- The Board is regularly briefed by the Chancellor regarding ongoing and potential legal matters and, pursuant to BP 2315 *Closed Sessions*, the Board also regularly receives advice of counsel on pending and anticipated litigation in closed session, so that the Board may take appropriate action on all legal matters (IVC5¹²).

Financial Integrity and Stability

- The Board's standing Subcommittee on Budget Study and Audit is charged with carefully reviewing fiscal matters for the District including the annual independently prepared external audits, the District's tentative and adopted annual budgets and compliance with state and federal regulations.
- The Board also reviews in detail any long-term obligations as a result of collective bargaining and "meet and confer" agreements with employee units prior to approval.
- The Board maintains sufficient cash reserves to meet all short-term obligations and to address any unforeseen emergency situations that may occur. In addition, adequate reserves are maintained in order to address long-term obligations to include funding of retiree future health benefits, vacation accruals, insurance deductibles and the significant increases all districts anticipate to the employer contribution rate expenses for CalSTRS and CalPERS pension obligations.
- BP 6300 *Fiscal Management* assures sound fiscal management including adequate internal controls, accurate, timely and reliable fiscal information, and that responsibility and accountability for fiscal management are clearly defined (IVC5¹³).

- BP 6250 *Budget Management* describes the approval and management of the budget, including Board approval for changes between major expenditure classifications (IVC5¹⁴).

Analysis and Evaluation

The Board of Trustees of the SDCCD is committed to educational quality, as well as financial integrity and stability in accordance with state and federal laws and regulations. This is evident in the Boards' annual goals, policies and procedures. The Board holds the Chancellor responsible for the overall operation of the District in accordance with District policy to ensure quality academic programs and services, sound fiscal practices, and prudent ethical and legal standards for operation of the institution. The Board establishes, and regularly updates policies consistent with the mission of the District to ensure quality, integrity, and improvement of student learning programs and services. A number of Board policies address quality and integrity of academic programs as well as financial integrity and stability. All Board policies are thoroughly reviewed through the District participatory governance structures. Board actions and policies reflect the Board's commitment to ensuring resources are provided to support student learning, programs and services. The Board's commitment and expectation for quality and continuous improvement is also evidence by its regular reports on student and program outcomes, the budget and the construction bond program.

IV.C.5 Evidence

- IVC5¹: Board of Trustees Meeting Agendas
- IVC5²: Board of Trustees Annual Goals 2016-2017
- IVC5³: SDCCD Strategic Plan Goals
- IVC5⁴: BP 2200 *Board Duties and Responsibilities*
- IVC5⁵: BP 1200 *District Mission*
- IVC5⁶: BP 3050 *Student Success and Support Program; and Student Equity*
- IVC5⁷: BP 5025 *Philosophy and Criteria for Associate Degree and General Education*
- IVC5⁸: BP 5020 *Curriculum Development*
- IVC5⁹: BP 5100 *Graduation Requirements for Degrees and Certificates*
- IVC5¹⁰: Student Success and Accreditation Subcommittee Meeting Agendas
- IVC5¹¹: Institution-Set Standards Board Report (May 2016)
- IVC5¹²: BP 2315 *Closed Sessions*
- IVC5¹³: BP 6300 *Fiscal Management*
- IVC5¹⁴: BP 6250 *Budget Management*

IV.C.6

The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

The Board of Trustees' policies pertaining to Board composition, responsibilities and operational procedures are published electronically on the District webpage. Print copies are also available upon request. The Board's webpage contains a description of the composition of the Board, guidance for communicating with the Board, Board policies, Board goals, along with the Board meeting schedule, agenda, minutes and reports. The following Board policies address membership, responsibilities and operating procedures:

- BP 2010 *Board Membership* describes the Board membership in accordance with the California Education Code Sections 72023, 72103, 72104 (IVC6¹).
- BP 2015 *Student Membership(s)* specifies the criteria and responsibilities of the student member(s) of the Board (IVC6²).
- BP 2100 *Board Elections* assigns responsibility for elections to the Board of Trustees, along with the criteria for participation and conduct of the Trustee elections (IVC6³).
- BP 2105 *Election of Student Member(s)* describes the criteria and process for the election of the student member(s) of the Board (IVC6⁴).
- BP 2110 *Vacancies on the Board* addresses the process for filling a vacancy on the Board (IVC6⁵).
- BP 2200 *Board Duties and Responsibilities* describes the responsibilities of the Board of Trustees including: representing the public interest, establishing policies that define the institutional mission and set prudent, ethical and legal standards for college operations, hire and evaluate the CEO, delegate power and authority to the chief executive to effectively lead the District, assure fiscal health and stability, monitor institutional performance and educational quality, and advocate and protect the District (IVC6⁶).
- BP 2210 *Officers* describes the process for electing officers of the governing board as well as the term of office. The policy also provides: the process for filling the vacancy of an officer; the succession plan for the presiding officer(s) in his/her absence at a Board meeting; and the role of the Chancellor, as Secretary of the Board of Trustees (IVC6⁷).
- BP 2220 *Committees of the Board* provides authority for the Board to establish committees, along with the authority of the committees (IVC6⁸).
- BP 2310 *Regular Meetings of the Board* provides for the structure and operation of Board meetings (IVC6⁹).
- BP 2315 *Closed Session Meetings* and BP 2320 *Special and Emergency Meetings* establishes the requirements and conditions for closed session and special meetings

of the Board. These policies also establish parameters for the conduct of the meetings (IVC6¹⁰; IVC6¹¹).

In addition, a number of Board Policies address the specific conduct of the Board meetings including:

- BP 2330 *Quorum and Votes* (IVC6¹²)
- BP 2340 *Agendas* (IVC6¹³)
- BP 2345 *Public Participation at Board Meetings* (IVC6¹⁴)
- BP 2350 *Speakers* (IVC6¹⁵)
- BP 2355 *Decorum* (IVC6¹⁶)
- BP 2360 *Minutes* (IVC6¹⁷)
- BP 2365 *Recording* (IVC6¹⁸)
- BP 2710 *Conflict of Interest* (IVC6¹⁹)
- BP 2715 *Code of Ethics/Standards of Practice* (IVC6²⁰)
- BP 2716 *Political Activity* (IVC6²¹)
- BP 2717 *Board of Trustees Personal Use of Public Resources* (IVC6²²)
- BP 2720 *Communications among Board Members* (IVC6²³)
- BP 2725 *Board Member Compensation* (IVC6²⁴)
- BP 2730 *Board Member Health Benefits* (IVC6²⁵)
- BP 2735 *Board Member Travel* (IVC6²⁶)
- BP 2740 *Board Education* (IVC6²⁷)
- BP 2745 *Board Self-Evaluation* (IVC6²⁸)

Analysis and Evaluation

The District publishes and maintains a Board of Trustees webpage containing a description of the composition of the Board, guidance for communicating with the Board, Board Policies and Board goals in addition to the Board meeting schedule, agenda, minutes and reports.

Board Policies pertaining to the size, District's responsibilities, structure and operating procedures are published on the District's webpage and available to the public. The Board consistently adheres to its policies and ensures they remain current through ongoing review.

IV.C.6 Evidence

- IVC6¹: BP 2010 *Membership*
IVC6²: BP 2015 *Student Membership(s)*
IVC6³: BP 2100 *Board Elections*
IVC6⁴: BP 2105 *Election of Student Members*
IVC6⁵: BP 2110 *Vacancies on the Board*
IVC6⁶: BP 2200 *Board Duties and Responsibilities*

IVC6 ⁷ :	BP 2210 <i>Officers</i>
IVC6 ⁸ :	BP 2220 <i>Committees of the Board</i>
IVC6 ⁹ :	BP 2310 <i>Regular Meetings of the Board</i>
IVC6 ¹⁰ :	BP 2315 <i>Closed Session Meetings</i>
IVC6 ¹¹ :	BP 2320 <i>Special and Emergency Meetings</i>
IVC6 ¹² :	BP 2330 <i>Quorum and Votes</i>
IVC6 ¹³ :	BP 2340 <i>Agendas</i>
IVC6 ¹⁴ :	BP 2345 <i>Public Participation at Board Meetings</i>
IVC6 ¹⁵ :	BP 2350 <i>Speakers</i>
IVC6 ¹⁶ :	BP 2355 <i>Decorum</i>
IVC6 ¹⁷ :	BP 2360 <i>Minutes</i>
IVC6 ¹⁸ :	BP 2365 <i>Recording</i>
IVC6 ¹⁹ :	BP 2710 <i>Conflict of Interest</i>
IVC6 ²⁰ :	BP 2715 <i>Code of Ethics/Standards of Practice</i>
IVC6 ²¹ :	BP 2716 <i>Political Activity</i>
IVC6 ²² :	BP 2717 <i>Board of Trustees Personal Use of Public Resources</i>
IVC6 ²³ :	BP 2720 <i>Communications among Board Members</i>
IVC6 ²⁴ :	BP 2725 <i>Board Member Compensation</i>
IVC6 ²⁵ :	BP 2730 <i>Board Member Health Benefits</i>
IVC6 ²⁶ :	BP 2735 <i>Board Member Travel</i>
IVC6 ²⁷ :	BP 2740 <i>Board Education</i>
IVC6 ²⁸ :	BP 2745 <i>Board Self-Evaluation</i>

IV.C.7

The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Evidence of Meeting the Standard

The SDCCD Board of Trustees consistently acts in accordance with its policies and procedures. All new Board members participate in a comprehensive orientation, along with attending statewide Trustee training to ensure a thorough understanding of their role as Trustees, as well as an understanding of the Board's policies and procedures pertaining to Board operations. All Board of Trustees meetings are conducted in accordance with Board policy.

The Board of Trustees conducts regular meetings at least once each month. Board meetings are scheduled in accordance with a meeting schedule approved by the Board of Trustees at a regular meeting. The Board of Trustees also schedules special retreats each semester where it addresses specific policy and operational matters such as college policies, college operations and student loan default, and establishes annual goals.

Minutes and formal Board Reports reflecting all of the actions of the Board are published after each meeting (IVC7¹; IVC7²). The conduct of the meetings, meeting minutes and Board Reports demonstrate the Board's actions are consistent with its policies.

All regular and closed session meetings as well as special and emergency meetings are conducted in accordance with Board Policies (BP 2310 – BP 2365). Board Policies are established and revised in accordance with BP 2410 and AP 2410. As part of its ongoing commitment to educational quality and transparency, the Board of Trustees conducts a regular Board meeting on campus at each of the four colleges and Continuing Education. These meetings provide the colleges and Continuing Education the opportunity to showcase their programs and interact directly with the Board (IVC7³; IVC7⁴).

The Board actively engages in ongoing review and assessment of its policies to ensure effectiveness in fulfilling the District's mission. All Board Policies and Administrative Procedures undergo a comprehensive review every six years to ensure that they align with state and federal law as well as District business processes. Board Policies and Administrative Procedures also are updated periodically based upon changes in state or federal law or organizational needs in accordance with BP 2410, and Administrative Policy 2410. The review process includes broad input from all of the governance groups throughout the organization including the District Governance Council, the District's primary participatory governance body (IVC7⁵).

The District is a member of the Community College League of California Policy and Procedures services. Through this membership the District receives recommended updates to policies and procedures twice a year based on changes to state and federal regulations. The Chancellor and Vice Chancellors are responsible for ensuring that the policies and procedures under their respective areas of responsibility remain current and accurate (IVC7³; IVC7⁴; IVC7⁶).

Analysis and Evaluation

As new Board members, Trustees participate in a comprehensive orientation, as well as attend statewide Trustee training to ensure a thorough understanding of their role as Trustees. Additionally, training is conducted to provide an understanding of the Board's Policies and Administrative Procedures pertaining to Board operations. Board Policies are regularly reviewed and updated in accordance with BP 2410 and AP 2410 and based upon changes to state and federal law. In addition, all Board Policies and Administrative Procedures undergo a comprehensive review every six years to ensure their accuracy.

IV.C.7 Evidence

IVC7¹: Board Minutes Webpage

IVC7²: Board of Trustees Meeting Agendas

- IVC7³: BP 2410 Board Policies and Administrative Procedures
IVC7⁴: AP 2410 Board Policies and Administrative Procedures
IVC7⁵: Board of Trustees Policies
IVC7⁶: Policy and Procedure Flow Chart

IV.C.8

To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard

The Governing Board has a long-standing deep commitment to student success and equity. This commitment is reflected in the District's mission statement, Board policies, and the Board's annual goals as well as ongoing practices. The Board carefully monitors key indicators of student success and remains informed about student learning on an ongoing basis. The Board receives regular reports at its public meetings on various student outcomes and achievement including: transfer outcomes, annual degrees and certificates awarded, enrollment trends, student demographic trends, basic skills outcomes, student success planning, student support services including outcomes indicators, diversity, assessment and placement data, the Student Success Scorecard, Honors Program outcomes and Learning Communities. The Board also reviews curriculum after review and approval by the faculty, including new and revised courses and academic programs. In addition, the Board periodically schedules workshops on particular topics to facilitate dialogue about student learning and achievement and institutional effectiveness. The most recent Board workshop was on student retention and success where the District's overarching student success goals were reviewed and the colleges and Continuing Education highlighted model programs focusing on student success at each institution (IVC8¹; IVC8²). Previous workshops topics have included: Accreditation, Student Mental Health Services, Participatory Governance, and Workforce Trends (IVC8³; IVC8⁴; IVC8⁵).

The Board's Annual Goals also reflect a commitment to academic excellence and to the importance of the role of the Governing Board in accreditation. Goal one states:

- Ensure that top priority is assigned to supporting the accreditation process in preparation for the Spring 2017 visits by the Accrediting Commission for Junior and Community Colleges (ACCJC) and the Accrediting Commission for Schools (ACS) (Strategic goals 1-5; ACCJC Accreditation Standard IV. C.1-13) by:
 - Reviewing key accreditation standard and practices.
 - Reviewing and participating in the development of the colleges' and Continuing Education's Self Evaluations Reports.
 - Receiving regular reports on the accreditation planning and preparation process.

Each The Board's goals reference the relevant Accreditation Standards, as well as the District's Strategic goals (IVC8⁶). The Board of Trustees' annual goals serve as the foundation of the Board's Annual Self-Evaluation (IVC8⁷).

Another important component of the Board's commitment to ensuring student success is the creation of a Board Subcommittee on Student Success and Accreditation that meets regularly to review student outcomes data in detail and prepare for accreditation. The Board Subcommittee was established in 2009 and is comprised of two Board members. The subcommittee is staffed by the Vice Chancellor, Student Services.

Periodically, the Board Subcommittee on Student Success and Accreditation invites the Chancellor and presidents to meet to dialogue on a specific area of interest such as enrollment management and accreditation (IVC8⁸). The Board Subcommittee members make periodic reports at public Board meetings on information discussed at the subcommittee meetings to keep the full Board informed about student achievement and institutional effectiveness (IVC8⁹).

The Board's commitment to monitoring student achievement is also demonstrated by the Board's practice of scheduling public Board meetings on each of the campuses each year to encourage the college community to participate in meetings, interact with Board members, and learn more about the Board's role. Moreover, campus meetings include a special meeting segment, generally one hour in length, where the colleges showcase academic programs and services with a specific focus on student learning and academic achievement. These meetings have become an important mechanism to highlight the excellent work of the institutions in meeting their mission.

Another indication of the Board's commitment to ensuring student success is to collaborate with the Board of Education of the San Diego Unified School District, which is the governing body for all of the District's K-12 feeder schools. Each year, the two boards hold a joint board meeting where they review outcomes of first-time high school students transitioning to City, Mesa, and Miramar Colleges, as well as the various concurrent enrollment partnership programs, and support services between the two districts. An important outcome of the joint board meetings is the establishment of joint goals focused on student outcomes and services. Each year, the boards receive a report on the districts' progress accomplishing the prior year's goals. Examples of joint goals that focused on key indicators of student learning and achievement include: assessment and placement data for high school students transitioning to college; Retention and Success of First Time Students, Career Technical Program alignment; English and mathematics curriculum alignment between high school and community college; and partnership programs between the colleges and feeder high schools in the Districts (IVC8¹⁰; IVC8¹¹; IVC8¹²; IVC8¹³; IVC8¹⁴; IVC8¹⁵; IVC8¹⁶; IVC8¹⁷; IVC8¹⁸).

This commitment between the two Districts has resulted in a number of improvements to programs and services. For example, a Master Memorandum of Understanding (MOU)

Agreement was developed to formalize the many academic and support services partnerships between the two Districts. The MOU delineates responsibility for academic program structure, student support services, data sharing, student safety, and facility use. The MOU is reviewed by both Districts and updated by the boards annually. Another significant outcome of this collaborative effort is expansion of partnership programs to additional high schools to provide greater access to college classes for students seeking pathways to higher education. In 2016 the districts collaborated to create College and Career Access Pathway partnership agreements to expand concurrent enrollment of high school students, in accordance with new provisions in state law (IVC8¹⁹).

Another important outcome of the commitment of both districts to collaboration is a formalized effort to align curriculum in English and mathematics between high school and community college courses to improve college-readiness and student success in college level classes. Math and English faculty from both Districts have been meeting to address the important need to examine curriculum and improve the successful transition from high school to college. The effort has been data-driven and outcomes-focused.

Analysis and Evaluation

The Board is fully engaged in discussions about student outcomes, and institutional effectiveness and is committed to student success and academic quality as evident in its policies, practices, processes and ongoing collaboration with the Board of its feeder high school district.

The Board of Trustees establishes clear expectations for student success and equity and regularly reviews key indicators of student learning and achievement with a focus on continuous improvement of academic programs and services to ensure the District is accomplishing its goals for student success.

The Board is informed of student outcomes through its Subcommittee on Student Success and Accreditation that was created in 2009, as well as through regular reports on student outcomes at Board meetings and Board retreats. The Board of Trustees' annual goals also reflect an expectation for institutional effectiveness and student success, along with the Board's commitment to accreditation.

IV.C.8 Evidence

- IVC8¹: Board of Trustees Workshop on Student Success and Retention Agenda, August 27, 2015
- IVC8²: Board of Trustees Workshop on Student Success and Retention PowerPoint, August 27, 2015
- IVC8³: Reports and Presentations for the Board of Trustees
- IVC8⁴: Participatory Governance and Planning Conference, November 6, 2014
- IVC8⁵: Participatory Governance and Planning Conference PowerPoint,

November 6, 2014

- IVC8⁶: Board of Trustees Goals and District's Strategic Planning Goals
- IVC8⁷: Board of Trustees Self Eval Agenda Item 09/08/16
- IVC8⁸: Board Subcommittee on Student Success and Accreditation Meeting Agendas
- IVC8⁹: Board Reports showing Board Subcommittee Updates
- IVC8¹⁰: SDCCD/SDUSD Joint Board Meeting 2013 Minutes
- IVC8¹¹: SDCCD/SDUSD Joint Board Meeting 2013 PowerPoint
- IVC8¹²: SDCCD/SDUSD Joint Board Meeting 2014 Minutes
- IVC8¹³: SDCCD/SDUSD Joint Board Meeting 2014 PowerPoint
- IVC8¹⁴: SDCCD/SDUSD Joint Board Meeting 2015 Minutes
- IVC8¹⁵: SDCCD/SDUSD Joint Board Meeting 2015 PowerPoint
- IVC8¹⁶: SDCCD/SDUSD Joint Board Meeting Agendas
- IVC8¹⁷: SDCCD/SDUSD Joint Board Meeting 2016 PowerPoint
- IVC8¹⁸: SDCCD/SDUSD Joint Board Meeting 2016 Minutes
- IVC8¹⁹: College and Career Access Pathway (CCAP) Agreements 2016

IV.C.9

The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

The District has a clear process for orienting Board members, which includes an overview of District operations, a review of ethical rules and responsibilities, a briefing on compliance with the Ralph M. Brown and Fair Political Practices acts, a review of the roles of auxiliary organizations and employee organizations, and a discussion about preparing for, and conduct during, Board meetings. The Chancellor, in consultation with the president of the Board, facilitates semi-annual Board retreats, and schedules regular educational presentations to the Board throughout the year. Board members participate in both mandated training such as Ethics Training required under AB1234, and engage in training through attendance at conferences like the Community College League of California and the Association of Community College Trustees where leadership development training is provided. Board members have demonstrated a commitment to fulfilling their policy and oversight role, and responsibility for ensuring educational quality. The Board has followed policy in ensuring continuity of Board membership when vacancies have occurred. The staggering of Board elections provides continuity of governance (IVC9¹; IVC9²; IVC9³; IVC9⁴; IVC9⁵; IVC9⁶).

Analysis and Evaluation

In addition to orientation of new Trustees, Board members participate in an annual retreat facilitated by the Chancellor, in consultation with the President of the Board. The Board of Trustees also participates in mandated ethics training and engage in training through attendance at conferences where leadership development training is provided. The Board follows policy ensuring continuity of Board membership when vacancies occur.

IV.C.9 Evidence

- IVC9¹: BP 2010 *Board Membership*
- IVC9²: BP 2110 *Vacancies on the Board*
- IVC9³: BP 2740 *Board Education*
- IVC9⁴: Ethics Training Required by AB 1234
- IVC9⁵: Community College League of California Leadership Development
- IVC9⁶: Association of Community College Trustees Trustee Education Services & Resources

IV.C.10.

Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

The Board of Trustees consistently adheres to its self-evaluation policies. Board members routinely assess their practices, performance, and effectiveness in promoting and sustaining academic quality and institutional effectiveness. The Board's annual self-evaluation is published and adopted at an open meeting of the Board of Trustees and is available as part of the Board's published agenda. The Board's self-evaluation informs their goals, plans and training for the upcoming year. The Board also publishes the Board of Trustees Goals on the District's website.

The Board's self-evaluation process has facilitated a focus on appropriate roles and responsibilities in the policy-making and accreditation activities of the District; and in helping promote and sustain educational quality, institutional effectiveness, and student success. All Board members regularly participate in training, orientation, goal-setting, and self-evaluation activities, which increased their knowledge of appropriate engagement in policy-making and oversight of student success and educational quality outcomes. The Board and Chancellor are committed to continuously improving the Board's self-evaluation

process to ensure the District achieves better outcomes in promoting and sustaining academic quality, institutional effectiveness, and student success (IVC10¹; IVC10²; IVC10³; IVC10⁴; IVC10⁵; IVC10⁶; IVC10⁷).

Analysis and Evaluation

The Board of Trustees routinely assesses their practices, performance, and effectiveness in promoting and sustaining academic quality and institutional effectiveness. The Board's annual self-evaluation is published and adopted at an open meeting of the Board of Trustees and available as part of the published agenda.

IV.C.10 Evidence

- IVC10¹: BP 2745 *Board Self-Evaluation*
- IVC10²: BP 2740 *Board Education*
- IVC10³: Board of Trustees Goals for 2015-2016 and 2016-2107
- IVC10⁴: Board of Trustees Self-Evaluations 2012-2013
- IVC10⁵: Board of Trustees Self-Evaluations 2013-2014
- IVC10⁶: Board of Trustees Self-Evaluations 2014-2015
- IVC10⁷: Board of Trustees Self-Evaluations 2015-2016

IV.C.11

The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Evidence of Meeting the Standard

The Board of Trustees has both a code of ethics and conflict of interest policy that includes a clearly defined process for dealing with behavior that violates the code. BP 2715, *Code of Ethics/Standards of Practice*, documents 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, (2) managing conflicts of interest and not intentionally using their position for personal gain, (3) monitoring compensation and expense accounts, (4) addressing 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 a proper manner, and (8) addressing administrative matters, assuring that they refrain from involving themselves in matters delegated to the

Chancellor. It further states that possible violations of the Code of Ethics will be addressed by the Board President, who will review the matter with the Board member in question and may establish a process to review the matter further if warranted. In instances where it is the President of the Board's behavior that is in question, the Executive Vice President will address the matter (IVC11¹).

In addition to the Code of Ethics, there are other policies relating to the behavior of Board members, which include conflict of interest (BP 2710), political activity (BP 2716), personal use of public resources (BP 2717), and communication among Board members (BP 2720) (IVC11²; IVC11³; IVC11⁴; IVC11⁵).

The Board also has numerous policies that specify how Trustees should conduct themselves in an appropriate and legal manner, as well as policies to assure that Trustees understand their duties and responsibilities, including BP 2200, and numerous policies regarding meetings and practices compliant with the Brown Act. Board members complete a Conflict of Interest form (California 700, *Statement of Economic Interest*) each year that ensures there are no conflict of interests with Board members. Annual completion of these forms is conducted under the leadership of the Risk Management Office and completed forms are maintained on file for public inspection (IVC11⁶). The Board members have no employment, family ownership or other personal financial interest in the District.

Analysis and Evaluation

The Board of Trustees has numerous policies that specify how Trustees are to conduct themselves in an appropriate and legal manner, as well as policies to ensure that Trustees understand their duties and responsibilities, and numerous policies regarding meetings and practices in compliance with the Brown Act. Trustees annually complete a Conflict of Interest form that ensures there is no conflict of interest of Board members.

IV.C.11 Evidence

- IVC11¹: BP 2715 *Code of Ethics/Standards of Practice*
- IVC11²: BP 2710 *Conflict of Interest*
- IVC11³: BP 2716 *Political Activity (Board of Trustees)*
- IVC11⁴: BP 2717 *Board of Trustees Personal Use of Public Resources*
- IVC11⁵: BP 2720 *Communications among Board Members*
- IVC11⁶: Conflict of Interest Forms for Board

IV.C.12

The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

The Board of Trustees delegates full authority to the Chancellor, who in turn, has responsibility for oversight of District operations and the autonomy to make decisions without interference. Per BP 2430, Trustees specifically agree to participate in the development of District policy and strategies, while respecting the delegation of authority to the Chancellor and presidents to administer the institution. Trustees pledge to avoid involvement in day-to-day operations (IVC12¹).

The Chancellor and the Executive team continue to support the training and focus of the Board on its policy-making role. The Board adheres to existing policies when evaluating the performance of the Chancellor and appropriately holds him/her, as their sole employee, accountable for all District operations. These practices have effectively empowered the Chancellor to manage the operations of the District and provide a structure by which the Board holds the Chancellor accountable (IVC12²; IVC12³).

Analysis and Evaluation

The Board of Trustees delegates full authority to the Chancellor and pledges to avoid involvement in day-to-day operations, effectively empowering the Chancellor to manage the operations of the District and provide a structure by which the Board holds the Chancellor accountable.

IV.C.12 Evidence

- IVC12¹: BP 2430 *Delegation of Authority to the SDCCD Chancellor*
- IVC12²: BP 2200 *Board Duties and Responsibilities*
- IVC12³: BP 2740 *Board Education*

IV.C.13

The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

The Governing Board is deeply committed to the importance of its role in accreditation and the need to be informed. One indication of this commitment is the Board's annual goals. Each goal references the relevant Accreditation Standard as well as District Strategic Goals. The Governing Board also receives regular updates on accreditation including: eligibility requirements, accreditation standards for both the colleges and Continuing Education, commission policies, accreditation processes, and progress reports on the institutions' Self Evaluation Reports. Updates are provided to the Board by the Chancellor and through the Board Subcommittee on Student Success and Accreditation, which is comprised of two Board members who meet to review accreditation matters as well as student success and equity outcomes data. Updates are also provided to the Board at the public Board meetings. One example is a comprehensive report provided to the Board in July 2014 on the new Accreditation Standards in preparation for the 2017 accreditation cycle (IVC13¹). Another example is a comprehensive update on accreditation provided to the Board of Trustees at their Spring 2016 Board Retreat, which was open to the public. The report included a review of the updated timeline, the map of the standards delineating responsibility of the colleges and the District, as well as an update on integrated planning and policy and procedure review (IVC13²).

Another indication of the Board's commitment to its role in accreditation is the establishment of a Board Subcommittee on Student Success and Accreditation in 2009. One of the responsibilities of the subcommittee is to engage in the accreditation process and monitor progress and compliance with the Accreditation Standards. The Board Subcommittee on Student Success and Accreditation closely monitors progress on accreditation throughout the accreditation cycle including periodically inviting the presidents and the Chancellor to dialogue on the standards and institutional effectiveness (IVC13³). Further, the Board Subcommittee reviews and discusses the colleges' and Continuing Education Self Evaluation Reports in detail, with a special focus on recommendations for self-improvement. The Self Evaluation Reports are also reviewed by the full Board in advance of submission to the Commission (IVC13⁴).

The Governing Board participates in the evaluation of the Governing Board roles and functions in a number of ways. Each year, the Board conducts a comprehensive self-evaluation by soliciting feedback from all constituent groups through an online survey which includes items pertaining to accreditation, the District mission, and fiscal oversight. The results are reviewed and discussed in detail by the Board Subcommittee on the Board

Self-Evaluation comprised of two board members. The subcommittee compares the results with previous year's evaluation as well as the expectations of Standard IV and the District's strategic goals. Based upon the feedback and expectations of accreditation, the subcommittee establishes the Board of Trustees' goals for the next academic year.

The results of the annual Board Self-Evaluation are distributed to each Board member for review. The District's strategic goals and Standard IV both provide an important framework for the Board's planning priorities. The results of the self-evaluation as well as the Board's goals are discussed at a public meeting of the Board and posted on the Board's webpage (IVC13⁵; IVC13⁶; IVC13⁷). Based upon the feedback, the Board develops plans for improvement and acts upon them. For example, in the 2014 evaluation, the Board noted that respondents indicated they would like to see the Board members more visible on campus. The Chancellor was charged with providing more specific information about campus events that would be most important for Board members to attend. The Board also participates in the evaluation of the Governing Board roles and functions through the Board Subcommittee on Student Success and Accreditation. In preparation for the Self-Evaluation reports, a meeting was held with the Board Subcommittee on Student Success and Accreditation and Standard IV Co- and Tri-Chairs from all four institutions to discuss the role of and function of the Board in the accreditation process, as well as the districtwide governance structure and assessment of its effectiveness (IVC13⁸).

The Board also encourages feedback from governance leaders through informal discussions and direct communication. The agendas for the Board of Trustees meetings include a standing agenda item titled: *Call for Academic Senates' Agenda Items for Discussion* to allow for the academic senate to address any matter before the Board (IVC13⁹). The Board schedules open door sessions before each Board meeting scheduled on the campuses (four times per year). Through these campus open sessions the Board invites the campus community to meet with them individually and provide feedback. The Board directs the individual feedback to the Chancellor for follow up. The Chancellor follows up with the individual, and shares the response with Board members. In addition, the Board holds a Board Retreat each semester where it focuses on planning matters and institutional effectiveness. The agenda includes reports from the presidents along with candid discussions about operational matters such as the state and District budget, student success planning, enrollment management, and various operational matters (IVC13¹⁰). The Board Retreat also serves as an important mechanism for the Board to establish expectations for excellence and ensure adequate support for effective operations of the institutions in accordance with the Accreditation Standards. All Board of Trustees meeting agendas and minutes are posted on the District webpage under Board of Trustees (IVC13⁹).

Analysis and Evaluation

The Board of Trustees' annual goals include the relevant Accreditation Standard, as well as District Strategic Planning Goals. The Board's commitment to its role in accreditation is evidenced by the establishment of a Board Subcommittee on Student Success and

Accreditation, with a responsibility to engage in the accreditation process and monitor progress and compliance with the Accreditation Standards. The Board informs itself through individual meetings with constituents at campus open sessions where the Board invites the campus community to provide comment and feedback. Feedback from a yearly online survey conducted by the Board is reviewed and discussed by the Board Subcommittee on the Board Self-Evaluation. Based on feedback and expectations of accreditation, the subcommittee establishes the Board of Trustees' goals for the next academic year.

The Board of Trustees is actively engaged in the accreditation process including evaluation of the Board's role and function in accreditation. The Board's Subcommittee on Student Success and Accreditation, along with periodic reports at public Board meetings and retreats, provide systematic mechanisms for the Board's active involvement in accreditation and facilitate the Board's review of information about eligibility requirements, accreditation standards, commission policies and accreditation processes to ensure that Board policies support excellence. The Board reviews all accreditation reports and the self-assessment reports, as well as changes to the accreditation standards.

IV.C.13 Evidence

- IVC13¹: Report on the June 2014 Revised Accreditation Standards Agenda and PowerPoint Presentation
- IVC13²: Update on Accreditation Spring 2016 Board of Trustees Retreat
- IVC13³: Board Subcommittee on Student Success and Accreditation Agendas
- IVC13⁴: Board of Trustees Minutes, July 8, 2010
- IVC13⁵: Results of Board of Trustees Self-Evaluations presented at September 24, 2015 Board meeting
- IVC13⁶: Results of Board of Trustees Self-Evaluations presented at September 8, 2016 Board meeting
- IVC13⁷: Board of Trustees Goals
- IVC13⁸: Board Subcommittee on Student Success and Accreditation and Standard IV Committee Accreditation Meeting Materials
- IVC13⁹: Board of Trustees Meeting Agendas
- IVC13¹⁰: Board of Trustees Retreat Agendas

IV.D Multi-College Districts or Systems

IV.D.1

In multi-college districts or systems, the district/system CEO provides 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. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

Evidence of Meeting the Standard

The Chancellor has served as the Chief Executive Officer of the District for twelve years. She is highly regarded both statewide and nationally. She has been instrumental in providing leadership in the implementation of a number of statewide initiatives, the most recent being the Bachelor's Degree Pilot Program. She is frequently called upon by legislators and community leaders for her expertise and exceptional leadership in higher-education. The Chancellor provides strong leadership in establishing and communicating expectations of educational excellence and integrity throughout the District, and consistently assures support for the effective operations of the institution. At the beginning of each academic year, the Chancellor holds a retreat with her Executive Cabinet to plan and establish priorities and expectations for the year (IVD1¹). In addition, she shares her annual goals, which serve as the broad planning framework for the year. The Chancellor's annual goals consistently focus on institutional excellence and a demonstrated commitment to the effective operation of the institutions. For example, the Chancellor's 2015-2016 goals included: providing leadership for institutionalizing instructional and student services initiatives; continuing leadership and support for the bond programs and other facilities projects; support for the planning activities, decisions, and functions of the Board of Trustees; providing leadership for setting and achieving enrollment management goals; and developing budget plans and strategies to address stabilization and future needs. Each year, the Chancellor's evaluation conducted by the Board, includes an assessment of the Chancellor's major goals and objectives. The Chancellor's 2016-2017 goals reflect the same commitment to institutional excellence and effective operations of the institutions (IVD1²).

Another mechanism the Chancellor uses to establish and communicate expectations of educational excellence is through Chancellor's Forums scheduled on each campus and the District Office at the beginning of the fall semester. The date, time and location of the forums are widely communicated throughout the colleges and District community. The purpose of the forums is for the Chancellor to provide updates and communicate planning priorities for the academic year. The presentation routinely includes items on enrollment, including FTES targets for the year, student demographic highlights, and a detailed discussion on the budget, and District budget priorities among other items. The forums are attended by hundreds of faculty, staff, and students each year (IVD1³; IVD1⁴; IVD1⁵; IVD1⁶; IVD1⁷; IVD1⁸; IVD1⁹).

The Chancellor also establishes expectations of excellence in her Chancellor Messages, which serve as regular written communication to the entire District on enrollment, the budget and various major planning items such as the new Baccalaureate Degree Pilot (IVD1¹⁰). The Chancellor's Messages are clear examples of the Chancellor's commitment to communicating the excellent work of the District in fulfilling its mission, as well as the Chancellor's expectations for the exemplary operation of the organization.

The Chancellor also communicates expectations of educational excellence through the Chancellor's Cabinet Updates. Each month the Chancellor publishes and widely disseminates a Chancellor's Cabinet Update which reports on districtwide matters discussed and decisions made at the Chancellor's Cabinet meetings. The Chancellor's Cabinet Updates are posted online and available in print format (IVD1¹⁰). The Chancellor also routinely communicates to the entire District in her Chancellor's Messages. The goal of these updates is to ensure good communication so that employees are informed about local and statewide matters that affect the District. The Chancellor's Messages always include information about the state budget, and student enrollment. Other items have included the Baccalaureate Pilot Program, Strategic Communications Plan, Associate Degree Initiative, Summer Session, Social Media Strategy, Student Success and Equity Plans, The Violence Against Women Reauthorization Act of 2013, the Online Education Initiative, Emergency Planning/Communication, New ACCJC Standards of Accreditation, Student Success Scorecard, and Commencement.

The Chancellor has established clearly defined roles and responsibility of the District Administrative departments through the District's *Delineation of Function Map* which is published in the District's *Administration and Governance Handbook* (IVD1¹¹). The map is reviewed and updated annually reflecting changes in roles and responsibilities of the District and Institution. The Chancellor also initiated a functional map specifically addressing the roles of the District and colleges for each Accreditation Standard to facilitate the self-evaluation process. The map was reviewed and approved by all of the constituency groups (IVD1¹²).

Analysis and Evaluation

As a long standing, highly respected Chief Executive Officer of the SDCCD, the Chancellor provides exemplary leadership in establishing and communicating expectations for educational excellence and integrity throughout the organization. The Chancellor's leadership is well known throughout the state and nation. She has been instrumental in many statewide initiatives that have contributed to the mission of the District and future of community colleges including the statewide Student Success Act and the Baccalaureate Degree Pilot program. Through careful planning and weekly meetings along with an annual retreat with her Executive Cabinet, comprised of the Presidents, Vice Chancellors, Director of Communications and Public Relations and Executive Assistant to the Chancellor, the Chancellor ensures effective operation of the District and its institutions. Working with her

Executive Cabinet, the Chancellor has established clearly defined roles and responsibilities between the colleges and District administrative departments. This delineation of function is published annually and communicated throughout the organization.

IV.D.1 Evidence

- IVD1¹: Chancellor's Cabinet Retreat Agendas
- IVD1²: Chancellor's Annual Goals 2016-2017
- IVD1³: Chancellor's Forum Date Announcements and Presentations 2016
- IVD1⁴: Chancellor's Forum Date Announcements and Presentations 2015
- IVD1⁵: Chancellor's Forum Date Announcements and Presentations 2014
- IVD1⁶: Chancellor's Forum Date Announcements and Presentations 2013
- IVD1⁷: Chancellor's Forum Date Announcements and Presentations 2012
- IVD1⁸: Chancellor's Forum Date Announcements and Presentations 2011
- IVD1⁹: Chancellor's Forum Date Announcements and Presentations 2010
- IVD1¹⁰: Chancellor's Cabinet Updates
- IVD1¹¹: Delineation of Functions, *Administration and Governance Handbook*
- IVD1¹²: Delineation of Functions Map on District Accreditation Website

IV.D.2

The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

Evidence of Meeting the Standard

As the Chief Executive Officer of the District, the Chancellor clearly delineates, documents and communicates operational responsibilities and functions of the District from those of the colleges, and consistently adheres to this delineation in practice. A *Delineation of Function Map* that describes the operational responsibilities and functions of the District departments and the colleges/Continuing Education was first produced in 2004, and is routinely updated each year (IVD2¹). It is widely disseminated districtwide through the *Administration and Governance Handbook*, as well as posted on the District's Accreditation webpage. The District's *Administration and Governance Handbook* is also available on the District website (IVD2²). In addition, the District has created a functional map for the Accreditation Standards that delineate responsibility for meeting the Standards between the colleges and the District.

The Chancellor holds each president responsible for the operation of their respective institution as articulated in the *Delineation of Function map*, and the presidents' job description. The Chancellor ensures that the colleges receive effective and adequate services provided by the District to assist them in achieving their mission in a number of ways. One example is that the Chancellor meets regularly with each college president to discuss operational matters. Another mechanism is through the Chancellor's Cabinet which is comprised of the Executive leadership of the District including the Presidents, Vice Chancellors, Director of Communications and Public Relations, and Executive Assistant to the Chancellor. The Cabinet meets weekly to address operational and policy matters and includes clear expectations for follow up on matters before the Cabinet. The Chancellor's Cabinet meetings also serve as an important forum for the presidents to provide feedback on the services of the District divisions and departments, as well as the effectiveness of operational responsibilities (IVD2⁴; IVD2⁵).

The weekly Chancellor's Cabinet agenda includes the following major operational areas:

- Instruction and Student Services
- Board Agenda
- Finance and Operations
- Human Resources and Collective Bargaining
- Facilities and Police
- National, State, Regional and Community Issues
- Conference, Events, and Information
- Personnel and Legal
- Roundtable

Under each major heading, there are standing and new items each week. For example, standing items under Instruction and Student Services include: Enrollment Report and Accreditation Planning, and under Finance and Operations, a standing item includes Budget Update. New weekly items have included The San Diego Promise pilot, The Student Success Scorecard, Policy and Procedure Review and The Baccalaureate Pilot Program (IVD2³).

Further, periodically the Chancellor's Cabinet agenda includes a Policy and/or Major item for discussion where the meeting time is extended for significant dialogue on an important policy matter. Items have included: accreditation, enrollment management, districtwide communication strategic planning, and funding for the San Diego Promise (IVD2⁶). After each meeting, a list of action items including expected completion dates, is distributed to all cabinet members for follow up (IVD2⁵). Another example of the Chancellor's commitment to effective operations and support for the colleges in achieving their mission is that the Chancellor meets informally each semester with the Academic Senate presidents where she receives direct feedback on operations. The Chancellor also holds an open forum at each college, Continuing Education and the District Office each year. The purpose of the forums

is to present the District's annual plans, priorities, enrollment and budget outlook for the year. The forums are widely attended by staff, faculty, management and students (IVD2⁸).

Each month the Chancellor also publishes and widely disseminates a Chancellor's Cabinet Update which reports on districtwide matters discussed and decisions made at the Chancellor's Cabinet meetings. The Chancellor's Cabinet Updates are posted online and available in print format (IVD2⁶). The Chancellor also routinely communicates to the entire District in her Chancellor's Messages. The goal of these updates is to ensure good communication so that employees are informed about local and statewide matters that affect the District. The Chancellor's Messages always include information about the state budget and student enrollment. Other items have included the Baccalaureate Pilot Program, Strategic Communications Plan, Associate Degree Initiative, Summer Session, Social Media Strategy, Student Success and Equity Plans, The Violence Against Women Reauthorization Act of 2013, the Online Education Initiative, Emergency Planning/Communication, New ACCJC Standards of Accreditation, Student Success Scorecard, and Commencement. The Chancellor also holds *open office hours* at both the colleges/Continuing Education and the District office where employees can meet directly with her to discuss concerns and provide feedback on institutional effectiveness, including operations both at the district office and the campus (IVD2⁹).

To assess the ongoing effectiveness of District services provided to the colleges to support their effectiveness, a districtwide survey was conducted Spring 2016, to obtain feedback on the effectiveness of the District divisions and departments in supporting the institutional priorities, mission and functions. The results were provided to the Chancellor, the presidents, the Vice Chancellors as well as to the colleges. The results have been published on the District website. The results show overall high satisfaction levels with the services provided by the District divisions and departments (IVD2¹⁰). The District divisions also develop annual goals and undergo an assessment of those goals each year. While the intent of this program review process was that it be conducted annually, due to changes in leadership it has varied by division. However, the new leadership committed to resuming an annual review beginning in 2015-2016. All of the divisions have completed their review and action plans for 2016-2017 incorporating the feedback obtained in the survey of the effectiveness of services. The annual plans and assessment will be relied upon by the Chancellor to determine future needs and requests for additional funding (IVD2¹¹).

Resources are allocated to each college through the District budget model that includes resources for fixed costs (i.e. personnel), enrollment (FTES) targets and other contractual commitments (i.e. reassigned time). In addition, resources are allocated to each District administrative unit to fulfill their responsibilities to the overall organization and the colleges including IT resources, student records maintenance, and legal services.

Several Board policies and procedures address budget preparation, budget and fiscal management along with several others related to asset management, inventory of records and property, disposal of property, investments, purchasing and contract services to name

the most common relevant to fiscal related operations (IVD2¹²; IVD2¹³; IVD2¹⁴; IVD2¹⁵; IVD2¹⁶; IVD2¹⁷; IVD2¹⁸; IVD2¹⁹; IVD2²⁰; IVD2²¹; IVD2²²; IVD2²³; IVD2²⁴; IVD2²⁵; IVD2²⁶; IVD2²⁷; IVD2²⁸; IVD2²⁹; IVD2³⁰; IVD2³¹; IVD2³²; IVD2³³; IVD2³⁴; IVD2³⁵; IVD2³⁶; IVD2³⁷; IVD2³⁸; IVD2³⁹; IVD2⁴⁰; IVD2⁴¹; IVD2⁴²; IVD2⁴³; IVD2⁴⁴; IVD2⁴⁵). The previously referenced policies and procedures clearly delineate the responsibility of the District with regard to fiscal related functions and allocations. And, each college has a Business Services office responsible for budget allocation at the college level in support of its programs and operations.

District fiscal related operational responsibilities are clearly communicated and consistently adhered to by the District's Fiscal Services office. As part of the tentative and adopted budget development process each year, the District's Fiscal Services office calculates projected revenues for the next fiscal year based upon the state's prior years' estimated earned and funded FTES for the District. In addition, a 1% unfunded FTES is included in the districtwide targeted FTES to allow the District to fully serve student demand.

The targeted FTES is included in the General Fund Unrestricted (GFU) Budget Allocation Model (BAM) (IVD2¹³), which estimates state apportionment revenue, other state and local funding to arrive at available continuous resources to be considered in the budget development process. The Campus Allocation Model (CAM) (IVD2¹²) is used to convert FTES targets for each college into FTEF funding for noncontract personnel costs, contract personnel costs and other contractual commitments (e.g., reassigned time) which are added to other discretionary funding allocations in order to arrive at a GFU continuous budget expense allocation.

The continuous college costs are added to the District Office and districtwide support costs along with other reserves and set asides including collective bargaining agreements to arrive at the districtwide expenses required to support the projected districtwide revenue. In the event of a shortfall, it is offset by the estimated beginning balance. Conversely, an excess might be added to a GFU reserve fund or provide one-time funds for any expense not previously considered in the BAM. The colleges are then responsible for allocating its available resources identified in the CAM to college operations.

In August 2016, the Chancellor led the effort to articulate a systematic process for adding new positions and allocating additional resources in the District divisions linked to the annual action planning and program review. Working with the Vice Chancellors and Director of Communications and Public Relations, the process was documented and agreed upon (IVD2⁴⁷). The process includes linking all requests for additional resources, both one-time and continuous, including request for new positions, to the respective Division's annual Action Plans and assessment, which is similar to the colleges' program review. Requests are also linked to the District mission and strategic goals. In addition, requests for additional funding also must include identification of other possible funding sources, as appropriate. All requests are reviewed by the Chancellor, Vice Chancellors and Director of

Communications and Public Relations, as well as the Chancellor's Cabinet, with final approval by the Chancellor.

The districtwide Budget Planning and Development Council (IVD2⁴⁷) meets monthly with the campus representatives to discuss state and district budget updates. In addition, information is shared with the Chancellor's Cabinet, the District Governance Council and the Board's Budget Study and Audit Subcommittee.

The District is responsible for identifying and calculating districtwide revenue resources and allocation of those resources to the colleges and district operations in support of student access. Planning occurs at both the District and college level with an ongoing emphasis on integrating planning to resource allocation based upon projected revenues and expenses in support of the mission of the colleges and the community served by the District.

Analysis and Evaluation

The Chancellor clearly delineates documents and communicates operational responsibilities and functions of the District administrative units from those of the colleges. This delineation of roles and responsibilities are consistently adhered to and reviewed periodically to ensure effective operation. The Chancellor holds the President responsible for the overall operation of the college and ensures the college has adequate resources and support to achieve its mission. The administrative divisions of the District – Business and Technology Services, Instructional Services, Facilities Management, Human Resources, Communication and Public Information, and Student Services provide resources and support to the colleges in achieving their missions. The administrative divisions conduct annual planning and assessment of the effectiveness of operations in supporting the mission and functions of the institutions. In 2016, a survey of the effectiveness of services was added to the annual self-assessment to gather feedback from the institutions. The results of the survey are included in the division's action plans for the following year. This continuous feedback loop contributes to the overall effectiveness of District programs and services.

IV.D.2 Evidence

- IVD2¹: Delineation of Functions Map on District Accreditation Website
- IVD2²: *Administration and Governance Handbook*
- IVD2³: SDCCD Accreditation Functional Map
- IVD2⁴: Chancellor's Cabinet Meeting Agendas 2015-2016
- IVD2⁵: Chancellor's Cabinet Action Items
- IVD2⁶: Chancellor's Cabinet Updates
- IVD2⁷: Chancellor's Cabinet Agendas Policy and/or Major Items
- IVD2⁸: Chancellor's Open Forum PowerPoint presentations 2015
- IVD2⁹: Chancellor's "Open Office Hours" 2010-2016
- IVD2¹⁰: District Offices Employee Surveys Spring 2016
- IVD2¹¹: District Divisions/Departments Action Plans 2016-2017

- IVD2¹²: Campus Allocation Model (CAM) sample
- IVD2¹³: Budget Allocation Model (BAM) sample
- IVD2¹⁴: BP 6200 Budget Preparation
- IVD2¹⁵: AP 6200.1 *District support for Associated Student Organizations*
- IVD2¹⁶: AP 6200.2 *Budgeting for Minor Improvement Funds*
- IVD2¹⁷: AP 6200.3 *Campus Budget Model*
- IVD2¹⁸: AP 6200.4 *Revenue and Expense Projections*
- IVD2¹⁹: AP 6200.5 *Preparation of Budget Book*
- IVD2²⁰: AP 6200.6 *Budget Preparation – Automated System(s)*
- IVD2²¹: BP 6250 *Budget Management*
- IVD2²²: AP 6250.1 *Associated Student Budget*
- IVD2²³: AP 6250.2 *Budget Management – Budget Transfers*
- IVD2²⁴: BP 6300 *Fiscal Management*
- IVD2²⁵: AP 6300.1 *Purchase of Food and Refreshments*
- IVD2²⁶: AP 6300.2 *Library Overdue Notice*
- IVD2²⁷: AP 6300.3 *Student Emergency Loan Fund*
- IVD2²⁸: AP 6300.4 *Associated Student Petty Cash Fund*
- IVD2²⁹: AP 6300.5 *Associated Student Funds: Purchase of Equipment*
- IVD2³⁰: AP 6300.6 *Associated Student Banking*
- IVD2³¹: AP 6300.7 *Associated Student Loans for Books and Supplies*
- IVD2³²: AP 6300.8 *Remote Image Deposit Procedure*
- IVD2³³: AP 6300.9 *Disputed Credit Card Procedure*
- IVD2³⁴: AP 6300.10 *Revolving Cash Funds*
- IVD2³⁵: AP 6300.11 *Student Refunds*
- IVD2³⁶: AP 6300.12 *District Cashiering, Collections and Deposits*
- IVD2³⁷: BP 6520 *Asset Management and Inventory of Property and Records*
- IVD2³⁸: AP 6520.1 *Equipment Inventory*
- IVD2³⁹: AP 6520.2 *Transfer of Equipment*
- IVD2⁴⁰: BP 6550 *Disposal of Property*
- IVD2⁴¹: AP 6550.1 *Disposal of Property*
- IVD2⁴²: AP 6550.2 *Storage and Disposal of Records*
- IVD2⁴³: BP 6320 *Investments*
- IVD2⁴⁴: AP 6320.1 *Investment of Associated Student Funds*
- IVD2⁴⁵: AP 6320.2 *Investments*
- IVD2⁴⁶: District Office Action Planning and Self-Assessment Program Review
- IVD2⁴⁷: Budget Planning and Development Council (BPDC) agendas and minutes

IV.D.3

The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.

Evidence of Meeting the Standard

The District has several Board Policies and Administrative Procedures related to the allocation of resources to support the effective operations and sustainability of the colleges, Continuing Education and the District. Board Policies and associated Administrative Procedures, which most relate to the allocation of resources and the effective control of expenditures are the following:

BP 6100 and AP 6100.1 *Delegation of Authority*, which delegates to the Chief Business/Fiscal Officer of the District the authority to supervise, administer and ensure adequate controls exist to ensure compliance with all laws and regulations, and with the California Community College Budget and Accounting Manual, and with Title 5 regulations with appropriate periodic reporting to the Board regarding the financial status of the District. This delegated authority is also subject to the condition that certain types of transactions be submitted to the Chancellor for review and approval as determined by the Chancellor (IVD3¹; IVD3²).

BP 6200: *Budget Preparation* (IVD3³)

AP 6200.3 *Campus Budget Model* (IVD3⁴)

AP 6200.4 *Revenue and Expense Projections* (IVD3⁵)

BP 6250: *Budget Management* (IVD3⁶)

AP 6250.2 – *Budget Transfers* (IVD3⁷)

BP 6300: *Fiscal Management*

AP 6300.1 through AP 6300.12, which address various fiscal related items (IVD3⁸; IVD3⁹; IVD3¹⁰; IVD3¹¹; IVD3¹²; IVD3¹³; IVD3¹⁴; IVD3¹⁵; IVD3¹⁶; IVD3¹⁷; IVD3¹⁸; IVD3¹⁹; IVD3²⁰)

Each of the previously stated Board Policies and Administrative Procedures clearly define the roles, responsibilities and allocation process related to resource and expenditures within the budget development process. Annual resource allocation is primarily based upon state revenue apportionment funding, state restricted funds, and all federal, state and local grants and contracts in any given fiscal year. The District estimates apportionment revenue based upon the prior year's state funded FTES increased by system-wide Growth and COLA as defined in the state's adopted budget for any given fiscal year plus 1% unfunded FTES.

Allocation of the estimated revenue resources is considered in the Budget Allocation Model (BAM), which projects the Districtwide Revenue and Expense Allocations to be used in the

development of the District's annual budget and provide effective control of expenditures (IVD3²¹). The allocation of resources adequacy is based upon FTES targets for the college and Continuing Education to be translated into FTEF funding for each entity, which then covers contract compensation costs for filled and vacant positions to support the targeted FTES to be generated and other discretionary costs.

The colleges, Continuing Education, districtwide support service operations (e.g., Campus Police, IT, facility maintenance and operations) and the District Offices are then responsible for the resource allocation within their areas of responsibility according to their own operational needs and planning efforts based upon the Budget Allocation Model.

Analysis and Evaluation

The District's BP 6200 *Budget Preparation*, BP 6250 *Budget Management* and BP 6300 *Fiscal Management* require that the budget preparation as well as, the budget and fiscal management of the District are in accordance with Title 5 and the California Community College Budget and Accounting Manual required of all 72 community college districts in the state. The previously referenced policies establish how resources are allocated and reallocated at the District in accordance with the State of California's enacted annual budget, which funds all 72 districts based upon a funding formula, which provides base and FTES apportionment funding for each district. While state funding of the 72 districts is not based upon a true cost of education formula, the adequacy of the funding is tied to each district's targeted annual funded FTES. The District funds the colleges and Continuing Education based upon each entities' proportional share of the District's state-targeted annual funded FTES. Therefore, the colleges and Continuing Education are adequately funded to support effective operations and sustainability as determined by the state. BP 6300 *Fiscal Management* also requires adequate internal controls to exist and BP 6250 *Budget Management*, in accordance with Title 5 regulates budget and expenditure limitations and policy.

IV.D.3 Evidence

- IVD3¹: BP 6100 *Delegation of Authority*
- IVD3²: AP 6100.1 *Delegation of Authority*
- IVD3³: BP 6200 *Budget Preparation*
- IVD3⁴: AP 6200.3 *Campus Budget Model*
- IVD3⁵: AP 6200.4 *Revenue and Expense Projections*
- IVD3⁶: BP 6250 *Budget Management*
- IVD3⁷: AP 6250.2 *Budget Management – Budget Transfers*
- IVD3⁸: BP 6300 *Fiscal Management*
- IVD3⁹: AP 6300.1 *Purchase of Food and Refreshments*
- IVD3¹⁰: AP 6300.2 *Library Overdue Notice*
- IVD3¹¹: AP 6300.3 *Student Emergency Loan Fund*
- IVD3¹²: AP 6300.4 *Associated Student Petty Cash Fund*

- IVD3¹³: AP 6300.5 *Associated Student Funds: Purchase of Equipment*
- IVD3¹⁴: AP 6300.6 *Associated Student Banking*
- IVD3¹⁵: AP 6300.7 *Associated Student Loans for Books and Supplies*
- IVD3¹⁶: AP 6300.8 *Remote Image Deposit Procedure*
- IVD3¹⁷: AP 6300.9 *Disputed Credit Card Procedure*
- IVD3¹⁸: AP 6300.10 *Revolving Cash Funds*
- IVD3¹⁹: AP 6300.11 *Student Refunds*
- IVD3²⁰: AP 6300.12 *District Cashiering, Collections and Deposits*
- IVD3²¹: Budget Allocation Model (BAM) sample

IV.D.4

The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.

Evidence of Meeting the Standard

The Chancellor delegates full responsibility and authority to the college presidents and supports them in implementing District policies at their respective colleges. College presidents are held accountable for their college's performance by the Chancellor, the Board, and the communities they serve. College presidents are expected to strictly adhere to all District policies, and the Chancellor asks that communication between the college and the District be thorough and regular.

District policy clearly specifies the roles and responsibilities of the Chancellor and presidents. According to policy, "The President is a key position of education leadership and is responsible for the total program assigned. He/she shall be responsible to the Chancellor. The authority of the Presidents is delegated to them by the Chancellor who in turn has received authority from the Board. The overall responsibility is to provide leadership and coordination which will encourage the staff, the community and the students to work together toward the best program which they can conceive" (IVD4¹; IVD4²; IVD4³).

Analysis and Evaluation

BP 0010 *District Administrative Organization*, stipulates the President is responsible for the total program assigned. Authority of the Presidents is delegated to them by the Chancellor who in turn has received authority from the Board. College Presidents are expected to strictly adhere to all District Policies and the Chancellor expects that all communication between the College and the District be thorough and regular.

IV.D.4 Evidence

- IVD4¹: Policy 0010 *Governance - District Administrative Organization*
- IVD4²: BP 2200 *Board Duties and Responsibilities*
- IVD4³: BP 2430 *Delegation of Authority to the SDCCD Chancellor*

IV.D.5

District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

Evidence for Meeting the Standard

SDCCD's planning and evaluation processes are becoming more integrated with the College's planning and evaluation processes. Both entities have the same basic goals, to maximize student learning and achievement and to improve institutional effectiveness through integrated planning. The SDCCD plan is drawing from the College's experience to identify strategic planning assumptions and measurable outcomes for the District's goals. When the new plan is drafted, it will be vetted among the various participatory governance groups at SDMC. SDCCD has an established Strategic Planning Committee that encompasses representatives from all campus consistencies from across the district.

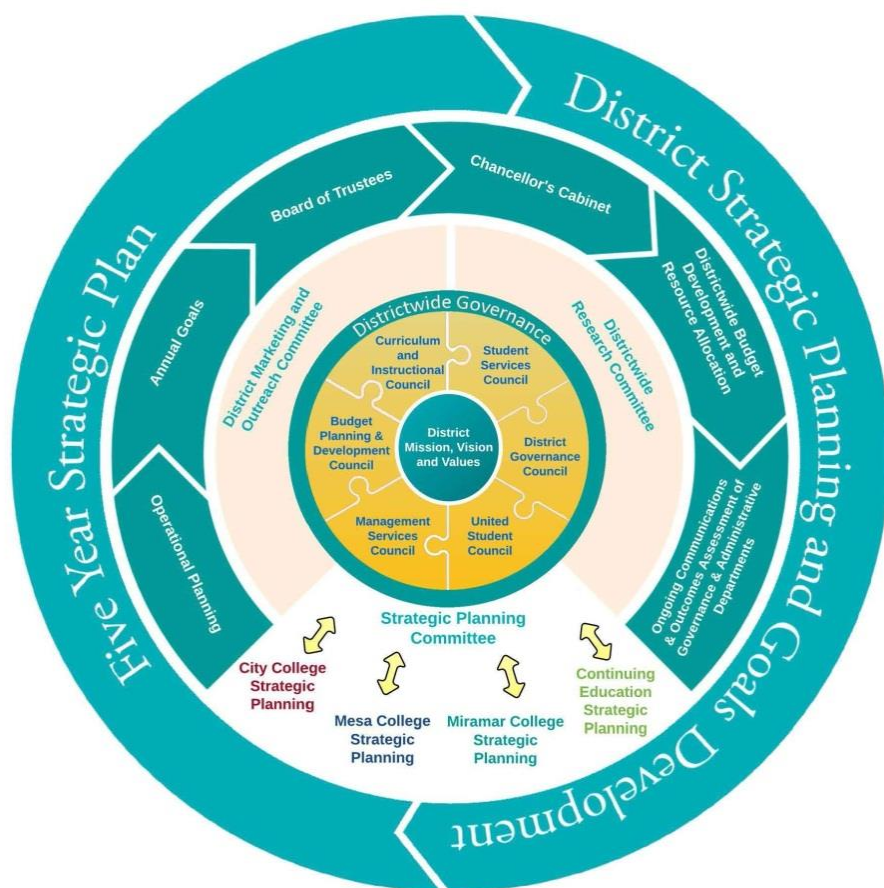
On a departmental level, there are there are some divisions within the District that routinely plan and integrate with campus departments. For example, the District Student Services Office is working closely with the campus Student Services Division to implement the state mandated Student Success and Equity plans.

SDCCD has been undergoing an evaluation of its integrated planning practices including reviewing and assessing the components of an integrated planning process in order ensure linkage of various planning processes into a holistic system. Evidence of this evaluation is Chancellor's Cabinet and Vice Chancellor discussions and meetings of the District Governance Council which have resulted in the creation of a "Districtwide Integrated Planning Framework Model" to visually present how planning processes occur districtwide at SDCCD.

As an overarching guide, SDCCD has created a model to describe its integrated planning framework, which demonstrates the involvement of multiple stakeholders and stakeholder groups in the development of strategic plan goals, operational planning, budget development and resource allocation, and continuous improvement. The framework in Figure 39 includes districtwide governance councils, districtwide committees, the Board of Trustees, the Chancellor's Cabinet, the four-year Districtwide Strategic Plan and the Districtwide Strategic Planning Committee's interface with the colleges and Continuing Education. This framework is the foundation by which ongoing planning in human resources, facilities,

finance, technology, student services, and instructional services occur at the District. The model was approved by the District Governance Council (DGC) and Chancellor's Cabinet in November 2015 (IVD5¹; IVD5²).

Figure 39. Districtwide Integrated Planning Framework Model

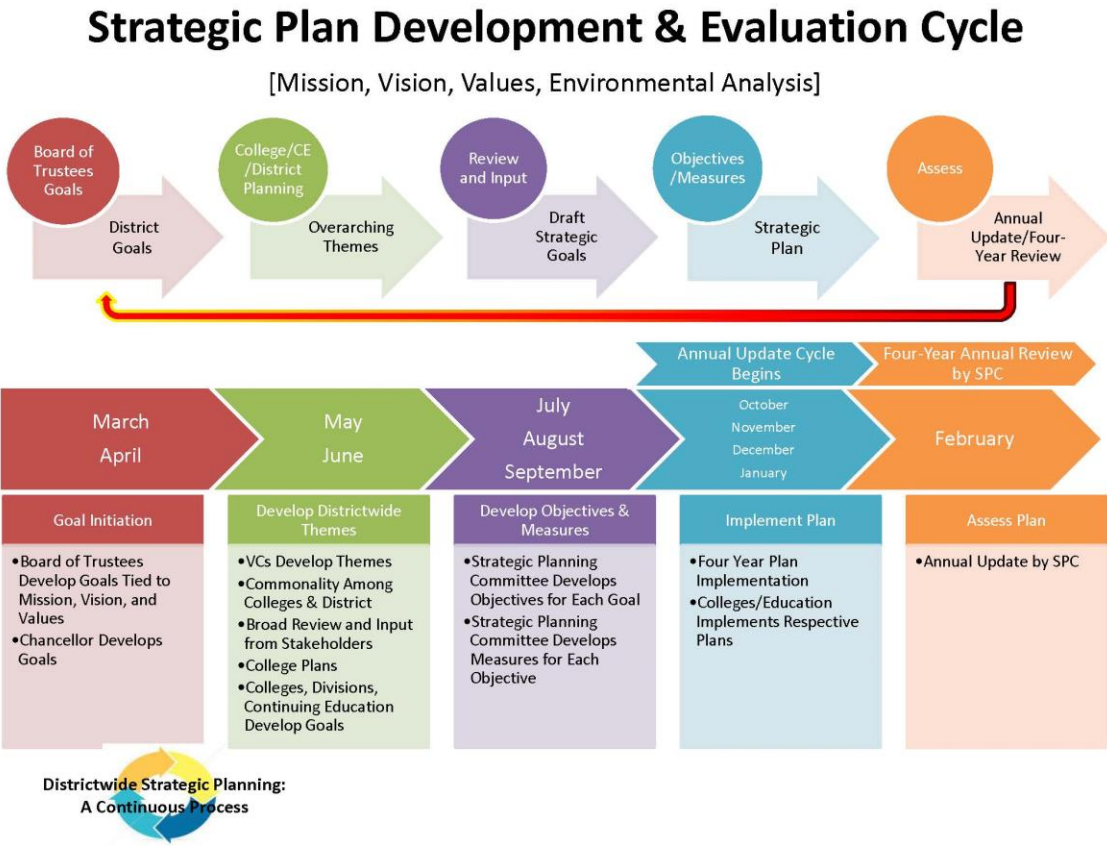


The Districtwide Strategic Planning Committee (SPC) is the overarching planning committee for the District. The Districtwide Integrated Planning Framework model is used in the process to develop and implement the Districtwide Strategic Plan and pulls together all constituent groups. The Districtwide Strategic Plan is developed on a four-year cycle. Meetings are held regularly with representatives from across the District. The representatives are appointed by their respective academic senates, College presidents, and Vice Chancellors. During the annual planning cycle, the Strategic Planning Committee (SPC) meets once a semester during the two semesters of the academic year. When the strategic plan is under development, the committee meets more frequently (IVD5³).

Each year, the SPC coordinates a review of the strategic plan objectives and publishes an Annual Update. Annual Updates are completed, published, and distributed by the Strategic Planning Committee (IVD5⁴; IVD5⁵; IVD5⁶; IVD5⁷; IVD5⁸; IVD5⁹).

Additionally, the SPC reviews its own processes and effectiveness. In 2015-16, this review resulted in creating a Strategic Plan Development & Evaluation Cycle (Figure 40) and evaluating opportunities to enhance the processes of the SPC.

Figure 40. Strategic Plan Development & Evaluation Cycle



SDCCD’s efforts continue to strengthen its comprehensive and integrated system of planning, which informs the allocation of resources, involves multiple stakeholders, and is focused on student success and educational effectiveness. The College will continue to look for ways to enhance the assessment and continuous improvement components of its planning cycle.

SDCCD has created models to visually show how it integrates planning, resource allocation, and evaluation to accomplish the District’s goals and lead to improvement. The Districtwide Integrated Planning Framework model in Figure 39 includes Districtwide budget

development and resource allocation, and outcomes assessment of governance and administrative departments. The Strategic Plan Development & Evaluation Cycle in Figure 40 illustrates the process by which the District evaluates short-range and long-range objectives in an annual assessment and a four-year assessment conducted at the conclusion of each Districtwide Strategic Plan.

Evaluation of the Effectiveness of Integrated Planning

The District Division/Departments conduct ongoing planning and assessment. This process provides each division and department an opportunity to define or redefine a clear purpose or mission, to establish department and division goals along with key activities for achieving these goals, and to determine ways in which to measure progress toward achieving the goals. The planning process also includes an evaluation of the outcomes for stated activities, and recommendations for future action.

The self-assessment process that is used at the District Office includes a framework for establishing goals and associated annual action steps or activities, as well as measures for evaluating the progress made toward these goals. Each department within the various divisions provides updated plans on a cyclical basis, including reports on the outcomes from the previous year(s) as demonstrated in Figure 39. While the intent was for the process to be on an annual cycle, due to leadership changes, the frequency has varied. However, the leadership committed to resuming an annual program review process beginning in 2015-2016 (IVD5¹¹).

In 2015-2016, the District divisions/departments incorporated a feedback survey as part of their self-assessment. The District Offices Employee Feedback survey was administered in Spring 2016 to all employees in the District, Continuing Education, the District Offices and the District Service Center. The purpose of the survey was to assess employees' satisfaction and perception of the services provided by the various departments at the District Office (IVD5¹⁰). The information will be used to help inform the department's self-assessments, and assist the District divisions' planning and improvement efforts to ensure their effectiveness in assisting the colleges. The results have been posted on the division/department websites as well as the District's Accreditation webpage.

In August 2016, the Chancellor led the effort to articulate a systematic process for adding new positions and allocating additional resources in the District divisions linked to the annual action planning and program review. Working with the Vice Chancellors and Director of Communications and Public Relations, the process was documented and agreed upon (IVD5¹²). The process includes linking all requests for additional resources, both one time and continuous, including request for new positions, to the respective Division's annual Action Plans and assessment, which is similar to the colleges' program review. Requests are also linked to the District mission and strategic goals. In addition, requests for additional funding also must include identification of other possible funding sources, as appropriate. All requests are reviewed by the Chancellor, Vice Chancellors and Director of

Communications and Public Relations, as well as the Chancellor's Cabinet, with final approval by the Chancellor.

Analysis and Evaluation

SDCCD's planning and evaluation processes are integrated with the college planning and evaluation by virtue of the college's representatives on the district committees. This integration facilitates institutional effectiveness, which in turn promotes student learning and achievement.

IV.D.5 Evidence

- IVD5¹: DGC Minutes October 7, 2015
- IVD5²: Chancellor's Cabinet Agenda October 13, 2015
- IVD5³: Strategic Plan Committee Meeting Agenda and Minutes
- IVD5⁴: Annual Report to the Community
- IVD5⁵: Strategic Planning Metrics Data 2013-2017
- IVD5⁶: Strategic Planning 2014-2015 Mesa College
- IVD5⁷: Strategic Planning 2015-2016 Annual Summary Worksheet—Mesa College
- IVD5⁸: Strategic Planning 2015-2016 Annual Summary Worksheet—Miramar College
- IVD5⁹: Strategic Planning 2015-2016 Annual Summary Worksheet—Continuing Education
- IVD5¹⁰: District Divisions/Departments Action Plans 2016-2017
- IVD5¹¹: Spring 2016 District Offices Employee Feedback Survey Report
- IVD5¹²: District Office Action Planning and Self-Assessment Program Review

IV.D.6

Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

Evidence of Meeting the Standard

SDCCD values strong communication between the District Office and its colleges/Continuing Education. To ensure effectiveness, communication is two-way. The District Office employs a variety of methods to ensure strong two-way communication exists allowing for information to be shared easily. These methods include:

Chancellor's Cabinet: The SDCCD Chancellor's Cabinet meets weekly. The group consists of campus Presidents, District Vice Chancellors, the Director of Communications and Public Relations and other staff. The agenda for these meetings varies but generally includes a variety of items of districtwide importance and interest. Members of the Chancellor's Cabinet are expected to share relevant information within their respective organizations and,

conversely, important items of districtwide interest are expected to be shared with other members of the Chancellor's Cabinet. Staff prepare an agenda in advance and a summary following each meeting. A "Cabinet Update" is prepared monthly during the academic year. This report is shared with the colleges and Continuing Education electronically and via print copies (IVD6¹; IVD6²).

Participatory Governance Councils and Committees: An essential component of the District's commitment to participatory governance, are the nine district governance councils and committees that meet regularly. The councils and committees are composed of representatives from faculty, staff and students throughout the District. The description and composition of the councils and committees is published in the *District Administration and Governance Handbook* (IVD6³). In addition to contributing to governance, these groups provide an important venue for sharing information and updates. The meetings are open to anyone from the District to attend. Summaries are prepared following each meeting. Meeting agendas and minutes are posted on the departmental websites for the respective area (i.e., Student Services, Instructional Services, etc.) (IVD6⁴; IVD6⁵; IVD6⁶; IVD6⁷; IVD6⁸; IVD6⁹). The meeting agendas and minutes for the District Governance Council are posted on the District's webpage under the Administrative Departments link, District Governance Council (IVD6¹⁰).

Regular presentations and campus meetings: Meetings are periodically held at campus locations to ensure students, faculty, and staff have the opportunity to hear directly from representatives of the District and share their questions and concerns. The most important of these meetings are the four campus meetings held by the SDCCD Board of Trustees once a year at each of the Districts three colleges and Continuing Education (IVD6¹¹). In addition, the SDCCD Chancellor holds a "Chancellor's Forum" meeting each fall at each of the three colleges and Continuing Education (IVD6¹²; IVD6¹³; IVD6¹⁴; IVD6¹⁵). The date, time and location of the forums are broadly communicated and faculty and staff are strongly encouraged to attend. A summary of the meetings is shared and copies of presentations made are provided online (IVD6¹⁶; IVD6¹⁷; IVD6¹⁸).

Board Reports: To keep students, faculty, staff, and members of the public informed of the actions taken by the SDCCD Board of Trustees, a summary report is prepared and distributed electronically and via print copies immediately following each Board meeting (IVD6¹⁹). This is in addition to regular publishing of the Board agenda, notices of upcoming meetings, and other outreach.

Safety Information: Consistent with the Jeanne Clery Act and other requirements, the District regularly shares information with members of the District and the public on safety and security. This includes publishing an annual security report entitled "Safe and Sound, A Guide to Safety and Security in the SDCCD" that includes crime statistics for the previous three years. Copies of the report are available online and at multiple locations across the District (IVD6²⁰). In addition, timely notice and community safety alerts are shared widely

as events dictate (IVD6²¹). SDCCD Police also regularly hold Town Hall-style meetings at campus locations to provide updates and respond to questions.

Website Updates: A variety of updated information is maintained by the District Office via the SDCCD's website (IVD6²²). This includes content provided by each of the District's primary divisions: Human Resources, Business and Technology, Student Services, Communications and Public Relations, Instructional Services, College Police, Facilities Planning and Operations, and the Chancellor's Office. In addition, the District has recently developed a web portal for use by faculty, and staff (IVD6²³) and a portal for students is currently being developed and will be implemented with the new student system (ERP). As part of the District's commitment to continuous improvement, the District is redesigning the District website to be more intuitive and easy to navigate. The new website is scheduled to go live in fall, 2016.

Email: E-mail updates are regularly provided by representatives of the District Office to encourage the sharing of information with the colleges and Continuing Education. This includes subject-specific emails and e-newsletters. In addition, SDCCD NewsCenter is a news site operated by Communications and Public Relations with updated information of districtwide interest (IVD6²⁴). Launched in August 2015, SDCCD NewsCenter includes an email summary of districtwide news shared every other week.

Social Media: The District manages a variety of social media platforms that – in addition to being used by members of the public – can be a highly effective method of sharing information with the District's students, faculty, and staff. These platforms include official District accounts on Facebook, YouTube, Twitter, LinkedIn, and Instagram (IVD6²⁵; IVD6²⁶; IVD6²⁷; IVD6²⁸; IVD6²⁹). In addition, District Office staff follow similar accounts managed by staff at the colleges and Continuing Education. In this way, updated information is easily shared within the District.

Analysis and Evaluation

Communication between SDMC and the District occurs on many levels, beginning with participatory governance. The college and the district work jointly to ensure that communications are clear and timely, and that they reflect the interests of all district stakeholders.

IV.D.6 Evidence

- IVD6¹: Chancellor's Cabinet Agendas 2015-2016
- IVD6²: Chancellor's Cabinet Updates
- IVD6³: *Administration and Governance Handbook*
- IVD6⁴: Shared Governance Councils and Committees Agendas: Student Services Council

- IVD6⁵: Shared Governance Councils and Committees Agendas: Curriculum and Instructional Council (CIC)
- IVD6⁶: Shared Governance Councils and Committees Agendas: Management Services Council
- IVD6⁷: Shared Governance Councils and Committees Agendas: Budget Planning and Development Council
- IVD6⁸: Shared Governance Councils and Committees Agendas: District Marketing and Outreach Committee
- IVD6⁹: Shared Governance Councils and Committees Agendas: United Student Council 2015-2016
- IVD6¹⁰: District Governance Council Meeting Agendas and Minutes
- IVD6¹¹: On-campus Board of Trustees Meeting Minutes 2013-2016
- IVD6¹²: Chancellor's Forum Date Announcements and Presentations 2016
- IVD6¹³: Chancellor's Forum Date Announcements and Presentations 2015
- IVD6¹⁴: Chancellor's Forum Date Announcements and Presentations 2014
- IVD6¹⁵: Chancellor's Forum Date Announcements and Presentations 2013
- IVD6¹⁶: Chancellor's Forum Date Announcements and Presentations 2012
- IVD6¹⁷: Chancellor's Forum Date Announcements and Presentations 2011
- IVD6¹⁸: Chancellor's Forum Date Announcements and Presentations 2010
- IVD6¹⁹: Board Reports 2008-2015
- IVD6²⁰: *Safe and Sound, A Guide to Safety and Security in the Annual Security Report 2013-2015*
- IVD6²¹: Timely Notice and Community Safety Alerts
- IVD6²²: SDCCD Website
- IVD6²³: PeopleSoft MyPortal
- IVD6²⁴: NewsCenter
- IVD6²⁵: SDCCD Facebook
- IVD6²⁶: SDCCD YouTube
- IVD6²⁷: SDCCD Twitter
- IVD6²⁸: SDCCD LinkedIn
- IVD6²⁹: SDCCD Instagram

IV.D.7

The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

The Chancellor relies on both summative and formative assessment of the organization, governance and decision making processes to ensure integrity and effectiveness in meeting

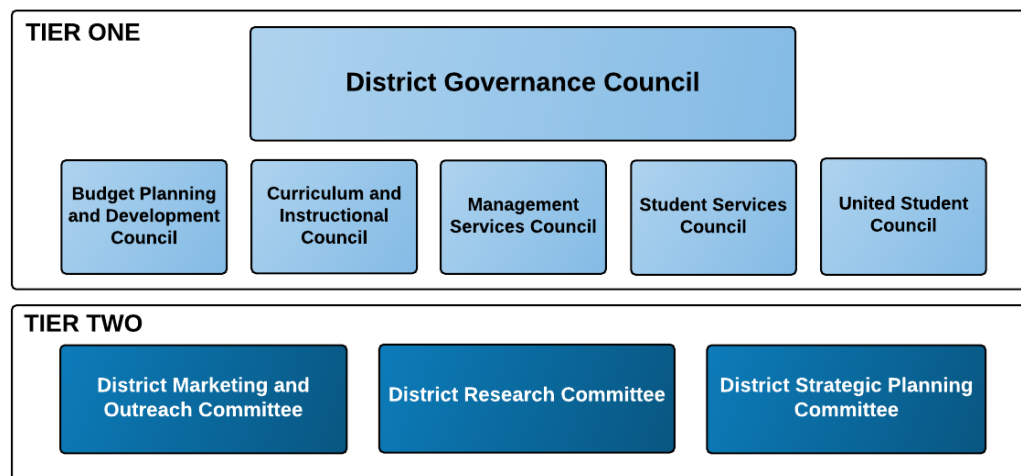
goals for student achievement and learning. The Chancellor relies on input from her Executive Cabinet that meets weekly to address operational matters, governance and decision making. Summary reports from these meetings are published monthly and communicated throughout the organization. The Chancellor's Cabinet is comprised of leaders with responsibility for each administrative department and institution in the District that has expertise in their respective areas of responsibility. The Cabinet works together as a cohesive team to accomplish the mission and goals of the District within the delineation of roles. Matters before the Cabinet fall within the following broad areas: Instruction and Student Services; Board Agenda; Finance and Operations; Human Resources and Collective Bargaining; Facilities and Police; National, State, Regional and Community Issues; Conference, Events, and Information; Personnel and Legal; Roundtable. Each of these agenda topics includes various subtopics each week. Any cabinet member can add a particular agenda item, often focused on new initiatives, assessment of business processes, operational challenges, and policy matters. Examples of agenda items include the Baccalaureate Pilot, progress on the Associate Degrees for Transfer (ADTs), the need to improve degree completion, student parking fees, student outcomes and effective communication strategies for the organization. After each meeting, the Chancellor's staff produces a list of meeting action items and expected completion dates (IVD7¹; IVD7²).

The Chancellor also has established an expectation that her leadership team routinely communicate with the various constituent groups to ensure that students and employees are informed of new initiatives and progress on various activities, as well as offered the opportunity to provide feedback on operational matters. Moreover, the Chancellor expects that the Executive team provide her with regular updates on important matters, as well as any concerns that may be surfacing (IVD7³; IVD7⁴; IVD7⁵; IVD7⁶; IVD7⁷).

A number of improvements have been made, as well as new initiatives launched as a result of various matters before the Chancellor's Cabinet. Following are some recent examples:

- Significant increase in the number of degrees and certificates awarded annually to improve student outcomes.
- Increase in College Police presence at City College to improve campus safety.
- Organizational changes at all of the institutions and district departments to improve operations and meet student needs.
- Increase in contract faculty positions to support academic programs and student success.
- Creation and approval of Baccalaureate Pilot Program at SDMC.
- Developed strategic plan for accelerated growth at Miramar College to meet community demand.
- Reinstated Intersession based upon improvement in the State budget for community colleges to meet student demand and improve student outcomes.
- Modernization of the district's administrative systems (Human Resources, Finance and Student) to improve efficiencies and reporting.

Figure 38. Districtwide Participatory Governance Committee Evaluation and Planning



Note: Ad hoc groups are periodically convened for a specific task or issue until resolved

SDCCD currently has nine districtwide participatory governance councils and committees that are divided into two tiers. *Tier one* consists of six governance councils—Budget, Planning and Development Council, Curriculum and Instructional Council, District Governance Council, Management Services Council, Student Services Council and United Student Council-- that have broad oversight and are each chaired by one of the vice chancellors. *Tier two* consists of three governance committees—District Marketing and Outreach Committee, District Research Committee, District Strategic Planning Committee-- that are more narrowly focused, and are chaired by either a Chancellor’s Cabinet member or report to one of the Cabinet members. All of the governance councils and committees have a defined set of functions and responsibilities which are consistent with BP 2510 on participatory governance (IVD7⁸). These functions and responsibilities are reviewed and reported annually in the SDCCD *Administration and Governance Handbook* (IVD7⁹).

The District Governance Councils and Committees conduct formal self-assessments to improve the alignment between the Board policy on governance and the Accreditation Standards, and to ensure integrity and effectiveness. This summative assessment is intended to be an ongoing process and includes a formal review of the assessed outcomes, as well as action plans for continuous improvement. The development of the assessment plan was guided by the Director of Institutional Research working with the District Governance Council, the District’s primary participatory governance body.

The evaluation of these districtwide participatory governance councils and committees is on a five year cycle. The first formal evaluation was in spring 2010, with a subsequent evaluation in 2015 -2016. The evaluation comprises an online self-assessment survey that is distributed to members of each council and committee. The survey seeks feedback on the contributions each of the districtwide participatory councils and committees makes within four focus areas: 1) Participation in Policy and Procedure Development, 2) Communication,

3) Participatory Governance, and 4) Effectiveness in Meeting Goals. Summary reports of the survey results are distributed to each group so that they can revise their functions and responsibilities, and make improvements accordingly. The summary reports are posted on the Institutional Research webpage (IVD7¹⁰).

Figure 41: District Offices Division/Department Planning and Self-Assessment



The District Division/Departments conduct ongoing planning and assessment. This process provides each division and department an opportunity to define or redefine a clear purpose or mission, to establish department and division goals along with key activities for achieving these goals, and to determine ways in which to measure progress toward achieving the goals. The planning process also includes an evaluation of the outcomes for stated activities, and recommendations for future action.

The self-assessment process that is used at the District Office includes a framework for establishing goals and associated annual action steps or activities, as well as measures for evaluating the progress made toward these goals. Each department within the various divisions provides updated plans on a cyclical basis, including reports on the outcomes from the previous year(s) as demonstrated in Figure 41. While the intent was for the process to be on an annual cycle, due to leadership changes, the frequency has varied. However, the leadership committed to resuming an annual program review process beginning in 2015-2016 (IVD7¹²).

In 2015-2016, the District divisions/departments incorporated a feedback survey as part of their self-assessment. The District Offices Employee Feedback survey was administered in

Spring 2016 to all employees in the District, Continuing Education, the District Offices and the District Service Center. The purpose of the survey was to assess employees' satisfaction and perception of the services provided by the various departments at the District Office (IVD7¹¹). The information will be used to help inform the department's self-assessments, and assist the District divisions' planning and improvement efforts to ensure their effectiveness in assisting the colleges. The results have been posted on the division/department websites as well as the District's Accreditation webpage.

In August 2016, the Chancellor led the effort to articulate a systematic process for adding new positions and allocating additional resources in the District divisions linked to the annual action planning and program review. Working with the Vice Chancellors and Director of Communications and Public Relations, the process was documented and agreed upon (IVD7¹³). The process includes linking all requests for additional resources, both one-time and continuous, including request for new positions, to the respective Division's annual Action Plans and assessment, which is similar to the colleges' program review. Requests are also linked to the District mission and strategic goals. In addition, requests for additional funding also must include identification of other possible funding sources, as appropriate. All requests are reviewed by the Chancellor, Vice Chancellors and Director of Communications and Public Relations, as well as the Chancellor's Cabinet, with final approval by the Chancellor.

Analysis and Evaluation

The Chancellor relies on a number of assessments of the effectiveness of roles and responsibilities, district governance, and district operations to ensure their integrity and effectiveness in assisting the colleges to meet educational goals for student achievement and learning. These assessments include executive leadership meetings that have a feedback loop and formal annual assessments of the district divisions, and governance councils and committees. All of the district governance councils and committees undergo a self-assessment process, the results of which are shared with the groups through facilitated discussions and posted on the district institutional research website. The results of these assessments are used to make improvements in operations, membership, and responsibilities. The district divisions also undergo annual action planning and self-assessments of the effectiveness of their respective services in support of the mission of the colleges and the district. To further enhance this self-assessment, in 2015-2016, the district leadership included a survey of all district employees to ascertain the effectiveness of the various services in supporting the colleges, as a component of their annual self-assessments. In addition, as part of the institutional self-evaluation process it was determined that there should be a more formal program review and resource allocation process for the district divisions. Therefore, the Chancellor convened the Vice Chancellors, Director of Communications and Public Relations, and her executive assistant to define a more formal process, linked to resources, that builds upon the action planning and self-assessment process established in 2009. The process has been underway for 2016-2017, and has been communicated with the colleges.

IV.D.7 Evidence

- IVD7¹: Chancellor's Cabinet Agendas
- IVD7²: Chancellor's Cabinet Action Items
- IVD7³: Campus Safety Notices
- IVD7⁴: Student Services Newsletters
- IVD7⁵: Emails Re: PeopleSoft
- IVD7⁶: Human Resources Notices
- IVD7⁷: Instructional Services Newsletters
- IVD7⁸: BP 2510 *Participation in Local Decision Making*
- IVD7⁹: *Administration and Governance Handbook*
- IVD7¹⁰: Districtwide Participatory Governance Committees/Councils Self-Assessment Reports on the Institutional Research webpage
- IVD7¹¹: Spring 2016 District Offices Employee Feedback Survey Report
- IVD7¹²: District Divisions/Departments Action Plans 2016-2017
- IVD7¹³: District Office Action Planning and Self-Assessment Program Review

QUALITY FOCUS ESSAY

The Road to Becoming the Leading College of Equity and Excellence: The San Diego Mesa College Story

In 2014, San Diego Mesa College declared its intent to become *the leading college of equity and excellence*. This declaration came as a result of the college focusing its efforts on closing equity gaps, and to embrace the notion that excellence and equity are inherently and intentionally joined at SDMC. The College's commitment to equity and excellence aligns well with the areas the college assessed for improvement as it completed the institutional self evaluation report. The College's top priority is improving the quality of the student experience, one embedded in equity and excellence.

At the fall 2016 President Cabinet's Retreat, which included representatives from faculty, staff, administrators and students, the campus community assessed all the progress made to date toward its goal of becoming the leading college of equity and excellence. The College adopted the metaphor of "lay-away," which is to say that the college has made significant "payments" toward closing gaps of retention, completion, and success. These "installments" toward this goal include dialogue, new student support programs, realigned practices, professional development, assessment and mitigation of systemic barriers.

Another emerging improvement identified at the fall 2016 President's Cabinet Retreat was the need to use language in this work that speaks meaningfully to faculty, staff, and students. SDMC provides increasingly robust support for all groups to increase cultural competence, and examine its practices through an equity lens. Faculty are engaged in the development of culturally-relevant pedagogy, staff work to bring panel discussions and activities to campus, and the College increased opportunities for critical conversations. In addition to paying attention to the metrics of student success and retention, there is a dedicated effort to hold conversations that, though difficult, raise awareness and engage stakeholder's hearts and minds around the work of diversity and inclusion. Students at the President's Cabinet Retreat encouraged other stakeholders to take a close look at the language used in doing this work, primarily placing an emphasis on community, and advocated more student involvement in the college's work.

The College's commitment to equity and excellence is demonstrated by this continuing process of program and pedagogical innovation, of ongoing conversations that address metrics, culture, actions, and language, and by streamlining structural processes. The College has made great gains toward fulfilling its goal of becoming the leading college of equity and excellence, and will continue to make "down payments" of time, energy, and resources.

It is the collective College agreement that virtually all other activities extend from this basic tenet of equity and excellence, and that in order to speak truth to this principle, the college has to recognize and address data demonstrating disproportionate impact on some student groups in key metrics (e.g. retention, persistence, completion). Moreover, these barriers are having an impact on overall student success. The College has been intentional in bringing these challenges into the fore, and has utilized many resources to mitigate these systemic barriers. Student Equity, Student Success and Support Program (SSSP), Title V-HSI Grant, Basic Skills Transformation Grant and the newest Title III-STEM HSI Grants are all focused on these efforts.

Starting with its mission statement, the College has declared its commitment to diversity, equity and inclusion. All college planning can be said to have the student experience at the center. As the College strives to enable students “to reach their educational goals and shape the future,” the College engages with students, with each other, and with College leadership to provide an educational experience that demonstrates “equity and excellence”. To demonstrate its ongoing commitment to becoming the leading college of equity and excellence, in 2015, SDMC opened its office of student success and equity (OSSE), with the hiring of a new dean. The Dean is proactive in coming to participatory governance committees, department and school meetings to lead discussions on equity. These opportunities for dialogue create a strong structure for broader campus discussion with faculty in regard to disseminated equity data. Until this time, there had been limited opportunities for faculty to talk about the variables inside of a classroom that might influence the equity outcomes.

During the fall 2015 convocation, having identified inequities and disproportionate impact in student success metrics, the College laid the foundation to build a collective imperative for equity, with a vision of becoming the leading college of equity and excellence. To that end, members of the Student Success and Equity team discussed the findings and outlined partnerships and actions that had been and were being taken to spread equity-mindedness across the campus, inviting everyone to participate. In support of that commitment, the College is intentional about developing various modes of instructional learning and delivery designed to meet its students where they are. Rather than viewing students from a deficit perspective, the College views its work through an equity lens, understanding ~~that~~ the need to address the systemic barriers the college creates. To accomplish this, the College endeavors to meet the educational needs and accommodate the learning styles of its students through early implementation of varied pedagogy generally regarded as best practices, and regular and thorough assessments of both teaching methods and student learning outcomes

Central to the achievement of this goal, and consistent with the findings of this self evaluation, SDMC has identified three areas for a focus on its quality.

First among these is the role of professional learning and professional development in the enhancement of the student experience (II.A.2; II.A.7; II.A.11; II.B.1; III.A.2; III.A.9/10; III.A.14; IV.A.1).

The campus then identified intrusive student support as being an imperative part of the student experience as a practice that could intentionally close achievement gaps. Key components of this support are tutoring and learning assistance, and intrusive student support programming and services (II.A.4; II.B.1; II.C).

A third area for improvement centers on building the campus capacity to plan, implement and scaffold all of these improvements across campus, including efficient and effective means of communication and collaboration (I.B.1; I.B.8; I.C.1; I.C.3; IV.A.1; IV.A.6; IV.A.7). While the campus has a number of communication venues, its size and the sheer number of initiatives and ongoing work at any given time suggests that this is an ever-evolving area.

The strengths of the College community revolve around its commitment to the student experience, and student success. Faculty, staff, and administrators work together in order to deliver a comprehensive and streamlined educational experience to all students from all segments of the community.

The College is actively seeking to increase its self-awareness, and to address areas for improvement. Rather than waiting for gaps in its strategy to appear, the College has developed the practice of regular assessment and periodic realignment of strategic goals to create a stronger, more stable, and sustainable infrastructure for its students. The College's success hinges upon the College's ability to teach and develop its faculty professionally, to understand students, including a focus on unique and ongoing needs, and to assist them in every capacity, including intellectually, emotionally, socially, and financially. Underscoring this work is the College's culture of inclusion and communication between faculty, staff, administration, and students.

Working proactively with the factors that it controls more directly, and taking steps to improve effectiveness and efficiency, college constituents are confident that the College can sustain its efforts, maintain existing strengths, and continue to evaluate and self-correct weaknesses. Collectively the College will be identifying such areas quickly, and taking active steps to realign as necessary, maintaining a strong and supportive network with the community and allies.

One of the college's on-going strengths and most valuable assets is the body of students that it encourages and inspires. This commitment points to the heart of its mission – to develop the best possible students who will thrive and become future allies – assisting with the ongoing work and mission of SDMC. Thus, the areas for quality focused emerged as the college developed its self evaluation.

The role of professional learning...

The College takes great pride in the continual learning opportunities afforded to all faculty and staff. There are numerous venues for professional development for all College

personnel. Professional development opportunities are coordinated through several main avenues. The Campus Employee Development (CED) (recently changed to the Campus Employee Learning Committee) oversees all professional development activities that will take place in the LOFT (Learning Opportunities for Transformation). The Professional Advancement Committee (PAC) on campus is charged with the responsibility of verifying professional growth work that has been completed by faculty members so that they can be paid for this further education and advance on the salary pay scale. The Staff Development Committee is responsible for planning for faculty, classified staff and administration; Collegewide flexible calendar planning and implementation through its Flex Subcommittee; Liaison and planning for District staff development; Resource allocation for staff development (Special Staff Development funds); Faculty, Classified and Administrative conference and travel; and Liaison with Academic Senate, Classified Senate and Deans' Council. The Flex Subcommittee is responsible for overseeing the Flex program.

Extensive professional development formats have been offered to all constituents on campus to learn how to better serve underrepresented populations on campus, and particularly men of color. SDMC has established a relationship with San Diego State University's Minority Male Community College Collaborative (M2C3), which has offered a webinar series devoted to helping all campus groups to understand and better serve groups that tend to struggle more with persistence and success. SDMC's Title V grant Proyecto Éxito provides for redesigning Basic Skills and Gateway courses, a task that is being led by English, Math, and Counseling faculty. Faculty are also involved in professional development activities to introduce new classroom pedagogies, such as the Campus Employee Development Committee (CED) which developed the new teaching and learning center, the LOFT (Learning Opportunities for Transformation). The LOFT provides a space where staff assist and provide resources to faculty in developing course materials, training on new platforms, and other professional development necessary to maintain SDMC's reputation as a college with high academic standards and outcomes.

SDMC has committed resources to hiring a full time professional learning coordinator. Primary among their duties will be the integration of all professional development opportunities and to implement the ambitious agenda set out by the Campus Employee Development Plan. The action plan at the end of this essay outlines next steps.

Intrusive Student Support

Tutoring and learning...

SDMC's student equity plan calls for strategic alignment of all tutorial programs across the campus and coordination of tutor training practices, in both general and categorical programs. In particular, tutors are being trained in equity mindedness, in addition to ensuring they are experts in course content and tutoring methods. Tutoring leaders are monitoring tutor demographics, by race, ethnicity and gender, and how tutors of varying backgrounds are scheduled. Central to this alignment is the professionalization of tutoring, and equity minded practices that support these important employees.

The first step in this realignment occurred in 2015 when the College opened a writing center in the Learning Resource Center. Writing assistance had been provided in the Academic Skills Center (Tutoring), however, the College wanted to provide a more robust support system specifically designed and led by the English faculty. Writing was the first of the disciplines to move from the ASC to the LRC.

In 2016, the College redesigned the tutoring center based on resources from the basic skills grant, HSI/Title V and Student Equity funding. The Academic Skills Center (ASC) and Center for Independent Learning (CIL) merged within the LRC to centralize student computing, tutoring, tutor training, and tutoring philosophy at SDMC. Now called Mesa Tutoring and Computing Centers (MT2C), the center offers multiple floors and modalities of learning assistance for students: face-to-face general tutoring, embedded tutoring, as well as online tutoring. Additionally, the hours and days of service have expanded to further meet student need. Currently, MT2C is open 9 AM to 8 PM Monday through Thursday and 9 AM to 2 PM on Friday to Saturday. There is now dedicated math/science tutoring and computing on the fourth floor of the LRC, writing and languages on the second floor, and assistance for other subjects and computing on the first floor (e.g., economics, accounting, and web design). Presently, all tutoring support centers are housed in the Learning Resource Center, under one administrative unit, and unifies academic support for all students in all disciplines.

Also in 2016, the College hired a fulltime faculty member as the Instructional Learning Assistance Coordinator to oversee MT2C. The Coordinator continues to develop SDMC's support for learning assistance by holding bi-monthly tutor leadership meetings, developing extensive faculty, tutor, and staff professional learning opportunities via the California Community College Success Network's Learning Assistance Project (3CSN's LAP) framework of fostering the professionalization of tutoring. Tutor training sessions began to focus on *the why* of learning assistance and how to avoid *the single story* of student and tutor success. Additionally, deeper training sessions were established by holding campuswide learning assistance retreats, as well as supporting attendance for LAP's Tutor Expo: a statewide professional tutoring conference of, by, and for tutors.

Moving forward, the College is committed to using comprehensive and specific data in order to integrate equity best practices into existing tutoring and learning support programs. The College has consistently collected data that identifies areas for improvement. As a result, program development is data-driven and data-informed. Next steps include a focus on building capacity for all programs, and continuing to monitor and measure outcomes. Successful changes can be continued, and with a foundation of data underscoring its actions, outcomes can become part of the institutional culture moving forward. Action items are contained in the plan following this essay.

Student Support Programming and Services

Through its SSSP and Student Equity efforts, the college has engaged in a number of innovative practices to support students' matriculation through the college. One of the areas

of pride for the college is its large number of graduates with ADT degrees in 2016. To expand on this success, the college has begun to increase intrusive counseling, advising, and other kinds of “take it to the student” approaches. One such success was a mobile counseling station set up for Chicano and Black Studies programs to encourage student planning near their classrooms. This kind of innovative thinking will lead to other new in-reach to students, ones that will increase the likelihood of meeting units earned, progress, retention and completion milestones. The college intends to continue this level of intrusive support, and create new ones to increase student success, including assessing student pathways in career and technical education.

Skill assessment and course placement, as part of the mandated matriculation process, emerged as areas of concern for equity efforts on campus. The 2016 Scorecard data from the state chancellor’s office, for example, show that 25 percent of African American students and 33 percent of SDMC Hispanic students place directly into a basic skills math course. For English, the numbers are, respectively, 37 percent and 45 percent. In order to address these equity gaps, the college looked both inward and outward. Inwardly, the college leveraged its status as a pilot campus of the Multiple Measures Assessment Project (MMAAP) and identified its own, campus-specific group of students to work with on what has developed into one of its most successful efforts, realigning student placement and enrollment utilizing multiple measures. Also within the institutional realm, a group of classroom and counseling faculty, along with corresponding administrators, began work in the Fall 2016 semester, on a pilot for implementing a modified directed self-placement model. First-time students from local area high schools have been identified for this pilot, and a web-based query is available for students applying in Summer 2017.

Outwardly, the college began, in 2015, teaching its accelerated English curriculum in local area high schools. Called the College Career Access Pathway (CCAP), students enroll in the accelerated course in the summer and then continue on into English 101 when they enroll at SDMC in the Fall. Another collaborative initiative underway with the K-12 educational sectors is the College Ready Writing Alignment (CRWA) community of practice. Members of this group, consisting of the San Diego County Office of Education, local area community colleges (SDMC has two representatives), and San Diego State University, seek to identify common traits in student writing that distinguish it as being prepared for work at the college level.

Communication and collaboration...

In its discussion of structure, College constituents acknowledge that existing committees have, as a baseline, an understanding of equity and excellence. The College is working towards a culture that asks every committee to include equity and excellence in its mission. Structural changes that can still be made include a process for streamlining feedback between committees. For example, committee members can be made aware of how their work fits into the larger picture of campuswide equity and excellence. Each committee works on one piece of the equity equation. Periodically, it is helpful to use venues such as Convocation or the President’s Cabinet Retreat to allow bridge-building between

committees. This has the effect of guiding the work of equity and excellence in a common direction, streamlining the work, and achieving comprehensive and lasting results.

Another area of fruitful discussion that shed light on the College's actions moving forward was the question of how equity and excellence are linked. This is an ongoing focus, and while the College did not reach a consensus, the generally accepted understanding is that excellence must include equity. Moving forward in this work, the College's expressed commitment is to inclusiveness. College constituents strive to be intentional in addressing the work of equity, to be honest about ways in which the College can improve, and to mentor one another, allowing ideas to cross-pollinate. The College's commitment to excellence and equity includes work as change agents, moving this vision forward. Collectively the institution recognizes that change agents are themselves changed by the work, and as such, everyone is succeeding together.

In addition to monitoring data, the College continues to build bridges for effective communication. The goal is to become more flexible and responsive, inclusive of all the voices on campus. As the leading college of equity and excellence, it is imperative to set the standard for inclusive participation by all stakeholders. This model of participatory governance allows the College to institutionalize social justice activism as it responds to the needs of students. The College has implemented a number of successful initiatives and remains proactive in creating common spaces that facilitate equitable communication.

One of the most dynamic examples of this in action on campus is the faculty response to student concerns following recent political developments. With the input from faculty, staff, and students, a campuswide "teach-in" was planned and implemented. This action provided the space and resources for dialogue between all groups on campus. The intention is for equitable and inclusive communication. Many of the topics discussed point toward developing and enhancing critical thinking and community involvement. Additionally, the action highlights the College's commitment to and ability to share the "hard conversations" that are always part of its growth toward excellence.

Outcomes from this activity will be gathered and assessed during future meetings, including spring Convocation, Spring President's Cabinet Retreat, and other campus wide convenings. In this way, the dialogue and discussion that take place will become part of the body of data that informs future programs.

All three areas of this quality focus essay will be monitored and advanced through the College's action plan. College governance committees and program offices will be assigned the lead and will set milestones for progress.

San Diego Mesa College Improvement Plan			
Professional Learning and Development	INTEGRATE LOFT AND PROFESSIONAL LEARNING INTO MESA CULTURE <ul style="list-style-type: none"> Hire full-time professional learning coordinator Access needs utilizing Campus Employee Development plan Implement collegewide professional learning program 	Fall 2018-Spring 2018	<u>Standards</u> II.A.2, II.A.7, II.A.11; II.B.1, III.A.2, III.A.9, III.A.10, III.A.14, IV.A.1
	ENGAGE IN CULTURALLY RELEVANT PRACTICES <ul style="list-style-type: none"> Curriculum Redesign Institute Classified equity workshops Scholar-practitioner projects 	Fall 2017-Spring 2019	<u>Strategic Goals</u> 1.3, 1.4, 1.6, 2.3, 4.1, 4.2, 5.1, 5.2
	EXPAND EMPLOYEE ONBOARDING PROGRAM <ul style="list-style-type: none"> Faculty (New Faculty Institute), Classified staff, Administrators 		
Intrusive Student Support	INTEGRATE LEARNING RESOURCES AND ACADEMIC SUPPORT <ul style="list-style-type: none"> Continue to assess and implement classroom support (MT2C) Establish STEM center Student Engagement Center 	Fall 2017-Spring 2019	<u>Standards</u> II.A.4, II.B.1, II.C
	CREATE AND ENHANCE STUDENT PATHWAYS <ul style="list-style-type: none"> Continue to expand multimodal counseling and student services Expand Career Center and employment opportunities through Strong Workforce Initiative Support Transfer Center innovation Enhance K-12 partnerships (CCAP, CRWA) Continue to participate in MMAP 		
Communication and Collaboration	IMPLEMENT GOVERNANCE UPDATES <ul style="list-style-type: none"> Committee review process complete, web resources available Training in participatory governance for constituents 	Fall 2017-Spring 2018	<u>Standards</u> I.B.1, I.B.8, I.C.1, I.C.3, IV.A.1, IV.A.6, IV.A.7
	CREATE CO-ACTIVE WORK TEAMS TO IMPROVE COMMUNICATION AND COLLABORATION <ul style="list-style-type: none"> CUE change-agent teams Create tools for committees 		
	ASSESS COLLEGEWIDE COMMUNICATION <ul style="list-style-type: none"> Survey constituents Assess current practice Create communication spaces focused on equitable and inclusive communication 		

San Diego Mesa College Strategic Directions and Goals

Strategic Direction 1: Deliver, advance, and support an inclusive teaching and learning environment that enables all students to achieve their educational goals.

- Strategic Goal 1.1: Advance and sustain delivery of courses, programs, degrees, and certificates in support of the comprehensive community college mission, including:
- Strategic Goal 1.2: Assure access to quality education for all students
- Strategic Goal 1.3: Provide instruction in support of the needs of the College's diverse student population
- Strategic Goal 1.4: Advance practices in support of student success
- Strategic Goal 1.5: Assess, analyze, and act upon the college-wide, research and data-informed Student Equity Plan to assure access and success for the College's diverse student population
- Strategic Goal 1.6: Allocate appropriate resources to deliver upon these commitments

Strategic Direction 2: Build and sustain a sense of community that extends across campus and constituencies, nurturing collaboration, learning, growth, and diversity.

- Strategic Goal 2.1: Provide opportunities for faculty, staff, and students to interact outside of the classroom or workspace
- Strategic Goal 2.2: Support opportunities for interdisciplinary collaboration and collaboration between Student Services and Instruction to better serve students
- Strategic Goal 2.3: Support opportunities for faculty, staff, and students to grow in their understanding of cultural competency as they build their stronger sense of community
- Strategic Goal 2.4: Improve communication across the college, including accessibility, organization, and content of the college website
- Strategic Goal 2.5: Assure participatory governance committee structure and transparency in decision making.

Strategic Direction 3: Build and sustain pathways in support of the comprehensive community college mission.

- Strategic Goal 3.1: Collaborate with Continuing Education, K-12, and area universities to create and sustain a seamless pathway into, through, and beyond San Diego Mesa College
- Strategic Goal 3.2: Collaborate with local industries to build relationships and assure consistence with workforce needs
- Strategic Goal 3.3: Collaborate with area organizations and businesses to build internship opportunities aligned with student educational goals

Strategic Direction 4: Support innovation in our practices.

- Strategic Goal 4.1: Support new teaching strategies, applied learning experiences, and engagement techniques in support of student- centered learning
- Strategic Goal 4.2: Advance new technology applications in the classroom and on campus
- Strategic Goal 4.3: Modernize and integrate college information systems
- Strategic Goal 4.4: Integrate, clarify, and refine processes and decision making existing within the District-College interface to create greater efficiencies and effectiveness

Strategic Direction 5: Support personal growth and professional development of our employees.

- Strategic Goal 5.1: Build a culture of professional development and personal growth that empowers employees to set and achieve their professional goals
- Strategic Goal 5.2: Promote professional development in teaching and learning, using technology to advance student learning, and developing engagement strategies to enhance student learning

Strategic Direction 6: Serve as stewards of our resources and advance effective practices in support of accountability.

- Strategic Goal 6.1: Provide sustainability in terms of our facilities, technology, human resources, and fiscal resources
- Strategic Goal 6.2: Advance assessment of student learning at the course, program, service area, and institutional levels
- Strategic Goal 6.3: Assure external accountability requirements are met

APPENDIX: EVIDENCE LIST

SAN DIEGO MESA COLLEGE

2017 Institutional Self Evaluation Report

IN SUPPORT OF REAFFIRMATION OF ACCREDITATION



**SAN DIEGO
MESA COLLEGE**



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