

2023



INSTITUTIONAL SELF-EVALUATION REPORT

SAN DIEGO
MESA COLLEGE

SAN DIEGO MESA COLLEGE

Institutional Self-Evaluation Report

In Support of an Application for

Reaffirmation of Accreditation

Submitted by

San Diego Mesa College
7250 Mesa College Drive
San Diego, CA 92111

to

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

August 1, 2023

Certification


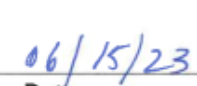
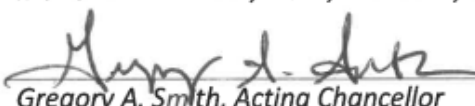
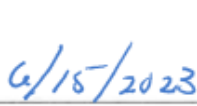
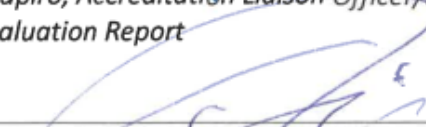
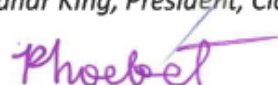
To: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

From: Ashanti Hands, Ed.D., President
San Diego Mesa College
7250 Mesa College Drive
San Diego, CA 92111-4998

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

 Ashanti Hands, Ed.D., President	 Date
 Maria Nieto Senour, Ph.D., President, Board of Trustees	 Date
 Gregory A. Smith, Acting Chancellor	 Date
 Hai Hoang, Acting Dean, Accreditation Liaison Officer/Co-Chair, Self-Evaluation Report	 Date
 Lisa Shapiro, Accreditation Liaison Officer/Faculty Co-Chair, Self-Evaluation Report	 Date
 John Crocitti, President, Academic Senate	 Date
 Sahar King, President, Classified Senate	 Date
 Phoebe Truong, President, Associated Student Government	 Date

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Introduction

A. Introduction

College History

San Diego Mesa College, the largest campus in the San Diego Community College District, has been serving students since 1964 and ranks as San Diego's top transfer institution. The College is committed to access, success, and equity and strives to fulfill its vision to be the leading college of equity and excellence through a diverse community of students, faculty, classified professionals, and administrators.

San Diego Mesa College offers nearly 200 associate degree and certificate programs and is one of fifteen California community colleges offering a four-year baccalaureate degree. The College offers online and on-campus courses leading to the Associate in Arts and Associate in Science degrees, the Associate Degree for Transfer (ADT), program certificates, and workforce preparedness. Career readiness programs include allied health, animal health technology, business, multimedia, Geographic Information Systems (GIS), hospitality, fashion, architecture, and others designed to deliver workplace skills in demand.

The College serves 25,000 students per year, twenty-five percent of whom are full-time, and is a Military Friendly School, serving nearly 3,000 veterans and their families. The College is a proud Hispanic Serving Institution (HSI), with a student population that is thirty-nine percent Latinx. The College applied for and was awarded an AANAPISI grant that focuses on supporting Asian American, Native American, and Pacific Islander students. The College was the first community college in the San Diego region to receive this federal grant.

The San Diego Mesa College community holds great respect for the land and the original people of the area where our campus was built. Specifically, the College recognizes the Kumeyaay people whose ancestral homelands the Campus currently occupies, acknowledges their contributions to the region, and expresses gratitude for their stewardship.

State-funded propositions S and N allowed the College to complete renovations, infrastructure, and facilities enhancement. The Center for Business and Technology was completed in 2018-19, with upgraded facilities available to strong workforce programs, including Computer Science and Fashion. The final phase of campus construction, a redesign of the campus quad, was completed in 2021-22. Campus construction adheres to the District's Green Building Policy. College initiatives include Eco-Mesa, and a commitment to sustainability overseen by the Environmental Sustainability Committee (ESC).

The College completed its last ISER in 2017. Key areas that the College has focused on include student success and retention, including outcomes assessments; a commitment to diversity and inclusivity, including increasing transfer rates among underserved populations; increased transparency in maintaining and reporting data; ongoing professional development, and the development of Mesa2030, a comprehensive ten-year educational and facilities plan.

In 2017, the College embarked on a guided pathways self-assessment, including campus-wide dialogue with all constituent groups. The College allocated project funding in support of

pathways, including professional development, and created student success teams to better align the structure, goals, and objectives of pathways with student success.

In 2017-18, a collaborative effort between the Planning and Institutional Effectiveness Committee (PIEC), the Committee on Outcomes and Assessments (COA), and the Program Review Steering Committee (PRSC) oversaw the redesign of outcomes mapping and the assessments review process. This redesign led to the following practices and processes, which are evaluated during each review cycle for continued improvement:

- Two Outcomes Assessment Institutes were held, funded by a grant from the Institutional Effectiveness Partnership Initiative.
- The assessment mapping and review process is now embedded in program review, with programs identifying goals tied to specific outcomes.
- The College created and maintained new and transparent data dashboards to track metrics such as student success and retention.

Throughout 2018-20, the College worked closely with stakeholder groups to develop Mesa2030, the ten-year comprehensive educational and facilities plan. This incorporates a five-year plan with strategic objectives, as well as a process for annual assessments and continued improvement of resource allocation and program review. For these efforts, the College received recognition from the Bellwether College Consortium, which nominates community colleges for outstanding and innovative programs and practices. Mesa2030 was designated a top finalist in the Planning, Governance, and Finance category.

In 2021, Mesa's five-year grant as a Hispanic-Serving Institution (HSI) was renewed by the U.S. Department of Education (DOE) to increase equity among Hispanic and Latinx students pursuing Science, Technology, Engineering, and Math (STEM) degrees. Mesa was awarded another DOE grant for Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI).

Due to ongoing dialogue with constituency groups about cultural change, the College has shifted processes and practices toward a model that asks stakeholders to refocus the lens of accountability from the individual student back to faculty, staff, and administrators. This focus invites a common view of barriers as shared obstacles rather than individual hurdles, such as understanding poverty as a social concern, not a problem of chance or a matter of individual work ethics.

The College was named a 2021 Equity Champion of Higher Education by The Campaign for College Opportunity. This award recognizes the College for taking intentional action in support of Black and Latinx students with transfer goals and assisting them in earning the Associate Degree for Transfer (ADT). The award was determined based on percentage point gap (PPG) data, which shows gains in ADT awards to Latinx and Black students relative to campus-wide ADT conferral rates. This achievement reflects the College's ongoing equity work.

San Diego Mesa College highlights include:

Institutionalization of Equity Efforts

- Office of Student Success & Equity
- Student Success and Support Program
- Title V-HSI Grant
- Title V – Proyecto Exito
- Basic Skills Transformation Grant
- Title III-STEM HSI Grant
- Liaison with Minority Male Community College Collaborative through SDSU

Creation and Enhancement of Student Support Spaces and Services

- Mesa Tutoring and Computing Centers
- Student Support Programming
- College Career Access Pathway
- Guided Pathways
- Strong Workforce
- Promise Program
- Farmer's Markets
- The Stand
- Dreamer Resource Center
- FAST Center
- Serenity Space
- Veterans Success Center
- Pride Center
- Honors Center

Student Services Leadership Team Action Steps and Initiatives

- Goals and action steps in support of Black and African American student success
- Recognizing the urgency of racial inequity
- Monthly “Feel, Heal, and Be Real” dialogues
- Professional learning centered on Black Lives Matter and Equity issues
- Panel with Black Faculty Counselors’ Collaborative (BFCC)
- Equity Crosswalk
- Racial Battle Fatigue framework
- Bystander training

Ongoing Professional Development

- Campus Employee Learning Committee
- LOFT (Learning Opportunities for Transformation)
- Professional Advancement Committee
- Staff Development Committee and Flex subcommittee

Mesa College and COVID-19

The College worked closely with district, local and state governments, and health agencies to monitor and act on recommendations and health guidelines. The College’s priority is the safety

of all students and personnel, the continued deliverance of education and student support services, and the fulfillment of the College’s mission as the leading college of equity and excellence.

In spring 2020, the College surveyed faculty, staff, and students, and identified courses that could transition immediately into an online format. Training and professional development for Canvas and online teaching tools, including Zoom, were scaled up. Training has been ongoing.

The following are key actions taken by the College in response to COVID-19:

- Transitional week during which students, faculty, staff, and administrators worked to scale up online teaching
- Initial period of online teaching, including needs assessment, allocation of additional resources, training, communications and outreach
- Updates to student services, including financial aid, academics and tutoring, library resources, student health, and crisis intervention
- Identification of resources for food and technological assistance
- Mobile farmer’s markets
- Wi-Fi access available at a campus parking lot
- Loaner laptops for students
- Take-home kits for multiple disciplines, such as fashion, music and science
- Resources for vaccination, testing, health services, and counseling
- Extended plan for online teaching
- Phased approach to reinstate on-campus labs and career/technical courses
- Bi-Monthly President’s Forums live-streamed through Zoom and YouTube with live chats for faculty, classified professionals and students
- Virtual Commencement Ceremony
- Online Student Services webpage
- Live and Virtual chatbots
- Counseling appointments offered via Zoom and Phone

Throughout 2021 and 2022, the campus successfully phased in the reopening of facilities while continuing to incorporate digital and hybrid models for classes, meetings, and student services.

Student Enrollment Data

Student Enrollment Data is made publicly available via our [Data Dashboards](#). The data below is pulled from these dashboards. Like many community colleges, our enrollment historically has had an inverse relationship with the economy. That is to say, as the economy improves, our enrollments decline. Mesa saw evidence of this as our enrollments have declined steadily since 2014. The COVID-19 pandemic exacerbated this, and between Fall 2019 and Fall 2022, Mesa saw a decline of 17% in enrollments and 12% in headcount. The largest decline was seen between the 2019/20 and 2020/21 Academic Years, with evidence of rebound between 2021/22 and 2022/23. Fall 2022 Enrollments are 2% above the enrollment for Fall 2021.

Enrollment Trends

Figure 1. Enrollment Over 2017-2022 Academic Years by Headcount

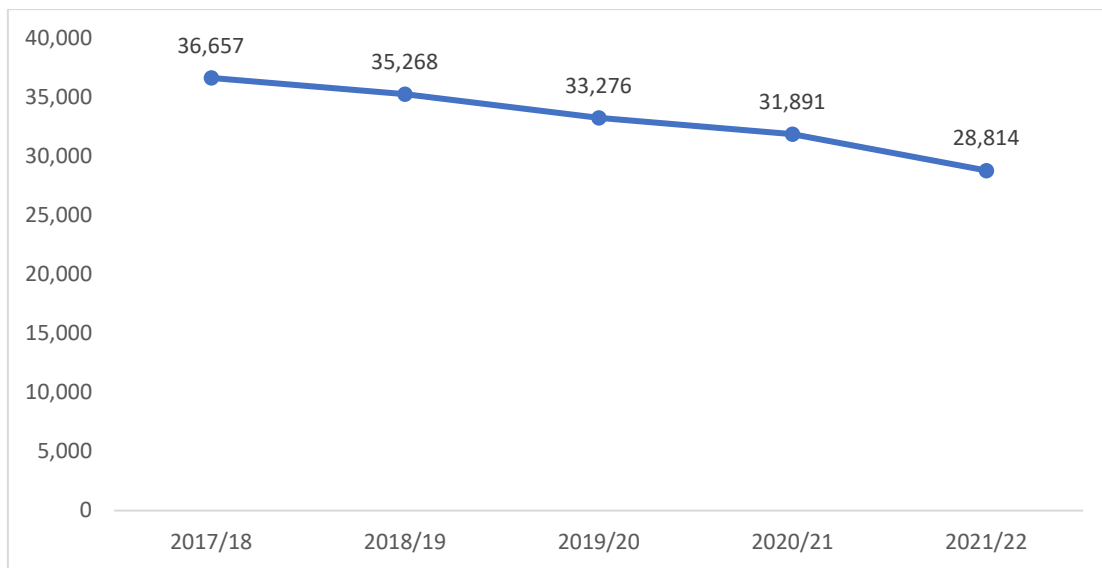
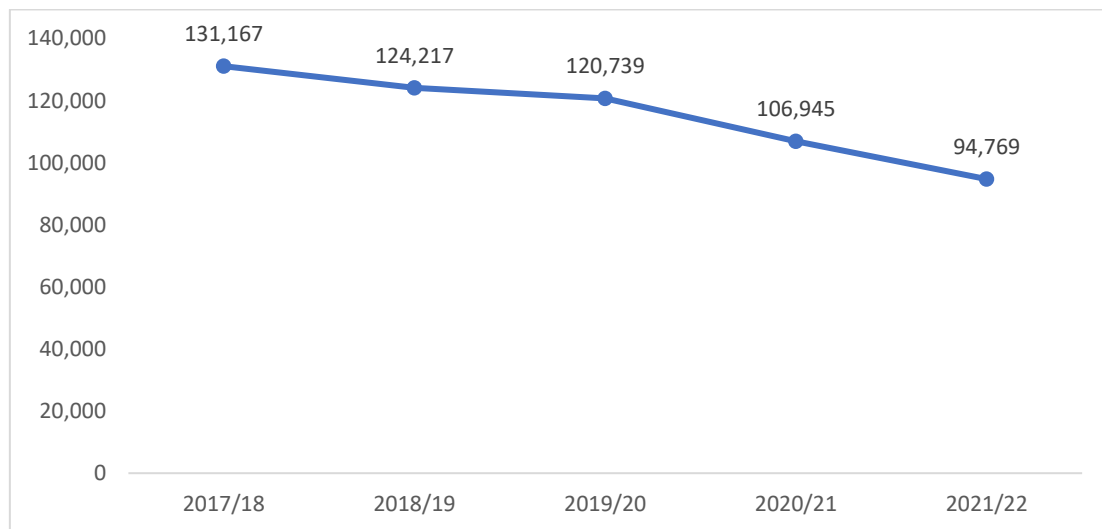


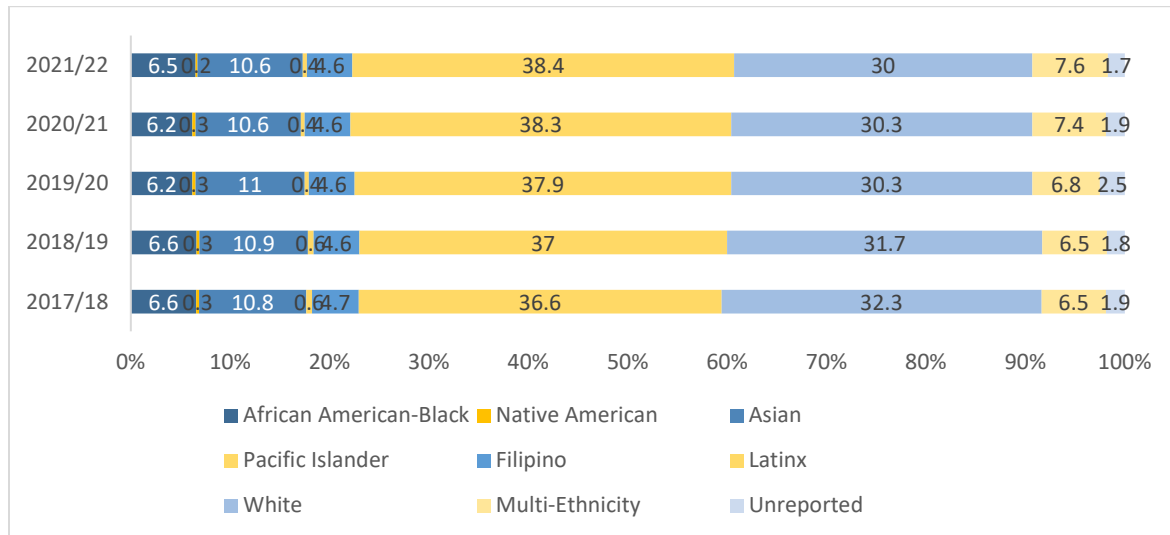
Figure 2. Enrollment Over 2017-2022 Academic Years by Valid Enrollments



Student Population by Ethnicity

Throughout the last five years, the College's student population has been mostly stable. The College's Latinx population has maintained a steady growth over the last five years and is still the larger proportion of the student population (38.4% of the total population, Figure 3), while White students have been slightly declining over the last five years. With the exception of a slight increase in Multi-Ethnic students, there were no other notable demographic shifts.

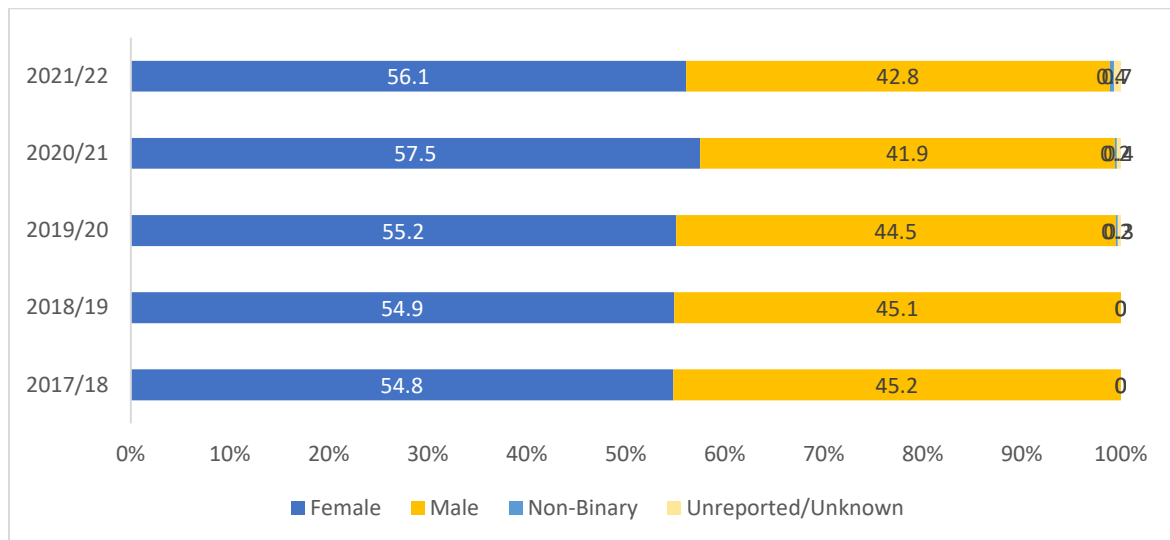
Figure 3. Student Headcount by Ethnicity



Student Population by Gender

Over the last five years, female identifying students have been a slight majority of the College's students (54.8-57.5%). There have been no significant demographic changes regarding student gender, except the inclusion of students identifying as non-binary (Figure 4).

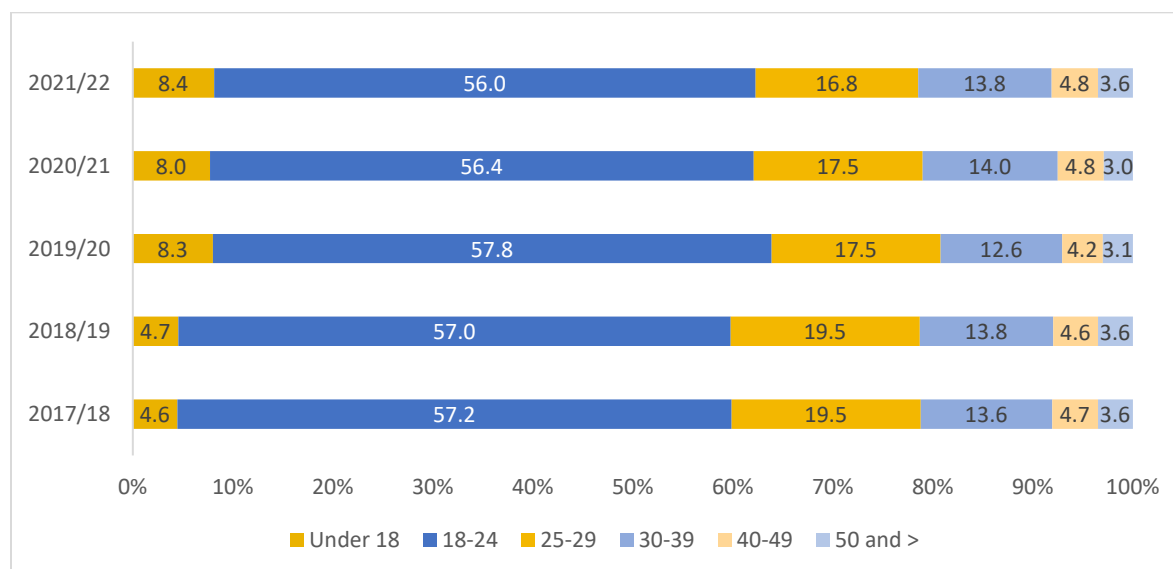
Figure 4. Student Headcount by Gender



Student Population by Age

Keeping in line with the College's historical age trend, the majority of Mesa College's students within the last five years are between the ages of 18-24 (roughly 56.8%). The College also saw an increase in students under 18 over the last five years (Figure 5).

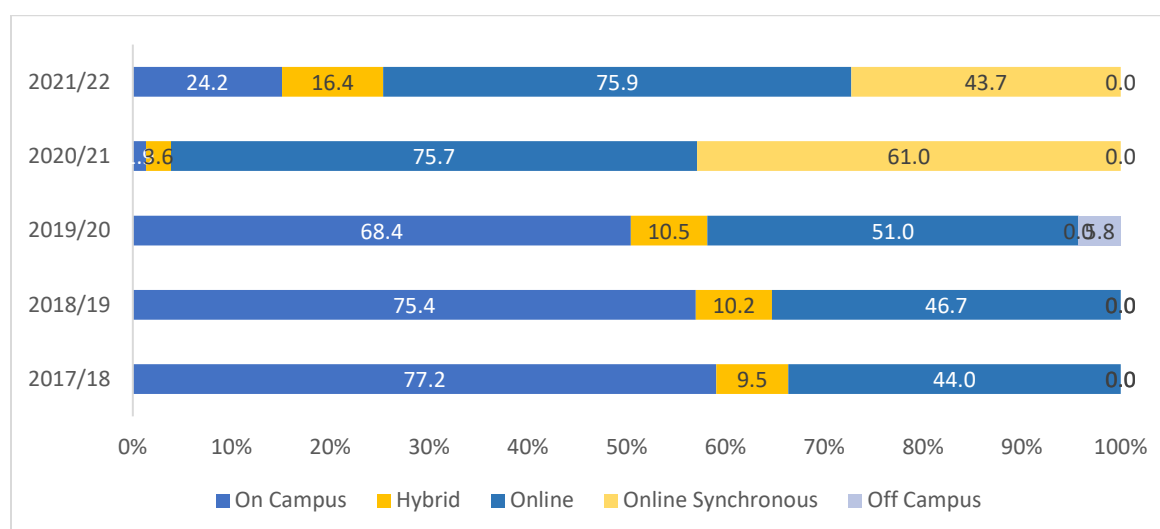
Figure 5. Student Headcount by Age



Enrollment by Modality

Due to the COVID-19 pandemic, the percentage of enrollment by modality shifted greatly. Before the Fall 2020 academic year, the majority of enrollments were on-campus courses (75.4-77.5%). For the Fall 2020 academic year, there was a substantial increase in asynchronous and synchronous online courses (Figure 6).

Figure 6. Student Headcount by Modality

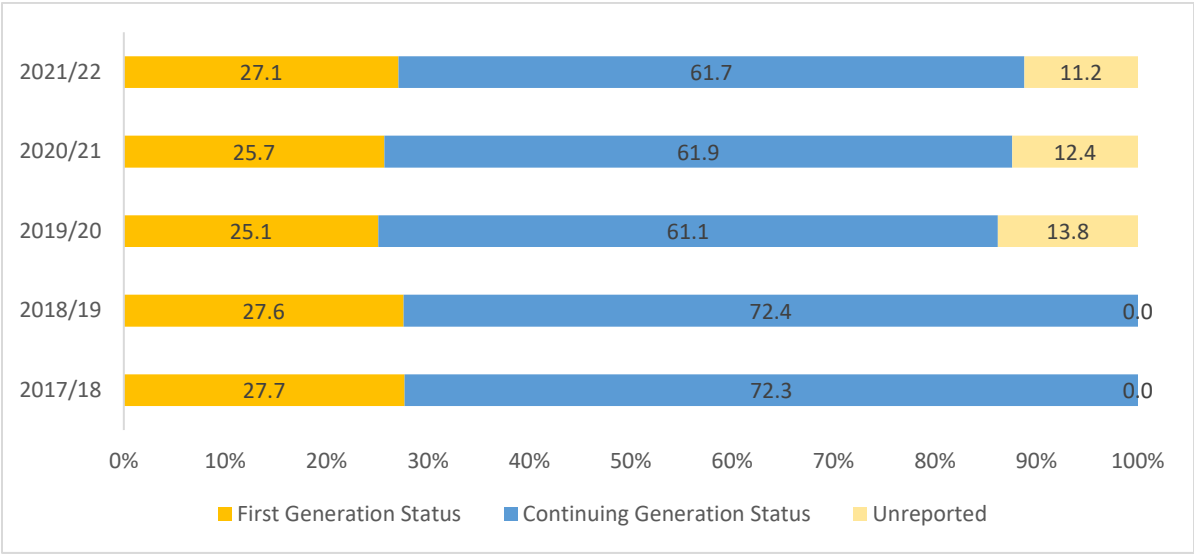


Student Population by First Generation Status

Over the last five years, the College has maintained a stable first-generation student population.

The majority of students at the College are continuing generation students (Figure 7).

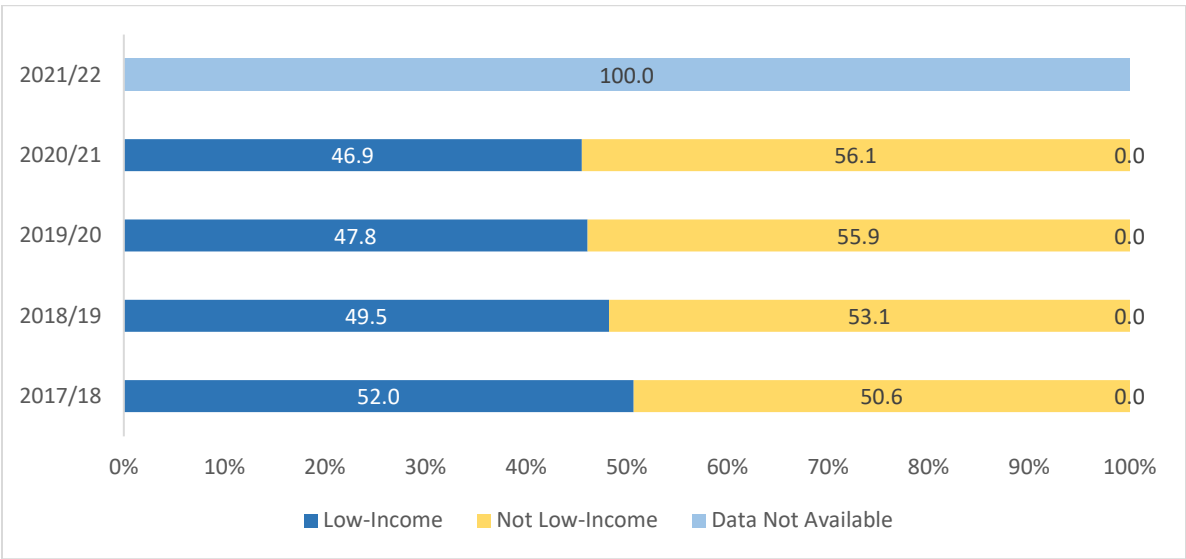
Figure 7. Student Headcount by First-Generation Status



Student Population by Low Income Status

Over the last five years, the College has had a relatively even split between students who are and who are not considered as having a low-income status (2021/22 had no data, Figure 8).

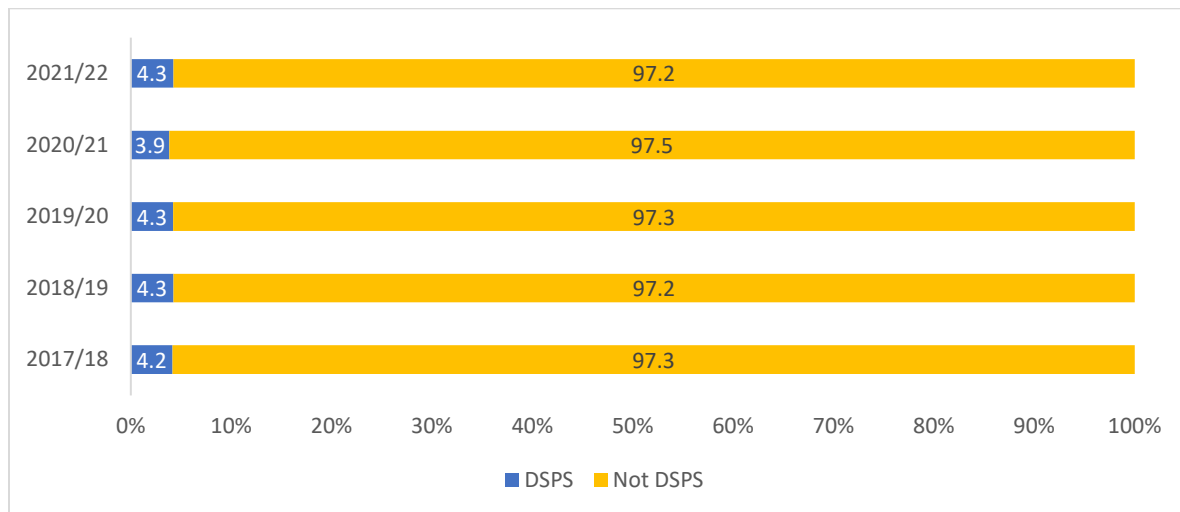
Figure 8. Student Headcount by Low-Income Status



Student Population by Disability Status

Over the last five years, four percent of Mesa College's students were supported by the Disability Support Programs and Services (DSPS) program. There was a slight drop during the 2020-21 academic year, which was most likely due to the pandemic (Figure 9).

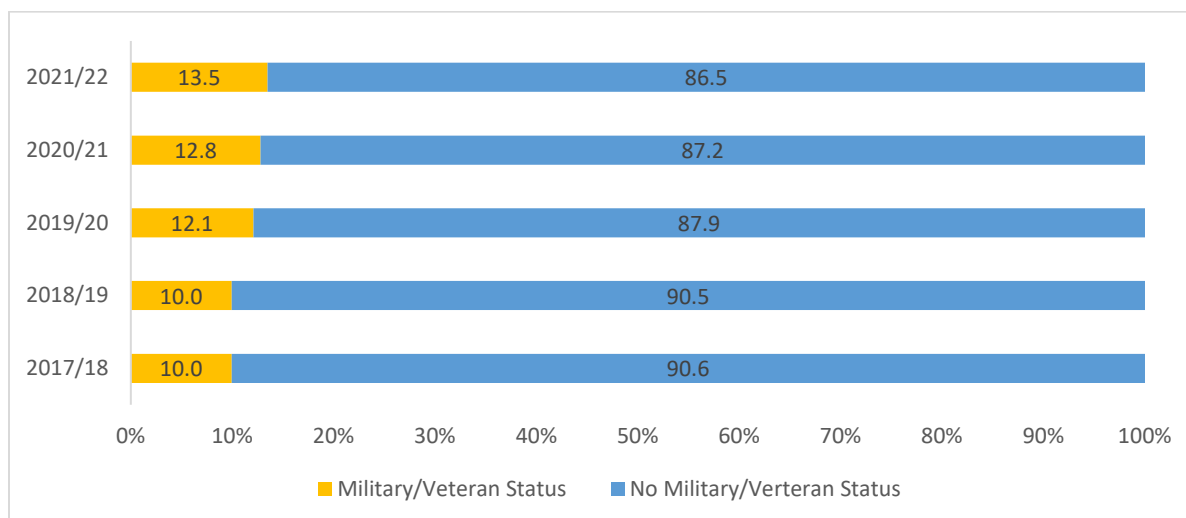
Figure 9. Student Headcount by DSPS Status



Student Population by Veteran Status

Over the last five years, the veteran population at the College has increased by 3 percent (Figure 10).

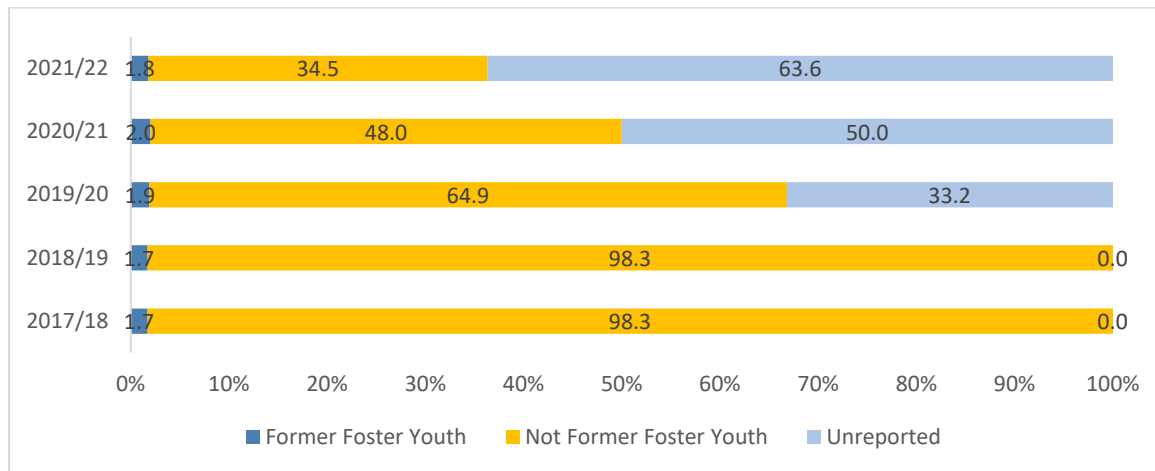
Figure 10. Student Headcount by Veteran Status.



Student Population by Former Foster Youth Status

Over the last five years, the College's former foster youth status has remained stable (Figure 11).

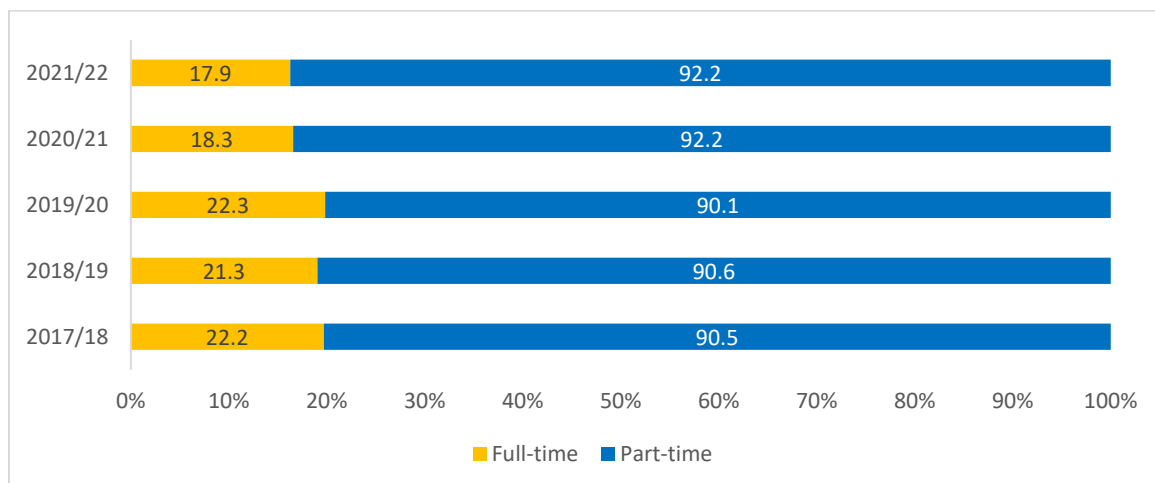
Figure 11. Student Headcount by Former Foster Youth Status



Student Population by Enrollment Status

Over the last five years, the College maintained a majority part-time student population. For the last two years, the College's full-time student population slightly dropped compared to prior years, which may be due to the COVID-19 pandemic (Figure 12).

Figure 12. Student Headcount by Enrollment Status

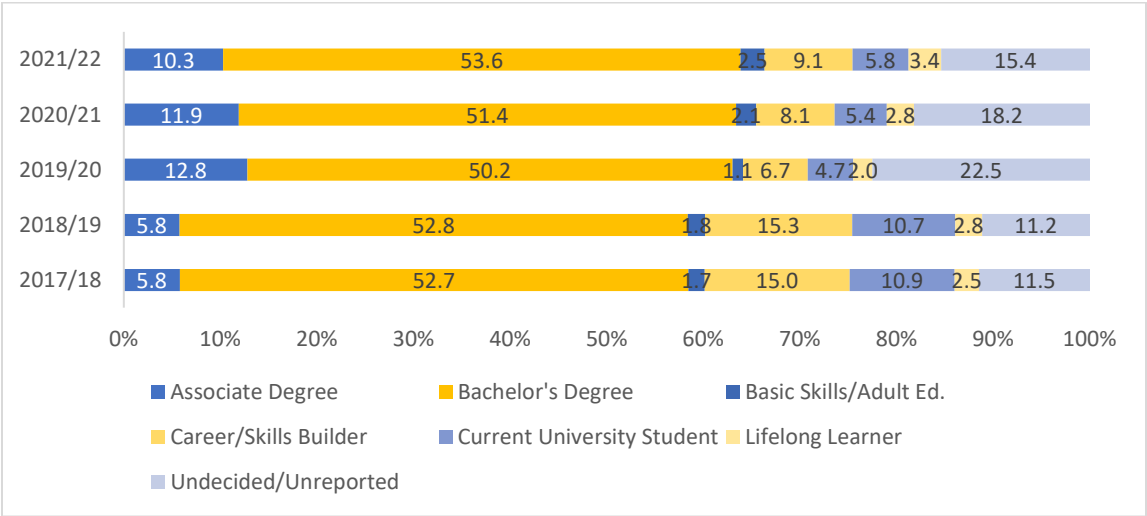


Student Population by Educational Goal

Over the last five years, the College has maintained a relatively stable student population by differing educational goals. From the 2018/19 academic year to the 2019/20 academic year,

there was a drop in students who were currently enrolled at a university by 6 percent, which may have been due to the pandemic. Similarly, there was an increase in students whose goals were associate degrees and were undecided/unreported (Figure 13).

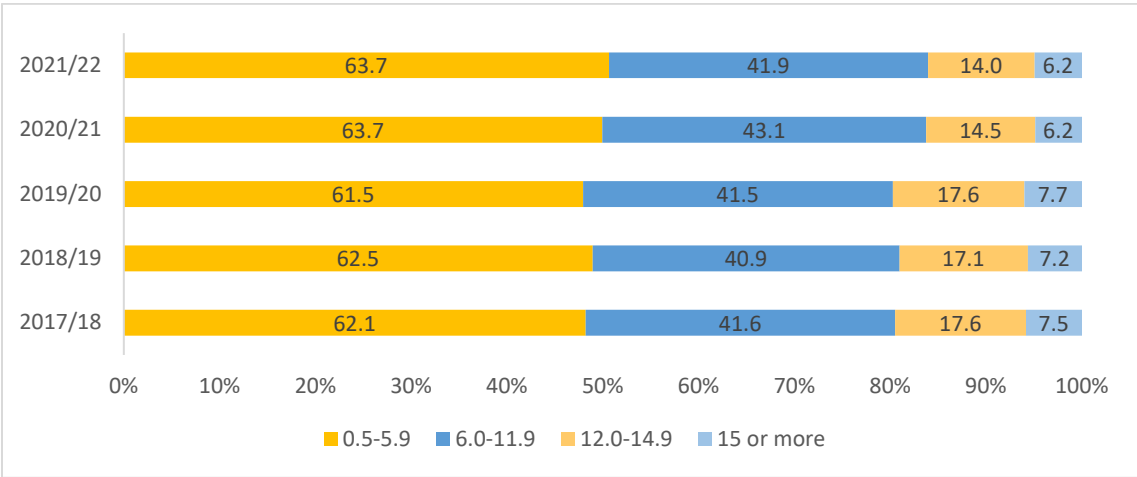
Figure 13. Student Headcount by Educational Goal



Student Population by Mesa Units Attempted

Over the last five years, the College has maintained a stable number of units attempted with only a slight dip in units 12-14.9 attempted (Figure 14).

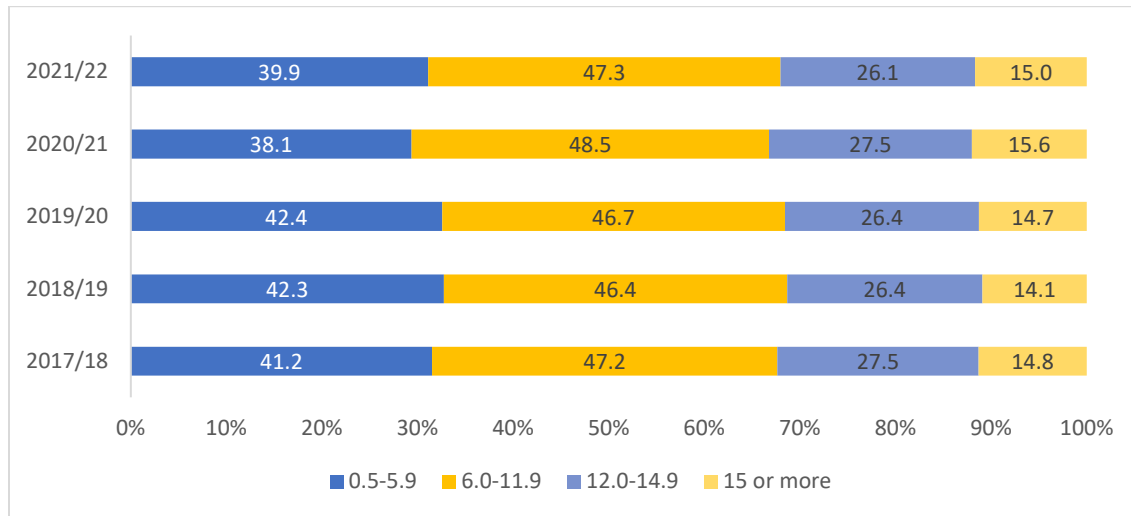
Figure 14. Student Headcount by Mesa Units Attempted.



Student Population by SDCCD Units Attempted

Over the last five years, students at Mesa College maintained a stable number of units attempted in the SDCCD (Figure 15).

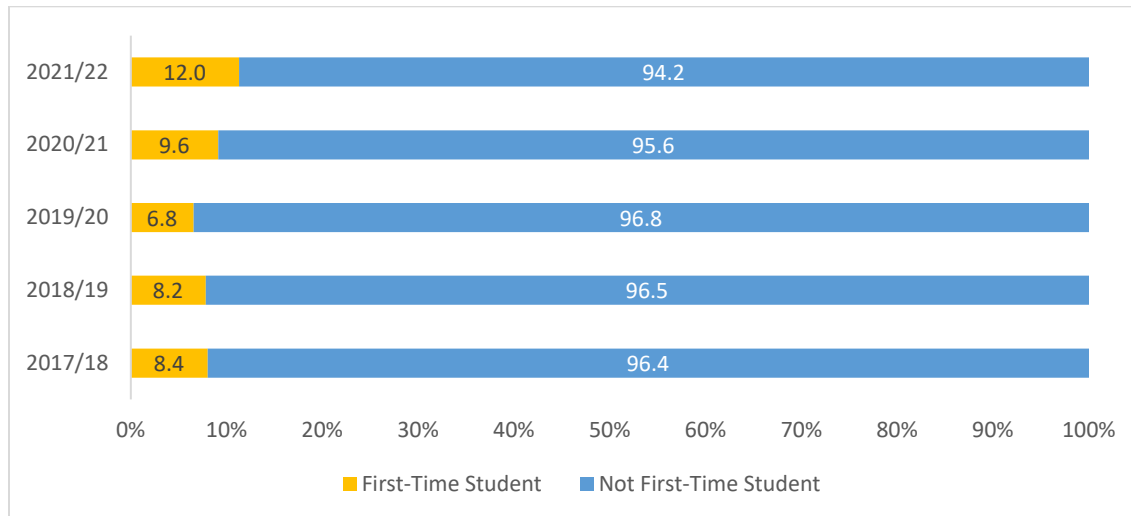
Figure 15. Student Headcount by SDCCD Units Attempted



Student Population by First-Time Student Status

Over the last five years, Mesa College has seen a relatively stable percentage of first-time students to non-first-time students. There was a slight increase in first-time students during the 2021/22 academic school year (2.4 percent, Figure 16).

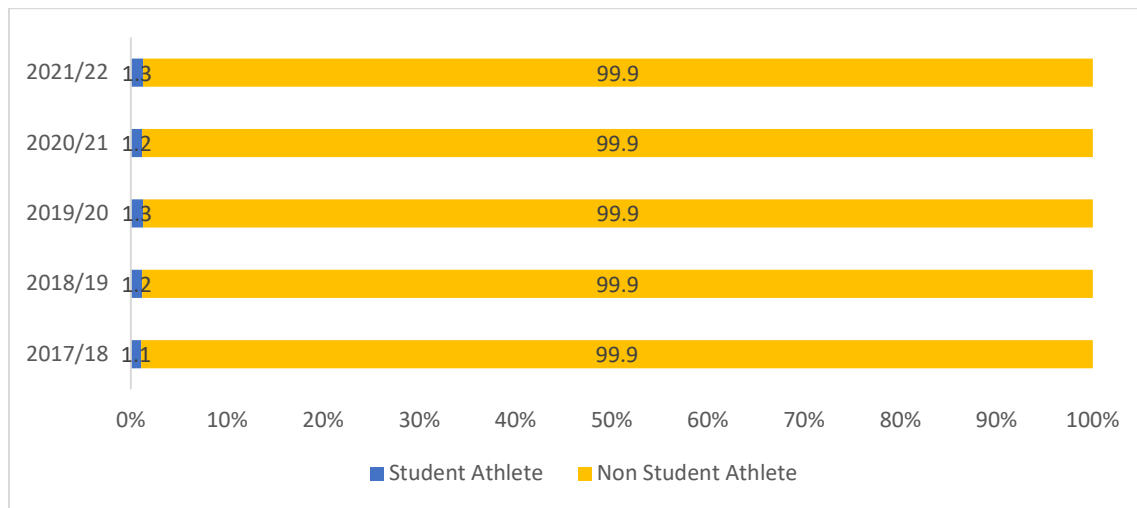
Figure 16. Student Headcount by First-Time Student Status



Student Population by Student Athlete Status

Over the last five years, the College has seen a stable population of student athletes (Figure 17).

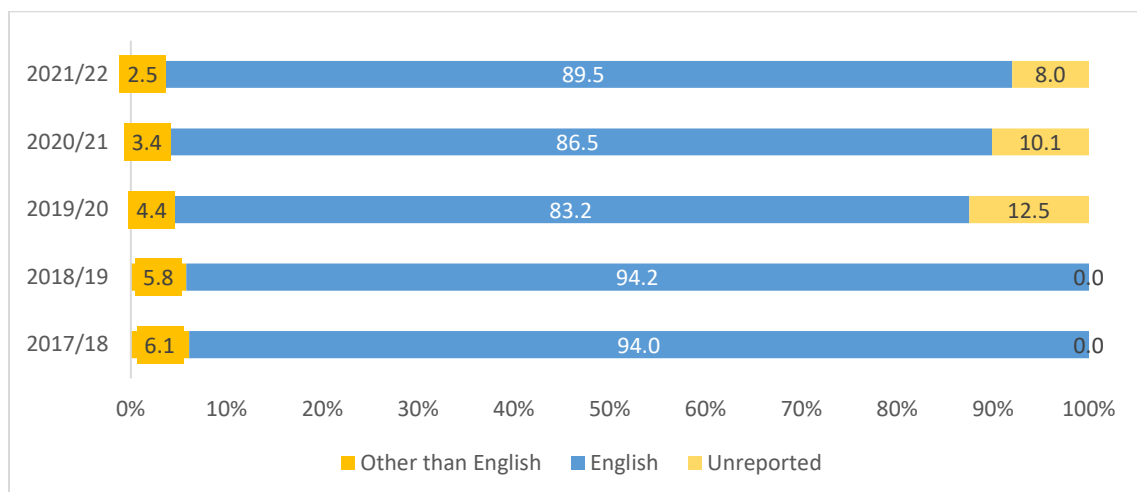
Figure 17. Student Headcount by Student Athlete Status.



Student Population by Primary Language

Throughout the last five years, Mesa College has maintained a stable population of students whose primary language is English. There has been a slight dip in students who speak a primary language other than English (Figure 18).

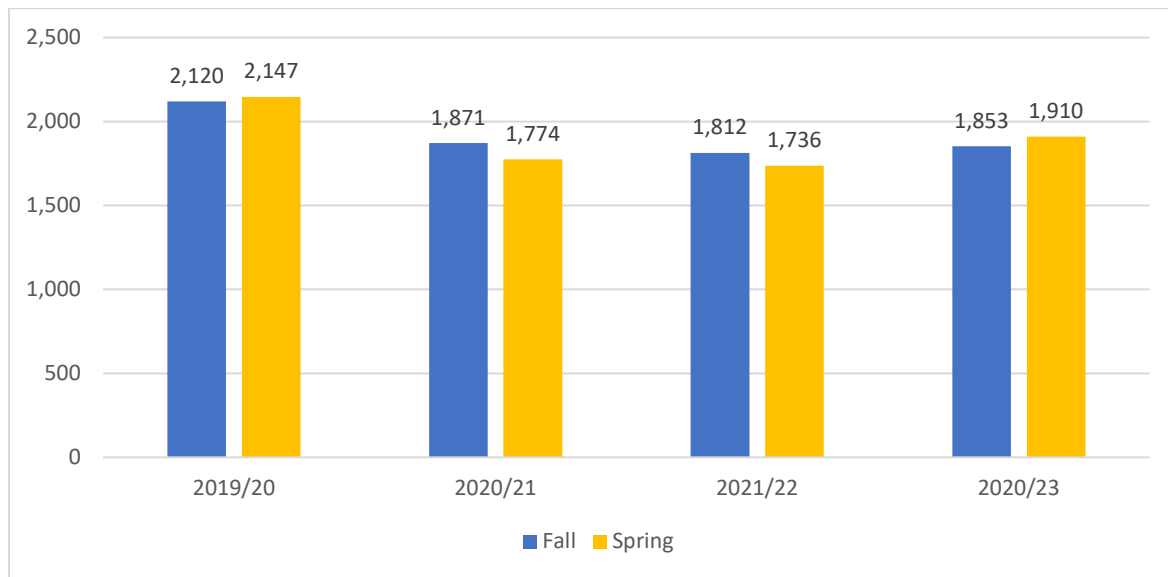
Figure 18. Student Headcount by Primary Language.



Instructional Offerings

Mesa College is a comprehensive community college that offers a multitude of programs, including transfer pathways, associate degrees, a bachelor's degree, and certificates in career and non-career technical areas. Over the last three years, the section count offered at the College had a slight decrease, dipping below the 2,000 mark. This is most likely due to the COVID-19 pandemic and the College has seen a slight increase in the last year or so (Figure 19).

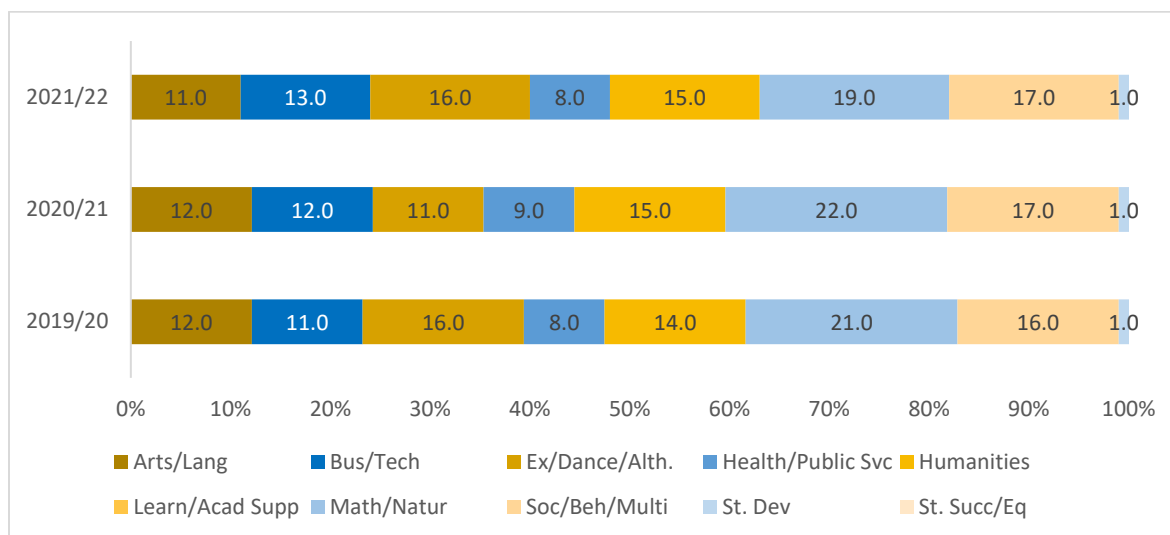
Figure 19. Section Count by Academic Year Offerings.



Section Count by School

Mesa College offers an array of majors and over the last three years has seen steady section offerings in Math and Natural Sciences, Humanities, and Social/Behavioral Sciences and Multicultural Studies (Figure 20).

Figure 20. Section Count by School.

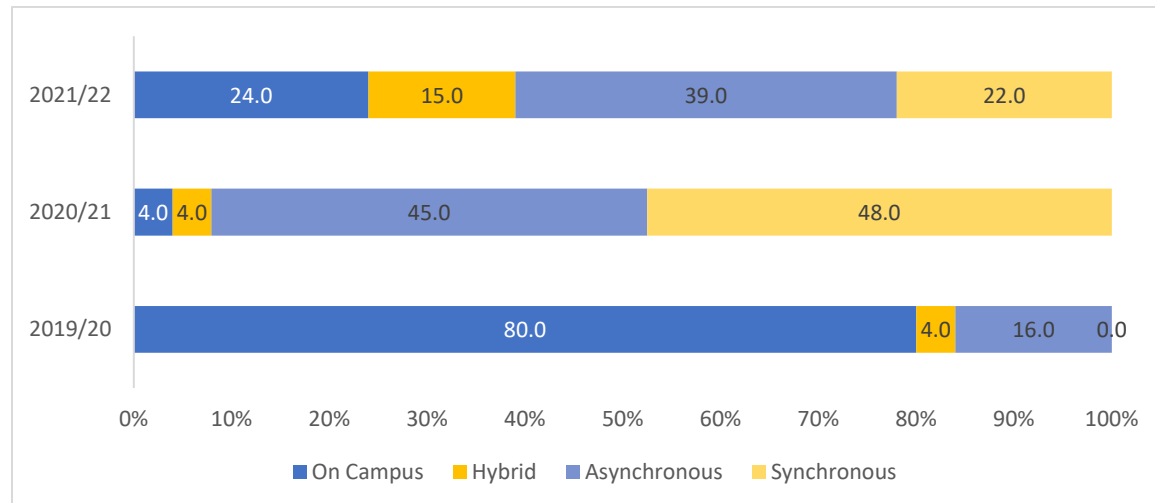


Section Count by Modality

During the 2019-20 academic year, the majority of sections offered were on campus (80%). The following year, that percentage dropped dramatically due to the pandemic, resulting in more offerings of both asynchronous and synchronous online class sections. The 2021-22

academic year saw a slight increase in on campus sections being offered again but asynchronous online sections were still the majority of sections offered (Figure 21).

Figure 21. Section Count by Modality.



Section Count by Top 10 Subjects

The following tables include the number of sections offered by top 10 subjects over the last three years. From the tables, the top 10 subjects remain relatively consistent, with the only exception being history replacing dance.

Table 1. Top 10 Subjects by Section Count, 2019-2020

#	Subjects	Section Count
1	Exercise Science	563
2	English	381
3	Math	381
4	Art-Fine Art	202
5	Chemistry	193
6	Biology	184
7	Music	168
8	Computer Science	161
9	Psychology	153
10	Dance	104

Table 2. Top 10 Subjects by Section Count, 2020-2021

#	Subjects	Section Count
1	English	358
2	Exercise Science	312
3	Math	307
4	Chemistry	191

5	Biology	175
6	Computer Science	153
7	Art-Fine Art	146
8	Psychology	140
9	Music	129
10	History	87

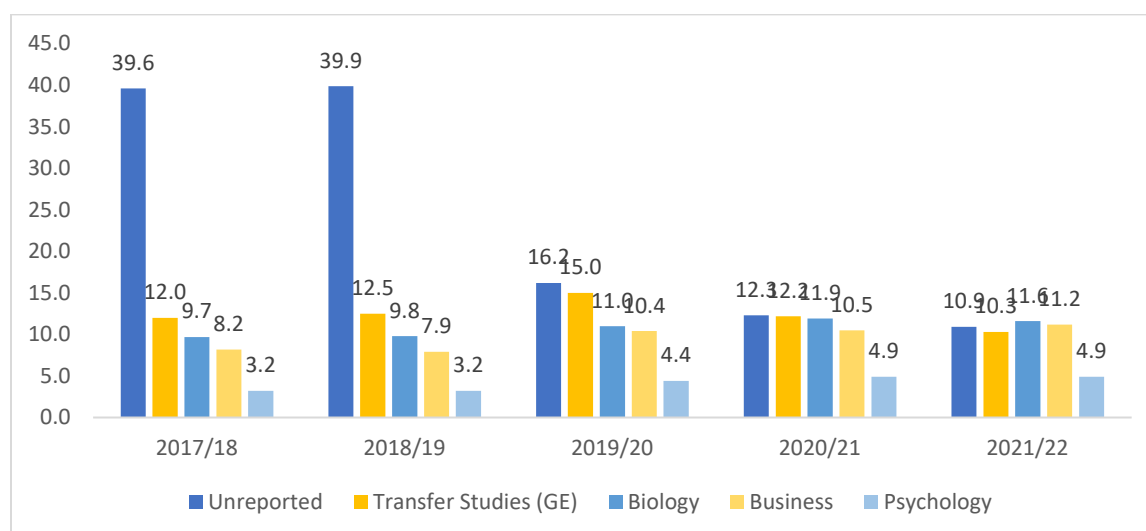
Table 3. Top 10 Subjects by Section Count, 2021-2022

#	Subjects	Section Count
1	Exercise Science	490
2	English	351
3	Math	272
4	Computer Science	157
5	Biology	150
6	Art-Fine Art	145
7	Chemistry	144
8	Psychology	129
9	Music	110
10	History	80

Top 5 Academic Plans

Over the last five years, Mesa College's academic plans have stayed relatively stable. Students at the College tend to gravitate towards transfer studies (the general requirement for transfer) but in recent years, there was a slight increase in Biology and Business Academic Plans (Figure 22).

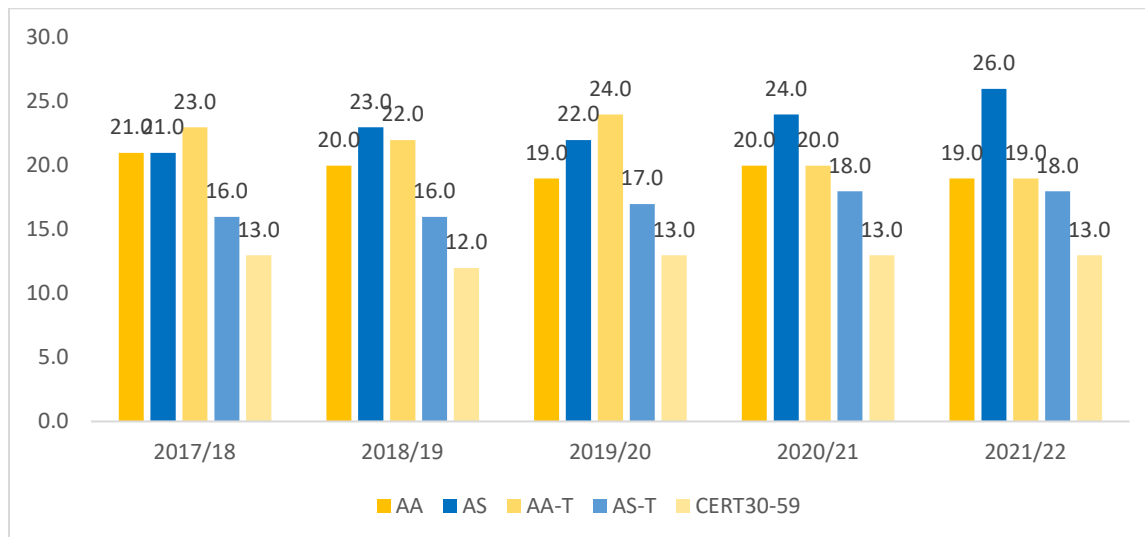
Figure 22. Top 5 Academic Plans by Percentage of Student Headcounts



Top 5 Awards

Over the last five years, the top awards granted at Mesa College have stayed relatively stable. The highest percentage of awards granted has been between an Associate's Degree in Science and Associate's Degree in Arts for Transfer (Figure 23).

Figure 23. Top 5 Awards by Percentage of Student Headcount.

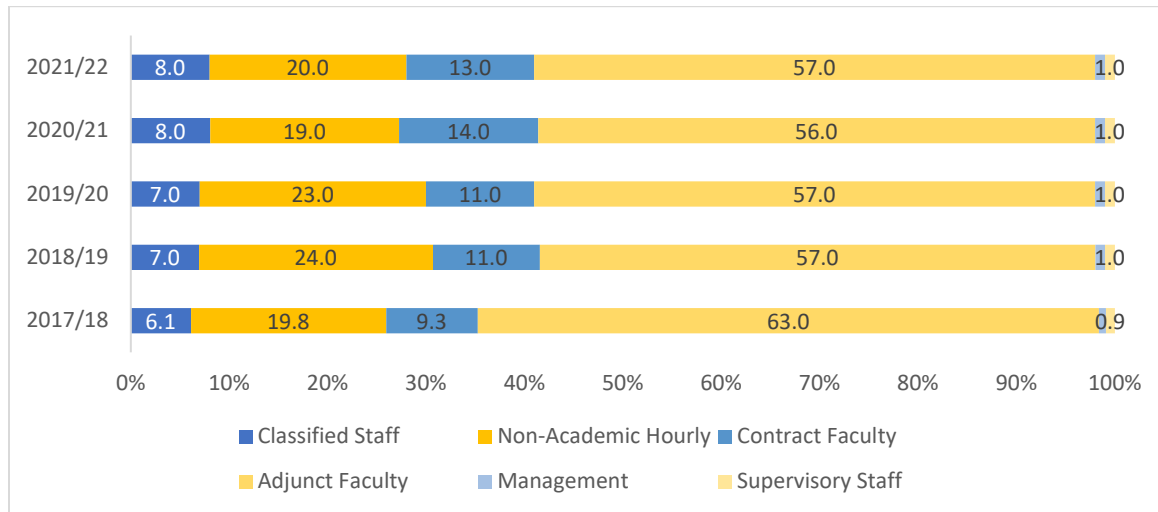


Faculty Demographics:

Faculty and Staff Demographics by Employee Category

Over the last five years, San Diego Mesa College has seen a 35 percent decrease in total number of employees, from 2,640 in the 2017-18 academic year to 1,723 in the 2020-21 academic year. Some of this trend may be due to retirement, as well as the community upheaval of the global pandemic. This trend is most likely changing as the College saw a 6 percent increase in staff during the 2021-22 academic year (1,821). The number of classified staff, non-academic/non-classified hourly employees, contract faculty, adjunct faculty, management, and supervisory staff remained stable during the time period. Non-academic/non-classified hourly workers and adjunct faculty remained the majority of staff employed at Mesa College (Figure 24).

Figure 24. Employee Headcount by Position Category



Faculty and Staff Demographics by Ethnicity and Position Category

The majority of Mesa College’ classified and non-academic/non-classified employees have been White (30-35%), Hispanic/Latinx (18-28%), and Asian (18-24%). In terms of contract and adjunct faculty, the majority were White (51-57%), followed by Hispanic/Latinx (12-14%). While the majority of management positions were predominately White (around 52%), supervisory positions were predominately Hispanic/Latinx (around 35%). See Figures 25-30 below.

Figure 25. Employee Headcount by Ethnicity and Classified Staff

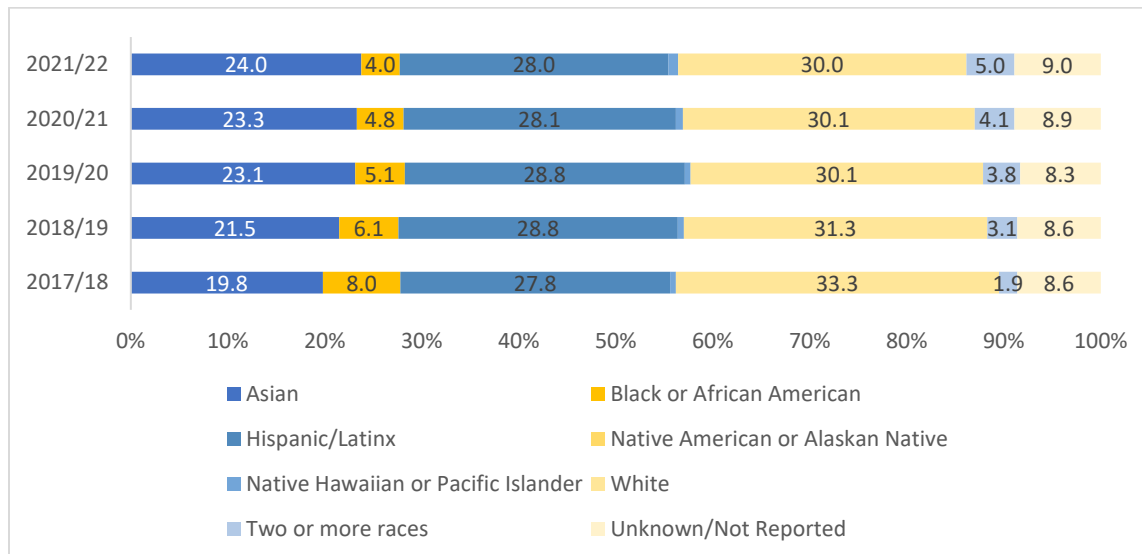


Figure 26. Employee Headcount by Ethnicity and Non-Academic/Non-Classified Staff

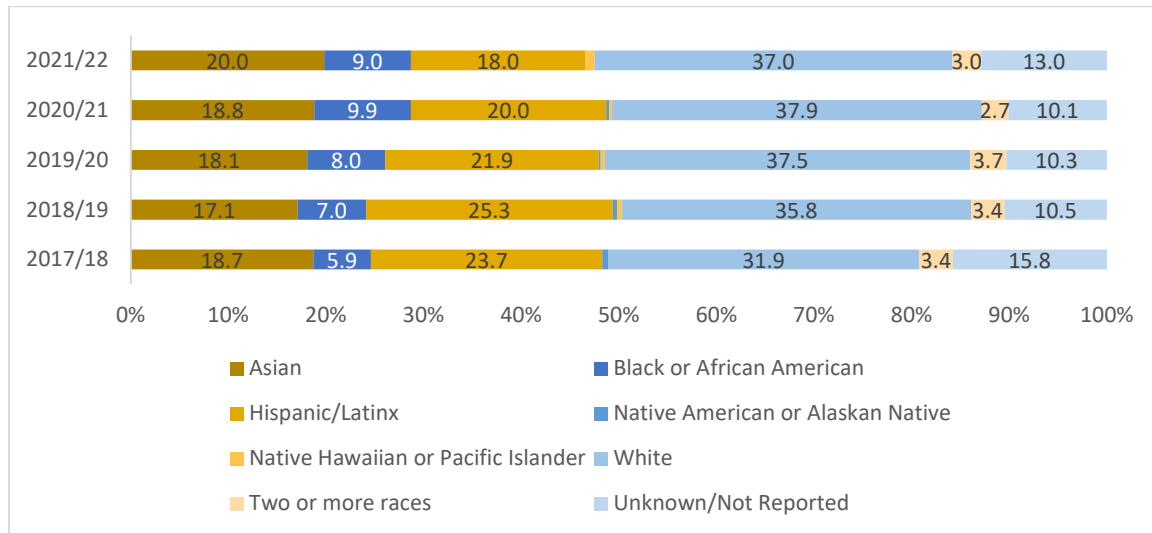


Figure 27. Employee Headcount by Ethnicity and Contract Faculty

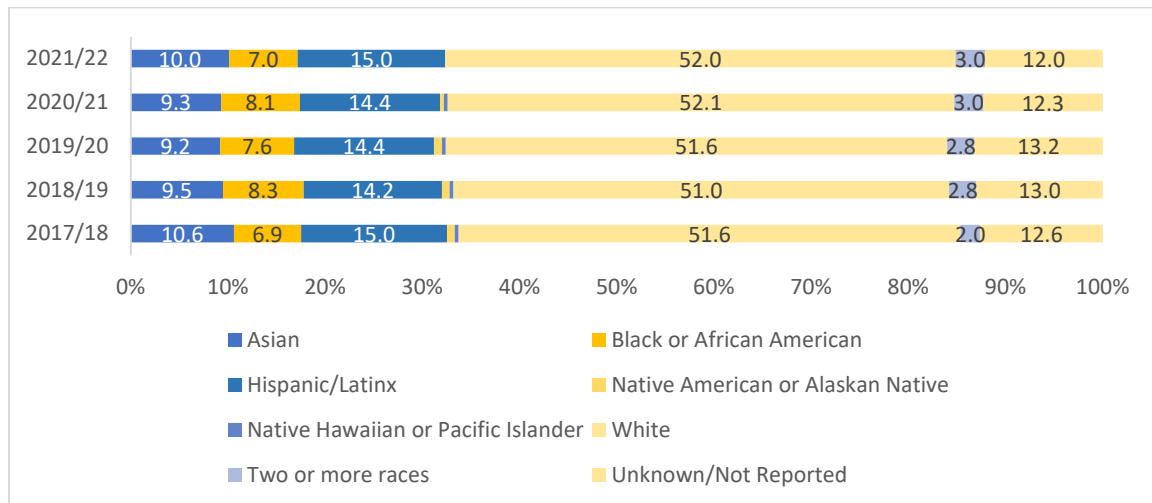


Figure 28. Employee Headcount by Ethnicity and Adjunct Faculty

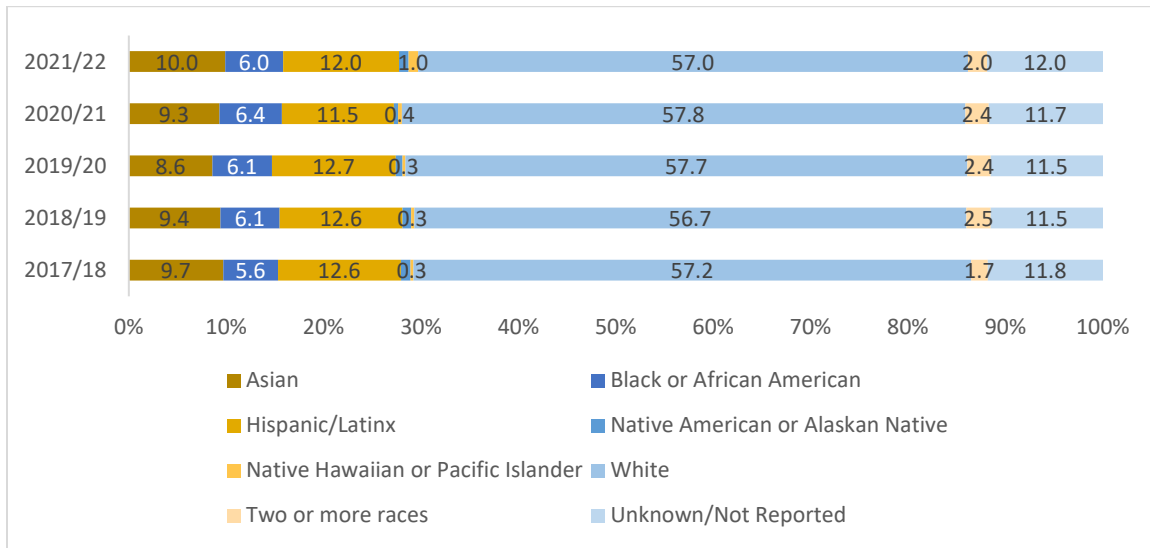


Figure 29. Employee Headcount by Ethnicity and Management Staff

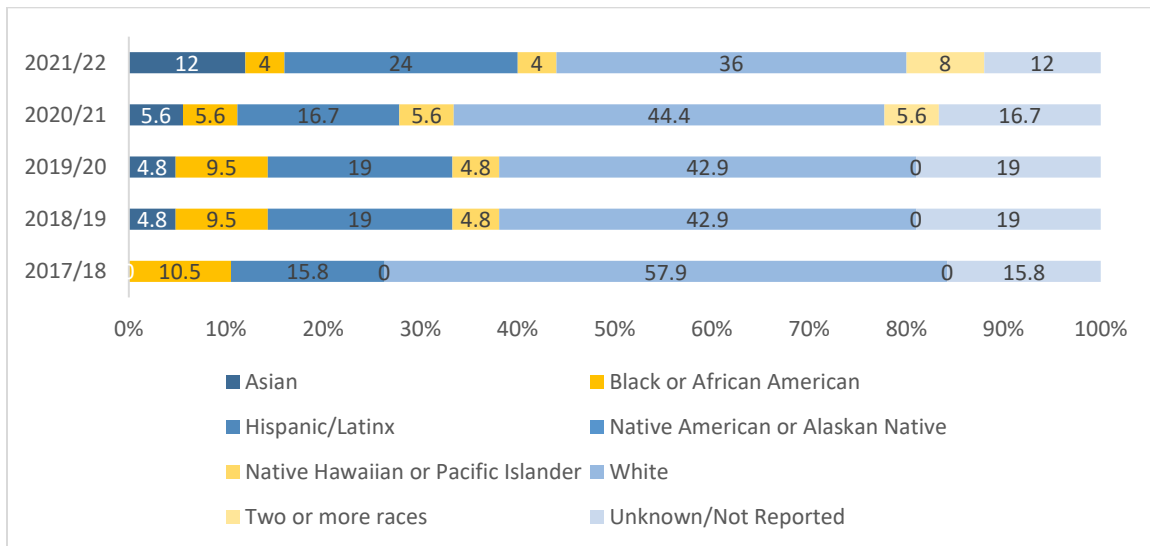
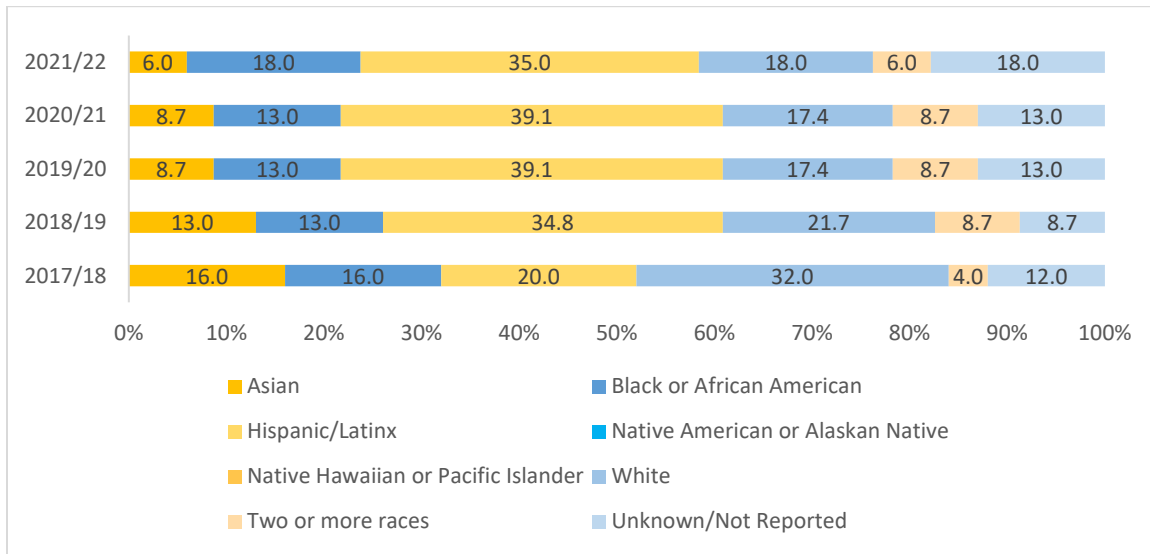


Figure 30. Employee Headcount by Ethnicity and Supervisory Staff



Faculty and Staff Demographics by Gender and Position Category

Over the last five years, the majority of employees in all position categories were females. However, for Adjunct Faculty during the 2021-22 academic year, the number of male employees increased resulting in a majority. See Figures 31-36 below.

Figure 31. Employee Headcount by Gender and Classified Staff

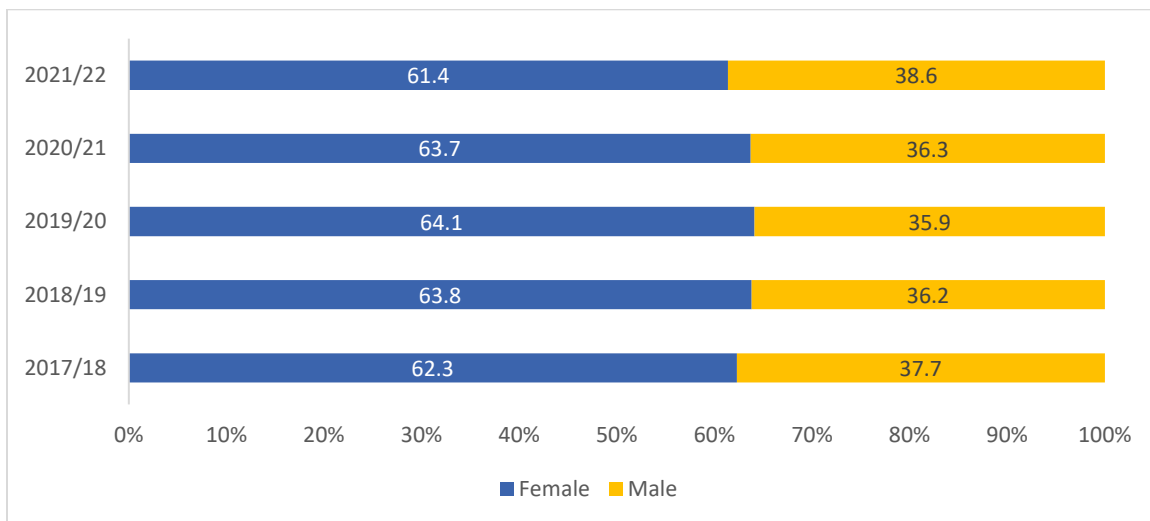


Figure 32. Employee Headcount by Gender and Non-Academic/Non-Classified Staff

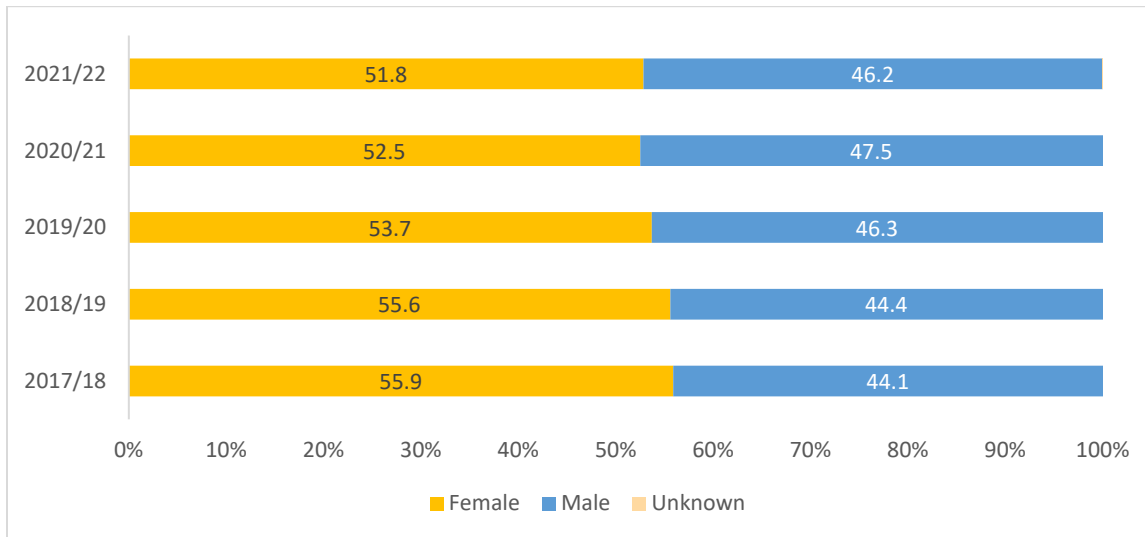


Figure 33. Employee Headcount by Gender and Contract Faculty

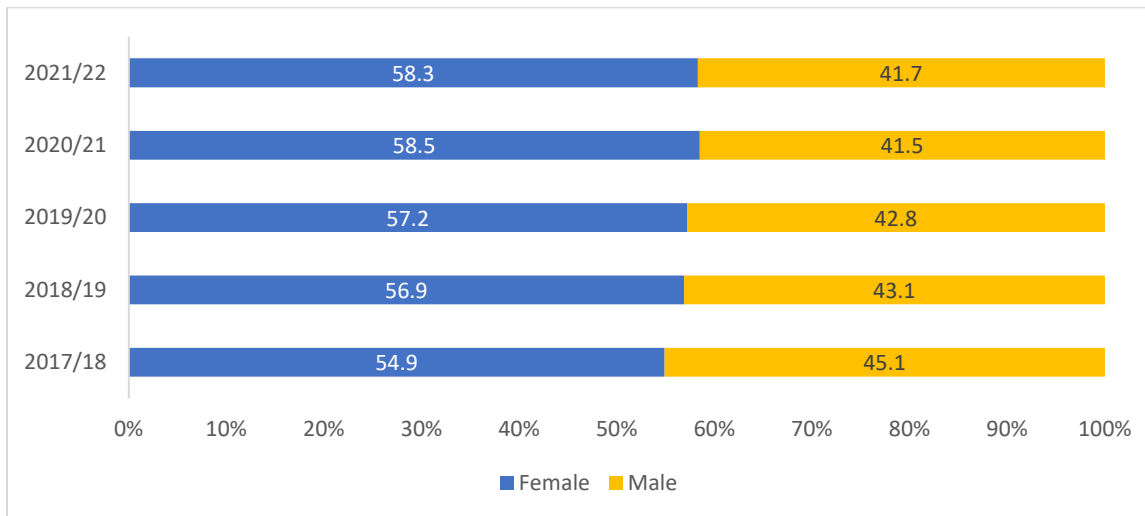


Figure 34. Employee Headcount by Gender and Adjunct Faculty

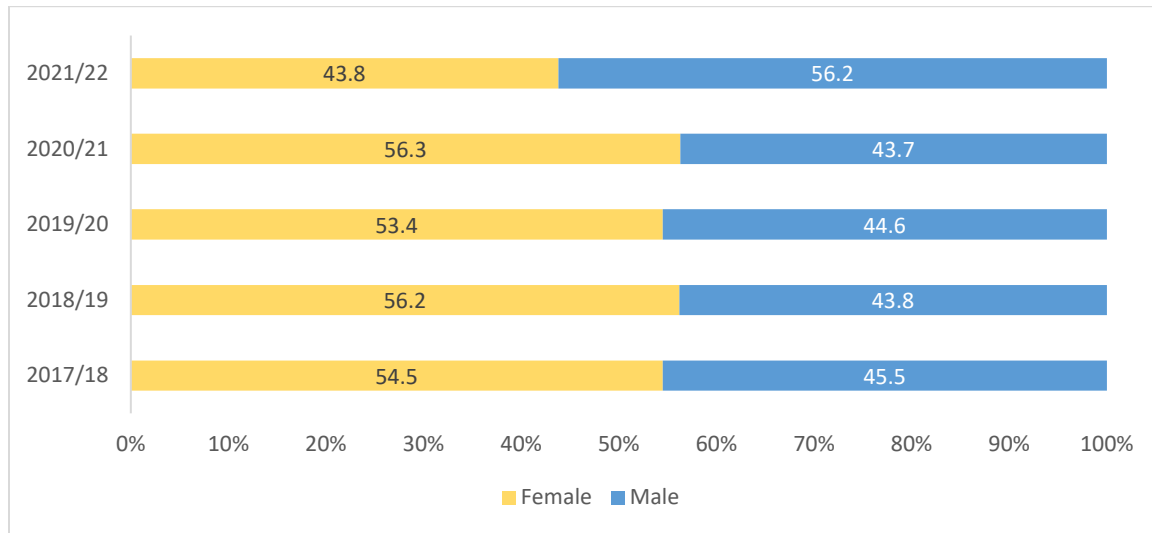


Figure 35. Employee Headcount by Gender and Management Staff

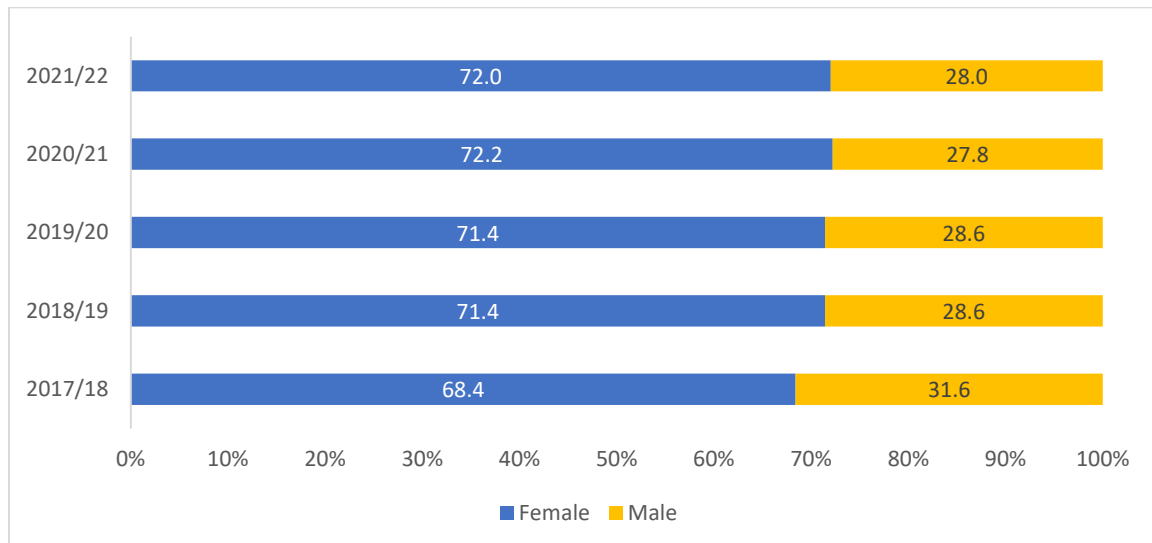
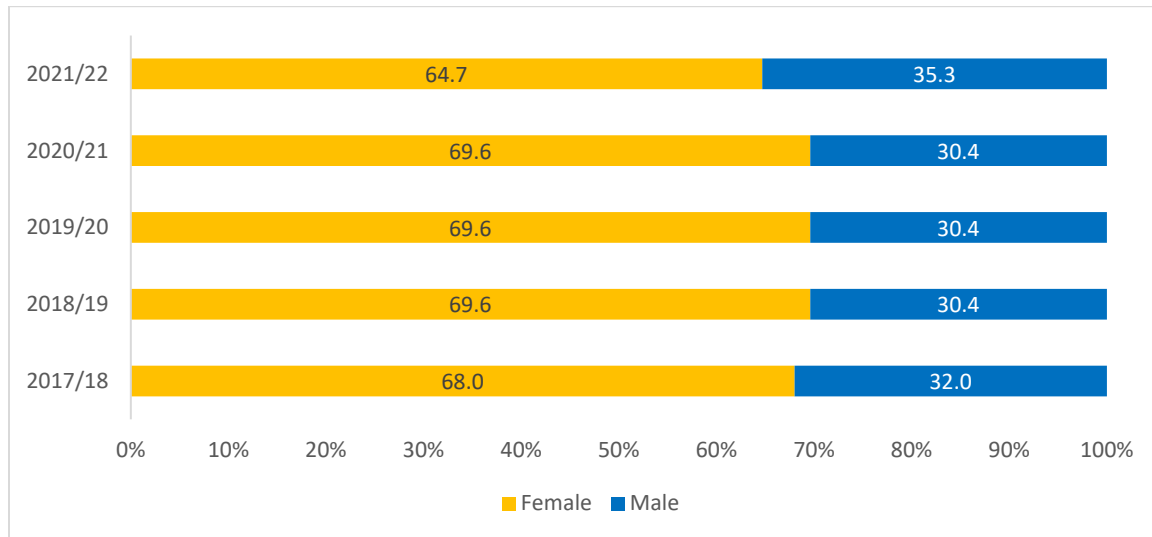


Figure 36. Employee Headcount by Gender and Supervisory Staff



Labor Market Data

Priority and Emerging Sectors

According to the California Community Colleges Chancellor's Office, there are 10 industry sectors for prioritized resources and program development based on labor market needs and opportunities that would prepare students for a global economy.

Table 4. Priority and Emerging Sectors Employment Projection and Wages in San Diego and Imperial Counties

Priority & Emerging Sectors	Employment	5-yr Projected Job Growth	Businesses	Average Earnings Per Job
Advanced Manufacturing	92,660	573 (1%)	3,239	\$100,281
Advanced Transportation & Logistics	59,279	1,292 (2%)	4,555	\$65,659
Agriculture, Water & Environmental Technologies	26,492	1,258 (5%)	1,750	\$64,090
Business & Entrepreneurship	294,010	4,240 (1%)	29,027	\$85,684
Education & Human Development	91,174	15,311 (17%)	27,457	\$41,287
Energy, Construction, & Utilities	135,477	4,440 (3%)	10,603	\$89,316
Health	139,195	16,440 (12%)	8,721	\$84,335

Information Communication Technologies & Digital Media	60,885	2,880 (5%)	4,544	\$137,846
Life Sciences & Biotechnology	68,890	4,054 (6%)	2,280	\$190,668
Public Safety & Government	339,084	2,387 (1%)	1,969	\$96,622
Retail, Hospitality & Tourism	312,652	-15,573 (-15%)	20,062	\$43,438

Source: Community Colleges San Diego & Imperial Counties Career Education via SDCCD Strategic Plan

Fast Growing and In-Demand Occupations

The tables below will focus on job openings for middle-skill occupations, fastest growing and high earning occupations to those with an Associate Degree, postsecondary awards, or some college experience. The majority of these occupations are within the medical fields – particularly therapists, technicians, and assistants. Other positions in demand include automotive, aerospace, bookkeeping, accounting, and clerking.

Table 5. Top 10 Job Openings for Middle-Skill Occupations, 2018-2028

#	Occupation Title	Entry Level Education	Total Job Openings	Median Hourly Wage	Median Annual Wage
1	Bookkeeping, Accounting, and Auditing Clerk	Some College, no Degree	18,780	\$22.52	\$46,859
2	Teacher Assistants	Some College, no Degree	15,580	n/a	n/a
3	Medical Assistants	Postsecondary non-Degree Award	12,690	\$19.14	\$39,802
4	Nursing Assistants	Postsecondary non-Degree Award	12,560	n/a	n/a
5	Heavy and Tractor-Trailer Truck Drivers	Postsecondary non-Degree Award	10,170	\$23.41	\$48,694
6	Hairdressers, Hairstylists, and Cosmetologists	Postsecondary non-Degree Award	9,110	\$13.36	\$27,781
7	Automotive Service Technicians and Mechanics	Postsecondary non-Degree Award	6,490	\$22.90	\$47,626

8	Manicurists and Pedicurists	Postsecondary non-Degree Award	6,430	\$12.93	\$26,895
9	Dental Assistants	Postsecondary non-Degree Award	6,420	\$20.17	\$41,955
10	Preschool Teachers, Except Special Education	Associate's Degree	6,090	\$15.91	\$33,095

Source: California Employment Development Department 2018-2028 Employment Projections via SDCCD Strategic Plan

Table 6. Fastest Growing Middle-Skill Occupations, 2018-2028

#	Occupation Title	Entry Level Education	Percentage Change	Median Hourly Wage	Median Annual Wage
1	Physical Therapist Assistants	Associate's Degree	36.9%	\$29.68	\$61,732
2	Respiratory Therapists	Associate's Degree	34.2%	\$40.96	\$85,199
3	Veterinary Technologists and Technicians	Associate's Degree	33.0%	\$21.96	\$45,679
4	Manicurists and Pedicurists	Postsecondary non-Degree Award	29.4%	\$12.93	\$26,895
5	Diagnostic Medical Sonographers	Associate's Degree	26.0%	\$49.31	\$102,554
6	Medical Assistants	Postsecondary non-Degree Award	25.9%	\$19.14	\$39,802
7	Phlebotomists	Postsecondary non-Degree Award	25.6%	\$25.63	\$53,296
8	Aerospace Engineering and Operations Technicians	Associate's Degree	23.4%	\$29.97	\$62,339
9	Emergency Medical Technicians and Paramedics	Postsecondary non-Degree Award	20.9%	n/a	n/a
10	Environmental Science and Protection Technicians	Associate's Degree	20.0%	n/a	n/a

Source: California Employment Development Department 2018-2028 Employment Projections via SDCCD Strategic Plan

Table 7. High Earning Middle-Skill Jobs in Central Region of SD County, 2020-2030

Occupation Title	Annual Job Openings	Entry-level Hourly Earnings	Median Hourly Earnings
Bookkeeping, Accounting, and Auditing Clerks	908	\$17.65	\$21.98
Medical Assistants	656	\$16.31	\$18.57
Heavy and Tractor-Trailer Truck Drivers	459	\$16.55	\$22.39
Computer User Support Specialists	315	\$21.87	\$28.00
Licensed Practical and Licensed Vocational Nurses	310	\$25.69	\$29.64
Dental Assistants	264	\$16.46	\$19.58
Medical Dosimetrists, Medical Records Specialists, Health Technologists and Technicians	237	\$17.60	\$22.13
Aircraft Mechanics and Service Technicians	236	\$27.66	\$31.75
Paralegals and Legal Assistants	217	\$25.47	\$30.38
Telecommunications Equipment Installers and Repairers	196	\$26.33	\$29.84
Electrical and Electronic Engineering Technologists and Technicians	164	\$26.38	\$33.81
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	134	\$22.88	\$27.86
Web Developers and Digital Interface Designers	129	\$19.95	\$30.28
Calibration/Engineering Technologies and Technicians	118	\$27.06	\$35.84
Phlebotomists	116	\$20.91	\$24.88
Firefighters	101	\$26.96	\$33.81

Source: Subregional Profile San Diego County: Central Region (June 2021) via Strategic Plan

Resilient Jobs in San Diego County

The table below consists of jobs that withstood the uncertainty of the economy and COVID-19 pandemic. The San Diego Imperial Center of Excellence for Labor Market Research identified jobs with the greatest number of online job postings between March 1 and June 30, 2020. These jobs are also on the educational paths provided, either career education or transfer, by the San Diego Community Colleges.

Table 8. Recession and Pandemic Resilient Jobs, San Diego County

#	Occupation Title	Typical Entry-level Education	Entry-level Hourly Earnings	Median Hourly Earnings
1	Accountants and Auditors	Bachelor's Degree	\$27.66	\$36.67
2	Computer Occupations, All Other	Bachelor's Degree	\$30.24	\$42.92
3	Computer Systems Analyst	Bachelor's Degree	\$35.12	\$44.70
4	Computer User Support Specialists	Some College, no Degree	\$23.13	\$28.19
5	Financial Managers	Bachelor's Degree	\$42.54	\$59.71
6	First-Line Supervisors of Food Preparation and Serving Workers	High School Diploma or Equivalent	\$13.57	\$16.98
7	First-Line Supervisors of Office and Administrative Support Workers	High School Diploma or Equivalent	\$22.02	\$27.70
8	General and Operations Managers	Bachelor's Degree	\$34.98	\$53.65
9	Inspectors, Testers, Sorters, Samplers, and Weighers	High School Diploma or Equivalent	\$16.24	\$21.31
10	Insurance Sales Agents	High School Diploma or Equivalent	\$19.81	\$27.69

Source: San Diego-Imperial Center of Excellence for Labor Market Research, August 2020 via SDCCD Strategic Plan

Top Technical and Soft Skills

In line with what employers in the Central Region and San Diego County are looking for in both technical proficiency and soft/baseline skills, the following tables include top skills mentioned in online job postings from January-December 2020.

Table 9. Top Technical Skills

Ranking	Technical Skills
1	Accounting
2	Auditing
3	Computer Science
4	Basic Life Support
5	Nursing
6	Selling Techniques

7	Python (Programming Language)
8	Automation
9	Agile Methodology
10	Data Analysis

Source: San Diego-Imperial Center of Excellence for Labor Market Research, August 2020 via SDCCD Strategic Plan

Table 10. Top Soft Skills, San Diego County

Ranking	San Diego County
1	Communication Skills
2	Teamwork/Collaboration
3	Customer Service
4	Organizational Skills
5	Detail-Oriented
6	Problem Solving
7	Writing
8	Planning
9	Research
10	Multi-tasking

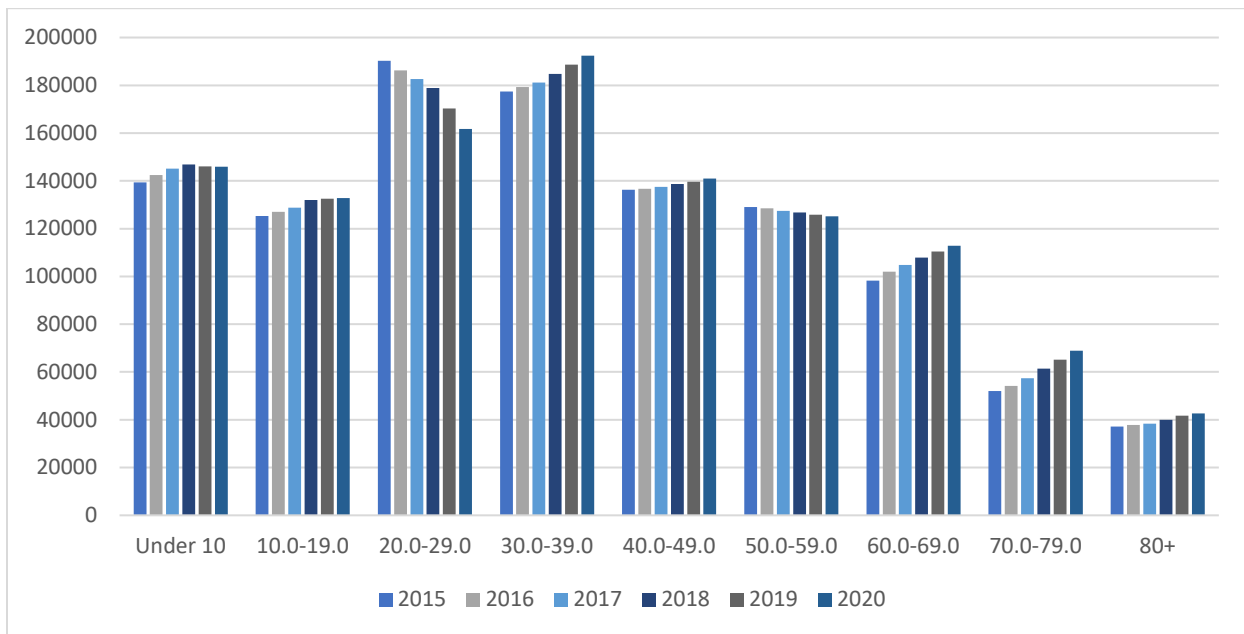
Source: San Diego-Imperial Center of Excellence for Labor Market Research, August 2020 via SDCCD Strategic Plan

Demographic Data

Age

Within the San Diego Community College District service area, the majority of the student population falls between the age range of 20-39. As seen in the figure below, students between 20-29 have declined over the last five years, while those between the ages of 10-19, 30-39, 40-49, and 60-69 are experiencing an increase over the last five years.

Figure 37. Age Trends in the SDCCD Service Area

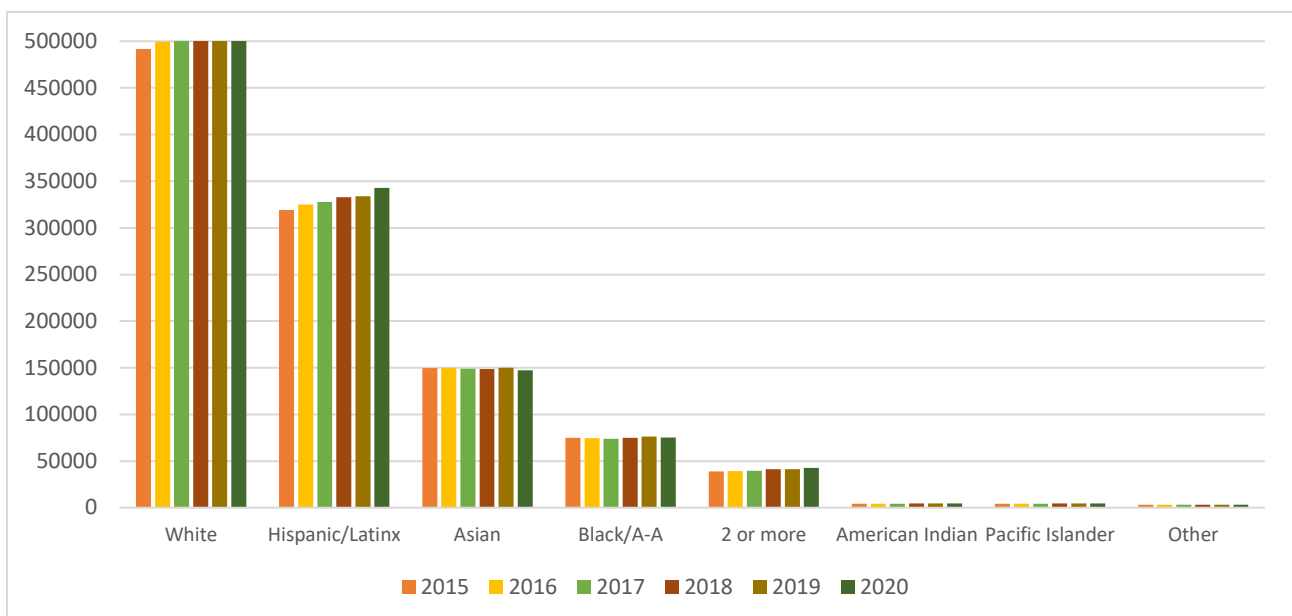


Source: SDCCD Strategic Plan

Race and Ethnicity

Over the last five years, the majority of the population in SDCCD's service area have been predominately White. There has been a slight increase in Hispanic/Latinx within the service area, but, as seen in the figure below, the service area remains disproportionally White.

Figure 38. Race and Ethnicity Trends in the SDCCD Service Area

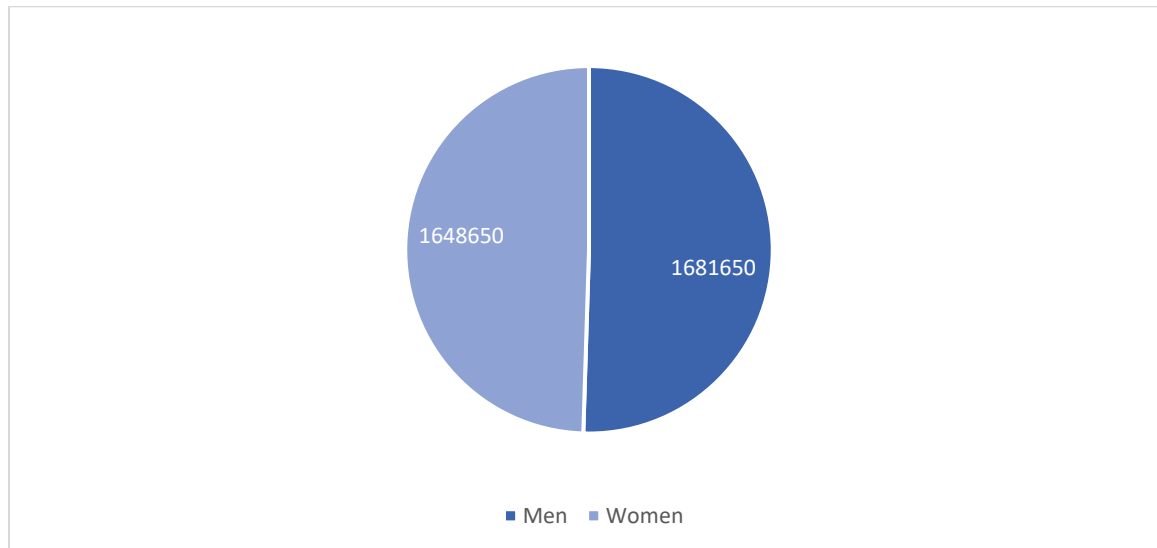


Source: SDCCD Strategic Plan

Gender

According to the U.S. Census Population Estimates as of July 2021, there are more men than women in San Diego County. This ratio is slightly higher than the California state average (San Diego men 101 to 100 women; California 99 men to 100 women).

Figure 39. Gender in the SDCCD Service Area by Population



Source: SDCCD Strategic Plan

Educational Attainment

Based on estimates from the last American Community Survey, roughly half of adults 25 years and older in San Diego County have some sort of college degree (AA, BA, or Graduate/Professional Degree).

Table 11. Educational Attainment in San Diego City and County Based on Population Estimates, Adults 25+

Highest Level of Education	San Diego City (Estimates, N= 966,483)	San Diego County (Estimates, N = 2,267,907)
Less than 9 th Grade	51,159 (5%)	143,841 (6%)
9 th -12 th Grade, No Diploma	46,387 (5%)	129,928 (6%)
High School Graduate (Or Equivalent)	151,767 (16%)	412,620 (18%)
Some College	173,563 (18%)	498,792 (22%)
Associate's Degree	71,846 (7%)	189,078 (8%)
Bachelor's Degree	275,902 (29%)	547,105 (24%)
Graduate or Professional Degree	195,859 (20%)	346,543 (15%)

Source: 2015-2020 American Community Survey

Disability Status

According to recent estimates, around 9% of San Diego City and 11% of San Diego County residents have a disability.

Table 12. Disability Status of San Diego City and County Populations

Disability Status	San Diego City (Estimates, N = 1,330,709)	San Diego County (Estimates, N= 3,170,679)
Citizens with a disability	124,478 (9%)	333,220 (11%)

Source: 2015-2020 American Community Survey

Veteran Status

San Diego County is home to many military installations and personnel. Thus, San Diego City and County have a moderate veteran population. According to recent estimations, both the City and County have roughly seven percent of the population identified as veterans.

Table 13. Veteran Status of San Diego City and County Population, Adults 18 and older

Veteran Status	San Diego City (Estimates, N = 1,078,228)	San Diego County (Estimates, N= 2,496,950)
Civilian Veteran	72,379 (7%)	183,769 (7%)

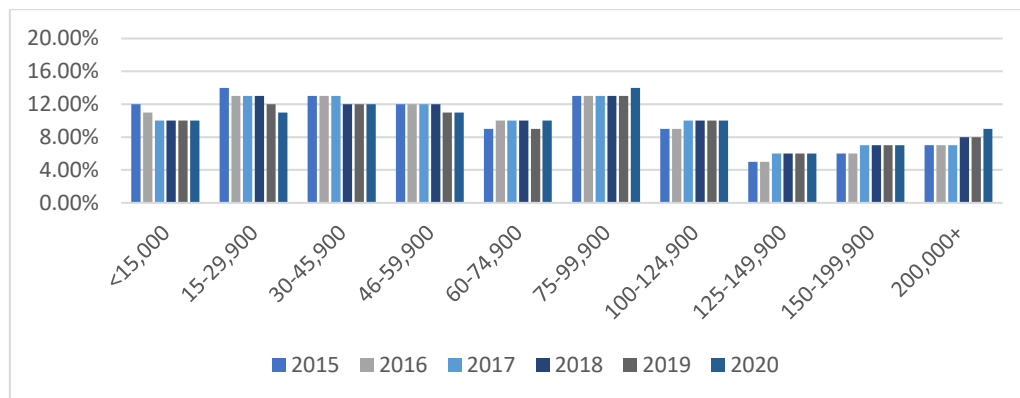
Source: 2015-2020 American Community Survey

Socio-economic Data

Household Income

Based on recent estimates, the majority of citizens within the San Diego Community College Service Area have a household income between \$15,000 and \$99,900 per year. This trend held more or less over a five-year period.

Figure 40. Household Income in the SDCCD Service Area



Source: SANDAG

Sites

7250 Mesa College Drive
San Diego, CA 92111-4998

Specialized or Programmatic Accreditation

San Diego Mesa College has a total of five specialized or programmatic accreditations, with two subfields for dental assisting. The table below lists the accreditations.

Table 14. Specialized Accreditations

Specialized/Programmatic Accreditations
Veterinary Technology American Veterinary Medical Association Accreditation
Dental Assisting Dental Board of California Commission of Dental Accreditation
Health Information Technology / Health Information Management Commission on Accreditation for Health Informatics & Information Management Education
Physical Therapist Assistant Physical Therapy Board of California Commission on the Accreditation in Physical Therapy Education
Radiologic Technology Joint Review Committee on Education in Radiologic Technology



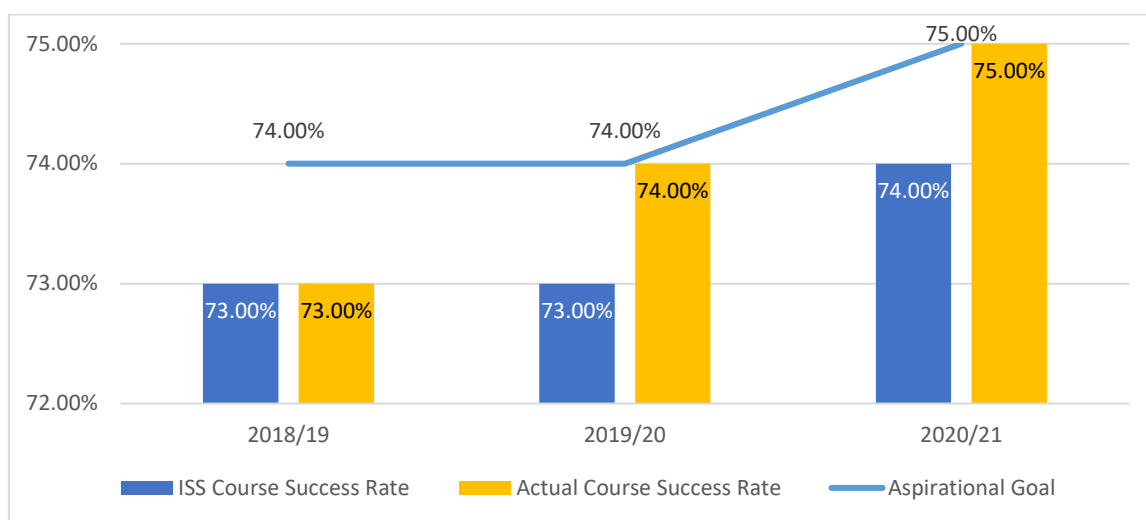
Presentation of Student Achievement Data and Institution-Set Standards

B. Presentation of Student Achievement Data and Institution-Set Standards

Institution-Set Standards and Course Success (Completion) Rate

In the 2018-2019 academic year, the College's course success rate was on par with the rate set by the Institutionalized Standards, but it was slightly lower than the aspirational goal set by the College. For the 2019-2020 academic year, the College's Institutionalized-Set Standards course success rate was slightly lower than the College's course success rate and aspirational goal. Lastly, for the 2020-2021 academic year, the College's course success rate and aspirational goal were on par, while the Institutionalized-Set Standards were slightly lower.

Figure 41. Overview of Course Success Rate



Course Success Rate by Modality and Student Demographics

Comparably, on-campus classes still had a higher success rate than other modalities even with the pandemic driving the transition to online courses. Similarly, the table below depicts the student success rates by ethnicity. Asian students at Mesa College have the highest success rates, while Black/African American, Latinx, Pacific Islander/Native Hawaiian, and students who identify as more than two ethnicities are disproportionately impacted (with lower overall success rates) as are students who identify as male, non-binary, and first-generation.

Figure 42. Course Success Rate by Modality

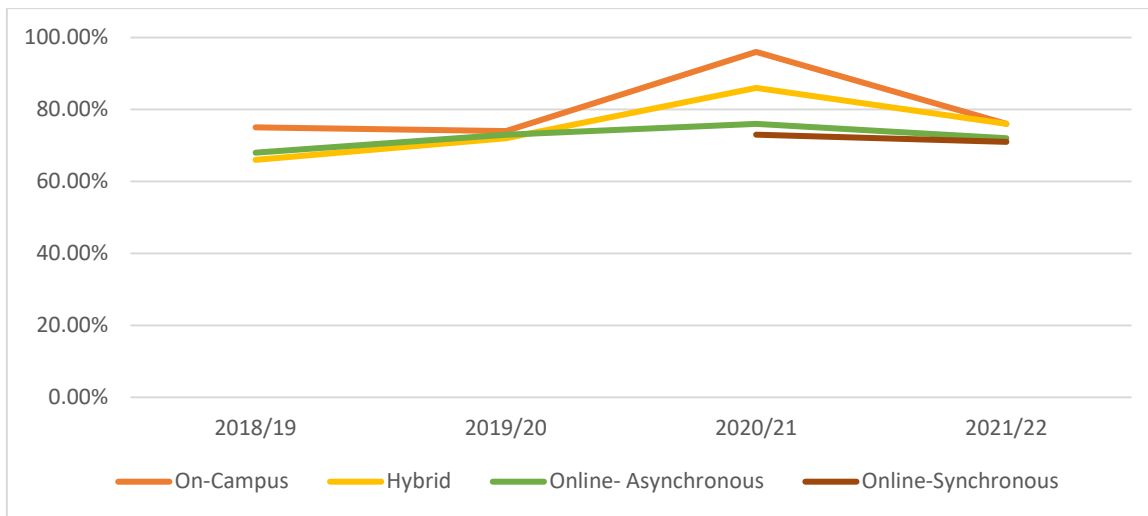


Table 15. Course Success Rate by Student Demographics

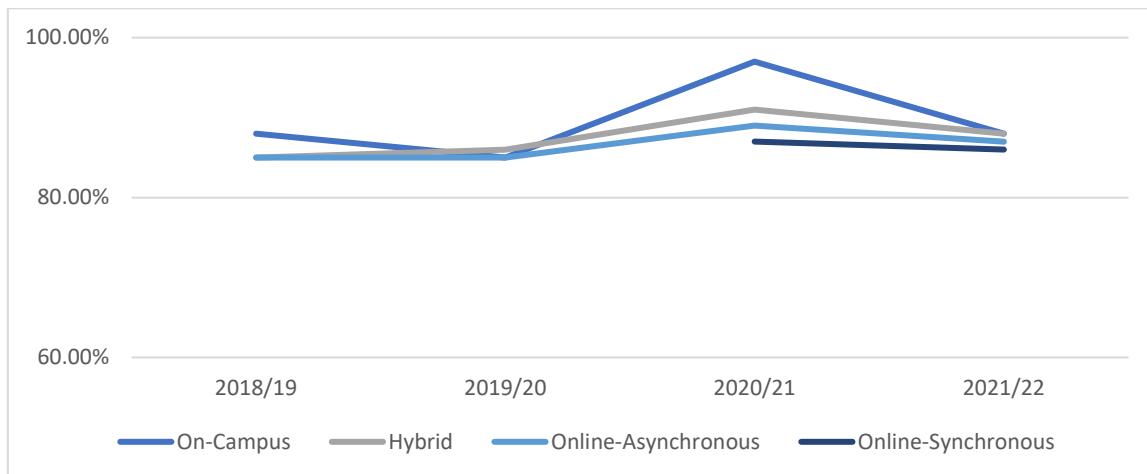
Demographics	Valid Enrollments	Success Rate	Equity Gap
Asian	76,432	81.6%	9.5%
Black/African American	46,541	64.1%	-9.6%
Filipino	30,463	75.7%	2.7%
Latinx	274,037	68.5%	-7.6%
Native American/Alaskan Native	1,959	77.5%	-0.6%
Pacific Islander/Native Hawaiian	3,609	70.9%	-2.2%
White	214,939	72.5%	6.7%
Two or more Ethnicities/Other	49,234	72.5%	-0.6%
Unknown/Unreported	12,867	73.9%	0.8%
Grand Total	710,078	73.1%	--
Female	385,878	74.7%	3.4%
Male	322,495	71.3%	-3.3%
Non-Binary	538	65.8%	-7.3%
DSPS	30,126	73.0%	-0.1%
First Generation Status	147,624	69.1%	-5.0%
Veteran/Active Military	46,987	74.4%	1.4%

Note. The percentages bolded in the equity gap column signify populations who are disproportionately impacted.

Course Retention Rate by Modality

With the exception of the 2019-2020, the on-campus retention rate was higher than other modalities.

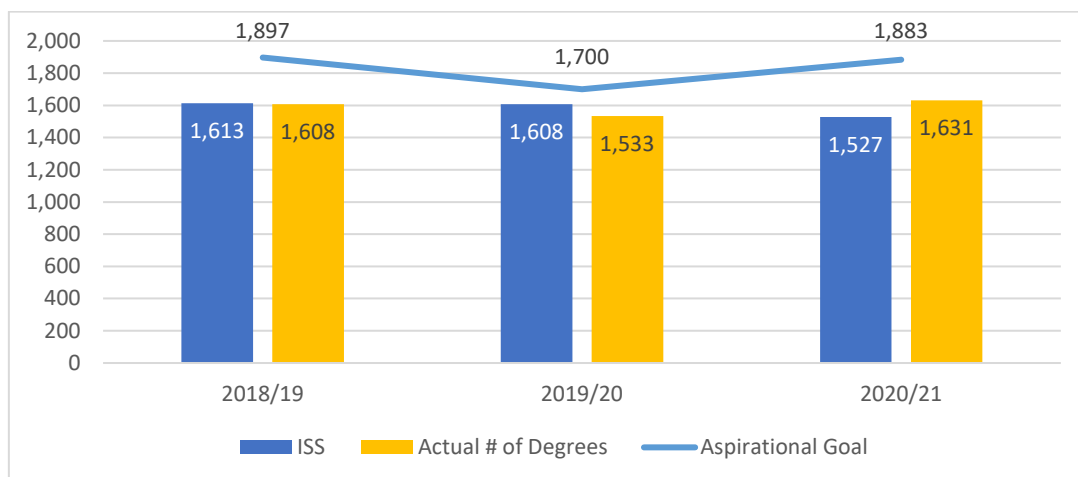
Figure 43. Course Retention Rate by Modality



Institution-Set Standards and Associate's Degree Graduates

In the 2018-2019 academic year, the institution-set standard number of Associate's Degrees and actual degrees awarded were roughly on par with one another. The actual number of degrees awarded the following academic year was lower than the institution-set standards. However, in the 2020-2021 academic year, the number of actual degrees awarded surpassed those outlined by the institution-set standards. For the 2018-2021 academic school years, the number of associate degrees awarded were lower than those numbers set as the aspirational goal.

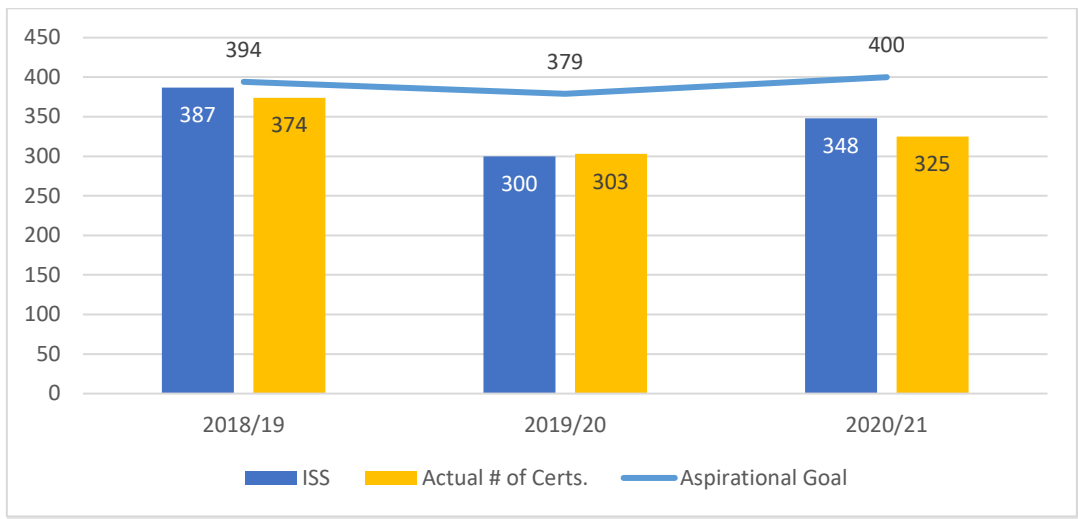
Figure 44. Overview of Associate's Degree Graduates



Institution-Set Standards and Certificates Awarded

With the exception of the 2019-2020 academic year, the actual number of certificates awarded was lower than those outlined by the institution-set standards. Each academic year between 2018-2021 did not meet the aspirational goal set out by the College.

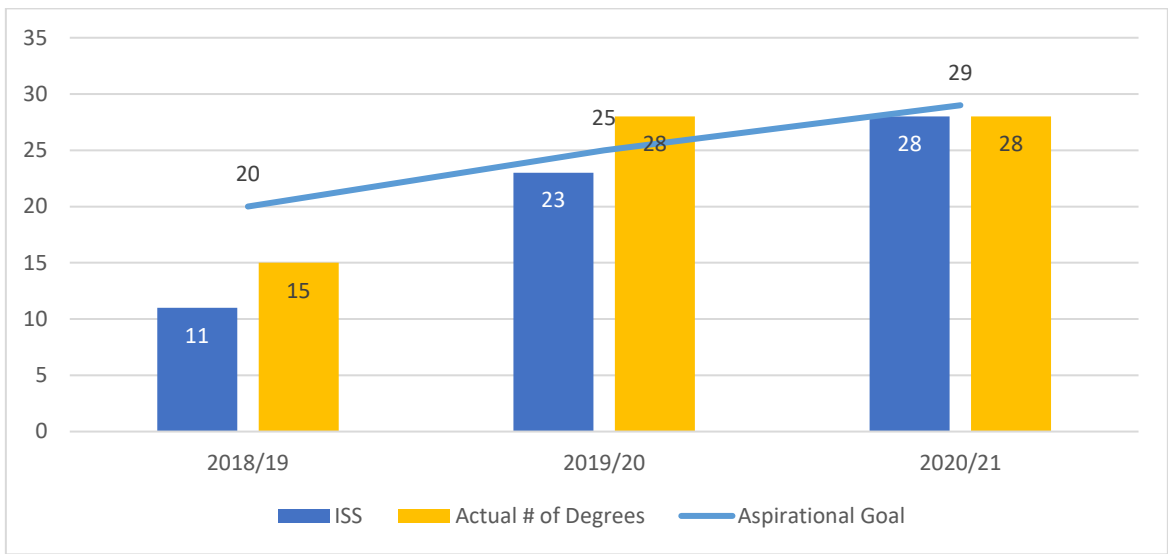
Figure 45. Overview of Certificates Awarded



Institution-Set Standards and Bachelor’s Degrees

For the 2018-2021 academic years, the actual number of Bachelor’s degrees awarded were higher, or on par, with those outlined by the institution-set standards. The 2019-2020 academic year was the only year to surpass the aspirational goal set forth by the College.

Figure 46. Overview of Bachelor’s Degree Graduates



Institution-Set Standards and Transfer Volume

With the exception of the 2019-2020 academic year, the actual number of transfer volume was more than that outlined by the institution-set standards. However, both the actual number and numbers set by institution-set standards for transfer volume were lower than the aspirational goal set by the College.

Figure 47. Overview of Transfer Volume

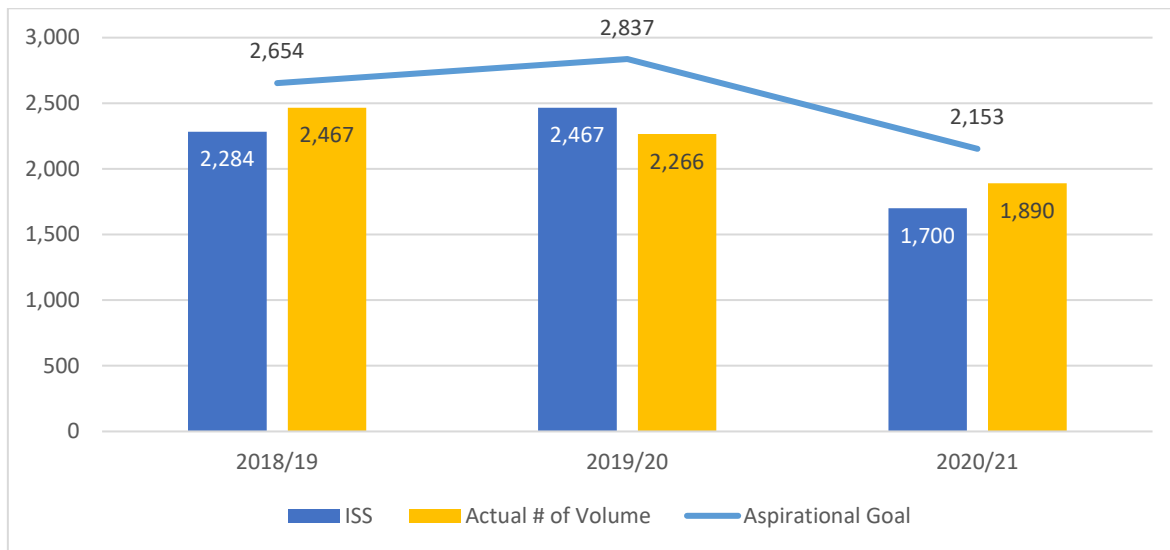


Table 16. Licensure Pass Rates

Program	Exam	2018/19 Pass Rate	2019/20 Pass Rate	2020/21 Pass Rate
Veterinary Technology	State	85%	100%	75%
Physical Therapy Assistant /NPTE	National	100%	91%	100%
Radiologic Technology/ American Registry of Radiologic Technologists Exam	National	96%	88%	79%
Dental Assisting / National Certified Dental Assistant Written Exam	National	100%	100%	100%
Dental Assisting / Registered Dental Assistant General and Law and Ethics Written Exam	National	n/a	100%	n/a
Health Information Technology / National Board Exam for Registered Health Information Technicians	National	93%	93%	85%

Health Information Management/Registered Health Information Administrator (RHIA)	National	88%	88%	50%
Medical Assisting/ Certified Medical Administrative Assistant Exam	National	100%	--	100%
Medical Assisting / California Certified Medical Assistant Exam	National	--	100%	--
Phlebotomy/National Health Careers Association Exam	National	100%	--	--



Organization of the Self-Evaluation Process

C. Organization of the Self-Evaluation Process

Mesa created an Accreditation Steering Committee, chaired by the Accreditation Liaison Officer [ALO], an administrator, and a faculty coordinator to lead the Self Evaluation process. The committee was born out of the Planning and Institutional Effectiveness Committee [PIEC], which is the primary governance group responsible for overseeing accreditation. The composition and charge of the Accreditation Steering Committee is shown below.

Accreditation Steering Committee

The Accreditation Steering Committee (ASC) has guided the development of the ISER and will coordinate the on-site focused visit in Spring 2024. Standards Teams were developed to connect with a broad group of area experts in order to gather evidence to support Mesa's alignment with ACCJC Standards, draft an initial narrative, identify gaps, and recommend improvements as appropriate. Each Standards Team has been led by 2-3 individuals, depending on the scope of the standard. Standard Leads populated the Accreditation Steering Committee along with all Vice Presidents, student representatives, and a District Liaison. Standards Leads were recommended by the Vice Presidents and each Senate's Leadership, assuring area expertise, constituency representation and diversity. Leads collaborated with campus experts on the sub-standards in their area.

Timeline

Spring 2021/Fall 2021

Events	Time
Accreditation Faculty Co-Chair Announcement sent out	September 15, 2021
Accreditation Faculty Co-Chair Announcement closes	September 27, 2021
District IRP to update the accreditation surveys	September/October, 2021
Appointment of Accreditation Faculty Co-Chair	October 4, 2021
Accreditation training by ACCJC	October 11, 2021
Appointment of Standards Leads	Week of October 18, 2021
Colleges to provide feedback on accreditation surveys-Students	October 15, 2021
Colleges to provide feedback on accreditation surveys-Employees	October 29, 2021
District IRP to Administer Accreditation Survey-Students District IRP to Administer Accreditation Survey-Employees	November 8-28, 2021 Nov. 29-Dec.17, 2021
Accreditation Steering Committee (ASC) Orientation Meeting	November 19, 2021

ASC Co-Chairs meet with Standard Leads for norming	December 6-17
Standards Teams Leads start to collect evidence for the self-evaluation report	November-January, 2022
Functional Mapping with Colleges & District	December 10, 2021

Spring 2022

Events	Time
Standards Leads collect evidence for the self-evaluation report	January-May, 2022
Monthly ASC Meetings	January-May, 2022
Review of Accreditation survey results	March, 2022
Draft 1 Evidence due	March 14, 2022
Incorporate accreditation survey results into draft	March/April, 2022
Draft 1 review by ASC	April 4-15
Accreditation Self-Evaluation Draft 1 share at President's Cabinet	April 19, 2022
Standard IV Meeting with Board	Early May, 2022
Feedback from Campus	May 27, 2022

Summer 2022

Events	Time
Incorporate changes and suggestions from Campus	June/July 2022

Fall 2022

Events	Time
Continue to collect evidence	Early Fall, 2022
Draft 2 evidence due	September 16, 2022
Incorporate new evidence submissions into draft	September 16-30, 2022
Draft 2 review by ASC	October 3-14, 2022
Accreditation Self-Evaluation Draft 2 to President's Cabinet	October 18, 2022
Feedback from Campus	November 18, 2022

Incorporate changes and suggestions from campus feedback	November 18-28, 2022
Distribution of Draft 2.5 to ASC for feedback	November – December, 2022
Status Report to District Governance Council (DGC) and Chancellor Cabinet	December 7, 2022
Status Report to Board of Trustees	December 15, 2022

Spring 2023

Events	Time
Continue cataloging evidence for Self-Evaluation report (Draft 3)	January/February 2023
Continue collecting feedback for Draft 2.5	February, 2023
Draft 2.5 feedback due to Steering Committee	February 2023
Incorporate changes and suggestions from Draft 2.5 into Final Draft (Draft 3)	March 1 st , 2023
Final Draft presented for Constituency Approval -Academic Senate (3/6/23 & 3/20/2023) -Classified Senate (3/9/23 & 3/23/2023) -Associated Students (3/8/23 & 3/15/2021)	March, 2023
President's Cabinet Campus' Approval of Self-Evaluation report	March 7 and April 4, 2023
Add Final Edits, Cover Art, etc.	April, 2023
Send Final Draft to Vice Chancellor, Educational Services and Vice Chancellor, Institutional Innovation and Effectiveness	Week of April 24, 2023
Send 4 print copies of "Final Draft" for Board Subcommittee (formatted)	May 1, 2023
1. Board Subcommittee review of the Final Draft 2. Chancellor Review of Final Draft	2nd week of May
District Governance Council (DGC) final review of Self-Evaluation	May 17, 2023
Chancellor's Cabinet summary review of Self-Evaluation report	May 23, 2023
SDCCD Board approval of Self-Evaluation report	June 15, 2023

Summer 2023

Events	Time
Final edits to ISER	June/July 2023
Gather signatures	June/July 2023

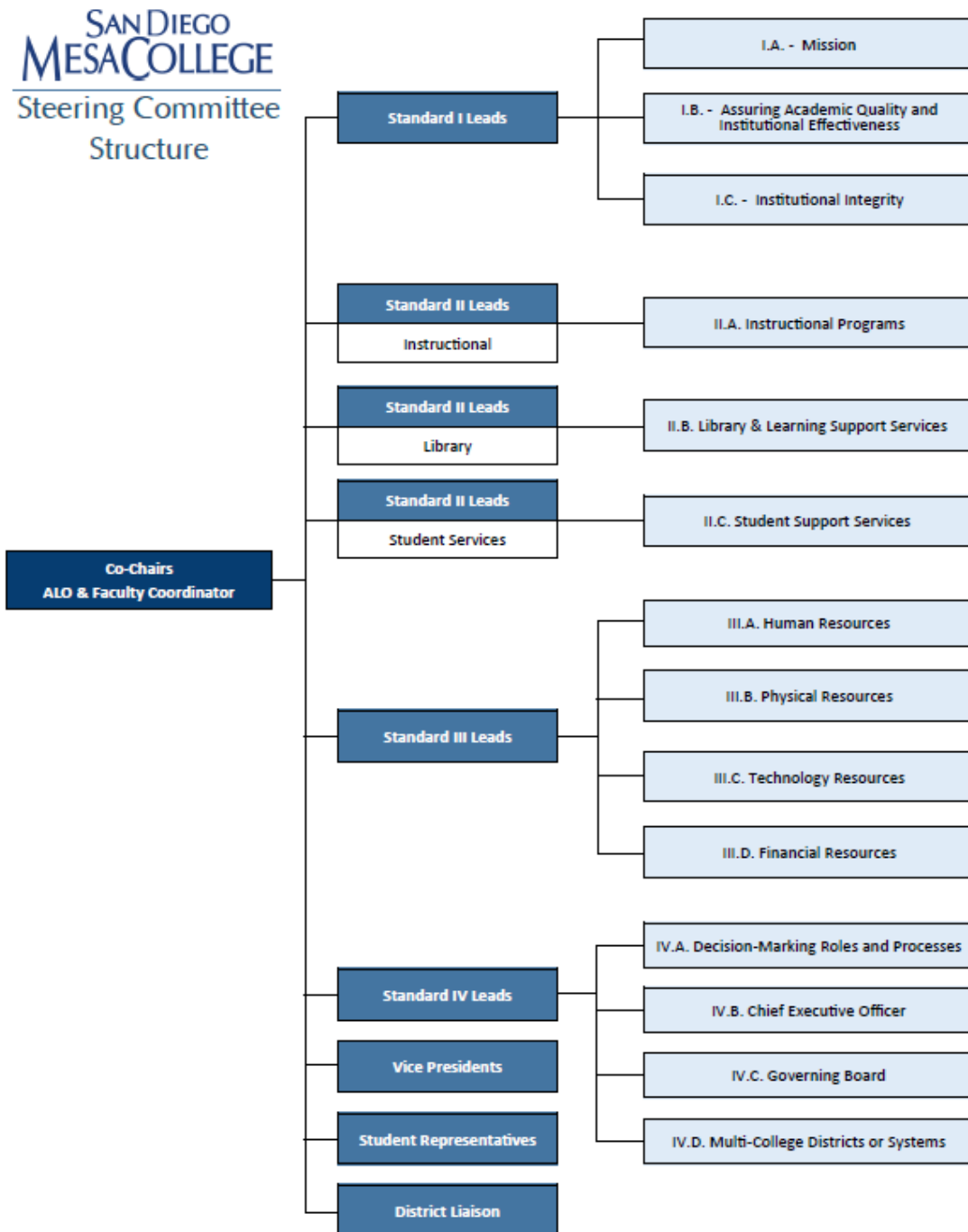
Fall 2023

Events	Time
Send ISER to ACCJC	August 1, 2023
Make arrangements for Site Visit	Fall, 2023

Spring 2024

Events	Time
Make Final arrangements for Site Visit	January/February 2024
Accreditation Site Team visit	Week of February 26, 2024

Steering Committee Structure



Team Assignments

Standard	Leads	Collaborators (not exhaustive list)
Co-Chairs	Lisa Shapiro Faculty Coordinator Hai Hoang Accreditation Liaison Officer (ALO) Dean, Institutional Effectiveness	
I. Mission, Academic Quality and Institutional Effectiveness, and Integrity a. Mission b. Assuring Academic Quality and Institutional Effectiveness c. Institutional Integrity	Larry Maxey - Admin Hai Hoang - Classified/Admin	PIEC PRSC, BARC, FHP, CHP Office of IE COA Committee of Chairs Communications Catalog Committee Sahar King - Classified Anda McComb - Classified
II. Student Learning Programs and Support Services a. Instructional Programs	Jennifer Snyder - Faculty Leslie Shimazaki - Admin Alison Mona - Classified	Deans Council Academic Senate
II. Student Learning Programs and Support Services b. Library & Learning Support Services	Pearl Ly - Admin Alison Gurganus - Faculty	LOFT CEL Andy MacNeill - Admin Mark Manasse - Faculty
II. Student Learning Programs and Support Services c. Student Support	Ailene Crakes - Admin Karla Trutna - Classified Cynthia Rico - Faculty	MSSC Facilities & Safety MIT BARC Larry Maxey - Admin Victoria Miller - Admin Leticia Diaz - Admin Erika Higginbotham - Faculty Cynthia Rico - Faculty Johanna Aleman - Classified
III. Resources a. Human Resources	Lorenze Legaspi - Admin Alan Goodman - Classified	David Fierro - Admin Kevin Branson - Classified Jacqueline Collins - Classified

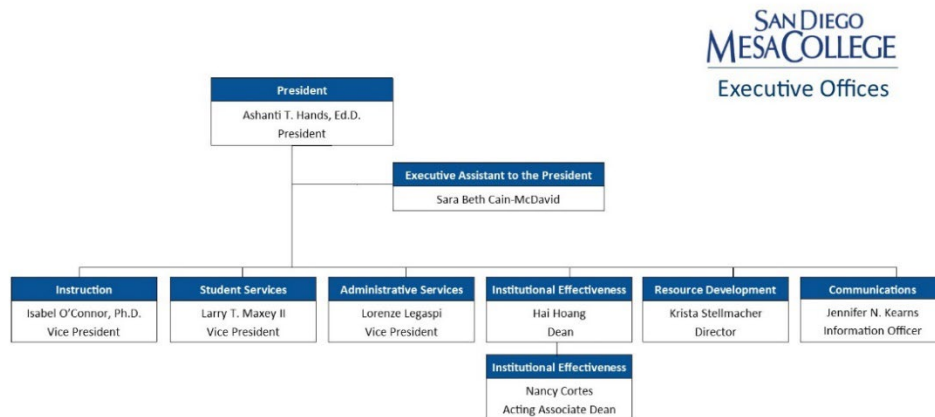
<ul style="list-style-type: none"> b. Physical Resources c. Technology Resources d. Financial Resources 		Matt Fay - Classified Michael Davis - Classified Erica Garcia - Classified Virginia Enriquez - Classified Marco Chavez - Classified Janue Johnson - Faculty Katie Palacios - Faculty
IV. Leadership and Governance <ul style="list-style-type: none"> a. Decision-Making Roles and Processes b. Chief Executive Officer c. Governing Board d. Multi-College Districts or Systems 	Isabel O'Connor - Admin Sara Beth Cain Mc-David – Classified (and reviewer for Organizational Chart)	PIEC Trina Larson - Classified President's Cabinet Holly Jagielinski - Faculty John Crocitti - Faculty Natalia Trinh - Student Sahar King - Classified
Student Representative	Phoebe Truong Pres. AS	
District Liaisons	Susan Topham and Michelle Fischthal (District Office) Daniel Miramontez (San Diego Miramar College) Susan Murray (San Diego City College)	



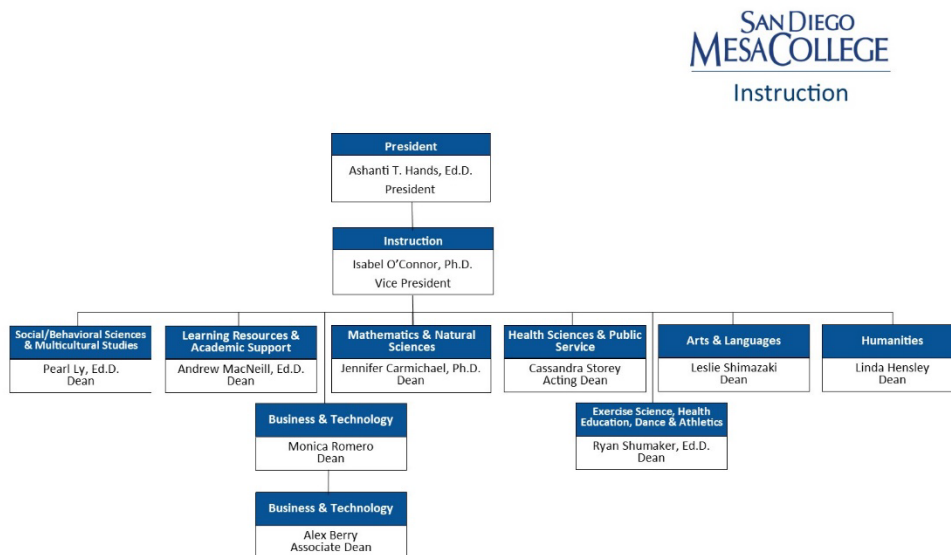
Organizational Information

D. Organizational Information

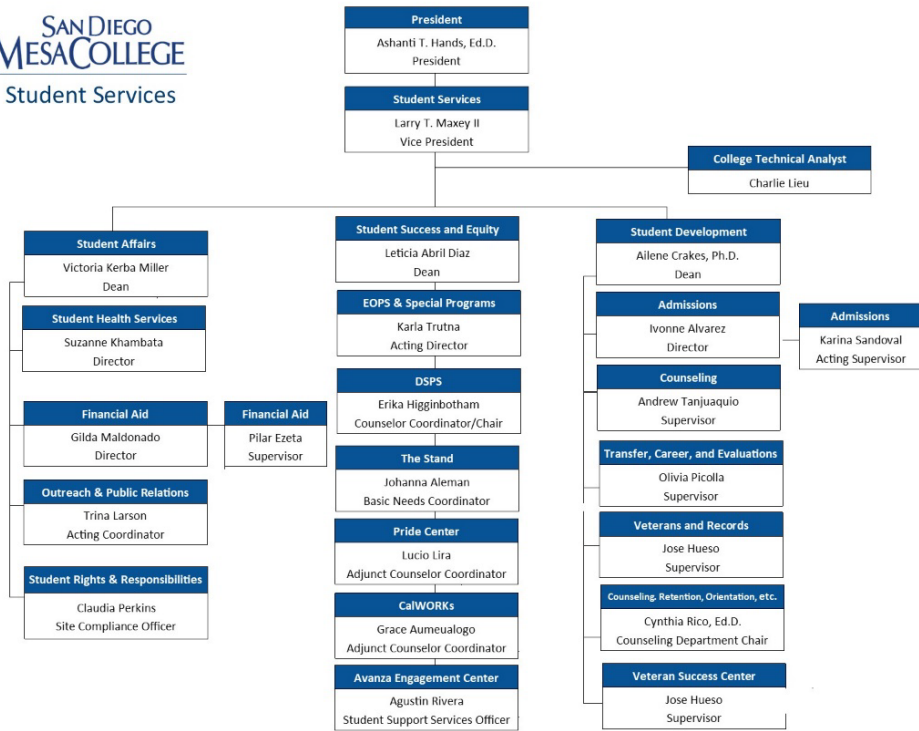
President's Office



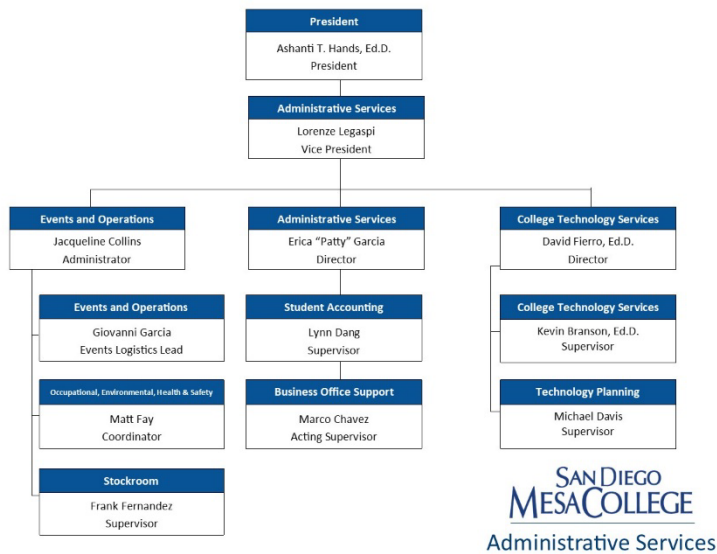
Instruction



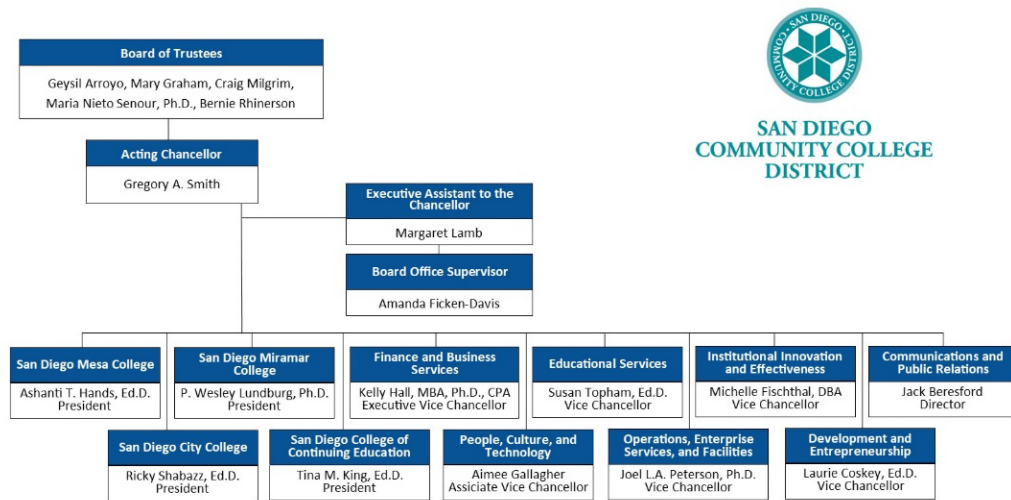
Student Services



Administrative Services



District Services



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	P	-

in meeting the educational needs of students.		
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	S
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	P	S

degrees in terms of their purpose, content, course requirements, and expected learning outcomes.		
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
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	SH	SH

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.		
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 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	-

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	P	S

for clock-to-credit-hour conversions.		
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.	P	S
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.	P	S
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
3. The institution evaluates library and other learning support services to assure their adequacy	P	-

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.		
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	-
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.	P	S
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	P	S

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.		
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 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.	P	S
7. 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	S
8. The institution has a sufficient number of staff with appropriate qualifications to support the	P	S

effective educational, technological, physical, and administrative operations of the institution.		
9. 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.	P	S
10. 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
11. 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
12. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.	S	P
13. 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
14. 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	S	P

effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.		
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.	SH	SH
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.	SH	SH
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
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	SH	SH
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.		
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.	S	P

Contractual Agreements	SH	SH
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.		

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. 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.	SH	SH
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	SH	SH

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.		
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	-
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	-
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 	P	-

achievement; and f. establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.		
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	-
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	-
6. The CEO works and communicates effectively with the communities served by the institution.	P	-
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	-	P

matters, and financial integrity and stability.		
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 of office.	-	P
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	-	P

administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively		
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	-	P

district/system policies without interference and holds college CEO's accountable for the operation of the colleges.		
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 Compliance with Eligibility Requirements

E. Certification of Continued Compliance with Eligibility Requirements

Eligibility Requirement 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. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

San Diego Mesa College (SDMC) is authorized to operate as a post-secondary educational degree-granting institution through its continuous fully accredited status conferred 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, the San Diego Community 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.

Eligibility Requirement 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 certificates, undergraduate degrees, and a bachelor's degree at the College. In 2021/22, SDMC enrolled 28,814 credit students (unduplicated and annualized). In 2021/22 314 certificates; 1,506 Associate's degrees, and 34 Bachelor's Degrees were awarded for a total of 1,854 awards ([ER.2-1](#)).

Eligibility Requirement 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 1,293 active credit courses ([ER.3-1](#)), 97 percent of which are degree-applicable, and 119 educational programs that lead to an associate degree ([ER.3-2](#)). The *Catalog* lists the requirements for all degrees, and all require a minimum of 60 units; degrees include a General Education component and a concentration within the major. Nearly 2/3 of SDMC students identify transfer or associate degree completion as their primary objective ([ER.3-3](#)).

Eligibility Requirement 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 executive officer nor the institutional chief executive officer 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. Ashanti T. Hands, was officially appointed to her role as college president by the SDCCD Board of Trustees in July 2022. As chief executive officer, she holds full-time responsibility for the institution. The president oversees all instructional programs, student services and administrative services implemented at the College. The current District CEO is Gregory Smith, Acting Chancellor, who reports directly to the SDCCD Board of Trustees.

Eligibility Requirement 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 from findings, recommendations, or exceptions in the last five annual audits. However, if any were identified, they would be reviewed and discussed during the Board's public session before the Board accepted the audits prepared by the certified public accountancy firm. ([ER.5-1](#))



F

Certification of Continued Institutional Compliance Commission Policies

F. Certification of Continued Institutional Compliance Commission Policies

San Diego Mesa College certifies that it continues to be in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

Public Notification of an Evaluation Team Visit and Third Party Comment

SDMC's [Accreditation website](#) has a link to ACCJC's Third Party Comment Form. Through its participatory governance process, the College has notified the campus community and public of the ACCJC Third Party Comment Form.

Standards and Performance with Respect to Student Achievement

The College produces and disseminates several reports that assess student learning and measure academic success. These reports, which are available at the course, program, and institutional levels, are shared among various programs, departments, students, the College, the District, and the larger San Diego community. Further information and specific details on these reports and their corresponding data can be found in the Presentation of Student Achievement Data at the start of the ISER, as well as in sections I.B.4, I.B.6, and I.C.3.

Credits, Program Length, and Tuition

District policies regarding credits, program length, and tuition for baccalaureate degrees, associate degrees, and certificates of achievement follow commission policies.

Credit hour assignments and the length of the baccalaureate degree, associate degree, and certificate of achievement follow standards, guidelines, and good practices in higher education. The institution verifies the assignment of credit hours and the length of the baccalaureate degree, associate degrees, and certificates of achievement. They are reliable and accurate across classroom-based courses, laboratory courses, distance education, and directed clinical practice.

The enrollment fee follows the standard set by California legislation. It assesses all students, including nonresident students and baccalaureate degree students. Enrollment fees are waived for students who petition. They qualify as benefits recipients under the Temporary Assistance to Needy Families (TANF) program, the Supplementary Security Income/State Supplementary (SSI) program, or the General Assistance Program.

In addition to the enrollment fee and health fee, tuition is charged to students who are not legal residents of California for tuition purposes.

In compliance with state legislation, students enrolled in upper division baccalaureate degree courses are charged enrollment fees, health fees, and an additional \$84 per unit tuition.

[\(F-1, F-2, F-3\)](#)

Transfer Policies

District transfer policies are compliant with Commission policies. Transfer policies are appropriately disclosed to students and the public. Policies contain information about the institution's criteria for accepting transfer credits. ([F-4](#), [F-5](#), [F-6](#), [F-7](#), [F-8](#), [F-9](#))

Commission Policy on Transfer Credits

The District fully complies 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. The Colleges have numerous articulation agreements with other higher education institutions where there are mutual student enrollment patterns. These agreements are developed under the leadership of the College articulation offices with broad input from faculty. The catalogs and websites contain a Transfer Guide section with comprehensive information about articulation agreements and various transfer agreements. In addition, information about transfer and articulation is posted on the College department websites and Student Web Services. The Colleges have Transfer Centers that assist students in navigating the transfer pathway. The Transfer Center staff routinely holds transfer workshops and events to inform students about the many transfer opportunities and provide assistance with applications, requirements, and processes.

Commission Policy on Distance Education and Correspondence Education

Distance education courses follow standard practices in higher education, including the breadth, length, depth, rigor, and synthesis of learning. They are under the purview of the faculty through the curriculum review processes. Distance education courses undergo the same rigorous curriculum approval process as traditional courses and are approved through a separate review. Information required for curriculum review includes techniques to ensure quality, evaluation methods, additional resources, and contact type. The department of Curriculum Services ensures that policies and procedures for defining and classifying a course offered by distance education exist and align with USDE definitions. Furthermore, the department of Curriculum Services follows Title 5 regulations, sections 55200, 55202, 55204, 55206, 55208, 2210, and 58003.1. 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.

Determination and judgments about the quality of distance education under the course quality standards are made with the 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 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. The College curriculum review committees

separately approve distance education courses, but they follow the same official course outline of record. ([F-10](#))

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

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

The institution has filed for substantive changes through the Commission for programs, degrees, or certificates in which 50% or more of the courses are via distance education. District policies regarding distance education follow Title 5, Federal Standards, and commission policies.

Commission Policy on Student and Public Complaints against the Institution

The District has clear policies and procedures for addressing various student and public complaints. A description of the student complaint process and an online form to file a complaint are posted on Student Web Services, which functions as a one-stop student portal. Information about filing a complaint is also contained under the Student Consumer Information link on the District website in compliance with the Higher Education Act. The District Accreditation webpage links directly to the ACCJC for filing a complaint. ([F-11](#))

Many other Board policies and procedures also address student complaints. AP 5530, Student Grievance ([F-12](#)), 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 or 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 compliances and other general complaints about programs and services are maintained in the office of the Vice President of Student Services at each campus.

Institutional Disclosure and Advertising and Recruitment Materials

As detailed in section I.C.5, the College provides timely and effective communications for the campus and the public community regarding the College's mission statement, programs and services, learning outcomes, educational programs, class schedules, and student support services.

Mesa College engages in enrollment marketing and recruitment activities daily as a core function. The primary strategy is to convey the value of the education provided at Mesa, and to direct prospective and returning students to the Mesa College website so they can get information and complete the enrollment and/or registration process. The overall goal of enrollment marketing is to increase enrollment each term.

Both the Offices of Communications and Outreach employ a variety of marketing and communication recruitment tactics to drive enrollment each term. Communications and outreach methods include, but are not limited to, the website, traditional, digital and social media advertising, on-campus events, direct outreach to local high schools, email campaigns, dissemination of marketing materials such as flyers, posters, etc., and traditional media and press events. ([F-13](#), [F-14](#), [F-15](#), [F-16](#))

Institutional Disclosures may be found on the [San Diego Mesa Accreditation webpage](#).

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 Educational Services office coordinates a bi-monthly meeting of Financial Aid Officers from the three credit Colleges to coordinate and address the financial aid system and business processing needs. These needs include monitoring program balances compliance with the Higher Education Act and loan defaults. District Educational Services assists and supports the Colleges in monthly reconciliation and ensuring compliance with federal regulations on the Direct Loan program.

Colleges advise students interested in direct federal loans on the advantages and disadvantages of borrowing. Colleges will encourage students to consider other financial aid options, such as grants or scholarships, before borrowing from student loans. All three credit Colleges require students to complete entrance counseling when applying for a federal student loan. In addition to the entrance counseling session required by federal regulations, the three credit Colleges have served as Experimental Sites for the Department of Education's additional loan counseling experiment through the 2020-21 aid year for subsidized loans and 2021-2022 for unsubsidized loans.

Additionally, each college engages in various practices to help reduce excessive borrowing, such as requiring students to apply for loans instead of auto-packaging, case management for delinquent students, and loan cancellation at specific periods in the semester. In compliance with

federal regulations, direct loan disbursement letters are sent to student loan borrowers allowing the student to cancel the disbursement or loan.

Loan Default Rates:

Below is a table of the three-year cohort default rates for San Diego City, Mesa, and Miramar Colleges for the 2017, 2018, and 2019 cohort years.

San Diego Mesa College	
DR Year	3 Year Rate
2019	6.1 %
2018	8.8 %
2017	9.5 %

Source: U.S. Department of Education, 5-Year Student Loan Default Report

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 by holding regular meetings between the College Financial Aid Officers and District Educational Services. The sessions are in addition to the consultation process with Districtwide governance and collaboration with statewide associations. As a result, the Colleges and the District have taken the following steps to ensure compliance with federal regulations:

- Creation of Consumer Information in compliance with the Higher Education Re-Authorization Act; ([F-17](#))
- Creation of the Drug and Alcohol Prevention Program (DAAPP) website, including online training; ([F-18](#))
 - Online training documentation:
 - SDSU Alcohol eCHECKUP ([F-19](#))
 - SDSU Marijuana eCHECKUP ([F-20](#))
 - SDCCD Drug & Alcohol Prevention Programs ([F-21](#))
- Creation of Title IX website, including online student training ([F-22](#))
- Creation of a streamlined online complaint process ([F-23](#))

Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations

The District and Colleges do not have any contractual relationships with non-regionally accredited organizations.

Commission Policy on Institutional Degrees and Credits

The College 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 higher education standards. 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 requirements for baccalaureate degrees.

The College determines the appropriate units of credit for each course during the curriculum approval process based on the formula compliant with federal regulations (34 CFR 600.2) and California Code of Regulations, Title 5, sections 55002.5, and BP 5020 *Curriculum Development*. ([F-24](#)) The College formula is based on a minimum 16-week semester to a maximum 18-week semester, assuming that every unit of credit represents a minimum of 48 hours and a maximum of 54 hours of student learning, including in-class and outside-of-class hours. The relationship between hours and units follows the standards for credit hour calculations contained in the California Code of Regulations, Title 5, sections 55002.5, 55002(a)(2)(B), and 55002(b)(2)(B). Except for a few courses offered for 0.2 units, course credit is calculated in 0.5 increments, with 0.5 units 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 student contact hours, 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.

Evidence List

F-1	BP 5030 – Fees
F-2	AP 5030 – Fees
F-3	Student News and Information Webpage
F-4	Transfer Policy Webpage
F-5	BP 5120 – Transfer Center
F-6	AP 5120 – Transfer Center
F-7	Transfer Guide – San Diego City College Catalog
F-8	Transfer Guide – San Diego Mesa College Catalog
F-9	Transfer Guide – San Diego Miramar College Catalog
F-10	Distance Education Handbook
F-11	Complaint Process Webpage
F-12	AP 5530—Student Grievance
F-13	Mesa College Index Webpage
F-14	Communications Webpage
F-15	San Diego Mesa College Catalog Webpage
F-16	San Diego Mesa College Student Services Webpage

<u>F-17</u>	Creation of Consumer Information in compliance with the Higher Education Re-Authorization Act
<u>F-18</u>	Creation of the Drug and Alcohol Prevention Program (DAAPP) website, including online training
<u>F-19</u>	SDSU Alcohol eCHECKUP
<u>F-20</u>	SDSU Marijuana eCHECKUP
<u>F-21</u>	SDCCD Drug & Alcohol Prevention Programs
<u>F-22</u>	Creation of Title IX website, including online student training
<u>F-23</u>	Creation of a streamlined online complaint process
<u>F-24</u>	BP 5020 Curriculum Development



Institutional Analysis

G. Institutional Analysis

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates a 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.

A. Mission

- 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)**

Evidence of Meeting the Standard

College Mission Statement

San Diego Mesa College is a comprehensive community college committed to access, success, and equity. We honor those commitments as a diverse community of faculty, students, professional staff, and administrators who collaborate to foster scholarship, leadership, innovation, and excellence in an inclusive learning environment. By promoting student learning and achievement that leads to degrees and certificates, transfer, workforce training, and lifelong learning, we empower our students to reach their educational goals and shape their future.

The mission statement describes the educational purpose, intended student populations, and the types of degrees and credentials offered at the College ([IA.1-1](#)). The mission statement makes clear the College's commitment to equity and diversity while delivering services and promoting student success. The College provides an inclusive and collaborative learning environment in which students have equitable access to educational opportunities while working toward degrees, certificates, transfer, workforce training, and lifelong learning. The College's mission statement was approved by the SDCCD Board on October 27, 2016.

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.

Evidence:

[I.A.1-1](#) Mission, Vision, Values

Analysis and Evaluation

The College's mission statement reflects each of the following areas:

1. Describes the institution's broad educational purposes: San Diego Mesa College is a comprehensive community college committed to access, success, and equity.
2. The College's intended student population: community college students.
3. The types of degrees and other credentials it offers by promoting student learning and achievement, leading to degrees and certificates, transfer, workforce training, and lifelong learning.
4. The College's commitment to student learning and student achievement: The College is committed to supporting a diverse community of faculty, students, professional staff, and administrators who collaborate in order to foster scholarship, leadership, innovation, and excellence in an inclusive learning environment.
5. The College empowers students to reach their educational goals and shape their future.

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.

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

The Office of Institutional Effectiveness (IE), is central to the College's evidence-based decision-making and improvement process. The office is responsible for planning, evaluation, research, and dissemination of results through a data warehouse infrastructure, data dashboards, and participation in various committee meetings.

To illustrate, I.E. promotes data-informed decision-making through the data warehouse, which provides information to produce publicly accessible reports and visual dashboards ([I.A.2-1](#)).

The dashboards illustrate various student outcomes and student demographics with a wide range of disaggregation options. For example, the Award dashboard displays the degrees and certificates earned by students; the Course Outcome dashboard displays the GPA, retention rate, success rates at the course, program, and college level; the Student Characteristics dashboard displays a variety of demographics such as special populations, education objectives, majors, etc.; the Bachelor's Degree Program dashboard displays demographics, course outcomes, and program outcomes since its inception. Given the college's mission and vision, the dashboards are intentionally designed to highlight equity with multiple dedicated sections about equity data and guides. Similarly, the annual Mesa Graduate Survey captures a broad range of information about the experience and the needs of students. Students are asked about campus climate, basic needs, use and satisfaction of services and programs, transfer plans, employment plans, and their assessment of institutional learning outcomes (ILO). For example,

the Climate Survey shows that overall students felt valued, cared for, and supported by faculty. Data is used across the college to determine how effectively the College is accomplishing its mission and whether the institutional priorities directed by the mission meet the educational needs of students.

I.E. also leads the Planning and Institutional Effectiveness Committee (PIEC), a participatory governance committee that reports directly to the President's Cabinet. PIEC is designed to advance the overall planning for the College. Following the sustainable continuous quality improvement model, PIEC is responsible for assuring that the College's planning framework is consistent with accreditation standards. The PIEC guides the annual evidence-based assessment of progress on stated goals, objectives and priorities, and recommends changes as indicated. PIEC assures that data-informed planning is integrated among all groups and stakeholders across the campus. Using data, PIEC monitors and supports the progress of campus- wide initiatives and upholds a continued focus on equity. PIEC ensures alignment with ACCJC institution-set standards and campus goals.

I.E. prioritizes projects that inform college plans, including accreditation, accountability, and compliance reporting. Data is gathered to highlight student demographics, enrollment, and achievement, including course and class sections. Datasets are made available through the data dashboards to program review lead writers who analyze student demographic data and student outcomes in order to better understand patterns of student retention and success. Decisions about programming, instruction, and student services are data-driven, and outcomes are measured and compared over time.

In addition, annually, I.E. also provides the data to the President's Cabinet Retreat to assess the effectiveness of the College's mission, including policies, practices, and priorities for student success. For example, during the Fall 2022 President's Cabinet Retreat, the college participated in an engaging and interactive dialogue about the current progress towards equity and excellence using overall and disaggregated enrollment, milestone, and success data ([I.A.2-2](#), [I.A.2-3](#)). The information captured from the retreat was used for continuous improvement to achieve the College's mission. Similarly, the Fall 2020 Leadership Retreat "Addressing Racial Inequality: Our Focus on Anti-Blackness" data handout is an example of how the College uses data to determine effectiveness in accomplishing the mission, and whether the mission directs institutional priorities in meeting the educational needs of Black students ([I.A.2-4](#)).

Analysis and Evaluation

The College's mission and institutional priorities are data-informed. Data collection and analysis are utilized for ongoing evaluation of the College's mission, including program review, review of student outcomes and success, and to prioritize resource allocations. Data is accessible on dashboards and through the College's data warehouse. Additionally, data is disaggregated by comprehensive student demographics.

The College uses data to determine how effectively it is accomplishing its mission. This mission guides institutional priorities so that students' educational needs and success 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 goalsetting and review processes, and it is continuously evaluated as part of the college planning process led by the Office of Institutional Effectiveness.

Evidence:

I.A.2-1	Office of Institutional Research Data Warehouse & Dashboards
I.A.2-2	President's Cabinet Retreat Fall 2022
I.A.2-3	President's Cabinet Retreat Agendas and Presentations Spring 2021
I.A.2-4	Leadership Retreat Data Handout Fall 2020

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

Throughout 2018-2020, the College developed a ten-year comprehensive educational and facilities plan, combining ongoing updates and evaluations for educational and facilities planning. The process utilized campus-wide input, including administrators, classified professionals, faculty, and students, with specific guidance from Institutional Effectiveness and Administrative Services. In 2021, the College introduced the result of this development, Mesa2030, a comprehensive ten-year document designed to flexibly guide instruction, services, and programs with data-driven initiatives, while staying true to the College's vision of equity, excellence, and inclusivity ([I.A.3-1](#)).

Mesa2030 creates a cycle of integrated planning that begins with the College Mission and focuses on student success and achievement. The College Mission identifies the intended student population and describes the programs and services provided to students. The plan considers projected demographic and economic changes and allows for feedback from the College's constituents and the community.

Included in Mesa2030 is a strategic five-year plan, with a process to review and evaluate objectives annually ([I.A.3-2](#)). Each program, including instruction, administration, and student services, engages with this process through program review, which includes unit-level assessments of student success, achievement, and outcomes. Based on these data-driven assessments, each program and service requests resources to achieve strategic objectives. In this way, the College's resource allocation process is linked to unit-level and college-level goals, responsive to data, and ultimately guided by and provides feedback for the College's mission statement. An annual progress assessment closes the loop and guides the next year's planning cycle.

In addition to Mesa2030, there are various other examples of how the Mission guides the College's decision-making, planning, and resource allocation. The 2023 Program Review process includes prompts and guiding questions about data trends, equity gaps, learning outcome assessment, units goals, and Mesa2030 Roadmap Strategic Objectives ([I.A.3-3](#)).

Similarly, the 2023 Resource Request includes specific questions about how the request is related to Mesa 2030 and the vision of equity and excellence ([I.A.3-4](#)). The Budget Allocation and Recommendation Committee (BARC) in turn use a rubric that highlights student impact and equity and excellence, as stated in the College's mission and vision ([I.A.3-5](#)). In addition, the service request from the Office of Institutional Effectiveness has been revised to ask requestors about the connection between their requests and the college's initiatives and Mesa 2030's goals ([I.A.3-6](#)).

Evidence:

I.A.3-1	Mesa2030 Comprehensive Educational and Facilities Plan
I.A.3-2	Roadmap to Mesa2030
I.A.3-3	Program Review Template
I.A.3-4	Resource Request Template
I.A.3-5	BARC Request Review Rubric
I.A.3-6	IE Service Request

Analysis and Evaluation

The College's Mission, which describes the intended student population and services provided, is the foundation for all planning processes. The Mission guides the College's decision-making, planning, and resource allocation. The Mission informs the College's goals for student learning and achievement. The Mesa2030 Comprehensive Educational and Facilities Plan demonstrates how programs and services are aligned with the Mission, and how the Mission guides institutional decision-making, planning, and resource allocation while informing institutional goals for student learning and achievement.

The Roadmap to Mesa2030 plan includes Strategic Objectives and Collegewide Progress Measures organized around the five goals outlined in the Mesa2030 Comprehensive Educational and Facilities Plan. The Strategic Objectives are supported by the annual planning and resource allocation processes, including connection to department and unit plans and larger campus efforts. Examples of strategic planning include Mesa Pathways, Equity, Strong Workforce, and professional learning.

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 mission statement and its vision and values are posted on the College website, in the catalog, and referenced in the Mesa2030 Comprehensive Educational and Facilities Plan ([I.A.4-1](#)). They are published each year in the Annual Report ([I.A.4-2](#)). Other college-wide documents are clearly labeled and readily accessible to all constituent groups. The College's mission statement was approved by the SDCCD Board on October 27, 2016 ([I.A.4-3](#)).

The April 24, 2018 Planning and Institutional Effectiveness (PIEC) minutes demonstrate a

periodic review of the mission statement. On that date, PIEC reviewed and conditionally approved revisions to the Mission Statement ([I.A.4-4](#)).

The May 15, 2018 President's Cabinet Meeting Notes ([I.A.4-5](#)) demonstrate the College's periodic review of the mission statement. On that date, the President's Cabinet unanimously accepted revisions to the mission statement. This approved statement was included in the Mesa2030 plan, which was approved by the Board of Trustees at the May 15, 2021 meeting. A pdf of the Mesa2030 Plan is included in the minutes ([I.A.4-6](#)). The mission can be found on Page 5.

Evidence:

I.A.4-1	Mission Statement
I.A.4-2	Annual Reports
I.A.4-3	College Mission Statement Board Approval
I.A.4-4	PIEC Minutes
I.A.4-5	President's Cabinet minutes
I.A.4-6	Mesa2030 Plan Board Approval

Analysis and Evaluation

The College's mission statement, vision statement, and the College's core values are the result of inquiry processes grounded in shared governance. After review by the Planning and Institutional Effectiveness Committee, the mission statement is evaluated and approved by the President's Cabinet and the San Diego Community College District Board of Trustees.

The most recent review of the College's mission statement occurred during the drafting and approval of Mesa2030, the College's ten-year Comprehensive Educational and Facilities Plan. The planning process for Mesa2030 incorporated feedback from all constituent groups, including administration, faculty, classified professionals, and students.

The Mesa2030 plan is included on the College website, along with Roadmap to 2030, a strategic five-year plan outlining objectives and progress measures. Progress measures and an equity gap analysis are posted to a dashboard and updated annually by the Office of Institutional Effectiveness as well as the Office of Communications in the Annual Report.

The Planning and Institutional Effectiveness Committee utilizes the dashboards to assess the College's progress toward achieving the Mesa2030 goals.

Conclusions on Standard I.A: Mission

The College's mission statement, vision statement, and the College's core values are the result of inquiry processes grounded in shared governance. The College's mission, which describes the intended student population and services provided, is the foundation of all planning processes. The College's programs and services are aligned with its mission. The mission guides the College's decision-making, planning, and resource allocation. The mission informs

the College's goals for student learning and achievement.

The mission statement reflects the College's awareness that student learning and achievement depend on equitable access to academic opportunities and student services. The mission statement emphasizes the collaborative approach of faculty, administrators, and professional staff to facilitate student success. The College is proactive in embedding equity practices at every level of programming. The College has designated pathways for student success that provide direction, guidance, and roadmaps with checkpoints to create systemic support leading to student retention and success.

The College's mission and institutional priorities are data-informed. Data collection and analysis is utilized for ongoing evaluation of the College's mission, including program review, review of student outcomes and success, and to prioritize resource allocations. Data is publicly accessible on dashboards and through the College's data warehouse. Data is disaggregated by student demographics and various other factors to allow improvement at multiple levels – section, course, program, college.

The Mesa2030 Comprehensive Educational and Facilities Plan is one key example demonstrating how programs and services are aligned with the mission, and how the mission guides institutional decision-making, planning, and resource allocation while informing institutional goals for student learning and achievement. Mesa2030 creates a cycle of integrated planning that begins with the College mission and focuses on student success and achievement and is further informed by outcomes and equity. The plan considers projected demographic and economic changes and allows for feedback from the College's constituents and the community.

Improvement Plan(s)

Not applicable

Evidence List

I.A.1-1	Mission, Vision, Values
I.A.2-1	Office of Institutional Research Data Warehouse & Dashboards
I.A.2-2	PCAB Retreat Fall 2022
I.A.2-3	President's Cabinet Retreat Agendas and Presentations
I.A.2-4	Leadership Retreat Data Handout
I.A.3-1	Mesa2030 Comprehensive Educational and Facilities Plan
I.A.3-2	Roadmap to Mesa2030
I.A.3-3	Program Review Template
I.A.3-4	Resource Request Template
I.A.3-5	BARC Request Review Rubric
I.A.3-6	IE Service Request
I.A.4-1	Mission Statement
I.A.4-2	Annual Reports
I.A.4-3	College Mission Statement Board Approval
I.A.4-4	PIEC Minutes
I.A.4-5	President's Cabinet minutes
I.A.4-6	Mesa2030 Plan Board Approval

B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

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

Evidence of Meeting the Standard

The College's commitment to student learning and achievement includes ongoing dialogue with all stakeholders across the campus. The strategic effort to improve student success is grounded in equity and academic quality and informed by data and student outcomes.

The College uses a structured program review and outcomes assessments processes with quantitative and qualitative data analysis to measure student learning, achievement, and success. The College's Institutional Effectiveness office publishes and updates data dashboards available through the campus website. This data includes equity gap analyses for all programs.

From 2016/17-2021/22, outcome assessments for programs and courses were evaluated over a 6-year cycle. Beginning in the 2022/23 academic year, the outcomes cycle has been changed to a 4-year cycle to enhance integration with Program Review and to further facilitate outcomes assessment data to be considered in individual unit goal setting and action planning. Reporting for course, service, and program level outcomes is coordinated by each Department Outcomes Coordinator ([I.B.1-1](#)). The Institutional Learning Outcomes assessment is coordinated by the Committee on Outcomes Assessment and the Office of Institutional Effectiveness, with surveys going to students every spring.

The College Outcomes Assessment process is supported by a Faculty Outcomes Coordinator, the Dean of Institutional Effectiveness, and the Committee on Outcomes Assessment, a participatory governance group. Department Outcomes Coordinators (DOCs) are embedded in each department on campus and are responsible for overseeing assessment reporting and facilitating department dialogue during the annual Outcomes Across Campus event. To improve consistency, outcomes meetings are part of flex week activities, and outcomes reporting is integrated into program review. Furthermore, the Faculty Outcomes Coordinator, along with representatives from the Office of Institutional Effectiveness, provides ongoing Department Outcomes Coordinators (DOCs) support through bi-monthly DOC support hours ([I.B.1-2](#)). This ensures clarity of outcomes processes and consistency of outcomes assessment efforts, as well as opportunities for meaningful dialog around outcomes results.

At Mesa College, the annual Program Review process is to facilitate the continuous improvement of teaching and learning towards the College's mission. Program Review includes reflection on data, successes, challenges as well as setting up unit goals, action plans, and resource requests aligning with Mesa2030. In the first year of the 4-year cycle, every institutional unit completes a Unit Reflection that identifies Unit Goals and Action Plans for the upcoming years. In each subsequent year, all units complete an annual update to reflect on

progress toward their goals, implementation of their actions plans, and request any resources needed to continue their work. During the annual review process, each unit is asked to reflect on their data and to discuss practices within their unit that impact the data. The data provided focuses on student success, learning assessment, and equity analysis.

In collaboration with Institutional Effectiveness, the LOFT keeps student outcomes and equity at the core of professional learning programming. Through the yearly Curriculum Equity and Excellence Review (CEER) programming, faculty engage in collegial dialogue about course and program student outcomes and learn antiracist pedagogical strategies to ensure student success ([I.B.1-3](#)). Constituent committee members help to ensure that professional learning programming aligns with the Mesa2030 Roadmap and Program Review.

The Governance Evaluation Cycle includes self-assessments of all governance groups. Ongoing dialogue seeks to uncover and correct friction points experienced by students along the path to their goals.

The District Office of Institutional Effectiveness and Research supports the Colleges with dialog regarding central aspects of equity, educational services, and research insights about focus areas. The following examples illustrate some of these efforts:

- The Promise presentations demonstrate an example of dialogue regarding student success and equity in the Promise Program and recommendations for improving the program presented to the Vice Presidents of Student Services at all four District Colleges ([I.B.1-4](#), [I.B.1-5](#)).
- The District annually reviews enrollment and outcome data in distance education courses. The District and Colleges review the Enrollment Management dashboard and receive weekly reports on enrollment management efforts. ([I.B.1-6](#), [I.B.1-7](#), [I.B.1-8](#), [I.B.1-9](#), [I.B.1-10](#), [I.B.1-11](#), [I.B.1-12](#), [I.B.1-13](#)).
- In partnership with San Diego Unified School District (feeder high schools), the District engages in robust access and outcomes reporting opportunities for students in the District service area. This reporting is utilized by the Joint Partnership Committee in shaping outreach efforts, directing business process revisions, by District Deans in scheduling decisions, and by faculty in course design ([I.B.1-14](#)).

Evidence:

I.B.1-1	Program Review
I.B.1-2	Outcomes Assessment Training Schedule
I.B.1-3	Course Modules CEER Curriculum Equity
I.B.1-4	Comprehensive Evaluation of The Promise Program, October 2019
I.B.1-5	Comprehensive Update of The Promise Program, January 6, 2021
I.B.1-6	Scheduling Efficiency – SDCCE Report, March 29, 2022
I.B.1-7	Proposed SDCCD FTES Targets and Budgeted FTEF 2022-2023
I.B.1-8	Two Year Target Analysis Scheduling Efficiency – Miramar College Report
I.B.1-9	Two Year Target Analysis Scheduling Efficiency – Mesa College Report

I.B.1-10	Two Year Target Analysis Scheduling Efficiency – City College Report
I.B.1-11	Chancellor’s Enrollment Cabinet Update Spring 2022
I.B.1-12	2022-2025 Strategic Enrollment Management Plan
I.B.1-13	2021-2022 Outlook FTES Compared to Targets
I.B.1-14	CCAP and ACP Comprehensive Report

Analysis and Evaluation

Following the College’s last ISER in 2017, the Office of Institutional Effectiveness (IE) initiated collaboration and dialogue between three key committees: Planning and Institutional Effectiveness Committee (PIEC), Committee on Outcomes and Assessment (COA), and Program Review Steering Committee (PRSC). This working group began a campus-wide conversation focused on assessments and assessment tools, then re-evaluated Course and Program Learning Outcomes (CLOs and PLOs), as well as Institutional Learning Outcomes (ILOs) and Administrative Unit Outcomes (AUOs). The Committee on Outcomes and Assessments worked closely with the Office of Institutional Effectiveness to gather and report on data at the institutional, program, and course levels.

At San Diego Mesa College, faculty, staff, and administrators have a responsibility to students to continuously improve the teaching and learning process based on the College’s mission and values. To that end, program review serves as a process and mechanism to facilitate continuous improvement of teaching and learning. Program review provides an opportunity for each institutional unit to collect and analyze data, identify opportunities for improvement, plan ahead, and request resources. Program review enhances institutional effectiveness, fosters continuous improvement of educational quality, and is central to the College’s integrated educational planning and budgeting decisions. The College strives to cultivate a strong culture of inquiry that extends across campus constituencies.

As part of the College’s continual process of improvement, equity data is provided to program review lead writers, who analyze equity gaps and other data points. By embedding equity analysis in program review, the College is able to evaluate trends and improvements in programs and services, and to identify gaps where additional programming and services can have a positive effect on student success and equity.

In 2021, the LOFT offered the first cohort of the Curriculum Equity and Excellence Review (CEER) program, which creates a space for faculty to take a deep dive into course data and explore ways to redesign courses across modalities. Additionally, as a result of the transition to online teaching, a new team, the Mesa Online Success Team (MOST), was created to focus on student success outcomes specifically in online courses offered across the campus. The professional learning cohorts (MOST, Refresh, FIGs) provide equity-infused opportunities for course redesign. Classified professionals and supervisors’ professional learning are aligned with Mesa2030, and the goal is to increase opportunities for the campus community to participate in Diversity, Equity, and Inclusion sessions for classroom and non-classroom learning experiences.

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

Student learning outcomes are defined and assessed for instructional programs, and for student and learning support services ([I.B.2-1](#)).

The College's ongoing strategy to ensure the continuous evaluation and improvement of program, course, and service assessments includes:

1. Use of campus committees and the Office of Institutional Effectiveness to create plans for professional development in institutional effectiveness and outcomes.
2. Implementation of training and systems with a focus on faculty, course, and program outcomes.
3. Implementation of training and systems with a focus on staff and administration, as well as a campus-wide dialogue about institutional and administrative unit outcomes.
4. Development of on-going evaluations of these systems with an emphasis on continued improvement.

Dialogue and activities in support of outcomes assessment are coordinated through the Planning and Institutional Effectiveness Committee (PIEC), Committee on Outcomes and Assessment (COA), and Program Review Steering Committee (PRSC). Strategies for mapping are implemented for Course (CLOs), Program Learning Outcomes (PLOs), Institutional Learning Outcomes (ILOs), and Administrative Unit Outcomes (AUOs).

COA is responsible for maintaining the policies and processes that guide the College through the ongoing process of developing, implementing, assessing, and evaluating outcomes and assessments. The Committee promotes campus-wide understanding and integration of SLOs and AUOs, facilitates campus dialogue to enhance institutional effectiveness, and fosters continuous improvement of the student experience.

For the duration of the 6-year cycle ending in 2021/22, the College used the Taskstream platform to enter learning outcomes and assessment results ([I.B.2-2](#)). Department Outcomes Coordinators worked to gather and assess all learning outcomes by the end of the last assessment cycle. In the new assessment cycle, which now has a 4-year timeline, the College will use Nuventive as a platform for entering learning outcomes and assessment results. Departments are in the process of affirming the accuracy of their outcomes as well as confirming any changes to courses and programs.

Student learning outcomes for our Bachelor's Degree program also reflect a greater level of depth and rigor to best prepare students for the workforce. The program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) through 2028.

Evidence:

[I.B.2-1](#)

6-Year Assessment Cycle: Courses, Programs, Student Services

[I.B.2-2](#)

Program Review Assessment Summary

Analysis and Evaluation

Results of assessments and evaluations are shared through participatory governance groups, including the President's Cabinet, Planning and Institutional Effectiveness Committee (PIEC), Committee on Outcomes Assessment (COA), Program Review, and Academic and Classified Senates. The members of these committees and groups include representatives from administration, faculty, and classified professionals, and students, and share a responsibility for reporting information back to their constituent groups.

Learning outcomes data are reported through the annual program review process. These reports are made accessible on the Mesa College website under the "About," tab, Program Review. This section of the website, including program review archives, is accessible to the public, and assessment data can be reviewed by students and the community.

Outcomes and assessment data are shared during administrative retreats, at leadership events, and during Convocation. Outcome summaries are provided in presentations made to the Academic and Classified Senates, and to the Associated Students.

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 ([I.B.3-1](#)). 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.

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. 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.

Institution-set standards are designed, in part, to trigger action. The College analyzes this data

annually and reviews college performance against its established standards. Each year, the data is examined and discussed in depth by diverse groups of campus stakeholders in venues such as the PIEC meetings, President’s Cabinet meetings, and at the spring President’s Cabinet Retreat. Participants include faculty, classified staff, students, and administrators. 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. Activities and initiatives are prioritized based on the data, such that activities focused on indicators with below-standard performance are prioritized most highly.

Institution Set Standards (ISS) and Stretch Goals are recommended by the College’s Planning and Institutional Effectiveness Committee in consultation with the Strong Workforce committee, Success, Equity, and Transformation Committee, and Pathways committee ([I.B.3-2](#), [I.B.3-3](#)). Goals are also established to align with the Vision for Success Goals required by the California Community College Chancellor’s Office. Standards and goals are recommended to the President’s Cabinet and shared with the larger campus via presentations, governance meeting minutes and communication templates. Many of the data are publicly available on the College’s dashboard page. Documents can be located on governance and committee pages ([I.B.3-4](#)).

Activities and data for the baccalaureate degree program are also assessed through the program review process. In addition, the program complies with CAHIIM requirements, which require yearly curriculum review and updates ([I.B.3-5](#)). 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 is available on the SDMC website, as is the case for all externally accredited programs.

Evidence:

I.B.3-1	SDMC Strategic Planning Scorecard 2010
I.B.3-2	Institutional Set Standard PIEC Minutes
I.B.3-3	ACCJ Report- PIEC Minutes
I.B.3-4	President’s Cabinet Documents
I.B.3-5	CAHIIM

Analysis and Evaluation

The College establishes Institution Set Standards for student achievement that are appropriate to the College’s mission. It assesses how well these standards are achieved and plans for continual improvement in student achievement. The College publishes and makes available Institution Set Standards and data on student achievement.

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 ([I.B.4-1](#)). Discussions also occur at school meetings, department meetings, professional development workshops, the PIEC meetings, within student services departments, and in the teaching and learning center, referred to as the LOFT, an acronym for "Learning Opportunities for Transformation"

For example, the 2013-2019 Educational Plan was developed through the analysis of both internal and external data, as well as feedback from students, employees, industry partners, educational partners, and members of the surrounding community ([I.B.4-2](#)). The plan served as the foundation for all college-wide planning across all processes. It was the call to action towards the college's data-informed mission, vision, value, goals, objectives.

Similarly, the Mesa 2030 Comprehensive Education and Facilities Plan was developed thorough a highly comprehensive, inclusive, and data-informed process with 6 steps ([I.B.4-3](#)). Each step is characterized by reliance on both quantitative and qualitative data, integration of educational and facilities planning, and ongoing campus and community engagement. The plan was built from a significant amount of data from both internal (college's KPI) and external (local and statewide economy, population, labor market), both qualitative and quantitative. The work received national attention and was the finalist at the Bellwether consortium under "Planning, Governance, and Finance Category" in 2021 ([I.B.4-4](#)).

In addition, the College recognizes and prioritizes student success through the work of a dedicated committee, the Committee on Outcomes and Assessment (COA). COA is in the process of developing an updated Outcomes Assessment Handbook to further clarify and streamline the data-informed process across all levels: CLO, PLO, ILO, SSO ([I.B.4-5](#), [I.B.4-6](#)). Data is provided through the dashboards for enrollment, retention, success, GPA, etc. across multiple years and disaggregated by gender, ethnicity, and course delivery mode. Data is also provided at the course, program, institutional level.

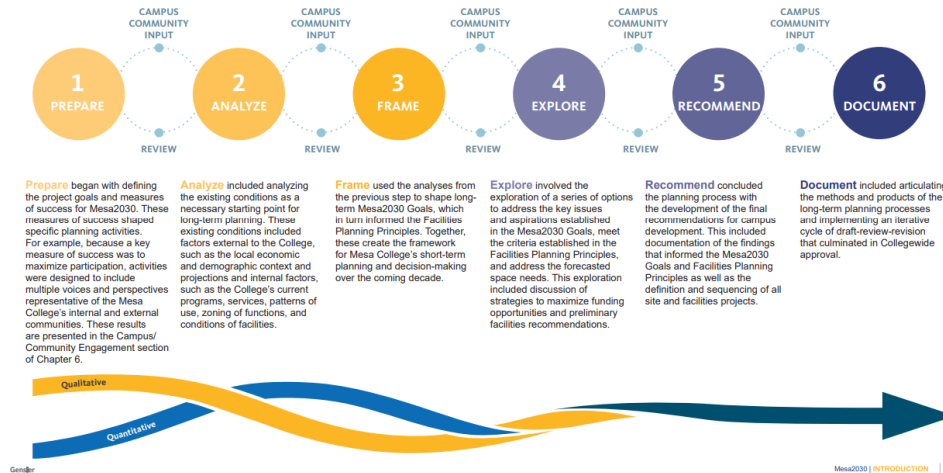
At the program/service level, all program reviews respond to equity data for the purpose of planning and resource allocation. At the institutional level, the College evaluates campus demographics, student achievement, and key performance indicators in order to better assess the integration of diversity, equity, and inclusion in college activities.

Figure 48. A 6-step Process – Mesa2030 Comprehensive Plan

PROCESS FOR DEVELOPING Mesa2030

Mesa2030 was developed using a dynamic and collaborative process outlined in the following six steps. Each step is characterized by reliance on quantitative and qualitative data; integration of educational and facilities planning; and ongoing campus and community engagement.

6 STEP PROCESS



The Office of Institutional Research maintains and updates the College's data warehouse and data dashboards in support of student learning and achievement. Assessment data is transparent and accessible to faculty, staff, and classified professionals. Data is embedded in guided pathways, outcomes, program review, and student success initiatives. Data is searchable according to multiple variables which are disaggregated in order to distinctly inform policies and practices.

The office of Institutional Effectiveness and Research provides data to inform institutional processes to support student learning and achievement. Some examples of these efforts are listed below:

- CTE deans throughout the District review CTE outcomes and enrollment data to discuss program effectiveness and pathway planning ([I.B.4-7](#)).
- The DSPS program accesses the dashboard to gain insight into services provided and student progress ([I.B.4-8](#)).
- The Black Student Success workgroup has developed a Research Agenda that supports a culture of accountability. The research agenda comprises six significant activities and will be a tool to propel conversations and inform strategies needed to pivot our institutions. The activities include quantitative and qualitative data through surveys, focus groups, case analysis, and data mining ([I.B.4-9](#)).

Evidence:

I.B.4-1	Program Review
I.B.4-2	Ed Master Plan 2013-2019 Final
I.B.4-3	Mesa2030 Comprehensive Master Plan
I.B.4-4	News Article about Bellwether Awards

I.B.4-5	Outcomes Handbook 2019
I.B.4-6	Outcomes Handbook Draft
I.B.4-7	CTE Annual Report: 2018-19 to 2020-21
I.B.4-8	DSPS Annual Report, 2020-2021
I.B.4-9	Black Student Success Workgroup Research Agenda January 2022

Analysis and Evaluation

The Office of Institutional Effectiveness provides data to various areas of the campus and creates a structure through Outcome Assessment and Program Review for data to be used for decision-making and improvement. The office also leads the development of the data-informed Educational Plans that guide all activities towards the college's mission. The college uses assessment data and organizes its institutional processes to support student learning and student achievement.

Institutional Effectiveness

- 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

The College utilizes program review, evaluation of goals and objectives, and assessments of student learning outcomes in an ongoing analysis of the College's mission to promote student learning, achievement, and success. Data dashboards are embedded within the Program Review and Outcome Assessment platforms allowing a wide range of disaggregations ([I.B.5-1](#)). The College utilizes data, disaggregated by program, mode of delivery, demographics, and many other categories to inform policies and practices.

At Mesa, all programs and services undergo an annual reflection process through program review ([I.B.5-2](#), [I.B.5-3](#), [I.B.5-4](#)). 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. 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.

The District Office of Institutional Effectiveness and Research provides support with quantitative and qualitative data and disaggregation. Some examples are below:

- The Honors Committee annually reviews the Honors Report. This report tracks

enrollments and outcomes and determines whether the program continues to provide opportunities for students to expand their educational journeys ([I.B.5-5](#)).

- Early College Credit data is annually presented to the Joint Boards of SDCCD and SDUSD. This body monitors progress toward board-established goals regarding course availability and access for students under-represented in higher education. District and College leadership review CCAP (College and Career Access Pathway), ACP (Accelerated College Program), and Credit-by-Exam data to track program implementation, inform pathway planning, and collaborate on initiatives across institutions ([I.B.5-6](#)).
- Stakeholders in the Textbook Affordability Initiative review OER and ZTC data as part of efforts to lower costs for students and decrease barriers to enrollment, course completion, and course success. Annual updates are presented to the Board of Trustees ([I.B.5-7](#)).

Evidence:

I.B.5-1	Data Dashboard
I.B.5-2	Program Review
I.B.5-3	Program Review Archives
I.B.5-4	PIEC minutes
I.B.5-5	District Honors Program Committee Report to the Board of Trustees May 2022
I.B.5-6	CCAP and ACP Comprehensive Report
I.B.5-7	Report on Open Educational Resources and Reducing Textbook Costs for Students

Analysis and Evaluation

The College assesses accomplishment of its mission through structured program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data on various outcomes (success, award, retention, etc.) are disaggregated for analysis by program type, demographics, mode of delivery, and many other categories. The College cultivates a strong culture of inquiry that extends across campus constituencies.

- 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

The College's data dashboards ([I.B.6-1](#)) provide a wide range of disaggregations, and many dashboards include the equity sections (by ethnicity, gender, age) where the equity gap is color-coded indicating a clear number needed in order to bridge the gap. Each dashboard has a

unique set of data related to the College's mission. For example: the Awards dashboard allows the break down by various metrics of efficiency (the time it takes students to complete a degree; the units needed for students to earn a particular degree); the Course Outcomes dashboard allows different views of course modality, terms, academic years, types of outcomes, course length; the Student Characteristics dashboard has the ability to show student information based on sixteen different characteristics.

In addition, there are several dedicated dashboards to support the HSI work (that show profiles of students, majors, top course, enrollment, equity gaps, persistence, etc.). The dashboards are regularly used by the HSI teams to learn about the Latinx population and to develop appropriate ways to support this population. Similarly, the College was one of the few institutions that has a public dashboard with a detailed-level disaggregation of the broader Asian-Pacific Islander category. The dashboard shows the "hidden" equity gap among subgroups that were previously unseen such as Laotian, Cambodian, and Samoan, because they were masked under the big umbrella term "Asian." With support from the College, a team used this data to apply for an AANAPISI grant and was awarded the first-ever AANAPISI grant in the San Diego County region that focuses on supporting Asian American, Native American, and Pacific Islander students ([I.B.6-2](#)).

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's Office of Institutional Effectiveness and Research provides reports demonstrating learning outcomes and achievement for subpopulations of students. This data is disaggregated and used by the Colleges for planning and implementation of curriculum, resources, and services.

- The Promise reports are relevant in this instance and examine outcomes by ethnic/racial groups, former San Diego College of Continuing Education students, and other populations ([I.B.6-3](#), [I.B.6-4](#)).
- Disproportionate Impact data in earning 9+ CTE (Career Technical Education) units are reviewed by CTE Deans around the District in conjunction with outcomes data available on CCCCCO (Community Colleges Chancellor's Office) Launchboard to inform conversations about student success ([I.B.6-5](#)).
- Access and Outcomes data for CCAP/ACP and Credit-by-Exam are examined for achievement gaps. Business processes are adjusted to address DI (Disproportionately Impacted) for student groups at high schools. Counseling and outreach efforts are focused accordingly. In partnership with SDUSD, the District engaged in site-level discussions regarding student access to CCAP courses and student-level outcome data, such as completion of 9+ dual enrollment units while in high school ([I.B.6-6](#)).

Evidence:

[I.B.6-1](#)

Office of Institutional Research Data Warehouse and Dashboards

I.B.6-2	AANAPISI Scoring Letter DOE
I.B.6-3	IB61 San Diego Promise Program Data Briefing Fall 2020 Outcomes April 2021
I.B.6-4	Comprehensive Review of The San Diego Promise Program 2020-2021
I.B.6-5	CTE Annual Report: 2018-19 to 2020-21
I.B.6-6	CCAP and ACP Comprehensive Report

Analysis and Evaluation

With guidance and direction from the Office of Institutional Effectiveness, the College disaggregates and analyzes learning outcomes and achievement data for subpopulations of students. When performance gaps are identified, strategies are researched, proposed, and implemented. These strategies may include the allocation or reallocation of human, fiscal, and other resources needed in order to mitigate the gaps. The College reviews and evaluates the impact and efficacy of strategies and the allocation of resources in a process of continual improvement with the goal of becoming the leading college of equity and excellence.

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

The College engages in an ongoing evaluative process of policies and practices across all academic and service areas, including instruction, student support services, governance, and resource management. This integrative planning is updated and reviewed as part of the College's ten-year educational and facilities comprehensive plan, Mesa2030. Mesa2030 goals and strategic objectives guide the allocation of human, physical, and fiscal resources. The annual Progress Assessment consolidates and documents the year's progress toward the achievement of Mesa2030 Goals and Strategic Objectives.

For example, recognizing the inequitable completion rates among different student groups, the college applied for a regional grant and was awarded with a \$50,000 grant to improve completion outcomes. A cross-departmental team from instruction, research, and student services conducted an action-research project, which led to over 200 students applying to receive a degree and identified various systemic insights for process improvement ([I.B.7-1](#)). This project won the two national Bellwether awards and was presented in Texas in 2022.

Similarly, recognizing the systemic barriers that inhibit student achievement, particularly the traditionally impacted group of students who identify as African American, the College applied for the CCC Foundation grant and was awarded \$5,000 to conduct the first ever longitudinal study on the experience of African American students ([I.B.7-2](#)). Initial results were presented at a statewide event, and the results revealed that this population was experiencing various challenges, with the most commonly stated challenge described as "life challenge." These results provide important information and insight for the College's Student Services and

Instruction.

At the program/service level, all programs annually review and respond to equity data for purposes of planning and resource allocation. 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, [I.B.7-3](#)), and the Facilities Planning Committee (FPC) - review resource requests contained in each program review and rank them according to rubrics which link to the College mission.

The 2022-2025 Student Equity Plan maps directly to our Comprehensive Strategic Plan ([I.B.7-4](#)). The vision of the college is to be the leading college of equity and excellence, educating students to shape the future. The commitment to equity and excellence is demonstrated by an ongoing process of programmatic and pedagogical innovation, ongoing conversations that address metrics, culture, actions, and language, and streamlining structural processes.

It is the practice of the District to evaluate its policies and practices through the various participatory governance groups, as indicated in the District's Administration and Governance Handbook. Please see section IV.A.2 for information about the handbook.

Enrollment management materials such as the outlook, schedule efficiency reports, and other similar reports are also part of resource and enrollment management. ([I.B.7-5](#), [I.B.7-6](#), [I.B.7-7](#), [I.B.7-8](#), [I.B.7-9](#)).

The Early College Credit planning group, comprised of the Joint Partnership Committee and Workgroup members, reviews CCAP, ACP, and CBE data to identify areas for program improvement. This work includes aligning College-based DSPS services with high school student needs, connecting enrollment trends to planning processes, identifying and remedying pre-requisite discrepancies across the Colleges, and identifying components of the course request process that may contribute to access gaps ([I.B.7-10](#)).

In alignment with US Department of Education definitions, the institution regularly evaluates its policies and practices for defining and classifying a course offered by distance education. Administrative Procedure, 5105 Distance Education, defines and classifies a course offered through distance education ([I.B.7-11](#)). In addition, the college also regularly reviews the Institutional Learning Outcomes (ILO) through the annual survey ([I.B.7-12](#)).

There is an accurate and consistent application of the policies and procedures for determining whether 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). All courses delivered through distance education are based on the same course outlines of record as face-to-face courses to ensure consistency and academic rigor in all courses offered ([I.B.7-13](#)).

Additional District policies and procedures address the process for awarding credit for distance education programs. Course credits, 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. Policies and procedures are reviewed on a six-year review cycle. The last reviews of BP 5020 and AP 5020 were in 2019 and 2017 ([I.B.7-14](#), [I.B.7-15](#)).

Evidence:

I.B.7-1	San Diego Mesa Journey to Completion
I.B.7-2	Longitudinal Study on Black and African American Student Experience
I.B.7-3	BARC Request Review Rubric
I.B.7-4	Student Equity Plan
I.B.7-5	Two Year Target Analysis Scheduling Efficiency – City College Report
I.B.7-6	Two Year Target Analysis Scheduling Efficiency – Mesa College Report
I.B.7-7	Two Year Target Analysis Scheduling Efficiency – Miramar College Report
I.B.7-8	Two Year Target Analysis Scheduling Efficiency – SDCCE Report
I.B.7-9	2021-2022 Outlook FTES Compared to Targets
I.B.7-10	K12 To College Pathways & Partnerships
I.B.7-11	AP 5105 – Distance Education
I.B.7-12	ILO Dashboard and Graduate Survey
I.B.7-13	CurricuNET
I.B.7-14	BP 5020 Curriculum Development
I.B.7-15	AP 5020 – Curriculum Development

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.

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

Results of assessments and evaluations are reported through appropriate channels and committees (such as PIEC, COA, President’s Cabinet, Academic Senates, Classified Senates). Data results are also available publicly through the Data Warehouse ([I.B.8-1](#)). The College’s dashboard page includes over 30 dashboards, all publicly available, covering topics including Mesa College’s vision for success, enrollment trends and tools for deans, ILOs, the Hispanic Serving Institution (HSI) grant, career and strong workforce data, student success and retention metrics, awards conferred, and other metrics, disaggregated by a wide range of categories. Faculty, classified professionals, administrators, students, and community stakeholders can find relevant and helpful information on the campus dashboard sites.

The College formed a governance sub-committee to focus on consistency and communication between governance and operational committees. Every committee displays the mission of the committee, membership, agendas, and minutes through the College website. To ensure effective and consistent communication, the College developed a uniform template for committees to use for agendas and minutes ([I.B.8-2](#)). Template format choices are located on the Governance webpage under Resources. The final agendas and minutes are posted on the Governance Committee website and are publicly accessible.

In conjunction with the Mesa College Foundation, the College conducts an annual review of its scholarship process. The first scholarship equity analysis, done in 2019, showed inequitable distribution of resources ([I.B.8-3](#)). The college immediately shared the data broadly to various constituent groups and engaged in deep discussion to enable changes. The college has been analyzing, sharing, and acting on the scholarship results each year since 2019.

The College is committed to the process of shared governance, data-informed decisions, and transparency. The College president makes use of monthly newsletters, weekly updates and social media, as well as convocation and campus meetings, to keep all stakeholders broadly informed of campus activities and policies. Information is shared at President's Cabinet, with members reporting back to their constituent groups. The College website is updated regularly so that accurate material can be easily and readily accessed by all stakeholders on and off campus.

Every year, evaluation and equity data are shared broadly at various meetings and events (Foundation Board, Foundation Impact committee, Student Affairs, Student Services Leadership, Joint Student Services Meeting, CCC League conference, for example). In addition to surveying students, the College surveys graduates and alumni ([I.B.8-4](#)). Survey data are broken down by various factors and metrics, including an analysis of wages by programs. Data are shared with program faculty and put in a public dashboard. The College continuously seeks to improve survey response rates and is engaged in ongoing dialogue about strategies to reduce inequitable wage gaps that occur by gender and ethnicity.

Evidence:

I.B.8-1	Office of Institutional Research Data Warehouse and Dashboards
I.B.8-2	Governance Template
I.B.8-3	Scholarship Equity Analysis
I.B.8-4	ILO Dashboard and Graduate Survey

Analysis and Evaluation

The College communicates assessment and evaluation results to the campus and broader community through its website, emails, campus meetings and forums, and other direct communications. Templates are provided for documenting and posting reports and committee minutes. The mission of the Office of Institutional Effectiveness is to make data accessible; thus, data report and dashboards are accessible publicly and transparent on a wide range of metrics. Policies and resource allocation are data-driven. Embedded data in program reviews and outcomes assessments promote shared understanding of student success and achievement.

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)

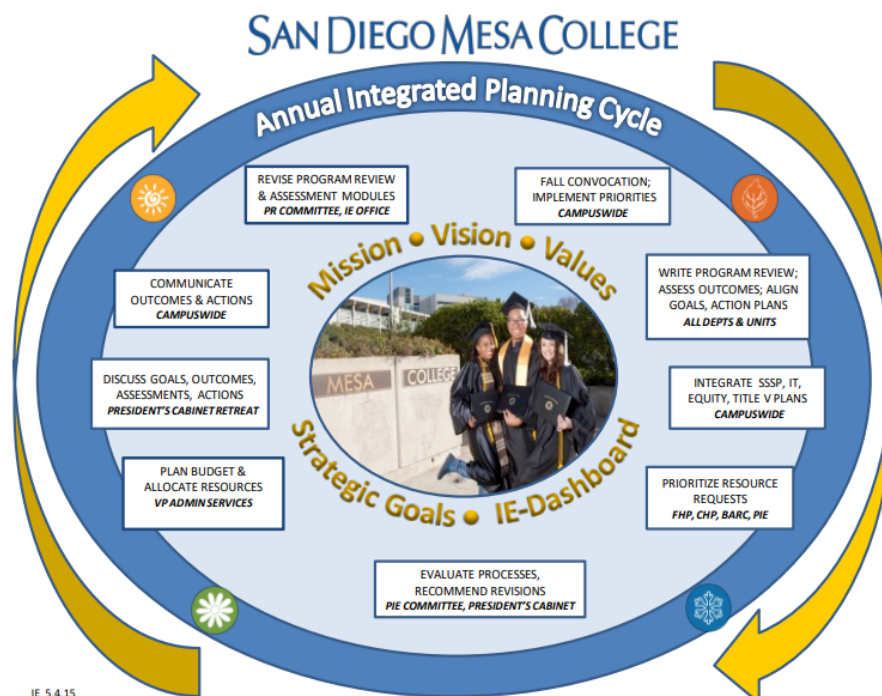
Evidence of Meeting the Standard

The College's *Annual Integrated Planning Calendar* demonstrates that the College engages in continuous, broad-based, systematic evaluation and planning to accomplish its mission. The College has worked 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 below was redesigned 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 acronym.

Figure 49. Annual Integrated Planning Cycle

San Diego Mesa College Annual Integrated Planning Cycle Infographic



Source: Institutional Planning and Governance Guide 2020-2021

Following the sustainable continuous quality improvement model, the PIEC 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. In order to establish a timeline for planning, President's Cabinet and the PIEC use an organizational overview represented by the SDMC Multi-Year Assessment and Evaluation Cycle and the Annual SDMC Integrated Planning Calendar ([I.B.9-1](#)). The PIEC 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.

The College's systemic process for continuous evaluation and planning is anchored in Mesa2030, the ten-year Comprehensive Educational and Facilities Plan that begins with the College's mission and integrates program review, planning, and resource allocation ([I.B.9-2](#)). The development of this document includes an analysis of the College's effectiveness in meeting its mission, projected demographics and economic changes, and feedback from the College constituencies. The College utilizes data-driven analysis of student success and achievement, disaggregated by demographics, to guide policy decisions and to ensure institutional effectiveness and academic quality.

The College's five-year plan, Roadmap to Mesa2030, includes strategic objectives and an annual assessment process to guide the College in completing the strategic plan and the Comprehensive Educational and Facilities Plan. The integration of short-term and long-term planning directs the investment of human, physical, and fiscal resources into strategies that advance the Mesa2030 Goals.

Program Review unit-level plans for instructional programs, student services, and administrative units include focused action plans and outcomes assessments. Program review is linked to resource allocation, ensuring that fiscal resources are used in service to the College mission and goals. Resources are assessed annually for outcomes and effectiveness through this integrated planning process.

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. The ranked lists are presented to the PIEC and President's Cabinet before being submitted to the President for her approval. Resources are funded through Perkins, IELM, end of year funds, and District funds ([I.B.9-3](#), [I.B.9-4](#)).

The District engages in integrated planning for every component of operations and is

committed to fostering ongoing alignment between the Colleges and all accreditation standards. The integrated planning approach is evidenced in the Strategic Planning process, the Chancellor's Cabinet, and the District Governance Council's practices ([I.B.9-5](#)).

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

The District's framework model describes its integrated planning concept, including stakeholder groups' participation in developing strategic plan goals, operational planning, budget development, resource allocation, and continuous improvement. The framework in Figure 1 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 its effectiveness. The model is periodically reviewed and refined.

Figure 50. Districtwide Integrated Planning Framework Model



Evidence:

[I.B.9-1](#)

IP Calendar

[I.B.9-2](#)

San Diego Mesa College 2030 Comprehensive Education and Facilities Plan

[I.B.9-3](#)

Pcab BARC FHP 5-25-21

[I.B.9-4](#)

Pcab Classified Hiring Priority 5-18-21

[I.B.9-5](#)

District Governance Council Webpage

Analysis and Evaluation

The College 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.

Conclusions on Standard I.B: Academic Quality and Institutional Effectiveness

The College is engaged in ongoing practices and processes to ensure continual assessment and improvement of academic quality and institutional effectiveness. The College's meta-goal is to continually work toward becoming the leading college of equity and excellence. The College's strategic efforts to improve student success are grounded in equity and academic quality and informed by data and student outcomes.

The College's systemic process for continuous evaluation and planning is anchored in Mesa2030, the ten-year comprehensive plan that begins with the College's mission and integrates program review, planning, and resource allocation. Mesa2030 includes an analysis of the College's effectiveness in meeting its mission, with projected demographics and economic changes, and feedback from campus constituencies. The College utilizes data-driven analysis of student success and achievement, disaggregated by demographics, to guide policy decisions and to ensure institutional effectiveness and academic quality.

The Office of Institutional Research supports data-informed decision-making by providing research services, expertise, and coaching to the Mesa campus community. The Office of Institutional Research maintains and updates the College's data warehouse and data dashboards in support of student learning and achievement. Assessment data is transparent and accessible to faculty, staff, and classified professionals. Data is embedded in guided pathways, outcomes, program review, and student success initiatives. This allows for the ongoing evaluation of trends with suggestions for improvement in programs and services. The College is able to identify gaps where additional programming and services can have a positive effect on student success and equity.

The College is committed to the process of shared governance, data-informed decisions, and transparent broadcasting of those decisions. Results of assessments and evaluations are shared through participatory governance groups, including the President's Cabinet, Planning and Institutional Effectiveness Committee (PIEC), Committee on Outcomes Assessment (COA), Program Review, and Academic and Classified Senates. The members of these committees and groups include representatives from administration, faculty, and classified professionals, and share a responsibility for reporting information back to their constituent groups. The College communicates assessment and evaluation results to the campus and broader community through its website, campus forums, and communications.

The College President makes use of weekly updates and social media, as well as convocation

and campus meetings to keep all stakeholders broadly informed of campus activities and policies. The College website is updated regularly so that accurate material can be easily and readily accessed by all stakeholders on and off campus.

Improvement Plan(s)

San Diego Mesa College is a diverse community of faculty, students, professional staff, and administrators committed to providing equitable access and success for all students.

To assess our effectiveness in achieving our mission, we rely on a set of performance indicators that include equity/access, engagement/retention, persistence, success, and institutional effectiveness. These indicators help us to evaluate our progress towards our goals and identify areas where we need to improve. By measuring our performance against these indicators, we can ensure that we are providing the best possible education for our students.

In addition to our own data (with over 30 dashboards that are publicly available), the state provides us with publicly accessible feedback about how we are doing, including the Student Success Metrics dashboard, Guided Pathways dashboard, and the Strong Workforce Program dashboard. These tools give us a greater opportunity to compare ourselves with other colleges in the area and in the state and learn from those who are doing well in certain areas. By being intentional about our areas for improvement and learning from those who are doing well, we can gain valuable insights into our performance and progress, which in turn allows us to improve better.

Furthermore, we recently gained more access to employment information for our graduates, broken down by program and various demographic categories such as gender and ethnicity. This new data provides us with an opportunity to better understand the outcomes of our programs beyond their experiences at the College and identify areas where we can further improve. We need to focus more on using our dashboards and analyzing our employment data to ensure that our students are well-prepared for their careers. By learning from other colleges and focusing on employment data and improvement, we can continue to strive towards our mission of providing equitable access and success for all students.

Below are some actionable items that we can implement to increase the use and effectiveness of data:

1. Strengthen the Program Review process and resources by providing trainings on available employment information for CTE programs, and available statewide dashboards for all programs.
2. Incorporate examples of actionable data and data highlights into various meeting spaces (PIEC, Program Review, COA, PCAB, etc.) to create a stronger culture of actionable data.
3. Intentionally benchmark our performance against similar colleges in the areas to identify room for growth
4. Intentionally outreach to successful colleges to learn from best practices
5. Assess disaggregated data with a lens that helps us better understand student outcomes

and the success of our programs beyond their experiences at the College and identify areas where we can further improve.

Evidence List

<u>I.B.1-1</u>	Program Review
<u>I.B.1-2</u>	Outcomes Assessment Training Schedule
<u>I.B.1-3</u>	Course Modules CEER Curriculum Equity
<u>I.B.1-4</u>	Comprehensive Evaluation of The Promise Program, October 2019
<u>I.B.1-5</u>	Comprehensive Update of The Promise Program, January 6, 2021
<u>I.B.1-6</u>	Scheduling Efficiency – SDCCE Report, March 29, 2022
<u>I.B.1-7</u>	Proposed SDCCD FTES Targets and Budgeted FTEF 2022-2023
<u>I.B.1-8</u>	Two Year Target Analysis Scheduling Efficiency – Miramar College Report
<u>I.B.1-9</u>	Two Year Target Analysis Scheduling Efficiency – Mesa College Report
<u>I.B.1-10</u>	Two Year Target Analysis Scheduling Efficiency – City College Report
<u>I.B.1-11</u>	Chancellor’s Enrollment Cabinet Update Spring 2022
<u>I.B.1-12</u>	2022-2025 Strategic Enrollment Management Plan
<u>I.B.1-13</u>	2021-2022 Outlook FTES Compared to Targets
<u>I.B.1-14</u>	CCAP and ACP Comprehensive Report
<u>I.B.2-1</u>	6-Year Assessment Cycle: Courses, Programs, Student Services
<u>I.B.2-2</u>	Program Review Assessment Summary
<u>I.B.3-1</u>	SDMC Strategic Planning Scorecard 2010
<u>I.B.3-2</u>	Institutional Set Standard PIEC Minutes
<u>I.B.3-3</u>	ACCJ Report- PIEC Minutes
<u>I.B.3-4</u>	President’s Cabinet Documents
<u>I.B.3-5</u>	CAHIIM
<u>I.B.4-1</u>	Program Review
<u>I.B.4-2</u>	Ed Master Plan 2013-2019 Final
<u>I.B.4-3</u>	Mesa2030 Comprehensive Master Plan
<u>I.B.4-4</u>	News Article about Bellwether Awards
<u>I.B.4-5</u>	Outcomes Handbook 2019
<u>I.B.4-6</u>	Outcomes Handbook Draft
<u>I.B.4-7</u>	CTE Annual Report: 2018-19 to 2020-21
<u>I.B.4-8</u>	DSPS Annual Report, 2020-2021
<u>I.B.4-9</u>	Black Student Success Workgroup Research Agenda January 2022
<u>I.B.5-1</u>	Data Dashboard
<u>I.B.5-2</u>	Program Review
<u>I.B.5-3</u>	Program Review Archives
<u>I.B.5-4</u>	PIEC minutes
<u>I.B.5-5</u>	District Honors Program Committee Report to the Board of Trustees May 2022
<u>I.B.5-6</u>	CCAP and ACP Comprehensive Report
<u>I.B.5-7</u>	Report on Open Educational Resources and Reducing Textbook Costs for Students
<u>I.B.6-1</u>	Office of Institutional Research Data Warehouse and Dashboards
<u>I.B.6-2</u>	AANAPISI Scoring Letter DOE

<u>I.B.6-3</u>	IB61 San Diego Promise Program Data Briefing Fall 2020 Outcomes April 2021
<u>I.B.6-4</u>	Comprehensive Review of The San Diego Promise Program 2020-2021
<u>I.B.6-5</u>	CTE Annual Report: 2018-19 to 2020-21
<u>I.B.6-6</u>	CCAP and ACP Comprehensive Report
<u>I.B.7-1</u>	San Diego Mesa Journey to Completion
<u>I.B.7-2</u>	Longitudinal Study on Black and African American Student Experience
<u>I.B.7-3</u>	BARC Request Review Rubric
<u>I.B.7-4</u>	Student Equity Plan
<u>I.B.7-5</u>	Two Year Target Analysis Scheduling Efficiency – City College Report
<u>I.B.7-6</u>	Two Year Target Analysis Scheduling Efficiency – Mesa College Report
<u>I.B.7-7</u>	Two Year Target Analysis Scheduling Efficiency – Miramar College Report
<u>I.B.7-8</u>	Two Year Target Analysis Scheduling Efficiency – SDCCE Report
<u>I.B.7-9</u>	2021-2022 Outlook FTES Compared to Targets
<u>I.B.7-10</u>	K12 To College Pathways & Partnerships
<u>I.B.7-11</u>	AP 5105 – Distance Education
<u>I.B.7-12</u>	ILO Dashboard and Graduate Survey
<u>I.B.7-13</u>	CurricuNET
<u>I.B.7-14</u>	BP 5020 Curriculum Development
<u>I.B.7-15</u>	AP 5020 – Curriculum Development
<u>I.B.8-1</u>	Office of Institutional Research Data Warehouse and Dashboards
<u>I.B.8-2</u>	Governance Template
<u>I.B.8-3</u>	Scholarship Equity Analysis
<u>I.B.8-4</u>	ILO Dashboard and Graduate Survey
<u>I.B.9-1</u>	IP Calendar
<u>I.B.9-2</u>	San Diego Mesa College 2030 Comprehensive Education and Facilities Plan
<u>I.B.9-3</u>	Pcab BARC FHP 5-25-21
<u>I.B.9-4</u>	Pcab Classified Hiring Priority 5-18-21
<u>I.B.9-5</u>	District Governance Council Webpage

C. Institutional Integrity

- 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 College provides clear and accurate information to students, prospective students, the community, and campus stakeholders through the website, college communications, publications, and forums. With support from the Office of Communications and the Office of Institutional Effectiveness, the College ensures the accuracy and integrity of information

regarding the mission, learning outcomes, educational programs, and support services. Current and past accreditation reports are available on the College website.

The Mesa College Office of Communications provides timely and effective communications for the campus regarding the College's mission statement, learning outcomes, educational programs, and student support services. The office provides information for current and prospective students and their families, as well as the San Diego community. Communications and information are sent via media announcements/press releases, emails, social media, and shared on various webpages within the Mesa College website, including the Mesa College Newsroom.

The Office of Communications maintains the Mesa College Newsroom, the College's online news outlet which reports on a variety of topics, including enrollment, events, activities, and significant achievements of students, faculty, classified professional, alumni and Foundation affiliates. The goal of the Newsroom is to share the achievements of our collective campus community and provide examples of our commitment to equity and excellence – not only with the stories we tell, but by linking to local and national news outlets who report on our success. Additionally, the Newsroom serves as a resource for the community to remain informed of the many events and programs offered at the College.

The Health Information Management accreditor of San Diego Mesa College is the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). The Bachelor of Science degree in Health Information Management Program provides accessible, high-quality industry-approved instruction designed to prepare students to work at a management level in a variety of healthcare settings, including acute and subacute hospital, outpatient clinics, government health agencies, and electronic health records industry vendors. The College's accreditation for the Baccalaureate degree in Health Information Management has been reaffirmed through 2028 ([I.C.1-1](#)).

The District strives to provide accurate information to students and the public about its accreditation status through various outlets. These include, but are not limited to, the methods below:

- Regular presentations and College meetings are held to ensure students, faculty, and staff can hear directly from representatives of the District and share their questions and concerns. The District's Board of Trustees holds the most important of these meetings once a year at each of the District's four Colleges ([I.C.1-2](#)). In addition, the District Chancellor has a "Chancellor's Forum" meeting each fall at each of the four Colleges ([I.C.1-3](#)). The forums are well promoted, and faculty and staff are strongly encouraged to attend. In many cases, a summary of the meetings is shared, and copies of presentations are provided online.
- Board Report – to keep students, faculty, staff, and public members informed of the actions taken by the District's Board of Trustees, a summary report is prepared and distributed electronically following each board meeting ([I.C.1-4](#)). This is in addition to regularly publishing the Board agenda, notices of upcoming meetings, and other

outreach.

- The District NewsCenter is a news site operated by Communications and Public Relations with updated information on Districtwide interest ([I.C.1-5](#)).

Evidence:

I.C.1-1	Accreditation information for the Health Information Baccalaureate Degree
I.C.1-2	SDCCD Board of Trustees Meeting Information Webpage
I.C.1-3	Chancellor's Forums 2021-2022
I.C.1-4	Board Report March 2022
I.C.1-5	NewsCenter

Analysis and Evaluation

The College continues to improve its process for gathering and reporting data. The campus website is regularly updated so that material can be readily accessed by all stakeholders on and off campus. The process for participatory governance ensures that representatives from administration, faculty, classified professionals, and students report back to their members.

Accreditation information is posted and accessible on the College website. Documentation is posted for the past Institutional Self-Evaluation Report and midterm report.

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 College provides both print and online catalogs for students and prospective students. The catalog contains current information that is updated regularly, including requirements, policies, procedures, and other details pertaining to courses, degrees, and enrollment that students may utilize on their path toward completion and success ([I.C.2-1](#), [I.C.2-2](#)).

The institution provides a comprehensive academic year catalog in electronic formats on Student Web Services, a one-stop student portal. A downloadable portable version (PDF) is also available. An electronic version of historical catalogs available online from 2004-2005 ([I.C.2-3](#)). The College catalogs can also be accessed from each College website, which points to the District site maintained by District Educational Services ([I.C.2-4](#)).

The catalog undergoes an extensive review each academic year in accordance with an agreed-upon production timeline developed and monitored by the District Educational Services department, which is responsible for the overall production of the College catalogs ([I.C.2-5](#)). Review and updates to the content for the academic programs and course sections of the catalog are coordinated by the District Educational Services department with a 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 ([I.C.2-6](#)).

The student support services, admissions and registration, and policies and procedures sections of the catalog are reviewed, updated, and coordinated by the District Educational Services with a review, input, and campus coordination by the Vice Presidents of Student Services. Changes to content that are consistent in the catalogs for the three credit Colleges are reviewed by the District Student Services Council and its various subcommittees.

The College provides accurate information to students, perspective students, personnel, and outside organizations in the College catalog and schedule of classes, the District Curriculum Services website, College departmental websites, and CurricUNET, the online curriculum management system and historical archive of courses, degrees, and certificates. Specifically:

- The College's accreditation status is stated on the College website and catalog. Additionally, the accreditation status of each program awarded separate accreditation is indicated on the program's website and the program pages of the College catalog ([I.C.2-7](#)).
- The College's catalog includes a statement informing students of the availability of courses that may be taken in the distance education delivery mode; ([I.C.2-8](#), [I.C.2-9](#), [I.C.2-10](#)).
- The College mission statement, learning outcomes, and accreditation status are included in the College catalog, which is available in hard copy and a free online version in downloadable portable document format (PDF); ([I.C.2-11](#), [I.C.2-12](#), [I.C.2-13](#)).
- All curricula, including associate degrees, the baccalaureate degree, certificates, and courses, are listed and described in the College catalog and CurricUNET; ([I.C.2-14](#)).
- Institutional learning outcomes, general education learning outcomes, and program learning outcomes are listed in the College catalog. Student learning outcomes are listed on the course syllabi, and the class's course report, a component of the course outline of record on CurricUNET, which is available to students and perspective students, and the public; and
- The College catalog includes the District's BP 4030, Academic Freedom. ([I.C.2-15](#)).

Evidence:

I.C.2-1	Online Catalog for Students and Prospective Students
I.C.2-2	Academic Catalog
I.C.2-3	SDCCD Previous Year Catalogs
I.C.2-4	College Catalog Webpages
I.C.2-5	2021–2022 Catalog Production Timeline

<u>I.C.2-6</u>	Curriculum & Instructional Services Committee Functions & Responsibilities
<u>I.C.2-7</u>	Accreditation Webpage
<u>I.C.2-8</u>	San Diego City College Catalog: Online Learning Pathways
<u>I.C.2-9</u>	San Diego Mesa College Catalog: Online Learning Pathways
<u>I.C.2-10</u>	San Diego Miramar College Catalog: Online Learning Pathways
<u>I.C.2-11</u>	San Diego City College Catalog
<u>I.C.2-12</u>	San Diego Mesa College Catalog
<u>I.C.2-13</u>	San Diego Miramar College Catalog
<u>I.C.2-14</u>	CurricUNET
<u>I.C.2-15</u>	BP 4030 Academic Freedom

Analysis and Evaluation

The College makes the catalog available to students and prospective students through the Academic Catalog page, and through a link on the District's website. In addition to providing easy online access to the Catalog, the College makes print copies available to students each year.

The College Catalog Committee reports to Instructional Services and is responsible for coordinating yearly catalog updates. The committee ensures that catalog contents are comprehensive, accurate, clear, and useful.

The goals of the Catalog Committee are:

1. Serve as a liaison between the catalog reviewers assigned to the primary sections and the catalog committee co-chairs
 2. Coordinate the review of assigned catalog sections (i.e. - General Information, Student Services, Academic Information and Regulations, Transfer Guide)
 3. Serve as a liaison to Mesa Deans and Department Chairs in Instruction and Student Services
 4. Serve as a liaison to District Instructional and Student Services
 5. Ensure that catalog update/revision deadlines are met
 6. Ensure that curriculum policies and procedures are followed
 7. Consult with appropriate individual(s) when specific information is required relative to the catalog
- 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

The College publishes data on student learning, success, retention, achievement, student outcomes, and other metrics to communicate academic quality to all constituencies, including current and prospective students, and the public. ([I.C.3-1](#), [I.C.3-2](#))

Academic Quality is communicated through the annual College Fact Sheet ([I.C.3-3](#)), created

by the Office of Communications. The College's Fact Sheet provides an overview of the number of students enrolled, degrees awarded, top majors and fields of study, demographic analysis of students served, and the College's mission, vision, and values.

The Office of Institutional Effectiveness, and Institutional Research publishes data on student success, achievement, retention, and learning outcomes through accessible and transparent data dashboards ([I.C.3-4](#)).

Evidence:

I.C.3-1	District's Consumer Information page
I.C.3-2	Mesa Governance, Committee on Outcomes and Assessment
I.C.3-3	San Diego Mesa College Fact Sheet
I.C.3-4	Institutional Research Data Warehouse and Dashboards

Analysis and Evaluation

Data publication is transparent and accessible to all campus and community constituencies through the campus website, which is maintained by the Office of Communications. Data collection and publication through data warehouses and dashboards is overseen by the Office of Institutional Effectiveness. Documented assessments of student learning and evaluation of student achievement are embedded into program review, program outcomes assessments, and resource allocation. The data warehouse provides visuals illustrating college-wide equity data and program-level student achievement data. Data dashboards are accessible and interactive.

Program dashboards include:

- Course Outcomes
- Awards
- Student Characteristics
- Career and Workforce
- Bachelor's Degree Program
- Course Success Scatter Plot

Student Services Dashboards Include:

- HSI and Equity
- Asian Pacific Islander
- Vision for Success and Equity Metrics
- Student Success Scorecard
- COVID Impact on Persistence
- Institutional Learning Outcomes (ILO)
- Graduate Survey Results
- Graduate Survey Campus Climate

The Committee on Outcomes and Assessment (COA) establishes and maintains structures and standards for outcome assessments and ensures that Institutional Learning Outcomes reflect the College's mission and curriculum. COA works to facilitate an equitable, accessible, and meaningful learning experience for all students at the College. The Committee's work includes:

- Creating a framework for the authentic assessment of learning
- Supporting innovation in assessments
- Providing assessment results and incorporating them into the continuous quality improvement cycle.

Academic Quality is also communicated through the Consumer Information page, available through the District’s website. The District ensures compliance with the Student Consumer Information Regulations of the United States Department of Education, which require all colleges and universities to provide access to information that students are entitled to as consumers, as outlined by the Higher Education Opportunity Act (HEOA). Under these regulations, San Diego Mesa College annually distributes to all students a notice of the availability of consumer information.

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, including Program Learning Outcomes and Transfer information 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 ([I.C.4-1](#)). The Mesa College website also has detailed webpages for each academic program, including our baccalaureate program which provides information about purpose, content, course requirements, and expected learning outcomes ([I.C.4-2](#)).

Evidence:

[I.C.4-1](#) San Diego Mesa College Catalog
[I.C.4-2](#) San Diego Mesa College Academic Program webpages

Analysis and Evaluation

The College offers nearly 200 associate degrees and certificate programs and is one of fifteen California community colleges offering a four-year baccalaureate degree. Described on the College’s Academic Program’s page are Certificates of Achievement, Certificates of Performance, the Bachelor’s Degree, Associate in Arts for Transfer, Associate in Science for Transfer, Associate of Science degrees, Associate of Arts degrees

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 regularly reviews policies, procedures, and publications to assure integrity in the representation and communication of the mission and all programs and services. The College conducts annual strategic reviews using guidelines set out in the Mesa2030 ten-year plan. The ten-year plan details goals and objectives for the College’s mission, programs, and services.

The Office of Institutional Effectiveness supports all campus constituencies in utilizing and understanding how data informs policies and procedures.

Mesa 2030 goals have provided guidelines for reviewing institutional policies, procedures, and publications that will ensure Mesa's integrity. These goals are usually reviewed and updated at PCAB and other shared governance groups ([I.C.5-1](#)).

The College provides timely and effective communications for the campus regarding the College's mission statement, programs and services, learning outcomes, educational programs, and student support services. The office provides information for current and prospective students and their families, as well as the San Diego community. Communications and information are shared in official College publications such as the Annual Report, the Mesa College Fact Sheet, the Faculty and Staff Handbook, as well as media announcements/press releases, emails, traditional and digital media, the Mesa College website, and the Mesa College Newsroom.

Publications

College communications and information about College's mission statement, programs and services are shared in official College publications such as the Annual Report ([I.C.5-2](#)), the Mesa College Fact Sheet, the Faculty and Staff Handbook. Additionally, annual event programs, such as the Commencement Program and Scholarship Awards Ceremony programs promote the College's mission, vision and values.

The District has several publications that support and promote the District's mission. These publications are updated annually to ensure effective communication throughout the organization and the community. All publications are broadly available to the College and District communities, including Annual Report to the Community ([I.C.5-3](#)); the District Administration and Governance Handbook ([I.C.5-4](#)); Endless Possibilities: A Guide to Majors and Programs of Interest at the San Diego Community College District ([I.C.5-5](#)); Safe and Sound, the District's Annual Safety Report ([I.C.5-6](#)); the WE "With Excellence" the District's news magazine ([I.C.5-7](#)); the Student Veterans Handbook ([I.C.5-8](#)); and the Financial Aid Bulletin ([I.C.5-9](#)). An electronic copy and one hard copy of all major publications are available for each College.

Newsroom

The Mesa College Newsroom reports on programs, services, events, activities, and significant achievements of campus students, faculty, classified professional, alumni and Mesa College Foundation affiliates. Using the Newsroom, Mesa shares the achievements of our collective campus community in regards to programs and services, and provides examples of our commitment to equity and excellence. Additionally, we highlight and link to local and national news outlets who report on our program successes. The Newsroom serves as a resource for the community to remain informed of the many events and programs offered at the College ([I.C.5-10](#)).

Traditional, Digital, and Social Media

The College promotes programs and services using traditional media such as radio, television

and out-of-home, as well as streaming on digital outlets and online communications. Communications and information about College’s mission statement, programs and services are also shared on social media. The College has over 55,000 followers and subscribers across Facebook, Twitter, Instagram, SnapChat, YouTube, LinkedIn, and Google ([I.C.5-11](#)).

Under the Chancellor's leadership, the District regularly reviews institutional policies, procedures, and publications to ensure 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 ensure that Board Policies and Administrative Procedures that fall under their respective area of responsibility are current and align with state and federal regulations and District business processes per Board Policy 2410 and Administrative Policy 2410. In addition to ongoing review, a comprehensive review of all policies and procedures is conducted every six years ([I.C.5-12](#), [I.C.5-13](#)).

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.

Following BP/AP 2410, changes to Board Policies undergo two readings at the Board of Trustees meetings before approval. Once approved, they are posted to the District’s website. The Chancellor approves changes to administrative procedures after comprehensive review and consultation with the institution's governance councils, committees, and constituent groups. 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.

Evidence:

I.C.5-1	SD Mesa 2030 Page
I.C.5-2	Mesa College Annual Report 2021-2022
I.C.5-3	2019-2020 Annual Report to the Community
I.C.5-4	Administrative and Governance Handbook
I.C.5-5	Endless Possibilities 2021-2022
I.C.5-6	Annual Security Report 2018-2020
I.C.5-7	With Excellence (WE) Publications – Electronic Copies
I.C.5-8	2019-2020 Student Veterans Handbook
I.C.5-9	Financial Aid Bulletin 2021-2022
I.C.5-10	Mesa College Newsroom
I.C.5-11	Mesa College Social Media Directory

[I.C.5-12](#)
[I.C.5-13](#)

BP 2410 Board Policies and Administrative Procedures
AP 2410 – Board Policies and Administrative Procedures

Analysis and Evaluation

SDMC systematically reviews College policies, procedures, and publications through its participatory governance processes. Information about our mission and vision is accessible through the District website and our College Catalog. Structures are in place to assure the integrity of information in all representations of our mission, programs and services.

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

The College provides current and accurate information on tuition, fees, and expenses, including the cost of textbooks and instructional materials so that students and prospective students are informed about the total cost of education. Cost information can be found on the College website and in our college catalog (page 28). ([I.C.6-1](#), [I.C.6-2](#), [I.C.6-3](#), [I.C.6-4](#))

Total cost of enrollment fees can be found on our new Academic Program webpages for all academic programs. Information on textbook affordability is also shared with the campus ([I.C.6-5](#)).

The District accurately informs all prospective students of the total cost of education, including all required fees and instructional materials, in several ways. All Board Policies and Administrative Policies are being updated with a 5000s coding system to align with the Community College League of California. Board Policy 5030, *Fees – Direct Costs to Students* ([I.C.6-6](#)) 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 5030 requires that all fee information be included in the College catalogs and class schedules, including any exemptions to fees and the refund policy. BP 5030 contains the Student Fee Schedule, which includes a detailed listing and description of all mandatory and optional fees and the consumer fees charged to patrons of services for the various Career Technical Programs such as Automotive Technology, Cosmetology, and Furniture Upholstery. The Student Fee Schedule is reviewed by multiple stakeholders and updated each academic year with final approval by the Board of Trustees ([I.C.6-7](#)).

All student fees are printed in the College catalogs, and the schedule of classes is in both print and electronic formats ([I.C.6-8](#), [I.C.6-9](#), [I.C.6-10](#)). A comprehensive list of fees is also listed on Student Web Services, the online student portal, and the District website. The online class schedule also lists various instructional materials fees for specific classes ([I.C.6-11](#), [I.C.6-12](#)). Per 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.

Evidence:

<u>I.C.6-1</u>	SD Mesa Cost of Attendance
<u>I.C.6-2</u>	Tuition and Fees
<u>I.C.6-3</u>	Academic Programs
<u>I.C.6-4</u>	College Catalog
<u>I.C.6-5</u>	Textbook Affordability
<u>I.C.6-6</u>	BP 5030 – Fees
<u>I.C.6-7</u>	BP 5030 – Student Fee Schedule – Attachment A
<u>I.C.6-8</u>	San Diego City College Catalog
<u>I.C.6-9</u>	San Diego Mesa College Catalog
<u>I.C.6-10</u>	San Diego Miramar College Catalog
<u>I.C.6-11</u>	Tuition and Fees Student Webpage
<u>I.C.6-12</u>	SDCCD College Class Schedule

Analysis and Evaluation

The College publishes current and accurate information on the costs of tuition, fees, textbooks, and other instructional costs, and makes available resources and alternatives, where available, to help students mitigate educational costs.

The District fully complies with all state and federal laws and regulations about accounting fees and informs current and prospective students of the total cost of instruction. The District provides information about the total cost of education in various locations to ensure that current and future students can easily find it. The college catalog, webpage about fees, and AP 5030 Fees all outline specific costs. Other policies and procedures ensure that information is updated appropriately and disseminated in a timely manner. Textbook costs and required materials fees are easily viewable in the schedule of classes.

- 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 uses and publishes governing board policies on academic freedom and responsibility ([I.C.7-1](#)). These policies clearly describe the College’s commitment to the free pursuit and dissemination of knowledge, and the College’s support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. The College pursues continual improvement towards its vision to become the leading college of equity and excellence, including institutional and academic integrity.

The District honors its policies and procedures on Academic Freedom in distance education. Board Policy 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 ([I.C.7-1](#)). 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. 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.

Evidence:

[I.C.7-1](#) BP 4030 Academic Freedom

Analysis and Evaluation

In accordance with District policy, the College is committed to an academic environment that embraces the principles of academic freedom and freedom of expression. This commitment is based upon the value that free expression is essential to excellence in teaching, learning, critical inquiry, and service to the community.

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

The College 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 consequences for dishonesty ([I.C.8-1](#), [I.C.8-2](#), [I.C.8-3](#)).

The District has clear policies and procedures that promote honesty, responsibility, and academic integrity. These policies and procedures align with all state and federal regulations. They are published in the College catalogs, Student Web Services, 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 ([I.C.8-4](#)).

BP Policy 5500, *Student Rights, Responsibilities, Campus Safety and Administrative Due Process* ([I.C.8-5](#)), has been updated to become Board Policy 5500 under the new coding system. It 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. Following 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, reporting false information, or reporting a false emergency to officials acting in an official capacity.

In accordance with Board Policy 5500, students are expected to be always honest and ethical in pursuing academic goals. AP 3100.3, *Honest Academic Conduct* ([I.C.8-6](#)), ensures that honesty and integrity are an integral component of the academic program and provides for both an academic sanction, such as grade modification. Administrative Procedure 5520, *Student Disciplinary Procedures* ([I.C.8-7](#)), provides uniform standards to assure due process when a student is charged with violating the Student Code of Conduct, including charges of academic dishonesty.

The District promotes academic honesty and integrity in the development and delivery of online courses through student identity and verification processes. The District follows HEOA (Higher Education Opportunity Act), Section 496. The District offers 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 37 states and one U.S. Territory ([I.C.8-8](#)). Students who register from states not authorized are notified. A State Authorization statement is also posted on the web. Students have a secure log-in, and access is restricted to enrolled students or 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 ([I.C.8-9](#), [I.C.8-10](#)).

Evidence:

I.C.8-1	Student Affairs Rights and Responsibility Newsletter
I.C.8-2	Student Code of Conduct Classroom Poster
I.C.8-3	Student Services Administrative Procedures, Grade Challenges, Loan Defaults
I.C.8-4	BP 3100 - Student Rights, Responsibilities, Campus Safety, and Administrative Due Process
I.C.8-5	BP 5500 - Student Rights, Responsibilities, Campus Safety, and Administrative Due Process
I.C.8-6	AP 3100.3 – Honest Academic Conduct
I.C.8-7	AP 5520 – Student Disciplinary Procedures
I.C.8-8	Student Enrollment in Online Classes (State Approval)
I.C.8-9	Instructional Services Webpage
I.C.8-10	Distance Education Handbook

Analysis and Evaluation

The College provides programs and services that promote the success of students, enrich the quality of campus life, and support classroom instruction. Procedures and guidelines for student rights and responsibilities are available through Student Affairs, which also provides information on campus safety, administrative due process, and the procedures for student complaints and faculty concerns.

All students have the right to a campus learning environment free from interference or disruption. The Student Code of Conduct is available online and is displayed on posters in classroom and public environments. Student Rights and Responsibilities are available online and communicated via newsletter to the campus community and through Flex workshops with faculty and workshops staff and students.

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

College faculty distinguish between personal conviction and professionally accepted views in a discipline. The College communicates the expectation that faculty distinguish between personal conviction and professionally accepted views within a discipline through AP3100.3, Honest Academic Policy, part of BP 4030 Academic Freedom & Freedom of Expression ([I.C.9-1](#), [I.C.9-2](#)).

Faculty adhere to professionally accepted views in the discipline. Faculty provide copies of current syllabi to their departments and during the review process. Course outlines of record and syllabi must state the course content, method of instruction, and methods of assessment. Students are provided with course syllabi and have access to course teaching objectives and the course outline of record.

Evidence:

[I.C.9-1](#)

AP 3100.3-Honest Academic Policy

[I.C.9-2](#)

BP 4030-Academic Freedom & Freedom of Expression

Analysis and Evaluation

The faculty evaluation process is rigorous, with continual review and reflection, including self-evaluation, peer evaluation, and manager review. The course outline of record, course descriptions, and course outcomes clearly describe the requirements and components for each course.

Tenured and tenure-track faculty, and adjunct instructors are evaluated through a regular and ongoing process of peer and managerial review. The review process includes an examination of teaching practices and principles, and a review of course materials to ensure that they are in line with the accepted course outline of record. The regular and ongoing evaluative process allows

for self, peer, and managerial input and oversight regarding the adherence to the course outline of record.

Tenured and tenure-track faculty complete a comprehensive self-evaluation to examine and highlight teaching development, areas of expertise, and alignment with course, program, and college level course outcomes. These materials are reviewed by peer and managerial evaluators.

Verbal and written feedback is provided to all instructors under evaluation, along with the results of past student surveys, including aggregate scores and student comments. Faculty are evaluated on teaching practices, campus and community service, interactions with students (face-to-face and online), as well as their commitments to college and district work, such as committees and governance activities.

Student outcomes and data on student success are reviewed regularly. Data is transparent and available to faculty as part of program review and outcomes assessments. Academic policies and decisions are data-driven.

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

The College does not require conformity to specific codes of conduct.

Analysis and Evaluation

N/A

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

The College does not operate in foreign locations.

Analysis and Evaluation

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. (ER 21)

Evidence of Meeting the Standard

The College 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 College responds to meet requirements within the set time period, and discloses information required by the Commission for it to carry out accrediting responsibilities.

Our last ISER was submitted in 2017, resulting in a letter of reaffirmation. All requirements are publicly disclosed on our Accreditation webpages ([I.C.12-1](#), [I.C.12-2](#)):

- Institutional Self Evaluation Reports
- Commission Letters of Reaffirmation
- Mid-Term Reports
- Annual Reports
- Special Report

The District 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 ([I.C.12-3](#)).

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

- The Board of Trustees has a standing subcommittee on Accreditation that reviews periodic reports on the progress of the Colleges' accreditation. The subcommittee comprises two Board members who meet, along with the Vice Chancellor of Educational Services, who provides staff support to the subcommittee. The committee also receives regular reports on institutional effectiveness, including ongoing reports on student outcomes and accreditation ([I.C.12-4](#)).
- The Board of Trustees receives periodic reports on Accreditation status at public meetings and Board of Trustees Retreats ([I.C.12-5](#), [I.C.12-6](#)).
 - October 21, 2021, Board Retreat had an Accreditation Board Training item with Dr. Catherine Webb, Vice President from ACCJC.
 - On March 11, 2021, the Board reviewed and approved the spring 2021 midterm reports for all four Colleges.
 - The Board received an annual update on Accreditation progress through 2020.
- The annual goals for the Board of Trustees are aligned with various Accreditation Standards. Each goal references the ACCJC Accreditation Standard it addresses ([I.C.12-7](#)).
- The District publishes information on accreditation in its catalogs and College and District websites ([I.C.12-8](#)). Public notice of disclosure and the student complaint process is also posted online with links to file complaints ([I.C.12-9](#)).

- The March 11, 2021, Board of Trustees meeting 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.

Evidence:

I.C.12-1	Accreditation Website at Mesa
I.C.12-2	Accreditation Reports
I.C.12-3	BP 0005 – Accreditation
I.C.12-4	Board Subcommittee Accreditation Agenda
I.C.12-5	Presentation, review, and acceptance of the spring 2021 Accreditation Mid-Term Reports for City, Mesa, and Miramar Colleges, and the College of Continuing Education
I.C.12-6	Institutional Accreditation Progress Report
I.C.12-7	Board of Trustees Goals
I.C.12-8	Accreditation Webpage (SDCCD)
I.C.12-9	Complaint Process

Analysis and Evaluation

The College 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 College meets requirements within a time period set by the Commission. The College discloses information required by the Commission to carry out its accrediting responsibilities.

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.

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

The College upholds and exemplifies a commitment to honesty and integrity in all its interactions with external agencies, including strict adherence to regulations and statutes. The College maintains a principled approach in its dealings with the Accrediting Commission, ensuring compliance with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and the necessary public disclosure, institutional reporting, team visits, and prior approval of substantive changes. The College provides ample evidence of its compliance through previous self-studies and timely submission of midterm reports ([I.C.13-1](#)). Moreover, our Bachelor's Degree Program in Health Information Management holds accreditation from

the Commission on Accreditation for Health Informatics and Information Management (CAHIIM) until 2028. As a part of its commitment to meeting CAHIIM requirements, the program conducts an annual curriculum review and updates, and also publishes pass rates for the national exam on the SDMC website ([I.C.13-2](#)). This dedication to transparency aligns with the measures in place for all externally accredited programs at the College, making this valuable information readily accessible to interested parties on the website.

The College proudly demonstrates its adherence to the U.S. Department of Education regulations across all areas of the standards, facilitated by its participatory governance structure that ensures checks and balances, thus guaranteeing integrity in all aspects of the College's operations. Guided by a set of core values that include access, accountability, diversity, equity, excellence, freedom of expression, integrity, respect, scholarship, and sustainability ([I.C.13-3](#)), the College maintains a high standard for its work and operations. These values form the foundation for the College's actions and set the tone for its commitment to excellence.

Analysis and Evaluation

The College advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. The College is consistent in its description of itself to all accrediting agencies. The College communicates any changes in its accredited status to the Commission, students, and the public. The District also fully complies with the United States Department of Education regulations regarding all its accrediting agencies.

Evidence:

I.C.13-1	Accreditation Webpage
I.C.13-2	CAHIIM
I.C.13-3	Mesa College Mission, Vision, & Values

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

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

Analysis and Evaluation

N/A

Conclusions on Standard I.C: Institutional Integrity

The College publishes data on student learning, success, retention, achievement, student outcomes, and other metrics to communicate academic quality to all constituencies, including current and prospective students, and the public. The College provides clear and accurate information to students, prospective students, the community, and campus stakeholders through the website, college communications, publications, and forums. With support from the Office of Institutional Effectiveness and the Office of Communications, the College ensures the accuracy and integrity of information regarding the mission, learning outcomes, educational programs, and support services. Current and past accreditation reports are available on the College website.

The College provides current and accurate information on tuition, fees, and expenses, including the cost of textbooks and instructional materials so that students and prospective students are informed about the total cost of education.

The College provides both print and online catalogs for students and prospective students. The catalog contains precise, accurate, and current information, including requirements, policies, procedures, and other details pertaining to courses, degrees, and enrollment that students may utilize on their path toward completion and success.

The College describes its certificates and degrees, including Program Learning Outcomes and Transfer information in the Academic Program webpages, and 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.

Academic Quality is communicated through the College’s website as well as the annual College Fact Sheet, created by the Office of Communications. The College’s Fact Sheet provides an overview of the number of students enrolled, degrees awarded, top majors and fields of study, demographic analysis of students served, and the College’s mission, vision, and values. Academic Quality is also communicated through the Consumer Information page, available through the District’s website.

The College 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 College responds to meet requirements within the set time period, and discloses information required by the Commission for it to carry out accrediting responsibilities.

The College 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 consequences for dishonesty.

The College uses and publishes governing board policies on academic freedom and responsibility. These policies clearly describe the College’s commitment to the free pursuit and

dissemination of knowledge, and the College's support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. The College pursues continual improvement towards its vision to become the leading college of equity and excellence, including institutional and academic integrity.

The College advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. The College is consistent in its description of itself to all accrediting agencies. The College communicates any changes in its accredited status to the Commission, students, and the public.

Accreditation information is posted and accessible on the College website. Documentation is posted for the past Institutional Self-Evaluation Report and midterm report.

The College regularly reviews policies, procedures, and publications to assure integrity in the representation and communication of the mission and all programs and services. The College conducts annual strategic reviews using guidelines set out in the Mesa2030 ten-year plan. The ten-year plan details goals and objectives for the College's mission, programs, and services. The Office of Institutional Effectiveness supports all campus constituencies in utilizing and understanding how data informs policies and procedures.

Faculty adhere to professionally accepted views in each discipline, and provide supporting documentation, including copies of current syllabi, to their departments and during the review process. Course outlines of record and syllabi state the course content, method of instruction, and methods of assessment. Students are provided with course syllabi and have access to course teaching objectives and the course outline of record. The faculty evaluation process, including self-evaluation, peer evaluation, and manager review, ensures an ongoing evaluation of instruction with adherence to the course outline of record.

College faculty distinguish between personal conviction and professionally accepted views in a discipline. The College communicates the expectation that faculty distinguish between personal conviction and professionally accepted views within a discipline through AP3100.3, Honest Academic Policy, part of BP 4030 Academic Freedom & Freedom of Expression.

Improvement Plan(s)

Not applicable

Evidence List

I.C.1-1	Accreditation information for the Health Information Baccalaureate Degree
I.C.1-2	SDCCD Board of Trustees Meeting Information Webpage
I.C.1-3	Chancellor's Forums 2021-2022
I.C.1-4	Board Report March 2022
I.C.1-5	NewsCenter
I.C.2-1	Online Catalog for Students and Prospective Students
I.C.2-2	Academic Catalog
I.C.2-3	SDCCD Previous Year Catalogs

<u>I.C.2-4</u>	College Catalog Webpages
<u>I.C.2-5</u>	2021–2022 Catalog Production Timeline
<u>I.C.2-6</u>	Curriculum & Instructional Services Committee Functions & Responsibilities
<u>I.C.2-7</u>	Accreditation Webpage
<u>I.C.2-8</u>	San Diego City College Catalog: Online Learning Pathways
<u>I.C.2-9</u>	San Diego Mesa College Catalog: Online Learning Pathways
<u>I.C.2-10</u>	San Diego Miramar College Catalog: Online Learning Pathways
<u>I.C.2-11</u>	San Diego City College Catalog
<u>I.C.2-12</u>	San Diego Mesa College Catalog
<u>I.C.2-13</u>	San Diego Miramar College Catalog
<u>I.C.2-14</u>	CurricUNET
<u>I.C.2-15</u>	BP 4030 Academic Freedom
<u>I.C.3-1</u>	District’s Consumer Information page
<u>I.C.3-2</u>	Mesa Governance, Committee on Outcomes and Assessment
<u>I.C.3-3</u>	San Diego Mesa College Fact Sheet
<u>I.C.3-4</u>	Institutional Research Data Warehouse and Dashboards
<u>I.C.4-1</u>	San Diego Mesa College Catalog
<u>I.C.4-2</u>	San Diego Mesa College Academic Program webpages
<u>I.C.5-1</u>	SD Mesa 2030 Page
<u>I.C.5-2</u>	Mesa College Annual Report 2021-2022
<u>I.C.5-3</u>	2019-2020 Annual Report to the Community
<u>I.C.5-4</u>	Administrative and Governance Handbook
<u>I.C.5-5</u>	Endless Possibilities 2021-2022
<u>I.C.5-6</u>	Annual Security Report 2018-2020
<u>I.C.5-7</u>	With Excellence (WE) Publications – Electronic Copies
<u>I.C.5-8</u>	2019 - 2020 Student Veterans Handbook
<u>I.C.5-9</u>	Financial Aid Bulletin 2021-2022
<u>I.C.5-10</u>	Mesa College Newsroom
<u>I.C.5-11</u>	Mesa College Social Media Directory
<u>I.C.5-12</u>	BP 2410 Board Policies and Administrative Procedures
<u>I.C.5-13</u>	AP 2410 – Board Policies and Administrative Procedures
<u>I.C.6-1</u>	SD Mesa Cost of Attendance
<u>I.C.6-2</u>	Tuition and Fees
<u>I.C.6-3</u>	Academic Programs
<u>I.C.6-4</u>	College Catalog
<u>I.C.6-5</u>	Textbook Affordability
<u>I.C.6-6</u>	BP 5030 – Fees
<u>I.C.6-7</u>	BP 5030 – Student Fee Schedule – Attachment A
<u>I.C.6-8</u>	San Diego City College Catalog
<u>I.C.6-9</u>	San Diego Mesa College Catalog
<u>I.C.6-10</u>	San Diego Miramar College Catalog
<u>I.C.6-11</u>	Tuition and Fees Student Webpage
<u>I.C.6-12</u>	SDCCD College Class Schedule
<u>I.C.7-1</u>	BP 4030 Academic Freedom
<u>I.C.8-1</u>	Student Affairs Rights and Responsibility Newsletter
<u>I.C.8-2</u>	Student Code of Conduct Classroom Poster

<u>I.C.8-3</u>	Student Services Administrative Procedures, Grade Challenges, Loan Defaults
<u>I.C.8-4</u>	BP 3100 - Student Rights, Responsibilities, Campus Safety, and Administrative Due Process
<u>I.C.8-5</u>	BP 5500 - Student Rights, Responsibilities, Campus Safety, and Administrative Due Process
<u>I.C.8-6</u>	AP 3100.3 – Honest Academic Conduct
<u>I.C.8-7</u>	AP 5520 – Student Disciplinary Procedures
<u>I.C.8-8</u>	Student Enrollment in Online Classes (State Approval)
<u>I.C.8-9</u>	Instructional Services Webpage
<u>I.C.8-10</u>	Distance Education Handbook
<u>I.C.9-1</u>	AP 3100.3-Honest Academic Policy
<u>I.C.9-2</u>	BP 4030-Academic Freedom & Freedom of Expression
<u>I.C.12-1</u>	Accreditation Website at Mesa
<u>I.C.12-2</u>	Accreditation Reports
<u>I.C.12-3</u>	BP 0005 – Accreditation
<u>I.C.12-4</u>	Board Subcommittee Accreditation Agenda
<u>I.C.12-5</u>	Presentation, review, and acceptance of the spring 2021 Accreditation Mid-Term Reports for City, Mesa, and Miramar Colleges, and the College of Continuing Education
<u>I.C.12-6</u>	Institutional Accreditation Progress Report
<u>I.C.12-7</u>	Board of Trustees Goals
<u>I.C.12-8</u>	Accreditation Webpage (SDCCD)
<u>I.C.12-9</u>	Complaint Process
<u>I.C.13-1</u>	Accreditation Webpage
<u>I.C.13-2</u>	CAHIIM
<u>I.C.13-3</u>	Mesa College Mission, Vision, & Values

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, 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.

A. Instructional Programs

- 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 San Diego Mesa College catalog indicates that courses are offered in fields of study consistent with the institution’s mission and are appropriate to higher education ([II.A.1-1](#)). Specifically, the catalog states that the College provides a "wide and diverse array of day, evening, weekend, and online courses leading to 196 Associate in Arts degrees, Associate in Science degrees, and certificate programs. Mesa College offers one Bachelor’s degree program in Health Information Management. Mesa College is approved by the Office of Private Postsecondary Education for the training of veterans as well as by the U.S. Department of State and the U.S. Immigration Services for international student education. Courses paralleling university level work are accepted by the University of California, the California State Universities, and by other universities and colleges.

New Courses and Programs are reviewed through processes outlined in San Diego Community College District Board Policy (BP) 5020 to provide high quality education relevant to the community and students needs ([II.A.1-2](#)). Approval for courses and programs begin with San Diego Mesa College Curriculum Review Committee (CRC) whose purpose is to ensure that curriculum meets standards and criteria defined by the College’s mission statement ([II.A.1-3](#)). All current curriculum are reviewed and updated through the CRC on a regular timeline.

The College conducts on-campus and distance education courses, including fully online courses with synchronous and asynchronous learning options, and hybrid models that allow for a combination of classroom and online learning environments ([II.A.1-4](#)). All courses are developed in accordance with institutional learning outcomes and are designed to maximize regular substantive interaction between students and their instructors, as well as peer engagement. The College is committed to student success and utilizes guided pathways to assist with degree and certificate completion, and to achieve alignment with other higher education programs.

All courses undergo rigorous, data-driven planning and review. The College’s program review process, with links to the data dashboards, allows for continuous review and improvement of all courses offered in all modes. The College’s Committee on Outcomes and Assessment provides a framework for all programs and courses to undergo rigorous review of Course Learning Outcomes (CLO’s), Program Learning Outcomes (PLO’s) and Institutional Learning Outcomes (ILO’s) ([II.A.1-5](#), [II.A.1-6](#), [II.A.1-7](#), [II.A.1-8](#), [II.A.1-9](#)).

Evidence:

II.A.1-1	Catalog Academic Programs
II.A.1-2	BP 5020- Curriculum Development
II.A.1-3	Curriculum Review Committee
II.A.1-4	Distance Education Committee

II.A.1-5	Institutional Learning Outcomes (ILO) Dashboard
II.A.1-6	Awards Dashboard
II.A.1-7	Program Review
II.A.1-8	Guided Pathways
II.A.1-9	Committee on Outcomes and Assessment

Analysis and Evaluation

Instructional programs at the College, including on-campus and online offerings, are offered in fields of study that are consistent with the College's mission. All course offerings, regardless of location and means of delivery, are appropriate to higher education. The College's course offerings lead to and culminate in student attainment of identified learning outcomes, and the achievement of degrees and certificates that lead to employment and/or transfer to other higher education programs.

- 2. Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.**

Evidence of Meeting the Standard

The College's faculty, including full-time and adjunct faculty, regularly participate in discussions, procedures, activities, and trainings to ensure that content and methods of instruction meet generally accepted academic and professional standards and expectations set forth by the District, in AP 5020, the State, and our transfer institutions ([II.A.2-1](#)). A curriculum specialist position exists on campus to assist faculty with curriculum development and the curriculum review process and to ensure compliance with academic and professional standards ([II.A.2-2](#)). All proposed new or revised curriculum is carefully reviewed by the Curriculum Review Committee (CRC). Prior to review by the entire committee, members of the CRC Technical Review group (CRC Chair, Vice President of Instruction, Articulation Officer, etc.) review each proposal. If criteria are met, the College (CRC) and District (CIC) curriculum councils conduct the next levels of review to ensure that curriculum meets the standards and criteria defined by the mission statement of the College, District guidelines, and Education Code. As a final step in the thorough review process, curriculum is reviewed and approved by the SDCCD Board of Trustees. Members. Representatives at all levels of the curriculum review process and Academic Senate representatives regularly attend the statewide Curriculum Institute to stay abreast of changes to curriculum regulations, new trends, and updates to the California Community College Program and Course Approval Handbook (PCAH) ([II.A.2-3](#)).

The college is also responsive to external partners and regulating organizations in the development and review of curriculum. Industry partners and advisory councils provide

updated information regarding skills and information needed for workplace programs as well as specialized accreditation requirements such as those in our Allied Health programs.

Faculty conduct regular reviews of existing curriculum every six years (2 years for CTE). Proposed revisions are subject to the same review and approvals at the College (CRC) and District (CIC) levels.

As part of the process to ensure continuous review and improvement of curriculum, all instructional programs engage in a cyclical and inclusive Program Review process. As part of the process faculty review curriculum for relevancy, appropriateness, and currency, and course outcomes are aligned with program and institutional outcomes. College Data Dashboards provide access to numerous data points such as success rates, retention, and equity gaps that continuously inform the review of curriculum and instructional strategies. Program Reviews and resulting goals are carefully discussed with faculty and reviewed by school deans and used to inform future curricular direction and revisions ([II.A.2-4](#), [II.A.2-5](#)).

As detailed in Section II-A7, the college provides multiple professional learning opportunities and faculty stay current in their discipline fields in order to continually focus on the improvement of instructional teaching strategies and student success in the classroom ([II.A.2-6](#)).

Evidence:

II.A.2-1	AP 5020- Curriculum Development
II.A.2-2	Curriculum Review
II.A.2-3	Curricunet
II.A.2-4	Course Outcomes Dashboard
II.A.2-5	Program Review
II.A.2-6	Professional Learning

Analysis and Evaluation

San Diego Mesa College faculty, through regular program review, course review and the Curriculum Review Committee employ processes to ensure that the content and methods of instruction offered by the College meet generally accepted standards and expectations. The College's transparent sharing of data metrics, combined with regular program and curriculum review, means that faculty exercise collective ownership over the design and improvement of the learning experience. The data dashboards allow faculty to access data on student success and achievement, as well as other metrics. Based on data-driven outcomes, changes to curriculum are discussed and implemented.

- 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

All Program and Course outlines include specific learning objectives that are identified in catalog descriptions, official course and program outlines of record, and on individual course syllabi. Course learning outcomes are connected to both Program Learning Outcomes and Institutional Learning Outcomes in order to improve learning for all students. CLO's and PLO's are created, modified and maintained by faculty. Due to the importance of learning outcomes at the College, identification of learning outcomes appears on the Curriculum Record on CurricUNET, in the College Catalog and on course syllabi provided to every student in each class section ([II.A.3-1](#), [II.A.3-2](#)).

Faculty have resources and agency to assess student attainment of learning outcomes. Each discipline has an identified Department Outcomes Coordinator (DOC). The DOC is responsible for organizing the yearly assessment and analysis of CLO's for courses in the department. They are also charged with hosting a discussion with all faculty to review results and make recommendations for future changes. The Committee on Outcomes Assessment provides resources and training for DOC's. The Committee on Outcomes Assessment (COA) also provides support and leadership for the assessment of PLO's as a part of Program Review which is more thoroughly discussed in section I-B5 ([II.A.3-3](#), [II.A.3-4](#), [II.A.3-5](#)).

Learning outcomes are assessed yearly in both courses and programs in order to make assessment part of an ongoing conversation rather than an episodic event. However, all CLO's and PLO's are reviewed and revised through course and program review. All courses are reviewed on a 2-or 5-year cycle. Institutional Learning Outcomes (ILO's) are also assessed and results are made available on the ILO Data Dashboard hosted by the College's Office of Institutional Effectiveness ([II.A.3-6](#)).

Evidence:

II.A.3-1	CurricUNET
II.A.3-2	Course Outline of Record
II.A.3-3	Student Learning Outcomes Training and Assessments
II.A.3-4	Syllabi Example
II.A.3-5	Committee on Outcomes Assessment
II.A.3-6	ILO Dashboard

Analysis and Evaluation

The College identifies and assesses learning outcomes for courses, programs, certificates, and degrees. Program descriptions in the catalog and on CurricUNET include PLO's. The College has approved current course outlines that include student learning outcomes, and these outcomes are included in the course syllabus, provided to every student in each class section. CLO and PLO Assessments are conducted regularly and adhere to established institutional procedures.

- 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

The College has established clear pathways for student success that prioritize transfer-level curriculum, while offering pre-transfer level courses in certain instances of identified need, in conjunction with support services ([II.A.4-1](#)).

The College prioritizes transfer-level placement for students in mathematics and quantitative reasoning. A limited number of students, particularly those in Allied Health programs, may enroll in pre-transfer level mathematics and quantitative reasoning courses. The dean and faculty in mathematics are currently working with Allied Health, and counseling, to determine if more curricular revisions can be made.

The College's mathematics department implements Option 3 of the AB705 Equitable Placement and Completion: English and Math Validation of Practices and Improvement Plans. The department will continue to provide default transfer-level placement and enrollment into Mathematics/quantitative reasoning for most students. Students whose degrees/programs require pre-transfer level mathematics courses have the option to enroll in pre-transfer level courses, however, the availability of these courses will be greatly reduced in favor of transfer-level courses.

Co-requisite math courses include X courses (MATH 104X, 116X, 119X). Students are enrolled in co-requisite courses that provide additional information and allow them to learn and refresh material that helps them achieve success in the main course. For example, a student may be placed in Math 96X, which combines Math 96 with the co-requisite Math 15C ([II.A.4-2](#)).

The College's English department has fully implemented AB705 and offers default placement into transfer-level courses for all students. Based on AB705 regulations, the English department is no longer placing students in pre-transfer courses. All students place into English 101 or above. Students may also opt for a co-requisite course, ENGL 101X ([II.A.4-3](#), [II.A.4-4](#)).

College-wide support programs assist students in successfully placing into and completing courses to meet their academic and career goals ([II.A.4-5](#)). Students receive assistance from services such as Pathways and Mesa Journeys that help identify course sequences for degrees and transfer, transfer planning, as well as programs and services that may benefit students with demographically defined needs. The College's Pathways help ensure that students know which classes satisfy degree, certificate, and/or transfer requirements in their discipline.

Evidence:

II.A.4-1	Newsletter from the President with information on pathways and services
II.A.4-2	Academic Programs, Mathematics: Refresher courses
II.A.4-3	Academic Programs, English, ELAC course sequence

Analysis and Evaluation

The College has established clear pathways for student success that prioritize transfer-level curriculum, while offering pre-transfer level courses in certain instances of identified need, in conjunction with support services. Pre-transfer level offerings have been reduced in response to the passage of AB 705.

- 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

The College's degrees and programs follow practices common to American higher education. The College provides courses offered in sequence that promote student success and completion in a suitable timeframe. Criteria used to decide the breadth, depth, rigor, sequencing, time to completion and synthesis of learning of each program are appropriate to higher education and come from the District's Board Policy 5020 Curriculum Development. The College ensures that minimum degree requirements are 60 semester credits or the equivalent at the associate level, and 120 credits or the equivalent at the baccalaureate level. Programs and courses adhere to high educational standards through the College's accreditation self-evaluation process ([II.A.5-1](#)).

Information required for curriculum review includes techniques to ensure quality, evaluation methods, additional resources, and contact type ([II.A.5-2](#), [II.A.5-3](#)). District Educational Services ensures that policies and procedures for defining and classifying a course offered by distance education exist and align with USDE definitions. Furthermore, the department of Curriculum Services follows Title 5 regulations, Sections 55200, 55202, 55204, 55206, 55208, 2210, and 58003.1. To ensure consistency and academic rigor in courses offered, all courses delivered through distance education are based on the same course outlines of record as face-to-face courses.

Determination and judgments about the quality of distance education under the course quality standards are made with full involvement of the Faculty per District policy and California regulations, title 5, section 55374. Faculty develop competency levels and measurable student learning outcomes for distance education as part of the approved curriculum development process. Courses 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.

Faculty from the three credit Colleges participate in the Districtwide Curriculum and Instructional Council (CIC). Faculty within the subject discipline confer and decide which

programs and courses to offer. The College Curriculum Review Committee (CRC) review and approve each proposed or existing course ([II.A.5-4](#)). The review and approval of new and existing courses, including DE courses, follows the curriculum approval procedures. DE courses require additional documentation, including how the course will maintain regular and effective contact to ensure that online sections maintain the quality and rigor of face-to-face sections.

Units of credit, expected student contact hours, and total student work are identical for DE 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 a 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, practice, studio work, and other academic work leading to the award of credit hours. Except for a few courses offered for 0.2 units, course credit is calculated in 0.5 increments, with 0.5 units being the lowest allowed unit value. The Colleges prorate weekly hours for courses that meet for fewer than 16 weeks to ensure that a maximum of 54 hours of total student work earns one unit of academic credit, no matter the term length.

The College awards course credit, baccalaureate degrees, associate degrees, and certificates in compliance with state and federal laws and under higher education standards. Every credit course and academic program includes learning outcomes appropriate to the discipline and academic rigor of the course and program.

The College determines the appropriate units of credit for each course during the curriculum approval process based on the formula compliant with federal regulations (34CFR 600.2) and California Code of Regulations, Title 5, sections 55002.5, and BP 5020 Curriculum Development ([II.A.5-5](#)). The College formula is based on a minimum of a 16-week semester to a maximum of an 18-week semester, assuming 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. 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. The tables below provide an example of the calculations for the minimum of 48 hours = 1 unit of credit and calculations for the maximum of 54 hours = 1 unit of credit for both lecture and laboratory courses ([II.A.5-6](#), [II.A.5-7](#)).

1 Unit of Lecture Credit

Lecture	48 hours = 1 unit		
Units	Contact Hours	Homework Hours	Total Student Learning Hours
1.0	16	32	48

54 hours = 1 unit		
Contact Hours	Homework Hours	Total Student Learning Hours
18	36	54

1 Unit of Laboratory Credit

Lecture	48 hours = 1 unit		
Units	Contact Hours	Homework Hours	Total Student Learning Hours
1.0	48	0	48

54 hours = 1 unit		
Contact Hours	Homework Hours	Total Student Learning Hours
54	0	54

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

Evidence:

II.A.5-1	Academic Requirements
II.A.5-2	Course Approval Process
II.A.5-3	Program and Course Approval Handbook
II.A.5-4	Curriculum Review Committee
II.A.5-5	Curriculum Development
II.A.5-6	Board Policies and Administrative Procedures
II.A.5-7	California Community Colleges Chancellor's Office Hours and Units Calculations

Analysis and Evaluation

College degrees and programs follow practices standard in higher education, including the breadth, length, depth, rigor, and synthesis of learning. They are under the purview of the faculty through the curriculum review processes. Although approved through an independent review, distance education courses undergo the same rigorous curriculum approval process as traditional courses. The College ensures that minimum degree requirements are 60 semester credits or the equivalent at the associate level, and 120 credits or the equivalent at the baccalaureate level. Programs and courses adhere to high educational standards through the College's accreditation self-evaluation process.

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

The College schedules courses so that students may complete certificates and degrees within a time period that is consistent with the established expectations in higher education.

The Vice President of Instruction created the Enrollment and Instructional Planning Taskforce

to bring together faculty, administrators, and classified professionals to study and analyze local, regional, and statewide issues presently impacting enrollment at the College, and to develop short-term scheduling strategies and a long-term process for enrollment management ([II.A.6-1](#)). The Taskforces's objective is to create a student-centered schedule that is predictable, responsive, efficient, and supports student success, completion, and equity objectives. Within the Task Force is a sub-group that is charged with identifying and sharing best scheduling practices across the campus. The Taskforce, in conjunction with the campus, is authoring a Strategic Enrollment Management Plan that will be completed this spring and implemented beginning Fall 2023 ([II.A.6-2](#)).

Instructional Deans meet with the VP of Instruction on a weekly basis to discuss enrollment and scheduling needs (among other topics, [II.A.6-3](#)). School Deans then communicate with department chairs and discuss past enrollment trends and program needs to strategically determine a student-centered schedule with program offerings needed to meet general education, certificate, and degree requirements within a two-year time frame. The College offers a comprehensive schedule designed to meet student demand that includes a variety of instructional modalities both on-campus and online, full- and short-term offerings, and both day and evening choices ([II.A.6-4](#), [II.A.6-5](#), [II.A.6-6](#)).

The College provides education plans for each enrolled student ([II.A.6-7](#)). The education plan indicates the number of units that are CSU and UC transferable, the GPA for transferable units, overall requirements for graduation, as well as specific information for obtaining residency, the fulfillment of general education requirements, and lists of electives.

In 2017, the College upgraded (with the District) to Campus Solutions. This integrative software has allowed students better and more transparent access to planning and support tools, including educational plans through the MySDCCD portal. Students are able to review courses and develop a plan that satisfies program, degree, certificate, and transfer requirements.

Student educational plans can be used in combination with student support services, such as counseling. This helps to ensure that students are better informed and better equipped to navigate the path to degree/certificate completion and/or transfer, and that they continue to work efficiently and effectively in a timely manner toward the completion of degrees, certificates, and units for transfer. Student services also intervene to help remove barriers that may obstruct completion within a determined period of time.

The District Calendar Committee prepares an academic calendar to enhance the instruction process ([II.A.6-8](#)). The Vice Chancellor of Educational Services and a representative of each bargaining unit meet to formulate an appropriate academic calendar for Board adoption. The calendar is then provided to district constituents to be used in development of the course schedule and professional development days for faculty.

The College's Pathways initiative uses existing structures for program planning, and guides students with roadmaps and support to achieve educational goals. With the help of a campus template and support workshops, all instructional programs completed 2-year maps for at least one degree or certificate within their department in the fall of 2020. Student choice and equitable practices are inherent to the program. The development of Academic and Career

Pathways (ACPs) helps students quickly find and access certificate/degree requirements and career information in their designated areas of interest ([II.A.6-9](#), [II.A.6-10](#)).

Mesa Journeys is designed to help new or returning students identify customized programming and co-curricular support that will allow them to quickly and effectively navigate their journey at Mesa College ([II.A.6-11](#)).

Evidence:

II.A.6-1	Vice President of Instruction Enrollment and Instructional Planning Taskforce
II.A.6-2	Enrollment Management and Instructional Strategic Planning Workgroup
	Agenda
II.A.6-3	Dean's Council Agenda
II.A.6-4	Planning and Institutional Effectiveness Committee
II.A.6-5	Assessment and Evaluation Cycle Chart
II.A.6-6	President's Cabinet
II.A.6-7	Campus Solutions Sample Education Plan
II.A.6-8	Academic Calendar
II.A.6-9	Mesa Pathways
II.A.6-10	Fillable Guided Pathways Map
II.A.6-11	Mesa Journeys

Analysis and Evaluation

The college engages in schedule planning that is thoughtful, deliberate, and, first and foremost, focused on student need. Programs and departments use institutional data to identify enrollment trends, student preferences and scheduling barriers. Efforts to identify key scheduling strategies post-pandemic are ongoing. The Enrollment Management Taskforce has as its primary goal the development of a student-centered schedule that is predictable, responsive, efficient, and supports student success, completion, and equity outcomes. Student Services aids with the development of education plans and provides support to enable completion and success. The entire campus collaborates toward this end to ensure that students are able to complete certificate and degree programs within a period of time consistent with established expectations in higher education.

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

The College uses a variety of delivery modes, teaching methodologies, and learning support services. These programs and services reflect and are responsive to the diverse and changing needs of students. All programs and services support the College's vision to become the leading college of equity and excellence.

College courses are currently offered in a variety of different instructional modalities in order

to respond to student demand and increase access for students. Class modalities range from fully online asynchronous, to online live/remote, to hybrid online/on campus, to fully on campus. Tutoring services are provided both on-campus and online. This variety of approaches to teaching and learning support services allow the College to remain flexible and responsive to diverse and changing needs of our students. In an effort to ensure that all modalities are consistently effective, the College is committed to extensive professional development for faculty and learning support staff.

The Faculty Professional Learning Committee (FPLC) is a sub-committee of the Campus Employee Learning Committee with representation from all schools. The FLPC was created to establish a collaborative cross-campus approach to professional learning for all teaching and learning modalities. The College remains committed to encouraging and supporting continuous improvement of Distance Education and online instruction and delivery. In order to be eligible to teach a course in any online format, faculty must complete the District's 20-hour Online Faculty Certification Program. Faculty are encouraged to participate in peer coaching opportunities and groups such as MOST (Mesa's Online Success Team, [II.A.7-1](#)). Additionally, each semester faculty can apply for funded inquiry opportunities through the FIG (Faculty Inquiry Groups) program. One of two options for focus of FIGS is a Design2Align FIG which uses the CVC Online Courses Design Rubric and/or the Peralta Equity Rubric to redesign courses. The Curriculum Equity and Excellence (CEER, [II.A.7-2](#)) Institute is designed to lead faculty through a review of their curriculum and instruction through an equity and antiracist lens ([II.A.7-3](#), [II.A.7-4](#), [II.A.7-5](#)).

The College provides and promotes disaggregation of student data by course modality and enables data analysis through the program review process and informs schedule development. This work includes careful analysis of factors such as demand, success, and instructional integrity of various instructional modes. Faculty and administration are engaged in ongoing discussions regarding interpretation of the data and the balance of future offerings post-pandemic ([II.A.7-6](#), [II.A.7-7](#)).

Evidence:

II.A.7-1	MOST: Mesa Online Success Teams
II.A.7-2	CEER: Curriculum, Equity & Excellence Review Institute
II.A.7-3	LOFT Badge Program
II.A.7-4	Teaching Tree
II.A.7-5	SDCCD Online Faculty Certification Program
II.A.7-6	Office of Institutional Research Data Warehouse and Data Dashboards
II.A.7-7	Sample Data Dashboard – Outcomes by Modality

Analysis and Evaluation

The College implements effective delivery modes, teaching methodologies and learning support services to meet all student needs and provides ongoing and relevant professional development to ensure that effective teaching and learning occurs. Quantitative data from the dashboards/surveys as well as qualitative feedback from students, instructors, and counselors are used to inform continued dialogue across campus in regard to instructional delivery modes,

learning support services, and the importance of pro-actively responding to the changing needs of our students. Venues for regular discussion include weekly Deans' Council Meetings (with the Academic Senate President and Chair of Chairs), monthly meetings of the Enrollment Management Taskforce, school Leadership Team meetings, and the college-wide Chairs meetings.

- 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, the College does not offer any department-wide courses and/or program examinations.

Evidence:
N/A

Analysis and Evaluation

N/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

The College 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.

The Committee on Outcomes and Assessment (COA) works to facilitate an equitable, accessible, and meaningful learning experience for students. COA has established and maintains structures and standards for outcomes assessment, including a framework for authentic assessment of learning. Assessment is conducted at the course and program level as well as at the institutional level through a graduate survey. COA supports innovation and provides professional learning around outcomes assessment, promotes a culture that integrates outcomes assessment results into the continuous quality improvement cycle, and ensures Institutional Learning Outcomes that reflect the College's mission and curriculum ([II.A.9-1](#), [II.A.9-2](#)).

The Mesa Curriculum Review Committee (CRC) provides faculty with resources and guidance during curriculum development and revision to ensure that standards are met. In addition to Mesa's CRC, the San Diego Community College District provides resources to support curriculum development and ensure that guideline standards are being followed. The District

Curriculum and Instructional Council (CIC) reviews all curriculum to ensure that units of credit are calculated and awarded based on the standards for higher education. The California Community College Program and Course Approval Handbook (PCAH, [II.A.9-3](#)), the “CurricUNET User Guide” ensures accurate entry and alignment with Title 5 requirements. All curriculum is reviewed by the CRC and CIC before going to the state for approval. The College awards units and offers courses based on clock hours and follows the standards for clock-to-credit-hour conversions as outlined in the Program and Course Approval Handbook (PCAH) from the California Community Colleges Chancellor's Office ([II.A.9-4](#), [II.A.9-5](#)).

Evidence:

II.A.9-1	Guide to Outcomes and Assessment
II.A.9-2	Outcomes Assessment Webpage
II.A.9-3	Outcomes Assessment Webpage
II.A.9-4	Program and Course Approval Handbook
II.A.9-5	Program and Course Approval Handbook
II.A.9-4	Resources for Curriculum Development
II.A.9-5	Curriculum Contact Information

Analysis and Evaluation

College faculty, staff, and administrators take seriously our responsibility to students to continuously improve the teaching and learning process based on the College’s mission and values. Outcomes are developed and assessed in Instruction at the course and program levels, in Student Services at the area and program levels, and in Administration at the unit level.

Ongoing dialogue among all constituencies is embedded in the assessment process. The ongoing review process promotes dynamic assessment plans, enhances institutional effectiveness, fosters continuous improvement of educational quality, and is central to the College’s planning and budgeting decisions.

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

The College makes available to its students clearly stated transfer-of-credit policies. The College catalog includes policy and clear direction for transfer of prior academic credit as well as a comprehensive Transfer Guide for students transferring to other institutions. The College Transfer Center Team provides extensive support to students as they pursue and engage in the transfer process to other institutions. Supports include a dedicated team of counselors, supervisors, and support staff, daily transfer talks, a Canvas shell with multiple resources, one-on-one meetings, group presentations, social media reminders, transfer fairs, etc.

The College offers 26 approved associate degrees for Transfer which guarantee students admission to a CSU. As part of the curriculum submission process, courses are regularly proposed for the statewide course identification system (C-ID) which facilitates the transfer of courses.

The College has developed articulation agreements appropriate to its mission with identified colleges and universities. The Transfer Center provides information on articulation of courses with California Public Universities, University of California (UC) and California State University (CSU). Students can access official articulation agreements for California Public Universities and California independent and private colleges/universities. ([II.A.10-1](#), [II.A.10-2](#), [II.A.10-3](#), [II.A.10-4](#), [II.A.10-5](#), [II.A.10-6](#))

San Diego Community College District Policy AP3900.1 allows students to receive credit by examination for specific courses as outlined in the credit by examination 2021-22 Policy and Procedure ([II.A.10-7](#)). For transfer courses not identified as equivalent to College courses, a petition process is used in which faculty evaluate the proposed course(s) proposed for substitution.

The College certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of the College's courses. The College adheres to the Board of Trustees Policy BP 3900 Academic Credit for Non-Traditional Education regarding the awarding of academic credit from non-traditional education sources based upon examinations approved by faculty from individual disciplines.

The District has a centralized Records and Evaluations department within the District Educational Services Division for evaluating transfer credits. The District Records office reviews credits transferred into the District according to District policies and procedures, expected comparable learning outcomes, consultation with faculty discipline experts, and generally accepted practices in higher education. Acceptance of transfer credits also aligns with the CSU (California State University) and IGETC general education patterns. All credits earned by students at the three credit Colleges are posted on a single District transcript to facilitate the mobility of students within the District and transfer institutions ([II.A.10-8](#)).

Transfer of Credit policies and procedures have been developed through a collaborative process relying primarily on the faculty and following all District and state guidelines and generally accepted practices ([II.A.10-9](#)). District policies and business practices are regularly reviewed and updated to remain current and align with state guidelines. One example is a recent change to AP 5235 *Credit for Prior Learning* ([II.A.10-10](#)) that was modified to expand the options and clarify the process for Credit for Prior Learning. *Note: AP 5235 is under review, and the numbering will be changed to AP4235, Credit for Prior Learning.*

Policies and information are included in the College catalog and Student Web Services, the online student portal.

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 review 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

The District 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. The faculty must approve all petitions for exception 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 them to an approved credential evaluation service. Credit for transfer courses taken at an institution outside the United States is evaluated dependent on course equivalency and learning outcomes on a course-by-course basis.

Credit for Prior Learning

Per Administrative Procedure, AP 5235, academic credit may be awarded for validated College-level skills and knowledge gained outside a college classroom. Credit for prior learning may be earned for eligible faculty-approved courses for students who pass an authorized assessment satisfactorily ([II.A.10-10](#)). Note: *AP 5235 is under review, and the numbering will change to AP 4535.*

Credit is available through the following:

- External standardized examination: Advanced Placement Examinations (AP), International Baccalaureate (IB), College-Level Examination Program (CLEP), and Defense Activity for Non-Traditional Education Support (DANTES)
- Credit by Examination (CBE)
- Military Service/Training
- Evaluation of Industry Recognized Credentials
- Student-Created Portfolios

Academic Credit for AP, IB, CLEP, and DANTES/DSST

The tables in the College catalog indicate the score necessary, the credit allowed, and the area(s) satisfied for each of the examinations accepted for credit. Students may view a full copy of the policy by accessing the policies and procedures website.

High School and Noncredit Courses for College Credit (Credit by Examination)

Students who complete articulated non-credit continuing education courses at the San Diego College of 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, complete the articulated Continuing Education course, and pass a college faculty-approved examination. The most up-to-date listing of active agreements and student requirements is

available online ([II.A.10-11](#)).

Acceptance and Application of Military Credit

Credit for educational experiences completed during military service is applied toward the associate degree following the associate/baccalaureate credit recommendations in A Guide to the Evaluation of Educational Experiences in the Armed Services, published by the American Council on Education (ACE) ([II.A.10-12](#)). 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 completing basic training for National Guard/Reservists. Four (4) credit units may be awarded to meet the District graduation requirements in Health and Physical Education/Exercise Science. Three (3) units may also 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.

Articulation Agreements

The Colleges have numerous articulation agreements with local institutions and higher education institutions throughout the state and nation based on enrollment patterns between institutions. The Articulation Officer develops articulation agreements 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 ([II.A.10-13](#)).

Articulated Non-Credit Continuing Education Courses

Students who 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, complete the articulated Continuing Education course, and pass a college faculty-approved examination ([II.A.10-14](#)).

Distance Education

District policy BP 4020 and procedure AP 4020 Program and Curriculum Development address the process for awarding credit for distance education programs. Course credit for prior learning is consistent for all courses regardless of location or mode of delivery. District policy and procedures allow for academic credit for the following types of nontraditional education: credit by examination, credit available through military experiences, credit available for standardized testing programs, and credit available for courses completed through the American Council on Education (ACE)/The National College Credit Recommendation Service (National CCRS).

Online students go through the same assessment process as on-campus students. First-time online students are encouraged to take the Online Student Orientation ([II.A.10-15](#)).

The College catalog, District policy BP 3900 and AP 3900.1, AP 3900.2, AP 3900.3, AP 3900.4, and 3900.5 provide specific guidelines for evaluating credits from other institutions, international transcripts, military credits, credit by examination, and advanced placement. Evaluating credits from other regionally accredited institutions starts with submitting an official transcript, in an official sealed envelope, to the District Student Services office. After District

Student Services validate the transcript, each course is evaluated for its transferability. The District Colleges *will not* accept transfer credits from another institution if the evaluation by the District and College evaluators determines that the credits received from another accredited institution do not meet the equivalent standards for a similar course taken at a District College ([II.A.10-16](#), [II.A.10-17](#), [II.A.10-18](#)). An approved agency must evaluate international transcripts.

Students may earn credit for skills or knowledge not obtained by formal educational experience or prior course work with content determined equivalent to District courses. Such credit is available through the following:

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

District policy and procedures and the College catalog outline the process for students to earn credit through standardized testing programs. The College catalog includes tables indicating the score necessary, the credit allowed, and the area(s) satisfied for each examination accepted for credit. District procedure and the College catalog outline the limitations on credit by standardized examination in the catalog and District policy BP 3900, *Academic Credit for Non-Traditional Education*, and procedure AP 3900.4 *Credit Available for Standardized Testing Programs*.

Students may earn credit by examination, including high school courses for college credit (credit by examination) in compliance with District policies and California Code of Regulations, Title 5, sections 55050 and 55052. Students must meet the criteria listed in the College catalog and District policy BP 3900, *Academic Credit for Non-Traditional Education*, and AP 3900.1 *Credit by Examination*.

Credit by examination forms is available in the College evaluations office. Students may also earn advanced placement credits towards AA/AS, Intersegmental General Education Transfer Curriculum (IGETC), and CSU general education with scores of 3 or higher. The College catalog clearly outlines advanced placement procedures and awarding of credit.

The catalog and transfer/articulation websites are important resources for students regarding articulation and transfer. The College articulation officer maintains and works with faculty to coordinate articulation agreements with four-year and independent institutions. To ensure quality education, the Articulation Officer ensures that the coursework done via DE at the College will be comparable and accepted by baccalaureate-conferring institutions. The catalog provides information and links to transfer-of-credit information. ASSIST is an online student-transfer information system that provides transfer and articulation information among public higher education institutions in California. Likewise, District Colleges submit individual courses to C-ID for articulation with established course descriptors. C-ID is an online statewide numbering system that identifies comparable courses at different community Colleges. The Articulation Officer sends courses to C-ID for approval to ensure courses are equivalent and

comparable to CSU courses. Students are encouraged to meet with a counselor for up-to-date information regarding the current transfer-of-credit and articulation agreements.

Evidence:

II.A.10-1	San Diego Mesa College Transfer and Articulation
II.A.10-2	Transfer Services
II.A.10-3	Transfer Center Final Checklist Full Page
II.A.10-4	ASSIST Guide for Students
II.A.10-5	Articulation Agreement by Department
II.A.10-6	Articulation Agreement by Major
II.A.10-7	Credit by Examination Policy and Procedures
II.A.10-8	Transcripts
II.A.10-9	BP 5235 – Credit for Prior Learning
II.A.10-10	AP 5235 – Credit for Prior Learning
II.A.10-11	SDUSD High Schools to College Credit by Exam
II.A.10-12	American Council on Education
II.A.10-13	ASSIST Course Transfer and Articulation System for California’s Public Colleges and Universities
II.A.10-14	AP 3900.1 – Credit by Examination
II.A.10-15	Online Student Training
II.A.10-16	Transfer of Credits - San Diego City College Catalog
II.A.10-17	Transfer of Credits – San Diego Mesa College Catalog
II.A.10-18	Transfer of Credits – San Diego Miramar College Catalog

Analysis and Evaluation

In addition to the in-person and online support provided through the Transfer Center support team, students can access information and a variety of support online through the transfer center website and the College catalog. The College also supports students in the transfer process by developing and offering 26 Associate Degree for Transfer options.

Official transfer and articulation agreements are carefully vetted by articulation officers.

In addition, students may gain credit for courses through a variety of methods. Students can gain Credit by Exam (submitted separately), Credit for Military Experiences, and Credit for Standardized tests.

SDCCD has clearly stated transfer-of-credit policies and procedures that support students transferring between institutions. District Evaluators perform evaluations to confirm that the course content of transfer credit is comparable to SDCCD coursework. The Articulation Officers ensure courses are articulated to four-year universities, collaborating with faculty, evaluators, staff, and administrators as necessary. Finally, the District regularly reviews and updates administrative procedures that guide the transferring of Advanced Placement (AP) credit, International Baccalaureate (IB), College Level Examination Program (CLEP), and military credit.

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

The College's Institutional Learning Outcomes (ILOs) have been collaboratively developed and are appropriate to each program level in competencies including communication, information, quantitative and analytic inquiry skills, ethical reasoning, engagement with and assessment of diverse perspectives, and other program-specific learning outcomes. To ensure alignment across the campus, program outcomes and campus initiatives are consistently mapped to ILOs ([II.A.11-1](#)).

ILOs are reviewed annually as one of the goals of the Committee on Outcomes and Assessment (COA, [II.A.11-2](#), [II.A.11-3](#)). Revisions are vetted through the campus Participatory Governance groups. ILOs are assessed annually through a graduate student survey. The survey explores graduating students' perceptions of the College and includes a self-assessment related to attainment of the institutional outcomes. Results are shared with the campus through the Graduate Survey-Campus Climate dashboard and discussed with the campus governance committees.

The Institution provides accessibility to Program and Student/Course Learning Outcomes through the website, catalog, course syllabi, and other resources on campus. The College assesses the appropriateness to program level and the connection to the Institutional Learning Outcomes through the curriculum review process. ([II.A.11-4](#), [II.A.11-5](#), [II.A.11-6](#), [II.A.11-7](#))

Evidence:

II.A.11-1	San Diego Mesa College Institutional Learning Outcomes
II.A.11-2	Guide to Outcomes and Assessment
II.A.11-3	Committee on Outcomes Purpose
II.A.11-4	Sample Syllabus with Student Learning Outcomes
II.A.11-5	Curriculum Review Committee Purpose
II.A.11-6	Graduate Survey-Global Consciousness ILO Dashboard
II.A.11-7	Program Learning Outcomes

Analysis and Evaluation

Outcome types are identified at various levels of the institution. In the Instructional Division, outcomes include Student (Course) Learning Outcomes, Program Learning Outcomes, and Administrative Outcomes. All are ultimately mapped to the overarching Institutional Level Outcomes which are grouped into five areas: Communication, Critical Thinking, Information Literacy, Professional and Ethical Behavior, and Global Consciousness.

The College provides ongoing training and workshops to the instructional division that focus on the development and assessment of SLOs and PLOs, as well as the mapping to ILOs.

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

SDCCD Board Policy 5025 specifies the District's general education philosophy and states, "General education shall reflect the conviction of the District's Colleges that those who receive their degrees must possess in common certain basic principles, concepts and methodologies both unique to and shared by the various disciplines." ([II.A.12-1](#)). The College requires all degree programs to include general education components based on a carefully considered philosophy for associate and baccalaureate degrees that are clearly stated in the catalog ([II.A.12-2](#)).

With guidance from the Office of Institutional Effectiveness, and data on outcomes and assessment, the Curriculum Review Committee and faculty determine the appropriateness of each course for inclusion in the general education curriculum. Curriculum review takes into account competencies that are appropriate to the degree level ([II.A.12-3](#), [II.A.12-4](#)).

Institutional Learning Outcomes (ILO's) include students' preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, comprehension of the development of knowledge, practice, and interpretive approaches in arts and humanities, sciences, mathematics, and social sciences.

The College course catalog provides information about general education requirements for each degree, certificate or program in which students are able to enroll. Pages 103-121 detail information for students on degree attainment including information regarding fulfillment of general education requirements and options to complete requirements.

Evidence

II.A.12-1	BP 5025 Philosophy and Criteria for Associate Degree and General Education
II.A.12-2	College Catalog
II.A.12-3	AP 5020 Curriculum Development
II.A.12-4	Curriculum Review Committee

Analysis and Evaluation

The College catalog lists District competencies and requirements. The general education program is designed to broaden students' knowledge and understanding of the methods of

gaining knowledge in a variety of disciplines. The Associate Degree and Bachelor's Degree embody the completion of a well-defined pattern of learning experiences that are designed to develop certain capabilities, including developing critical thinking skills, skills in oral and written communication, and in mathematics. The learning process is also designed to lead students through patterns of learning that develop cultural awareness, the achievement of insights gained through the experience of thinking about ethical problems, and the development of the capacity for self-understanding. The awarding of an Associate Degree further signifies that a sufficient depth of knowledge in a field has been achieved so that students may continue to contribute to and enjoy a lifetime of interest.

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

All of the College's degree programs include focused study in at least one area of inquiry, since all programs are based on specific subjects, such as history. The College also offers interdisciplinary studies degrees, such as Social Sciences and Sustainability. This degree requires students to complete 18 to 20 units from courses in a variety of disciplines (for example Business, Biology, or Geography), in addition to the required General Education pattern. Specialized courses in an area of inquiry or interdisciplinary core are based on student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Programs available for degrees are shown on the Academic Programs page of the College's website, as well as the College Catalog, pages 151-159. The core requirements for each degree program are listed, along with program outcomes, program emphasis and career options ([II.A.13-1](#)).

Evidence:

[II.A.13-1](#) Academic Programs webpage

Analysis and Evaluation

The College offers Associate Degrees in Arts and Sciences, Certificates in Performance and Achievement, and holds one of the highest student transfer rates in California to four-year institutions. Additionally, the College offers a 4-year Bachelor's Degree, academic support programs, and accelerated programs. A review of all the College's programs available in the Catalog reveals that all degrees require a minimum of 18 units of focused study in a discipline.

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

Mesa College graduates complete career education degrees and certificates that demonstrate technical and professional competencies while meeting industry standards. Required courses, preparation, and career opportunities are published in the Catalog and on the program's webpages. Advisory committees study the educational needs of specific occupational programs and make recommendations to College program faculty and administrators ([II.A.14-1](#)). These recommendations may be included in the program review. The College works with the advisory committees to create channels of communication with the community and to provide valuable feedback on the quality and preparation of graduates. As students pass courses and earn certificates and degrees, they demonstrate the competencies that meet employment and external agency standards in their respective fields. The Physical Therapy Assistant program, for example, reports a 90.6% first time passing rate average for the licensure examination in 2021-22 ([II.A.14-2](#)). The ultimate passing rate for the same period is 100%.

The Institutional Planning and Governance Guide, the Committee on Outcomes and Assessment, and the Curriculum Review Committee include annual program reviews, and further ensure that courses, certificates, and degrees receive regular updates and peer reviews. The College is in compliance with educational code, which states that "every vocational or occupational program . . . shall be reviewed every two years" ([II.A.14-3](#)).

Evidence:

II.A.14-1	Advisory Committees
II.A.14-2	Required elements for accreditation
II.A.14-3	Institutional Planning and Governance Guide

Analysis and Evaluation

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.

Student learning outcomes for Career and Technical Education courses, certificates, and degrees are created by discipline faculty and are informed by industry standards. Career-technical advisory committees work with the career-technical faculty and administration in efforts to ensure all outcomes reflect the most current professional and employment standards and competencies.

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

The District has a clearly defined policy to review programs. Per the policy of the Board of Trustees and through mutual agreement with the Academic Senates, program discontinuance

procedures shall be established by college guidelines that include a detailed plan and recommended timeline for phasing out a program with the least impact on students, faculty, staff, and the community ([II.A.15-1](#), [II.A.15-2](#)).

When programs are eliminated or program requirements are significantly changed, the College makes appropriate arrangements so that enrolled students are able to complete their education in a timely manner with a minimum of disruption. The College Catalog, website, counselors, and faculty provide students with notifications or changes to program requirements and the elimination of programs.

Evidence:

[II.A.15-1](#) AP 5019 – Instructional Program Review

[II.A.15-2](#) AP 5021 – Instructional Program Discontinuance

Analysis and Evaluation

The District has a clearly defined policy to ensure the least amount of impact on students when programs are eliminated or significantly changed. The College Catalog, website, counselors, and faculty provide students with notifications or changes to program requirements and the elimination of programs.

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

Program review serves as a process and mechanism to facilitate continuous improvement of teaching and learning at Mesa College ([II.A.16-1](#)). The purpose of program review is to assess the effectiveness and viability of a given institutional unit. Program review provides an opportunity for each institutional unit to collect and analyze data, identify opportunities for improvement, plan, and request resources. Program review enhances institutional effectiveness, fosters continuous improvement of educational quality, and is central to the College's integrated educational planning and budgeting decisions ([II.A.16-2](#)).

To support the Program Review process, the Program Review Committee has the following responsibilities:

- To review, modify, and disseminate information to the entire college.
- To establish and publish timelines for the program review cycle.
- To provide regular trainings, guidance, and support campus-wide.
- To prepare final written reports to be presented to the President's Cabinet (at the conclusion of the program review process).

Evidence:

Analysis and Evaluation

Annual planning and program review processes illustrate the College's commitment to improving courses and programs. The College regularly evaluates and improves the quality and currency of educational programs. The College continually updates and improves all collegiate, pre-collegiate, career-technical, and community education courses and programs regardless of delivery mode and location. The College systematically strives to continually improve programs and courses to enhance student learning outcomes and student achievement.

The Program Review website provides the structure, resources, timeline and data collection for Program Review. The Program Review Steering Committee reports to President's Cabinet. Its membership includes faculty, classified staff, students, and administrators, each appointed by their respective governance bodies.

Conclusions on Standard II.A: Instructional Programs

The College Catalog indicates that courses are offered in fields of study consistent with the institution's mission and are appropriate to higher education. The College Catalog describes the institutional learning outcomes. The College's data dashboards show how ILOs are tracked and attained, and the Planning and Institutional Effectiveness Committee is responsible for assuring that the College's planning framework is consistent with accreditation standards.

Mesa College offers one bachelor's degree program in Health Information Management. The College is approved by the Office of Private Postsecondary Education for the training of veterans as well as by the U.S. Department of State and the U.S. Immigration Services for international student education. Courses paralleling university-level work are accepted by the University of California, the California State Universities, and by other universities and colleges. The College offers limited pre-collegiate level curriculum, with distinct courses that are clearly distinguished from college-level curriculum. Current legislative mandates will affect the further offering of such coursework.

The Curriculum Review Committee ensures the College's curriculum meets the standards and criteria defined by the mission statement of the College, District guidelines, and the Education Code, especially the California Code of Regulations (Title 5, Section 5300.2).

The College conducts on-campus and distance education courses. All courses are developed in accordance with institutional learning outcomes. All courses undergo rigorous, data-driven planning. The College's program review process, with links to the data dashboards, allows for continuous review and improvement of all courses offered in all modes. Program review enhances institutional effectiveness, fosters continuous improvement of educational quality, and is central to the College's integrated educational planning and budgeting decisions.

The College identifies and assesses learning outcomes for courses, programs, certificates, and degrees. Assessments are conducted regularly and adhere to established institutional procedures. Institutional Learning Outcomes (ILOs) have been developed and are repeatedly evaluated by the Committee on Outcomes and Assessment (COA). Revisions are vetted through the campus Participatory Governance groups. Institutional Learning Outcomes include students' preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, comprehension of the development of knowledge, practice, and interpretive approaches in arts and humanities, sciences, mathematics, and social sciences.

The College has established clear pathways for student success that prioritize transfer-level curriculum, while offering pre-transfer level courses in certain instances of identified need, in conjunction with support services. The College's Pathways initiative uses existing structures for program planning, and guides students with roadmaps and support to achieve educational goals.

College-wide support programs assist students in successfully placing into and completing courses to meet their academic and career goals. The College provides education plans for each enrolled student. The education plan indicates the number of units that are CSU and UC transferable, the GPA for transferable units, overall requirements for graduation, as well as specific information for obtaining residency, the fulfillment of general education requirements, and lists of electives.

The College's faculty, including full-time, part-time, and adjunct faculty, regularly participate in discussions, procedures, activities, and trainings to ensure that content and methods of instruction meet generally accepted academic and professional standards and expectations. The data dashboards allow faculty to access data on student success and achievement. Course outcomes are assessed in program review.

Student learning outcomes for Career and Technical Education courses, certificates, and degrees are created by discipline faculty and are informed by industry standards. Career-technical advisory committees work with the career-technical faculty and administration in efforts to ensure all outcomes reflect the most current professional and employment standards and competencies.

Comprehensive professional development offerings are designed to equip faculty with a variety of instructional tools and techniques to best meet a wide range of learning styles and needs. Professional learning enables campus employees to develop the knowledge and skills to assist students to be successful in college, and better prepares them to address students' learning challenges.

Improvement Plan(s)

Not applicable

Evidence List

<u>II.A.1-1</u>	Catalog Academic Programs
<u>II.A.1-2</u>	BP 5020- Curriculum Development
<u>II.A.1-3</u>	Curriculum Review Committee
<u>II.A.1-4</u>	Distance Education Committee
<u>II.A.1-5</u>	Institutional Learning Outcomes (ILO) Dashboard
<u>II.A.1-6</u>	Awards Dashboard
<u>II.A.1-7</u>	Program Review
<u>II.A.1-8</u>	Guided Pathways
<u>II.A.1-9</u>	Committee on Outcomes and Assessment
<u>II.A.2-1</u>	AP 5020- Curriculum Development
<u>II.A.2-2</u>	Curriculum Review
<u>II.A.2-3</u>	Curricunet
<u>II.A.2-4</u>	Course Outcomes Dashboard
<u>II.A.2-5</u>	Program Review
<u>II.A.2-6</u>	Professional Learning
<u>II.A.3-1</u>	Curricunet
<u>II.A.3-2</u>	Course Outline of Record
<u>II.A.3-3</u>	Student Learning Outcomes Training and Assessments
<u>II.A.3-4</u>	Syllabi Example
<u>II.A.3-5</u>	Committee on Outcomes Assessment
<u>II.A.3-6</u>	Institutional Learning Outcomes (ILO) Dashboard
<u>II.A.4-1</u>	Newsletter from the President with information on pathways and services
<u>II.A.4-2</u>	Academic Programs, Mathematics: Refresher courses
<u>II.A.4-3</u>	Academic Programs, English, ELAC course sequence
<u>II.A.4-4</u>	AB705- Implementation Plan
<u>II.A.4-5</u>	Student Services, course placement and placement assistance
<u>II.A.5-1</u>	Academic Requirements
<u>II.A.5-2</u>	Course Approval Process
<u>II.A.5-3</u>	Program and Course Approval Handbook
<u>II.A.5-4</u>	Curriculum Review Committee
<u>II.A.5-5</u>	Curriculum Development
<u>II.A.5-6</u>	Board Policies and Administrative Procedures
<u>II.A.5-7</u>	California Community Colleges Chancellor's Office Hours and Units Calculations
<u>II.A.6-1</u>	Vice President of Instruction Enrollment and Instructional Planning Taskforce
<u>II.A.6-2</u>	Enrollment Management and Instructional Strategic Planning Workgroup Agenda
<u>II.A.6-3</u>	Dean's Council Agenda
<u>II.A.6-4</u>	Planning and Institutional Effectiveness Committee
<u>II.A.6-5</u>	Assessment and Evaluation Cycle Chart
<u>II.A.6-6</u>	President's Cabinet
<u>II.A.6-7</u>	Campus Solutions Sample Education Plan
<u>II.A.6-8</u>	Academic Calendar
<u>II.A.6-9</u>	Mesa Pathways
<u>II.A.6-10</u>	Fillable Guided Pathways Map
<u>II.A.6-11</u>	Mesa Journeys

II.A.7-1	MOST: Mesa Online Success Teams
II.A.7-2	CEER: Curriculum, Equity & Excellence Review Institute
II.A.7-3	LOFT Badge Program
II.A.7-4	Teaching Tree
II.A.7-5	SDCCD Online Faculty Certification Program
II.A.7-6	Office of Institutional Research Data Warehouse and Data Dashboards
II.A.7-7	Sample Data Dashboard – Outcomes by Modality
II.A.9-1	Guide to Outcomes and Assessment
II.A.9-2	Outcomes Assessment Webpage
II.A.9-3	Program and Course Approval Handbook Program and Course Approval Handbook
II.A.9-4	Resources for Curriculum Development
II.A.9-5	Curriculum Contact Information
II.A.10-1	San Diego Mesa College Transfer and Articulation
II.A.10-2	Transfer Services
II.A.10-3	Transfer Center Final Checklist Full Page
II.A.10-4	ASSIST Guide for Students
II.A.10-5	Articulation Agreement by Department
II.A.10-6	Articulation Agreement by Major
II.A.10-7	Credit by Examination Policy and Procedures
II.A.10-8	Transcripts
II.A.10-9	BP 5235 – Credit for Prior Learning
II.A.10-10	AP 5235 – Credit for Prior Learning
II.A.10-11	SDUSD High Schools to College Credit by Exam
II.A.10-12	American Council on Education
II.A.10-13	ASSIST Course Transfer and Articulation System for California’s Public Colleges and Universities
II.A.10-14	AP 3900.1 – Credit by Examination
II.A.10-15	Online Student Training
II.A.10-16	Transfer of Credits - San Diego City College Catalog
II.A.10-17	Transfer of Credits – San Diego Mesa College Catalog
II.A.10-18	Transfer of Credits – San Diego Miramar College Catalog
II.A.11-1	San Diego Mesa College Institutional Learning Outcomes
II.A.11-2	Guide to Outcomes and Assessment
II.A.11-3	Committee on Outcomes Purpose
II.A.11-4	Sample Syllabus with Student Learning Outcomes
II.A.11-5	Curriculum Review Committee Purpose
II.A.11-6	Graduate Survey-Global Consciousness ILO Dashboard
II.A.11-7	Program Learning Outcomes
II.A.12-1	BP 5025 Philosophy and Criteria for Associate Degree and General Education
II.A.12-2	College Catalog
II.A.12-3	AP 5020 Curriculum Development
II.A.12-4	Curriculum Review Committee
II.A.13-1	Academic Programs webpage
II.A.14-1	Advisory Committees
II.A.14-2	Required elements for accreditation

II.A.14-3	Institutional Planning and Governance Guide
II.A.15-1	AP 5019 – Instructional Program Review
II.A.15-2	AP 5021 – Instructional Program Discontinuance
II.A.16-1	Instructional Program Review
II.A.16-2	Student Outcomes

B. Library and Learning Support Services

- 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 College supports student learning and achievement by providing library, and other learning support services to students, and to faculty, administrators, and classified professionals responsible for student learning and support. The College's library and learning support services are sufficient in quantity, currency, depth, and variety to support the College's educational programs, regardless of location or mode of delivery, including distance education and online courses.

The College's learning support services include library collections, tutoring and learning centers, computer labs with additional learning technology, as well as ongoing instruction for students and other users of the library, its resources and services.

With six full-time faculty librarians, six classified professionals, (one of whom is currently assuming the role of acting supervisor), the library provides the longest service hours of any library within the district.

The College Library occupies the first and third floors of the Learning Resource Center (LRC). The first floor comprises the circulation area, reference desk, computer lab, new books display, library classroom, course reserves, media collection, and display cases; the third floor includes study space, periodicals, and the circulating book collection ([II.B.1-1](#), [II.B.1-2](#), [II.B.1-3](#)).

The library's electronic resources, available by computer access, include over 100,000 eBooks, three video streaming databases, and access to over 100 online-databases. All electronic resources are accessible 24/7 through the library website, which includes "OneSearch," the federated searching tool, 29 research guides, on-demand video tutorials, 24/7 reference support, and the ability to schedule reference appointments. ([II.B.1-4](#), [II.B.1-5](#), [II.B.1-6](#), [II.B.1-7](#), [II.B.1-8](#))

The Mesa Tutoring and Computing Center (MT2C, [II.B.1-9](#)) 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 first floor of the LRC; writing and language support is located on the second floor; after class embedded sessions are located on the first, second, and fourth floors; and computing and assistance is located on the first and fourth floor. ([II.B.1-10](#), [II.B.1-11](#), [II.B.1-12](#), [II.B.1-13](#), [II.B.1-14](#), [II.B.1-15](#), [II.B.1-16](#), [II.B.1-17](#), [II.B.1-18](#), [II.B.1-19](#), [II.B.1-20](#), [II.B.1-21](#))

The LOFT is a full-featured professional learning center for faculty, classified professionals, and administrators ([II.B.1-22](#)). The LOFT includes innovative technologies, tools, and furnishings to encourage collaborative, flexible, and creative thinking and professional learning across modalities. The LOFT team members support collaborative online and face-to-face spaces and services to foster the College’s growing professional learning community ([II.B.1-23](#), [II.B.1-24](#)).

Evidence:

II.B.1-1	LRC Hours
II.B.1-2	LRC Floor Plan
II.B.1-3	Book Collection
II.B.1-4	EBSCO eBook Page
II.B.1-5	Gale eBooks
II.B.1-6	ProQuest e-Books
II.B.1-7	Stream Databases List
II.B.1-8	A-Z Databases Page
II.B.1-9	MT2C
II.B.1-10	Library Homepage
II.B.1-11	Embedded Librarian Course Page
II.B.1-12	Library Personnel Page
II.B.1-13	Library Hours Page
II.B.1-14	NetTutor
II.B.1-15	Promise Students
II.B.1-16	STAR-CA
II.B.1-17	STEM Tutoring Hours
II.B.1-18	Computing Hours
II.B.1-19	Embedded Tutoring
II.B.1-20	Humanities Tutoring
II.B.1-21	Peer Mentor
II.B.1-22	LOFT
II.B.1-23	ACTLA Certification
II.B.1-24	CRLA Training

Analysis and Evaluation

The library supports students through the entire range of scholarship, including the evaluation,

selection, organization, retrieval, interpretation, and ethical use of resources, and provides instruction for students and faculty. The library extends its services through collaborative efforts with faculty to serve students' needs through the embedded librarian's program. Outreach initiatives have transitioned from routine class visits to having an embedded librarian in classes such as Black Studies 116, 140A and 140B classes, and by adding the library contact details in the Learning Management System, Canvas, and Research guides.

MT2C provides Mesa College with multiple computing options equipped with both Windows and Mac workstations, currently consisting of 135 PC & 18 MAC computers/laptops. MT2C also provides printing and scanning support for students. These resources are available to any Mesa 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. The hours for computing and independent/group study are Monday through Wednesday from 8:00am to 8:30pm, Thursdays from 8:00am to 6:00 pm and Fridays from 8:00am to 1:00pm.

MT2C receives funding from a wide variety of sources, including funding from the general budget, SEA, HSI/Title V, Strong Workforce, HEERF funding, and Promise to support a growing learning assistance program. MT2C provides the College with a centralized tutoring program, currently consisting of 68 tutors who provide on-the-floor, embedded, and remote learning assistance support services. The tutoring program has been certified by both CRLA (in person) and ACTLA (online) and has provided over 15,000 tutoring sessions to over 2,000 Mesa College students this past year alone.

The College's STEM Center serves as the home base for students studying mathematics, science, engineering, and related majors. The STEM Center provides study space, scientific models, computers, and a technology loan program to nearly 2,000 student attendees per semester, supporting over thirteen STEM disciplines (including core competency areas such as math, chemistry, physics, and biology). The center is also home to MT2C's STEM tutors and HSI STEM Peer Mentors, who regularly provide direct learning assistance to students. The center also features an embedded STEM counselor who offers direct support with registration and transfer planning for students. 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 chemistry and biology in addition to other sciences as well.

The Writing and Language Centers offers thirty-minute drop-in and appointment-based tutoring sessions, supporting ELAC and transfer-level English students, as well as writing across the curriculum. The Center offers language tutoring for Spanish, Chinese, German, Japanese, French, Italian, Russian, American Sign Language.

Embedded Tutoring: MT2C currently offers two types of embedded learning assistance. For English and ESOL, MT2C currently offers graduate tutor support, where graduate students from surrounding San Diego universities are mentored by English/ESOL professors and provide before, during, and after-class assistance. Additionally, MT2C offers embedded peer tutoring, which is modeled after the University of Missouri at Kansas City Supplemental Instruction model. Peer tutors are embedded in classes that they have previously completed

with an A or B, often with the same professor with whom they took the course. They offer one-hour review sessions outside of class. In Spring 2022, embedded tutoring supported 32 sections.

Online Tutoring: During the Covid-19 pandemic, all tutoring was conducted remotely. MT2C partnered with both NetTutor and STAR CA (a California Community College Consortium) to provide additional hours, levels, and subjects to support student success. Students can ask real-time writing questions and asynchronously submit papers for feedback within forty-eight hours.

MT2C has also provided targeted tutoring services for a number of specific programs. Just a few examples include music students, Promise Students, and DSPS via The High Tech Center, which is located on the first floor. This is a fully accessible computer lab/classroom administered by the DSPS department. MT2C has also provided scholarship application and writing support, helping students with their application essays to support their educational and financial futures. Some key outcomes from the scholarship workshops were that students felt more confident about applying as well as more motivated to apply.

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 College relies on the appropriate expertise of faculty, including librarians and other learning support services professionals, to select and maintain educational equipment and materials that support student learning, and to enhance the achievement of the College's mission ([II.B.2-1](#), [II.B.2-2](#)).

College librarians follow campus Collection Management Guidelines to inform decisions in the ongoing development and maintenance of the collection for the purpose of empowering the diverse study body to reach educational goals. Materials are prioritized for purchase which support the curricular needs of the college, new programs, and those undergoing accreditation or review. ([II.B.2-3](#), [II.B.2-4](#), [II.B.2-5](#), [II.B.2-6](#), [II.B.2-7](#), [II.B.2-8](#), [II.B.2-9](#), [II.B.2-10](#), [II.B.2-11](#))

The current College library collection holds over 92,000 print books, over 100,000 electronic books, 731 DVD's, 24 print periodical subscriptions, three streaming video databases, and over 100 online databases ([II.B.2-12](#), [II.B.2-13](#), [II.B.2-14](#)).

Online resources are accessed through subscriptions with numerous aggregator and reference databases. Through the College library website, every student and employee has full access to the library's electronic materials, 29 research guides, and on-demand video tutorials. For answers to reference questions, students can either call the reference desk during library hours or access 24/7 online reference assistance ([II.B.2-15](#)). A transferable 1-unit online class, Library Science 101 - Information Literacy and Research Skills, emphasizing information

literacy skills, is offered twice a semester as an 8-week course ([II.B.2-16](#)).

The LRC faculty attend national and statewide conferences including the American Library Association (ALA), California Academic and Research Libraries (CARL), Charleston Library, National Conference on Race and Ethnicity (NCORE), and Open Education conferences to build knowledge, keep up with emerging trends, and to stay current in an ever-changing field. During the transition to the new library services platform, ExLibris classified staff and librarians attended regularly scheduled webinars and workshops specific to their specializations. 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 ([II.B.2-17](#), [II.B.2-18](#), [II.B.2-19](#)).

In Spring 2016, the College hired a full-time faculty instructional learning assistance coordinator to oversee the entire tutoring program. Subsequently, in Spring 2019, another full-time faculty member was hired to coordinate embedded tutoring. Currently, the MT2C program is also supported by faculty from math, biology, English, and ELAC to support tutor development. This team meets once per month to discuss professional learning opportunities and programmatic logistics and needs. The team receives the support of one full-time supervisor, two Instructional Lab Technicians, four full-time Instructional Assistants, and one part-time Media Clerk. ([II.B.2-20](#), [II.B.2-21](#), [II.B.2-22](#), [II.B.2-23](#), [II.B.2-24](#), [II.B.2-25](#), [II.B.2-26](#), [II.B.2-27](#), [II.B.2-28](#), [II.B.2-29](#))

Evidence:

II.B.2-1	Library Homepage
II.B.2-2	Online Resources Research Guide
II.B.2-3	Virtual Library Instruction
II.B.2-4	Canvas Library Page
II.B.2-5	Research Appointments Page
II.B.2-6	Student Technology Request Form
II.B.2-7	Covid-19 Item Pickup Process
II.B.2-8	Collection Development Guidelines
II.B.2-9	Curriculum Review Committee – Approval Process
II.B.2-10	Library Service and Purchase Request Form
II.B.2-11	GOBI Ordering Platform
II.B.2-12	GOBI APIA Selections
II.B.2-13	Circulation Statistics
II.B.2-14	EBSCO Database Statistic Sample
II.B.2-15	Ask-A-Librarian Webpage
II.B.2-16	LIBS 101 – Course Page
II.B.2-17	Professional Learning CARL Registration
II.B.2-18	Professional Learning ExLibris / Alma Training
II.B.2-19	LOFT
II.B.2-20	LRC Mesa2030 Student Comments
II.B.2-21	LRC Services Feedback Survey
II.B.2-22	STEM Center
II.B.2-23	Tutor Training Syllabus

II.B.2-24	Archived Trainings
II.B.2-25	Leadership Meetings
II.B.2-26	Mentor Tutors
II.B.2-27	Tutoring Philosophy
II.B.2-28	Training Overview
II.B.2-29	Multiple Computing Options

Analysis and Evaluation

A librarian serves on the Curriculum Review Committee researching whether sufficient library materials are available for each course undergoing review. Each year the librarian liaisons with discipline faculty to select and order materials to develop an inclusive collection which supports student learning. Instructional faculty place requests for resources via the [Library Service/Purchase Request Form](#), email, or telephone.

The selection and deselection of library materials is also informed by the following:

- Circulation Reports: Daily, weekly, and monthly circulation reports of print and digital materials are reviewed to determine format preference and to identify areas that lack sufficient material.
- Research Database Reports: Vendor reports are regularly reviewed to monitor usage
- Professional Resources: The library uses Global Online Bibliographic Information with review sources such as CHOICE, and professional journals for consideration by faculty.

The LOFT provides an array of equipment and resources to support innovation and community-building while working collaboratively. The LOFT includes open meeting spaces, technology (i.e., laptops, cameras, and other equipment) that supports professional learning, private rooms by reservation, as well as conference rooms, all with flexible furnishings to meet the needs of the gathered group.

The STEM Center features a technology loan program that offers students the ability to checkout performance laptops that can run CPU and GPU intensive programs such as SPSS, AutoDesk, ArcMap/GIS, CREO, and a variety of other programs used by students in geographic and information science, computer science, and related majors. The program also allows students to borrow scientific and graphing calculators that they may need for their STEM classes. The STEM Center houses models and kits used by students taking anatomy, chemistry, biology, computer science, geology, astronomy, and other related courses. Students using the STEM Center can also access its sister facility, Mesa's Innovation Research Laboratory, which houses 3D printers and microscopes.

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, mission statement, values, and theory-of-change statement – all created to support student success. 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.

To enhance learning assistance practices, faculty, tutor, and staff professional learning opportunities are offered, including the opportunity to deepen tutor knowledge within certain topics/areas/subjects/services (e.g., ELAC training across the curriculum, Multilingual Tutoring training support), and to take on additional leadership roles via becoming a mentor tutor to others with the opportunity to provide training and support for the program (e.g., mentorship meetings, leading All Tutor Training sessions). These professional learning sessions include the opportunity to train tutors so that they can learn more about all the services the College has to offer. Both synchronous and asynchronous materials are now also housed in a Canvas shell so that tutors can continue to learn on their own time as well.

While the physical campus and library were closed during the pandemic, services promptly moved to a fully staffed virtual space open over 40 hours per week. These services included an online research guide, virtual library instruction, and library resources directly available in the learning management system, Canvas. Virtual reference appointments were also available. The pivot included immediately adding a community college collection of eBooks, circulation of laptops, webcams, sewing machines, musical instruments, and assorted tools needed to support students while studying remotely.

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 College 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.

Surveys, questionnaires, outcomes assessment, and data analysis are various modes of evaluation conducted on an ongoing basis as part of the library's process of continual improvement ([II.B.3-1](#), [II.B.3-2](#), [II.B.3-3](#), [II.B.3-4](#), [II.B.3-5](#), [II.B.3-6](#), [II.B.3-7](#), [II.B.3-8](#), [II.B.3-9](#), [II.B.3-10](#), [II.B.3-11](#), [II.B.3-12](#)). Service evaluation is evidence-based.

Evidence:

II.B.3-1	Student Library Instruction Survey
II.B.3-2	LRC 2019 Student Survey
II.B.3-3	Student Embedded Librarian Survey
II.B.3-4	Student Service Desk Question Tracking System, Gimlet
II.B.3-5	LibAnswer Student Questions
II.B.3-6	Research Guide Statistics
II.B.3-7	SDMC Library YouTube Channel Statistics
II.B.3-8	LOFT Annual Survey
II.B.3-9	MT2C Data
II.B.3-10	Tutor of the Year

Analysis and Evaluation

The LRC conducts ongoing surveys of student feedback. The survey was last conducted in 2019 with 429 unique users answering three questions. Nearly 60% of respondents report using the LRC at least once a week. More than 45% reported average or above average satisfaction with course reserves, reference services, and the circulating collection. Comments ranged on all aspects of the LRC services and building with many appreciative of the hours, services, and support to succeed in their courses.

The LOFT, in collaboration with Institutional Effectiveness, administers an annual survey to see how well overall professional learning needs were met across the campus, and to receive input on professional learning needs for the upcoming year. In addition to the annual survey, individual professional learning offerings use survey results to get feedback from participants on how well the training met their needs, as well as what might be changed to improve in the future. Feedback from the previous cohort is used to consider additional learning opportunities. The LOFT keeps student outcomes and equity at the core of programming. Constituent committee members help to ensure that professional learning programming aligns with the Mesa2030 Roadmap and Program Review.

In 2020, MT2C conducted a Humanizing Tutoring Data study that looked at a three-year trend of student success and closing of equity gaps connected to the College's tutoring program. This report demonstrated that both programmatically and at the course-level, tutoring is helping both tutors and students reach their goals. Additionally, qualitative feedback indicates that students overwhelmingly suggest that tutoring is meeting their needs. Learning assistance is now fully integrated into the fabric of the College, and represented at: President's Cabinet, Academic Senate, Committee of Chairs, Classified Senate, Campus Employee Learning, and Mesa Student Services Council, to name a few. MT2C is proud to have a tutor who was the 2021 CRLA National Tutor of the Year and the 2022 ACTLA Student Keynote speaker.

The College's comprehensive plan, Mesa2030, also sought feedback from constituents. Participants of the fall 2019 sharing session were asked to identify their favorite place on campus to focus or study. The results illustrate the following themes: for the majority of students, the LRC was their favorite place to study due to the proximity of resources, friendly staff, and the variety of spaces that offer individual study areas as well as collaboration spaces.

The College's STEM Center and its associated programs are under the umbrella of the HSI Grant Programs office. This office provides a dedicated research analyst who develops surveys, outcome dashboards, and internal reports that are used as part of a continuous improvement cycle.

- 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 College collaborates with and documents the formal agreements that exist with other institutions and sources for learning support services. These resources and services are adequate for the College's intended purposes, are easily accessible, and utilized. The College takes responsibility for and assures the security, maintenance, and reliability of services provided through contractual arrangement, and regularly evaluates these services ([II.B.4-1](#), [II.B.4-2](#), [II.B.4-3](#), [II.B.4-4](#)).

The library makes use of several collaborative relationships, which are secured via formal agreement, in order to better serve the needs of its constituents. 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 Community College Learning Resources Cooperative (SDICCLRC, [II.B.4-5](#)). The relationship is secured via a Joint Powers Agreement that is administered through the San Diego County Office of Education.

Community College League (CCL)

The library is a participating member in the Community College League (CCL, [II.B.4-6](#)), which is a statewide organization of all community college libraries, and a subcommittee of which evaluates electronic resources, and an additional component that is the Community College Library Consortium that negotiates special pricing for members of the league.

Library Advisory Group (LAG)

The Library Advisory Group (LAG) includes librarians from all three of the college libraries in the San Diego Community College District (SDCCD).

The College's Tutoring Center, MT2C, formalized its relationship with the University of San Diego with a Memorandum of Understanding. This has led to a multiyear partnership with graduate tutor support for the College's English and ELAC tutors and students ([II.B.4-7](#)).

Evidence:

II.B.4-1	LOFT
II.B.4-2	Teacher Pipeline Development
II.B.4-3	ACTLA
II.B.4-4	CRLA
II.B.4-5	SDICCLRC Website Homepage
II.B.4-6	CCL Organization Chart/About Page
II.B.4-7	Affiliation Agreement: San Diego Mesa College and USD

Analysis and Evaluation

SDICCCLRC provides a venue for the nine participating libraries to meet bi-monthly in order to address common needs. Benefits of membership include regular meetings of the library chairs or directors to discuss issues of common interest; participation in the shared streaming film collection, and multiple modalities to access reference and research help through the “Ask-a-Librarian” services such as the 24/7 live chat on the LibAnswers platform under a contract that is negotiated by the cooperative at a discounted price.

Examples of the database subscriptions obtained through the agreement with CCL include a statewide EBSCO database package, and currently, the administration and coordination of the Library Services Platform (LSP), a statewide adoption of the Ex Libris Primo VE and Alma products that serves as the foundational platform for the library for surfacing content to students and providing circulation services.

LAG meets twice per year to discuss mutual concerns and to cooperate on projects of benefit to all three libraries. LAG has implemented projects, including:

- A centralized instance of the Ex Libris Alma platform, a platform used to manage the circulation services and the OneSearch discovery system (also known as Primo VE) at each SDCCD library
- Uniform circulation policies
- Technical services trainings for library faculty and classified professionals.

Regional Teacher Pipeline

MT2C supports the development of future, diverse teachers by formalizing ongoing educational agreements with local K-12 feeder schools, the Mesa Teacher Education Department, and local universities. The College provides tutor training to students enrolled into CCAP ED100 courses and provides work experience courses so these students gain additional college credit to tutor their peers. Students also take a field trip to Mesa College to learn about the Teacher Education Program and partnerships with universities’ Teacher Training Programs so that these students eventually return to their communities and teach.

CRLA

In the summer of 2016, MT2C applied for and was awarded the highest level of College Reading and Learning Association (CRLA) International Tutor Training Program Certification. MT2C is currently awaiting recertification.

ACTLA

In the summer of 2021, MT2C applied for and was awarded the Association for Colleges and Learning Assistance (ACTLA) Online Tutor Training Certification, demonstrating its commitment to the creation of an online tutoring program. The program is currently one of the few online certified programs in California.

Conclusions on Standard II.B: Library and Learning Support Services

The College's learning support services include library collections, tutoring and learning centers, computer labs with additional learning technology, as well as ongoing instruction for students and other users of the library, its resources and services.

With six full-time faculty librarians, six classified professionals, (one of whom is currently assuming the role of acting supervisor), the library provides the longest service hours of any library within the district.

The College Library occupies the first and third floors of the Learning Resource Center (LRC). The first floor comprises the circulation area, reference desk, computer lab, new books display, library classroom, course reserves, media collection, and display cases; the third floor includes study space, periodicals, and the circulating book collection.

The LRC faculty attend national and statewide conferences including the American Library Association (ALA), California Academic and Research Libraries (CARL), Charleston Library, National Conference on Race and Ethnicity (NCORE), and Open Education conferences to build knowledge, keep up with emerging trends, and to stay current in an ever-changing field.

A librarian serves on the Curriculum Review Committee researching whether sufficient library materials are available for each course undergoing review. Each year the librarian liaisons with discipline faculty to select and order materials to develop an inclusive collection which supports student learning.

College librarians follow campus Collection Management Guidelines to inform decisions in the ongoing development and maintenance of the collection for the purpose of empowering the diverse study body to reach educational goals. Materials are prioritized for purchase which supports the curricular needs of the college, new programs, and those undergoing accreditation or review. The library makes use of several collaborative relationships, which are secured via formal agreement, in order to better serve the needs of its constituents.

The current College library collection holds over 92,000 print books, over 100,000 electronic books, 731 DVD's, 24 print periodical subscriptions, three streaming video databases, and over 100 online databases.

The LOFT provides an array of equipment and resources to support innovation and community-building while working collaboratively. The LOFT includes open meeting spaces, technology (i.e., laptops, cameras, and other equipment) that supports professional learning, private rooms by reservation, as well as conference rooms, all with flexible furnishings to meet the needs of the gathered group.

The Mesa Tutoring and Computing Center (MT2C) 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 first floor of the LRC; writing and language support is located on the second floor; after class embedded sessions are located on the first, second, and

fourth floors; and computing and assistance is located on the first and fourth floor.

The College's STEM Center serves as the home base for students studying mathematics, science, engineering, and related majors. The STEM Center provides study space, scientific models, computers, and a technology loan program to nearly 2,000 student attendees per semester, supporting over thirteen STEM disciplines (including core competency areas such as math, chemistry, physics, and biology). The center is also home to MT2C's STEM tutors and HSI STEM Peer Mentors, who regularly provide direct learning assistance to students.

The Writing and Language Centers offers thirty-minute drop-in and appointment-based tutoring sessions, supporting ELAC and transfer-level English students, as well as writing across the curriculum. The Center offers language tutoring for Spanish, Chinese, German, Japanese, French, Italian, Russian, American Sign Language.

Improvement Plan(s)

Not applicable

Evidence List

II.B.1-1	LRC Hours
II.B.1-2	LRC Floor Plan
II.B.1-3	Book Collection
II.B.1-4	EBSCO eBook Page
II.B.1-5	Gale eBooks
II.B.1-6	ProQuest e-Books
II.B.1-7	Stream Databases List
II.B.1-8	A-Z Databases Page
II.B.1-9	MT2C
II.B.1-10	Library Homepage
II.B.1-11	Embedded Librarian Course Page
II.B.1-12	Library Personnel Page
II.B.1-13	Library Hours Page
II.B.1-14	NetTutor
II.B.1-15	Promise Students
II.B.1-16	STAR-CA
II.B.1-17	STEM Tutoring Hours
II.B.1-18	Computing Hours
II.B.1-19	Embedded Tutoring
II.B.1-20	Humanities Tutoring
II.B.1-21	Peer Mentor
II.B.1-22	LOFT
II.B.1-23	ACTLA Certification
II.B.1-24	CRLA Training
II.B.2-1	Library Homepage
II.B.2-2	Online Resources Research Guide

<u>II.B.2-3</u>	Virtual Library Instruction
<u>II.B.2-4</u>	Canvas Library Page
<u>II.B.2-5</u>	Research Appointments Page
<u>II.B.2-6</u>	Student Technology Request Form
<u>II.B.2-7</u>	Covid-19 Item Pickup Process
<u>II.B.2-8</u>	Collection Development Guidelines
<u>II.B.2-9</u>	Curriculum Review Committee – Approval Process
<u>II.B.2-10</u>	Library Service and Purchase Request Form
<u>II.B.2-11</u>	GOBI Ordering Platform
<u>II.B.2-12</u>	GOBI APIA Selections
<u>II.B.2-13</u>	Circulation Statistics
<u>II.B.2-14</u>	EBSCO Database Statistic Sample
<u>II.B.2-15</u>	Ask-A-Librarian Webpage
<u>II.B.2-16</u>	LIBS 101 – Course Page
<u>II.B.2-17</u>	Professional Learning CARL Registration
<u>II.B.2-18</u>	Professional Learning ExLibris / Alma Training
<u>II.B.2-19</u>	LOFT
<u>II.B.2-20</u>	LRC Mesa2030 Student Comments
<u>II.B.2-21</u>	LRC Services Feedback Survey
<u>II.B.2-22</u>	STEM Center
<u>II.B.2-23</u>	Tutor Training Syllabus
<u>II.B.2-24</u>	Archived Trainings
<u>II.B.2-25</u>	Leadership Meetings
<u>II.B.2-26</u>	Mentor Tutors
<u>II.B.2-27</u>	Tutoring Philosophy
<u>II.B.2-28</u>	Training Overview
<u>II.B.2-29</u>	Multiple Computing Options
<u>II.B.3-1</u>	Student Library Instruction Survey
<u>II.B.3-2</u>	LRC 2019 Student Survey
<u>II.B.3-3</u>	Student Embedded Librarian Survey
<u>II.B.3-4</u>	Student Service Desk Question Tracking System, Gimlet
<u>II.B.3-5</u>	LibAnswer Student Questions
<u>II.B.3-6</u>	Research Guide Statistics
<u>II.B.3-7</u>	SDMC Library YouTube Channel Statistics
<u>II.B.3-8</u>	LOFT Annual Survey
<u>II.B.3-9</u>	MT2C Data
<u>II.B.3-10</u>	Tutor of the Year
<u>II.B.3-11</u>	ACTLA Keynote Speaker
<u>II.B.3-12</u>	STEM Data
<u>II.B.4-1</u>	LOFT
<u>II.B.4-2</u>	Teacher Pipeline Development
<u>II.B.4-3</u>	ACTLA
<u>II.B.4-4</u>	CRLA
<u>II.B.4-5</u>	SDICCLRC Website Homepage
<u>II.B.4-6</u>	CCL Organization Chart/About Page
<u>II.B.4-7</u>	Affiliation Agreement: San Diego Mesa College and USD

C. Student Support Services

- 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

The College regularly evaluates Student Support Services, including the quality and outcome of services, regardless of the means of delivery. Student Support Services contribute to student learning and enhance the accomplishment of the College's mission. ([II.C.1-1](#), [II.C.1-2](#), [II.C.1-3](#), [II.C.1-4](#), [II.C.1-5](#), [II.C.1-6](#), [II.C.1-7](#), [II.C.1-8](#), [II.C.1-9](#), [II.C.1-10](#))

Student support service departments engage in a continuous cycle of evaluation and improvement through the assessment of student services program outcomes, course, and department outcomes, along with an annual program review. These 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.

The program review and course learning outcomes (student services program outcomes assessment 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 assessments are discussed at Mesa Student Services Council meetings (MSSC). 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 ([II.C.1-11](#), [II.C.1-12](#), [II.C.1-13](#)).

In support of the College mission and Student Equity and Achievement Program (previously known as SSSP – Student Success and Support Program), Student Equity, and the HSI/Title V grant mandates, and Asian American Native American Pacific Islander Service Institution (AANAPISI), 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, in a way that crosses the traditional silos of student services, administrative services, and instruction.

Program and service areas regularly assess and improve their work to ensure that they are meeting goals related to student placement, orientation, educational planning, retention, completion, alleviating barriers, and improving the success of students who are disproportionately impacted. Initiatives related to the Student Equity and Achievement Program, Equity Plans, Hispanic Serving Institution (HSI), and Asian American Native American Pacific Islander Service Institution (AANAPISI) grant programs 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.

An example of a program or practice related to equity and student success is Mesa's New Student Orientation and Virtual Campus Tour. The program was recently updated to reflect all the schools and divisions at Mesa, along with additions to the virtual campus tour to capture the new quad and Resource Center (Fast Center, Dreamers Center, Veterans Success Center, The Stand, Honors Center, LGBTQ Center). A video on Career Before Education Planning was added, along with student testimonials that capture relevant topics such as the Resource Center, Academics, Student Life, Student Services, and Paying for College.

Mesa is proud of the diversity captured in the New Student Orientation and Virtual Campus Tour, which includes student ambassadors, project assistants, with representation from programs such as the Career Ambassadors Program, Extended Opportunities Programs and Services, Veterans, Adult Learners, and former foster youth students. Furthermore, videos are captioned for accessibility in English, Spanish, and Vietnamese.

With student equity as a priority for the institution, the college continues to work towards removing the barriers that impact student success. Student services programs and leadership implement intentional approaches to target Mesa's disproportionately impacted student population. For example, education plan campaigns designed to reach out to the African American/Black, Hispanic or Latino/a/x, and Asian Pacific American student population allow departments to encourage students to meet with a counselor to develop an educational plan and take advantage of support services. ([II.C.1-14](#), [II.C.1-15](#), [II.C.1-16](#), [II.C.1-17](#), [II.C.1-18](#), [II.C.1-19](#), [II.C.1-20](#))

The District provides support to the College's regular evaluation of the quality of their support services through discussions at District Student Services Council ([II.C.1-21](#)) and regular workgroup meetings with the following departments:

- Admissions and Records
- Counseling
- Extended Opportunities Programs and Services (EOPS)
- CalWORKs
- Financial Aid
- Veteran Services

The District provides support and assistance to help students succeed in online education courses by directing them to the District's "Online Learning Pathways" website whenever they enroll in an online class ([II.C.1-22](#)). The Online Learning Pathways provides support and ongoing services to students before and after registering and faculty to support student success in the online environment. The Colleges' program review processes also monitor and track student success in online programs.

Evidence:

II.C.1-1	DSPS Services- Clockwork
II.C.1-2	Evaluations
II.C.1-3	Financial Aid
II.C.1-4	CalWorks
II.C.1-5	Career Center
II.C.1-6	Rising Scholars
II.C.1-7	STAR TRIO
II.C.1-8	Promise Students
II.C.1-9	Transfer Center
II.C.1-10	Dreamer Resource Center
II.C.1-11	Cooperative Agencies Resources for Education (CARE)
II.C.1-12	Concurrent Enrollment Process
II.C.1-13	Counseling Department Meeting
II.C.1-14	FAST and NextUp
II.C.1-15	Stand- Basic Needs Resource Center
II.C.1-16	UMOJA
II.C.1-17	AVANZA Engagement Center
II.C.1-18	EOPS
II.C.1-19	KAPWA
II.C.1-20	Puente
II.C.1-21	Student Services Council Meeting Minutes
II.C.1-22	Training for Online Students

Analysis and Evaluation

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 Student Equity and Achievement, and Student Equity plans by assessing its outcomes, making improvements, and implementing innovations. The departmental and divisional course learning outcomes, student services program outcomes assessment process continues to evolve, and successful practices and outcomes are shared to help further support a sustainable culture of improvement.

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

The college and departments utilize assessment data to inform and improve programs and services to meet students' needs and improve outcomes. For example, in Spring 2020, the Career Center created a Student Needs Survey to research improvements in outreach, support, and services to students within a remote campus environment. Responses were received from 105 students, including feedback on preferred communication and service

modalities. This immediately informed adjustments, allowing for continuous student outreach and service improvements.

From spring 2020 through spring 2021, the Evaluations Team surveyed students for qualitative data on why students did not apply for graduation. Student responses provided valuable information which resulted in more intentional, improved processes for educating and guiding students through the application to graduate. Communication also included the value of earning a degree. Data from the Regional Strong Workforce Completion Project influenced program development ([II.C.2-1](#)).

The Counseling Department is multifaceted and contributes to student success in various ways. The department evaluates outcomes in the following diverse capacities: Course Learning Outcomes (CLO), Student Service Program Outcomes (SSPO), and Student Service Outcomes (SSO).

Student Services Program Outcomes are assessed for the following Counseling Programs: International Students Program, Mesa Academics and Athletics Program, Mesa Academy/Umoja, and Puente. Outcomes for these programs are identified, assessed, and tracked in their respective individual program reviews. These outcomes include areas of decision making, career choices, behaviors on goal accomplishment, and enhanced self-respect ([II.C.2-2](#)).

The CRUISE and Peer Navigator programs utilize data to assess learning support outcomes, inform decision-making, and continuously improve programs and services. The Transfer Center assesses the Transfer SLOs during the campus assessment cycle. SLOs have been revised and mapped to the greater campus outcomes. This process drives enhancements made to improve programs and services offered by the Transfer Center ([II.C.2-3](#), [II.C.2-4](#)).

STAR TRIO is guided by its federal grant objectives and aligned with the College's mission. STAR TRIO participates in the Annual Performance Review process, Annual Program Review and Outcomes Evaluation, and students complete a semester evaluation, which is completed in Canvas ([II.C.2-5](#)).

The Stand regularly surveys students to ensure that their voice is part of the catalyst for program creation. The Office of Institutional Effectiveness also conducts surveys to assess the percentage of students with basic needs insecurity ([II.C.2-6](#)).

Continuous assessments and evaluations are conducted to increase student success, enhance student experiences, and scale the NextUp and FAST programs to meet the needs of all student scholars who have experienced foster care. Data is identified that informs program development and continuous improvements ([II.C.2-7](#), [II.C.2-8](#)).

The EOPS program conducts student surveys each semester, including an evaluation of the program that asks students to assess their experiences. COVID-19 created many challenges for the College's undocumented students. To determine the effectiveness of services and resources, a survey identified some of the existing struggles of these students so that continuous improvements can be made to services ([II.C.2-9](#), [II.C.2-10](#)).

Evidence:

II.C.2-1	Evaluations
II.C.2-2	Career SSO Survey
II.C.2-3	Transfer Student Survey
II.C.2-4	Peer Navigator
II.C.2-5	STAR TRIO
II.C.2-6	The Stand
II.C.2-7	Outreach Survey
II.C.2-8	Meeting Minutes
II.C.2-9	EOPS Exit Survey
II.C.2-10	Borderless Scholars

Analysis and Evaluation

Under the coordinated leadership of each department outcomes coordinator, the course, program, and service area outcomes assessments are ongoing. This process includes regular discussions in department meetings, data reports received from the Office of Institutional Effectiveness, and feedback from Point of Service Surveys. Through coordinated leadership and continuous assessment, findings serve as a catalyst for igniting the department's commitment to outcomes.

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

The College assures equitable access to all its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or method of delivery ([II.C.3-1](#)).

The College provides open access to all students who meet one of the following requirements:

- Possess a high school diploma
- Possess a California High School Proficiency Examination Certificate
- Passed the GED
- Are 18 years of age or older or are an emancipated minor.

The Department of Homeland Security authorizes the College to offer admissions to international students who meet general admission requirements and those requirements specific to non-immigrant visitor students.

Application for admission is completed online via CCCApply, the California Community College application system. To enhance off-campus access for high school students in the College's service area, Admissions facilitates the application and registration process for Accelerated College Program (ACP), College and Career Access Pathway (CCAP), Kearny FAST Track and San Diego Metropolitan Regional Career and Technical High School (MET).

All students receive placement levels, either during the application process, or through the *Placement Assistant* or the *ELAC Go!* self-assessment.

The College offers a 24-hour per day, seven days per week online student support "Chat-Bot," available to answer Admissions and Registration questions among all areas of student services. The Chat is staffed by a classified professional Monday-Thursday 8 AM - 9 PM, Friday 8 AM – 1 PM, and Saturday 10 AM-12 noon.

The District supports the Colleges' efforts to assure equitable access to all its students through its website, student information system, and other interactive online technologies. For example, admissions and registration processes are completed online using CCCApply and Campus Solutions ([II.C.3-2](#), [II.C.3-3](#)). Students can view the class schedule online at any time ([II.C.3-4](#)) on the District website and Campus Solutions. Most of the following services are accessible online through mySDCCD:

- Viewing Financial Aid
- Paying for Classes
- Registering for Classes
- Viewing and Ordering Official and Unofficial Transcripts
- Applying for Graduation

Placement Assistant and *ELAC Go!* are self-guided placement tools accessible online ([II.C.3-5](#), [II.C.3-6](#)). These systems can be used in-person and online and do not require physical access to campus.

Forms for most campus services are available through our online service desk JIRA ([II.C.3-7](#)). Students can complete and submit documents online and obtain other support services through the mySDCCD Support Desk ([II.C.3-8](#)). The District provides Colleges with training and support in using these online systems through the mySDCCD Info Hub ([II.C.3-9](#)).

Evidence:

II.C.3-1	Student Services and Admissions Policies, Procedures, and Programs
II.C.3-2	SDCCD Apply Webpage
II.C.3-3	mySDCCD Portal
II.C.3-4	SDCCD Class Schedule
II.C.3-5	Placement Assistance
II.C.3-6	ELAC Go! Assessment
II.C.3-7	Student Portal to Submitting Forms and Documents Online
II.C.3-8	mySDCCD Support Desk
II.C.3-9	mySDCCD Info Hub

Analysis and Evaluation

The College's Admissions staff attend equity and inclusion workshops, and/or training for professional development. Admissions has implemented training for new hires focused on the College's vision for inclusivity and equity. This represents ongoing improvement toward the

College's goal of becoming the leading college of equity and excellence.

The Admissions application is available to students on the CCCApply system, which has simplified the process for students to complete this vital first step. The application allows students to receive placement levels upon application completion.

Admissions has made intentional efforts to make the process for obtaining a student identification card more equity minded. The department has made special attention to the overall student experience by ensuring that there is adequate background and lighting. Students are provided with up to nine options for adjusted lighting, and they review their photos for approval prior to printing.

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

The College's co-curricular programs and athletics programs are suited to the College's mission ([II.C.4-1](#)). These programs contribute to the social and cultural dimensions of students' educational experience ([II.C.4-2](#)). The programs are conducted with sound, data-driven educational policies and standards of integrity ([II.C.4-3](#), [II.C.4-4](#)). The College is responsible for the control of these programs, including their finances.

Evidence:

II.C.4-1	Co-curricular Athletics
II.C.4-2	Student Characteristics Summary
II.C.4-3	Athletics Course and Student Learning Outcomes
II.C.4-4	Intercollegiate Syllabi

Analysis and Evaluation

Athletics

Co-curricular and athletics programs allow the College to serve diverse populations by recruiting students who would not normally attend. These programs matriculate students at high rates. They serve the college's mission, add to the institution's diversity, and contribute to student success and retention. The Equity in Athletics Disclosure Act (EADA report) is a federal report including reporting based on gender/minority gender. The report ensures that the College makes fair management expenditures, including game day travel and food.

Art

The Museum Studies (MS)/Art Gallery conducts two to three shows per semester that allow students to apply classroom skills and knowledge toward executing all stages of a real exhibit. One student show per semester allows the College's fine arts students to submit and prepare

work for an exhibit. Diversity and equity are emphasized through the selection of diverse artists, artwork, and topics. Internships help students gain experience and prepare for work in the industry.

Theater

The College's comprehensive theater production company teaches all aspects of theater production. Students produce two shows per semester. Faculty select productions/parts and curricular materials that represent diverse content/issues and encourage non-traditional representation in roles. Selected faculty are active in the industry and provide connections and knowledge that lead to transfer and/or industry work.

Music

The College has five music ensembles (Guitar Ensemble, Jazz Big Band, Jazz Ensemble, Choir & World Music Ensemble) that allow for the application and practice of musical skills necessary for jobs in the industry and for auditions/course requirements for transfer. The ensembles provide real-world opportunities for student musicians to gain authentic performance experience. Concerts and performances are recorded and added to student resumes. Faculty includes diverse and professional musicians who provide connections and knowledge that lead to transfer and/or industry work.

- 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 Mesa College Counseling Department continually informs and trains counseling faculty about current and changing curricular, programmatic, and transfer information for accurate dissemination to students ([II.C.5-1](#), [II.C.5-2](#)). The department meets twice a month to provide updates on transfer and curricular announcements and invites instructional faculty, university representatives, or articulation faculty to the department meetings ([II.C.5-3](#)). Similarly, the School of Student Development offers monthly school meetings informing personnel of programmatic development and support for students ([II.C.5-4](#), [II.C.5-5](#), [II.C.5-6](#), [II.C.5-7](#), [II.C.5-8](#), [II.C.5-9](#)). The San Diego Community College District Student Services Office provides training for counselors on topics such as career technical education, business process, and technology solutions to help support academic advising services.

Evidence:

II.C.5-1	Counseling Center Resources, Workshops, and Professional Development
II.C.5-2	Transfer Center
II.C.5-3	Counseling Department Meeting Minutes
II.C.5-4	CTE Faculty and Counselor Conversations
II.C.5-5	Borderless Scholars/Dreamer Resource Center

<u>II.C.5-6</u>	Employment Services Resources/CalWORKs
<u>II.C.5-7</u>	DSPS Counselors/Professional Learning and Collaboration to benefit DSPS Students
<u>II.C.5-8</u>	STAR TRIO program services request form
<u>II.C.5-9</u>	Foster Care Resources and Awareness

Analysis and Evaluation

The College's transfer center team regularly sends weekly e-mails to the campus and counseling faculty titled "Transfer Tuesdays." The Transfer Center web page includes current transfer resources for counseling faculty. The counseling department also has an internal page of existing counseling resources, including petitions, transfer and associate degree general education requirements, and critical timelines for students regarding transfer and graduation. Counseling faculty are provided opportunities to attend yearly training through Ensuring Transfer Success which is focused on annual updates to transfer policies, admission requirements, support programs, and new majors.

STAR TRIO is a federally funded TRIO Student Support Services program that provides counseling and academic advising for eligible first-generation, low-income, and/or disabled students. STAR TRIO faculty attend annual professional development TRIO trainings through the Western Association of Educational Opportunity Personnel and the Council for Opportunity in Education. New adjunct faculty receive an initial comprehensive counseling training, followed by ongoing professional development with an area faculty mentor.

New STAR TRIO students complete a comprehensive orientation process to ensure student success. New and continuing STAR TRIO students must submit a program service request form. Faculty review the student service data and respond with timely individualized support, including counseling appointments, tutoring, workshop recommendations, and campus service referrals. STAR TRIO additionally provides physical space for a student success zone, allowing students to engage in workshops, tutoring, technology access, and ongoing counseling, as needed.

Disability Services through the DSPS Department offers students access to disability-related, reasonable accommodation (per Section 504 of the Rehabilitation Act), which extends beyond the college's regular offers. The services listed below are arranged through the DSPS Department and are intended to assist college students with disabilities to participate more successfully in traditional college programs and activities. Services and access are based on a verified disability, counselor's recommendations, and individual need, and may include the following:

- Accessible Parking
- Alternate Media for Print
- Disability Related Support for Temporary Disabilities
- Community Agency Referrals
- Disability Management Counseling
- Mobility Orientation such as NCR Paper for Note Taking, Note Taking Assistance, Priority Registration, Readers (limited), Speech to Text Services, Sign Language

- Interpreting, Test Proctoring, Tutoring
- WorkAbility III - Job Placement services for students with disabilities

There are also a variety of computer access and assistive devices available to students such as adaptive computer software and hardware, voice recognition and screen readers, computer assisted learning support, and Braille.

The Transfer Academy is a year-long academic program designed to provide FAST Scholars with support services regarding application to 4-year universities, scholarships, and/or transition into the workforce. This academy is grounded in community building and supporting the mental, spiritual, and emotional well-being of students during a time of transition, which may be anxiety-inducing, retraumatizing, and isolating. This program strives to facilitate life transitions and celebrate student successes in a ceremonial way.

The Borderless Scholars program provides counseling, advising, and support to foster a sense of community and belonging among students. Counselors communicate weekly with students about services provided, including immigration and legal services, and to offer counseling appointments. Information is provided to students, including updates on DACA, legal services, and Undocu-Ally Training.

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

San Diego Mesa College adopts and adheres to admission policies that are consistent with the institution's mission and values. Policies specify student qualifications appropriate for programs, in addition to defining admissions criteria and advising students on clear pathways for degree and certificate completion and for meeting transfer goals ([II.C.6-1](#), [II.C.6-2](#)).

The College adheres to District Policies for student admissions and international student admissions, including requirements for students applying for associate-level degrees and transferring to a four-year college or university ([II.C.6-3](#), [II.C.6-4](#), [II.C.6-5](#), [II.C.6-6](#)). The College publishes application information and guidelines for high school students applying for concurrent enrollment in college courses ([II.C.6-7](#)).

Special admissions requirements exist for specific Allied Health programs (Dental Assisting, Health Information Technology, Medical Assisting, Neurodiagnostic Technology, Physical Therapist Assistant, Radiologic Technology, Veterinary Technology, Health Information Management), and students are required to complete specific prerequisite courses before applying to the program. Each student entering these programs is required to meet with a counselor to obtain an educational plan. ([II.C.6-8](#), [II.C.6-9](#), [II.C.6-10](#), [II.C.6-11](#))

Student support services are embedded throughout the application process, with information to

help students plan for certificate and degree completion and transfer ([II.C.6-12](#), [II.C.6-13](#)). The College works to help students “jump start” their success on campus and in their chosen field and career ([II.C.6-14](#)). From campus orientation to guided pathways, including career counseling and transfer workshops, students receive ongoing support and continuous, up-to-date information to help them succeed.

The Student Success Guide contains critical information on student resources to ensure their success at San Diego Mesa College ([II.C.6-15](#)). Examples of information include steps for getting started, ELAC and English Pathways, Suggested Math Pathways, Financial Aid Information, majors, degrees and certificates, key terms, Student Services Resources, and Academic Success Programs.

Let's Begin, Let's Finish is a rack card designed to provide students with clear information on the steps for successful matriculation, enrollment, and completion at San Diego Mesa College ([II.C.6-16](#)).

The District has adopted and adheres to admission policies consistent with its mission. Admissions policies comply with state regulations and are published in the College catalog and on College and District websites ([II.C.6-17](#), [II.C.6-18](#), [II.C.6-19](#)). According to Board Policy 5010, admission is open to all persons with a high school diploma, California High School Proficiency exam certificate, or high school equivalency certificate ([II.C.6-20](#)). Persons 18 years of age or older or emancipated minors who do not possess a diploma or equivalent are provisionally admitted ([II.C.6-21](#), [II.C.6-22](#)). The District also has several policies and procedures specific to the admission of special categories of students:

Special Admission High School Students

The District admits concurrently enrolled high school students as special part-time students per District policy and state law as follows:

- Students must have completed the 10th grade.
- High school students must satisfy course prerequisites and eligibility requirements.
- 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 2.0 or who do not complete 60% 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.

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: before acceptance into a College program and

subsequent issuance of a Form I-20 by the United States Citizenship and Immigration Service; minimum TOEFL (Test of English as a Foreign Language) score, demonstrated financial independence, health clearance and program of study ([II.C.6-23](#), [II.C.6-24](#), [II.C.6-25](#)).

Special Program Admission

All specialized programs with selection processes, such as Nursing and Radiologic Technology, include detailed admissions information on departmental websites and a general overview in the College catalog, with links to the department website.

Evidence:

II.C.6-1	SDCCD Board Policy 5010 – Admission of College Students
II.C.6-2	College Admission Criteria and Process
II.C.6-3	SDCCD Administrative Procedures AP 3000.4 – International Students
II.C.6-4	Application Checklist
II.C.6-5	International Students Website
II.C.6-6	Admission FAQs
II.C.6-7	Supplemental Application – Special Part-Time High School Student
II.C.6-8	San Diego Mesa College Dental Assisting Program Policy Manual
II.C.6-9	San Diego Mesa College Health Information Technology Handbook
II.C.6-10	San Diego Mesa College Medical Assisting Policy Manual
II.C.6-11	San Diego Mesa College Radiologic Technology Student Handbook
II.C.6-12	CRUISE Program
II.C.6-13	Transfer Center
II.C.6-14	Jump Start Welcome Message
II.C.6-15	Student Success Guide
II.C.6-16	San Diego Mesa College Counseling – Let’s Begin – Let’s Finish
II.C.6-17	Student Success and Support Program – San Diego City College
II.C.6-18	Student Success and Support Program – San Diego Mesa College
II.C.6-19	Student Success and Support Program – San Diego Miramar College
II.C.6-20	BP 5010 – Admission of College Students
II.C.6-21	JIRA Portal for petitions
II.C.6-22	Admissions Webpage
II.C.6-23	Nonresident Students – San Diego City College
II.C.6-24	Nonresident Students – San Diego Mesa College
II.C.6-25	Nonresident Students – San Diego Miramar College

Analysis and Evaluation

The college provides counseling and advising programs that meet students’ needs. A comprehensive array of services is available to assist students with success including Admissions, Orientation, Assessment, Counseling, Registration, fee payment, and follow-up services. Programs and departments make intentional efforts to work towards Mesa’s goal of becoming the leading college of equity and excellence.

Events such as Jump Start Your Success introduce prospective Mesa College students to the Mesa community, and students can meet with professors and take a campus tour through the

college's state-of-the-art facilities.

Counselors meet regularly to keep abreast of service delivery updates, policies, procedures, and statewide initiatives along with student success and equity programs.

SDCCD's admissions policies are consistent with its mission and specify the qualifications for various programs. These policies align with the regulations outlined in Title 5 of the California Education code.

7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

San Diego Mesa College was an early adopter of AB 705 principles: in 2014/15, the College was selected to participate in the statewide Multiple Measure Assessment Project (MMA) pilot program; the district also formed the MMA Work Group, comprised of Math and English faculty and counselors, in the same year ([II.C.7-1](#)).

Over the years, to comply with AB 705 and AB1705, the District and Colleges have adopted the guided and self-placement methods in compliance with Title 5 Section 55522 and Chancellor's Office AB 705 guided and self-placement rules ([II.C.7-2](#)).

Specifically, students are assigned their math and English placement based on their high school performance responses on CCCApply. If students did not answer the high school questions or graduated from high school more than ten years ago, students are directed to an online *Placement Assistant* tool, which aligns with CCCApply and state guidelines. Using the same questions and placement logic as CCCApply, students are assigned an English and math course placement upon completing the *Placement Assistant*.

The *Placement Assistant* is an online placement tool that asks the same questions as those on CCCApply ([II.C.7-3](#)). The *Placement Assistant* tool asks the following questions:

1. Did you graduate from a high school in the United States?
2. High School Graduation Year
3. High School Cumulative GPA
4. Select the last Math class you passed with a C- or better
5. Select the last English class you passed with a C- or better

In addition, if a student indicates on CCCApply that they are not comfortable speaking and writing in English, they are directed to *ELAC Go!* ([II.C.7-4](#)) where they will go through a guided self-placement to determine the appropriate level of English or English Language Acquisition (ELAC) class.

Effective Summer 2023, the College has stopped offering any pre-college level math courses, with the exception of Math 15, which serves as a corequisite to certain transfer-level math

classes. Similarly, the College no longer offers any pre-transfer level English classes, with the exception of English 31 (the corequisite add-on for English to create 101X) ([II.C.7-5](#)). The CCC Transfer-level Gateway Completion dashboard shows that one-year English throughput has risen from 41% in 2011-2012 to 74% in 2020-2021, and one-year math throughput has risen from 35% to 64% in the same period ([II.C.7-6](#)).

Evidence:

II.C.7-1	Multiple Measure Assessment Update
II.C.7-2	Business Process for English and Math Placement
II.C.7-3	Placement Assistance
II.C.7-4	ELAC Go
II.C.7-5	SD Mesa Fall 2023 Class Schedule
II.C.7-6	CCC Transfer Level Gateway Completion

Analysis and Evaluation

The College regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases. District placement practices, enrollment, and outcome patterns in English and Math courses are reviewed by the College's deans and other instructional staff.

The College uses Guided Self-Placement to place students in English, math, and ELAC (English Language Acquisition) courses. Using students' self-reported information, all students from all educational backgrounds are given placement levels. The College does not offer or require placement exams, but instead uses multiple measures to assess students and place them into transfer-level coursework.

There is no differentiation in the assessment and placement practices or evaluation of admissions and placement instruments for distance education courses.

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

The College maintains student records permanently, securely, and confidentially, with provisions for secure backup of all files, regardless of the form in which those files are maintained. The College publishes and follows established policies for the release of student records.

The College complies with all state and federal laws and District policy regarding 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.

Procedures include Single Sign-On and Multi-Factor Authentication. Login with complex credentials through the PeopleSoft portal Interaction Hub (IH) also allows properly provisioned faculty and staff access to the Campus Solutions application through PeopleSoft Unified Navigation.

The District adheres to procedures that provide expectations and guidelines for classifying, storing, and destroying student records. The District produces the *Student Records Classification, Retention, and Disposal Manual* in consultation with the colleges that contain a listing and classification for all student records ([II.C.8-3](#)). 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.

The District's Student Records Classification, Retention, Disposal Manual identifies the various classifications of student records and the process for disposition and destruction according to state regulations. Information about the release of student records is published in college catalogs, websites, and Student Web Services, the District's student portal.

The institution maintains student records permanently, securely, and confidentially, providing a secure backup of all files, regardless of the form in which those files are supported. The institution publishes and follows established policies for the release of student records. The District complies with all state and federal laws and District policies regarding confidentiality, classification, retention, release, and destruction of student records ([II.C.8-1](#), [II.C.8-2](#)). 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 policy ([II.C.8-3](#)) identifies the various classifications of student records and the process for disposition and destruction according to state regulations. Information about the release of student records is published in College catalogs, websites, and District Student Website ([II.C.8-4](#), [II.C.8-5](#), [II.C.8-6](#)).

Secure Storage

The PeopleSoft Campus Solutions application permanently maintains student records, supported by full-page and row-level security and its secure Oracle database. The District used Tivoli Storage Manager (TSM) to schedule and catalog all student records' backups written to Luminex's virtual tape device, a high-speed disk device with a redundant fiber connection. The Oracle database is backed up multiple times during the day, and critical steps in nightly batch processing updates. The daily backups included copies of flat files, program libraries, Financial Aid data, archives, and transaction logs. The data within PeopleSoft, including full operating system files, are backed up weekly. All backups were first written to the virtual tape device and then to two simultaneous LT06 Ultrium tape drives. One of those tapes was kept in the local data center safe, and the other was sent off-site to Corodata's digital media storage vault. All backup tapes are numbered and electronically cataloged before being sent off-site to Corodata's local, climate-controlled vault storage facility 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 safe tape rotations, as scheduled by Data Center Operations.

The PeopleSoft Campus Solutions application is integrated with a records Imaging System provided by ImageSource. It maintains critical document images indexed by the corresponding student identification or course reference numbers. Examples of these images are official class rosters, student transcripts from other institutions submitted for transfer credit, official grades, attendance forms, and various Student Aid Management forms (Financial Aid related). The ImageSource system is on an imaging application server used to scan, save, or search for electronic images and a backend Microsoft SQL Server that stores images on the application server. The imaging system servers are backed up on high-speed LT06 tape drives every night. The tapes are numbered, electronically cataloged, and then picked up by Corodata to be stored in their digital media storage vault, like the PeopleSoft Campus Solutions tape backups. These backups would allow the District IT staff to perform a complete server (or entire image system) restore for either server should any server hardware or software failure. Data Center Operations rotates the backup tapes as scheduled using Corodata's secure pickup and delivery services.

Confidentiality

Student record information is in a centralized student information system accessible to users, with approved access throughout the District. Users are granted access based on role and responsibilities and must have the approval of their supervisor. The Vice Chancellor of Educational Services maintains requests for user access per 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 data that would otherwise be classified as directory information.

Pre-July 2018 - User and department passwords are changed annually. All users must reaffirm their understanding of the confidentiality of student records and sign a new confidentiality statement. In addition, module security administrators must review and request the deletion of inactive users on an ongoing basis. The Vice Chancellor of Educational Services provides periodic training on the confidentiality of student records at department meetings, workshops, and the leadership development academies offered by People, Culture, and Technology Services.

Post-July 2018 - user passwords conform to a 10-character complex password requiring at least 3 of the following: one uppercase letter, one lower case letter, one number, and/or one unique character. All users must reaffirm their understanding of the confidentiality of student records and sign a new confidentiality statement ([II.C.8-7](#)). In addition, module security administrators must review and request the deletion of inactive users on an ongoing basis. The Vice-Chancellor of Educational Services provides periodic training on the confidentiality of student records at department meetings, workshops, and the leadership development academies offered by People, Culture, and Technology Services.

Single Sign-On and Multi-Factor Authentication

Login with complex credentials through the PeopleSoft portal Interaction Hub (IH) allows properly provisioned faculty and staff access to the Campus Solutions application through PeopleSoft Unified Navigation. The District has leveraged Multi-Factor Authentication before the end of 2022 for all faculty, staff, and students.

Release of Student Records

The release of student records is strictly monitored and enforced per BP 3001 Student Records ([II.C.8-8](#)) and AP 3001.1 Student Records, Release, Correction, and Challenge ([II.C.8-9](#)). Board policies and procedures comply 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 that provide expectations and guidelines for classifying, storing, and destroying student records. The District produces the Student Records Classification, Retention, Disposal Manual ([II.C.8-10](#)) in consultation with the Colleges that contain a listing and classification for all student records. The manual is strictly adhered to and is maintained in the District Student Services office. 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.

Evidence:

II.C.8-1	AP 5040 – Student Records, Release, Correction and Challenge
II.C.8-2	AP6550.20 – Storage and Disposition of Records
II.C.8-3	FERPA Training
II.C.8-4	AP 3001.1 – Student Records, Release, Correction and Challenge
II.C.8-5	Student Records, Release, Correction and Challenge – San Diego City Catalog
II.C.8-6	Student Records, Release, Correction and Challenge – San Diego Mesa Catalog
II.C.8-7	Student Records, Release, Correction and Challenge – San Diego Miramar Catalog
II.C.8-8	Employee Acknowledgement of Confidentiality of Student Records and Computer Passwords
II.C.8-9	BP 3001 – Student Records
II.C.8-10	AP 3001.1 – Student Records, Release, Correction and Challenge
II.C.8-11	Student Records Classification, Retention, and Disposition Manual

Analysis and Evaluation

The release of student records is strictly monitored and enforced per BP 3001 Student Records and AP 3001.1 Student Records, Release, Correction, and Challenge. 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.

The District's procedures for classifying, retaining, releasing, and destroying student records fully comply with state and federal law. All permanent records are securely maintained, backed up nightly, and stored in a secure off-site facility. Student records information is contained in a centralized student information system accessible to users, with approved access throughout the District. Users are granted access based upon role and responsibilities and must have the approval of their supervisor.

The Vice Chancellor of Educational Services maintains requests for user access in accordance with District policy. All users must sign a Confidentiality Acknowledgement before they are given access to the student records systems. Effective, March 6, 2020, access to student academic records may be granted to student workers on a limited basis, with the approval of the appropriate Vice Chancellor.

The confidentiality of student records is closely monitored. Following federal and state law, students must provide a written request to access their records to a third party. Staff are granted access on a need-to-know basis with the approval of the appropriate manager. All employees must sign an acknowledgment of the confidentiality of student records when receiving access to the student records database, and annually.

Training on the confidentiality of student records is provided periodically by the Vice-Chancellor of Educational Services, who serves as the custodian of student records in the District. The District broadly publishes policies and procedures for releasing student records in all publications and on the District and college websites.

Conclusions on Standard II.C: Student Support Services

The College's mission statement establishes its commitment to an inclusive and vibrant learning community in support of student success. Students are supported by Student Services and Student Equity plans in achieving their goals. The College identifies and assesses learning support outcomes for students and provides appropriate student services and supportive programs to achieve those outcomes. The College uses assessment data to improve student support programs and services continuously.

The College's Admissions staff attend professional development workshops, equity and inclusion workshops, and/or training. Admissions has implemented training for new hires focused on the College's vision for inclusivity and equity. This represents ongoing improvement toward the College's goal of becoming the leading college of equity and excellence.

The College adheres to District Policies for student admissions and international student admissions, including requirements for students applying for associate level degrees and transfer to a four-year college or university. The College follows policies and guidelines established by medical, dental, radiologic technology, health information fields, and other workforce areas, which specify qualifications and requirements for students applying to those programs.

The Mesa College Counseling Department is multidimensional in its services and thus multidimensional in how it contributes to student success. It continually informs and trains counseling faculty about current and changing curricular, programmatic, and transfer information for accurate dissemination to students. The Counseling Department evaluates outcomes in the following diverse capacities: Course Learning Outcomes (CLO), Student Service Program Outcomes (SSPO), and Student Service Outcomes (SSO).

The College's co-curricular programs and athletics programs are suited to the College's mission. These programs contribute to the social and cultural dimensions of students' educational experience. The programs are conducted with sound, data-driven educational policies, and standards of integrity. The College is responsible for the control of these programs, including their finances.

The College complies with all state and federal laws and District policy regarding 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.

Improvement Plan(s)

Not applicable

Evidence List

<u>II.C.1-1</u>	DSPS Services- Clockwork
<u>II.C.1-2</u>	Evaluations
<u>II.C.1-3</u>	Financial Aid
<u>II.C.1-4</u>	CalWorks
<u>II.C.1-5</u>	Career Center
<u>II.C.1-6</u>	Rising Scholars
<u>II.C.1-7</u>	STAR TRIO
<u>II.C.1-8</u>	Promise Students
<u>II.C.1-9</u>	Transfer Center
<u>II.C.1-10</u>	Dreamer Resource Center
<u>II.C.1-11</u>	Cooperative Agencies Resources for Education (CARE)
<u>II.C.1-12</u>	Concurrent Enrollment Process
<u>II.C.1-13</u>	Counseling Department Meeting
<u>II.C.1-14</u>	FAST and NextUp
<u>II.C.1-15</u>	Stand- Basic Needs Resource Center
<u>II.C.1-16</u>	UMOJA
<u>II.C.1-17</u>	AVANZA Engagement Center
<u>II.C.1-18</u>	EOPS
<u>II.C.1-19</u>	KAPWA
<u>II.C.1-20</u>	Puente
<u>II.C.1-21</u>	Student Services Council Meeting Minutes
<u>II.C.1-22</u>	Training for Online Students
<u>II.C.2-1</u>	Evaluations
<u>II.C.2-2</u>	Career SSO Survey
<u>II.C.2-3</u>	Transfer Student Survey
<u>II.C.2-4</u>	Peer Navigator
<u>II.C.2-5</u>	STAR TRIO
<u>II.C.2-6</u>	The Stand
<u>II.C.2-7</u>	Outreach Survey
<u>II.C.2-8</u>	Meeting Minutes

<u>II.C.2-9</u>	EOPS Exit Survey
<u>II.C.2-10</u>	Borderless Scholars
<u>II.C.3-1</u>	Student Services and Admissions Policies, Procedures, and Programs
<u>II.C.3-2</u>	SDCCD Apply Webpage
<u>II.C.3-3</u>	mySDCCD Portal
<u>II.C.3-4</u>	SDCCD Class Schedule
<u>II.C.3-5</u>	Placement Assistance
<u>II.C.3-6</u>	ELAC Go! Assessment
<u>II.C.3-7</u>	Student Portal to Submitting Forms and Documents Online
<u>II.C.3-8</u>	mySDCCD Support Desk
<u>II.C.3-9</u>	mySDCCD Info Hub
<u>II.C.4-1</u>	Co-curricular Athletics
<u>II.C.4-2</u>	Student Characteristics Summary
<u>II.C.4-3</u>	Athletics Course and Student Learning Outcomes
<u>II.C.4-4</u>	Intercollegiate Syllabi
<u>II.C.5-1</u>	Counseling Center Resources, Workshops, and Professional Development
<u>II.C.5-2</u>	Transfer Center
<u>II.C.5-3</u>	Counseling Department Meeting Minutes
<u>II.C.5-4</u>	CTE Faculty and Counselor Conversations
<u>II.C.5-5</u>	Borderless Scholars/Dreamer Resource Center
<u>II.C.5-6</u>	Employment Services Resources/CalWORKs
<u>II.C.5-7</u>	DSPS Counselors/Professional Learning and Collaboration to benefit DSPS Students
<u>II.C.5-8</u>	STAR TRIO program services request form
<u>II.C.5-9</u>	Foster Care Resources and Awareness
<u>II.C.6-1</u>	SDCCD Board Policy 5010 – Admission of College Students
<u>II.C.6-2</u>	College Admission Criteria and Process
<u>II.C.6-3</u>	SDCCD Administrative Procedures AP 3000.4 – International Students
<u>II.C.6-4</u>	Application Checklist
<u>II.C.6-5</u>	International Students Website
<u>II.C.6-6</u>	Admission FAQs
<u>II.C.6-7</u>	Supplemental Application – Special Part-Time High School Student
<u>II.C.6-8</u>	San Diego Mesa College Dental Assisting Program Policy Manual
<u>II.C.6-9</u>	San Diego Mesa College Health Information Technology Handbook
<u>II.C.6-10</u>	San Diego Mesa College Medical Assisting Policy Manual
<u>II.C.6-11</u>	San Diego Mesa College Radiologic Technology Student Handbook
<u>II.C.6-12</u>	CRUISE Program
<u>II.C.6-13</u>	Transfer Center
<u>II.C.6-14</u>	Jump Start Welcome Message
<u>II.C.6-15</u>	Student Success Guide
<u>II.C.6-16</u>	San Diego Mesa College Counseling – Let’s Begin – Let’s Finish
<u>II.C.6-17</u>	Student Success and Support Program – San Diego City College
<u>II.C.6-18</u>	Student Success and Support Program – San Diego Mesa College
<u>II.C.6-19</u>	Student Success and Support Program – San Diego Miramar College
<u>II.C.6-20</u>	BP 5010 – Admission of College Students
<u>II.C.6-21</u>	JIRA Portal for petitions

II.C.6-22	Admissions Webpage
II.C.6-23	Nonresident Students – San Diego City College
II.C.6-24	Nonresident Students – San Diego Mesa College
II.C.6-25	Nonresident Students – San Diego Miramar College
II.C.7-1	Multiple Measure Assessment Update p2
II.C.7-2	Business Process for English and Math Placement
II.C.7-3	Placement Assistance
II.C.7-4	ELAC Go
II.C.7-5	SD Mesa Fall 2023 Class Schedule
II.C.7-6	CCC Transfer Level Gateway Completion
II.C.8-1	AP 5040 – Student Records, Release, Correction and Challenge
II.C.8-2	AP6550.20 – Storage and Disposition of Records
II.C.8-3	FERPA Training
II.C.8-4	AP 3001.1 – Student Records, Release, Correction and Challenge
II.C.8-5	Student Records, Release, Correction and Challenge – San Diego City Catalog
II.C.8-6	Student Records, Release, Correction and Challenge – San Diego Mesa Catalog
II.C.8-7	Student Records, Release, Correction and Challenge – San Diego Miramar Catalog
II.C.8-8	Employee Acknowledgement of Confidentiality of Student Records and Computer Passwords
II.C.8-9	BP 3001 – Student Records
II.C.8-10	AP 3001.1 – Student Records, Release, Correction and Challenge
II.C.8-11	Student Records Classification, Retention, and Disposition Manual

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).

A. Human Resources

- 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

Board policies require comprehensive processes for establishing appropriate qualifications; advertising qualifications in vacancy announcements; using committees with diverse perspectives to evaluate qualifications; and requiring verification of degrees and prior work experience before hiring. Administrative Procedure 4001.1, Personnel Administration, requires all position qualifications to be approved by the Board of Trustees ([III.A.1-1](#)).

Academic qualifications are set by the State Chancellor's Office and applied in compliance with Board Policy 7120 Recruitment and Hiring ([III.A.1-2](#)), including baccalaureate degree programs, distance education, and Continuing Education. The District uses diverse committees to assess qualifications during screening and interviewing in accordance with AP 4200.1 Employment of Faculty ([III.A.1-3](#)), which requires faculty with discipline and effective teaching expertise to assess applicants. Job announcements list minimum qualifications, licensure, and certification; related criteria for the discipline; and provide direction on equivalency. Equivalency requests are processed following Education Code 87359, Assembly Bill 1725 (1988), and AP 7211 Equivalency Determination Procedure ([III.A.1-4](#)), as developed by the Academic Senates. Faculty with discipline expertise apply strict criteria to assess education and training equivalent to the required academic degree and preparation. Qualifications are the same for distance education and face-to-face courses.

Adjunct faculty hiring processes are codified in AP 4200.2 Employment of Instructional Staff - Adjunct. Deans and chairs screen applications for program needs and minimum qualifications. The District's People, Culture, and Technology Services (PCTS) Division verifies minimum qualifications and degrees for selected applicants before hire and placement ([III.A.1-5](#)).

Classified positions are defined in BP 7230 Classified Employees. Job classifications state the duties and responsibilities needed to effectively serve in the assigned area. Minimum qualifications are established based on the education and training necessary for successful job performance. As duties evolve, positions are reviewed and reclassified ([III.A.1-6](#)).

Management positions are filled following District procedures in the Management Employees Handbook ([III.A.1-7](#)). Minimum qualifications and job requirements are stated in vacancy announcements. College Screening Committees with diverse perspectives and qualifications assess applications and interviews. The college President recommends the candidate for hire to the Chancellor, who presents the individual for approval by the Board of Trustees.

Vacancies are posted online, advertised to diverse communities on higher education sites, and in niche sources for hard-to-fill disciplines. The District reimburses interviewee travel and relocation costs to attract highly qualified candidates ([III.A.1-8](#), [III.A.1-9](#)).

Evidence:

III.A.1-1	4001.1 - Personnel Administration
III.A.1-2	BP 7120 Recruitment and Hiring
III.A.1-3	4200.1 - Employment of Faculty
III.A.1-4	AP 7211 Equivalency Determination Procedure

III.A.1-5	4200.2 - Employment of Instructional Staff - Adjunct
III.A.1-6	BP 7230 – Classified Employees
III.A.1-7	Management Employees Handbook
III.A.1-8	SDCCDEmployment Opportunities
III.A.1-9	Employment Informational Webpage

Analysis and Evaluation

PCTS monitors policy compliance in hiring processes and performs initial qualification screening. College Screening Committees thoroughly assess application materials for appropriate credentials and experience. The District is implementing new tools to ensure diversity, equity, inclusion, and accessibility (DEIA) are essential qualifications for all positions, including anonymous screening, DEIA qualification requirements, and DEIA scoring criteria and metrics. The expected outcomes include more diverse and highly qualified applicant pools and new hires best able to serve the institution's student communities' diversity successfully.

- 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

Faculty qualifications include knowledge of the subject matter and requisite skills for the school and program, including all services to be performed. Qualifying factors include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and the potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning ([III.A.2-1](#)).

College 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.

The State Chancellor's Office establishes faculty qualifications. They are applied following Board Policy 7120 Recruitment and Hiring ([III.A.2-2](#)) including faculty in baccalaureate degree programs, distance education, and College of Continuing Education. Qualifications include knowledge of effective principles and practices in instruction; curriculum development, assessment, and revision; student rights; technical knowledge; and two years of directly related experience. Diverse committees assess qualifications through screening and interviewing following AP 4200.1 Employment of Faculty ([III.A.2-3](#)). Equivalency requests are processed as described in section III.A.1. The District incentivizes faculty to continue education in pursuit of degrees, certification, licensure, and any measures that support lifelong learning and

preparation to serve the evolving academic needs of diverse student communities.

Distance education and in-person instruction have the same qualification criteria. Faculty are assigned distance education courses following the collective bargaining agreement. Faculty assigned to teach distance education must complete the Online Faculty Certification Program ([III.A.2-4](#), [III.A.2-5](#)).

Evidence:

III.A.2-1	SDCCD Classification Description
III.A.2-2	BP 7120 Recruitment and Hiring
III.A.2-3	4200.1 Employment of Faculty
III.A.2-4	Online Faculty Certification Program Website
III.A.2-5	2021-2022 Instructional Improvement Handbook

Analysis and Evaluation

The hiring process includes the implementation of an Equal Employment Opportunity Plan in accordance with Title 5 and BP 3420 titled Equal Employment Opportunity. Academic employees possess at least the minimum qualifications prescribed for their positions by the Board of Governors and the San Diego Community College District Board of Trustees.

The College's Academic Senate has an established role in decision-making for hiring academic employees in accordance with board policies and procedures. The College's classified organizations have an opportunity to participate in decision-making for hiring classified employees in accordance with the Board's policies regarding local decision making.

Rigorous qualification standards are consistently applied in recruiting, employing, evaluating, and developing faculty. All contract faculty must complete annual professional development activities under the District's Flex program. The District has expanded professional development activities focused on cultural sensitivity and humility to improve the quality of instruction and services for students from diverse communities and develop knowledge, skills, and abilities related to DEIA for all faculty. The District is establishing performance criteria for evaluations focused on DEIA principles and equitable success for all student communities.

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.

Evidence of Meeting the Standard

All administrators must meet established qualifications through appropriate education, training, and experience as defined in BP 7120 *Recruiting and Hiring* ([III.A.3-1](#)). Employees are hired per the advertised position's criteria and procedures. BP 7250 *Educational Administrators* ([III.A.3-2](#)) addresses the employment process for academic administrators with specific reference to academic employment contracts. BP 7260 *Classified Supervisors and Managers* ([III.A.3-3](#)) addresses the employment process for classified supervisors and managers.

Annual performance evaluation and employment contract renewal processes ensure institutional effectiveness and academic quality. The Management Employees Handbook ([III.A.3-4](#)) outlines the evaluation and renewal processes. Administrators are incentivized to pursue higher education, licensure, and certification through professional study leave and paid management leave for projects that would enhance performance.

All vacancies are posted online and advertised to diverse communities, on higher education sites, and in niche sources for hard-to-fill disciplines. The District reimburses travel for interviewees and relocation for selected candidates to attract highly qualified candidates ([III.A.3-5](#)).

Evidence:

III.A.3-1	BP 7120 Recruitment and Hiring
III.A.3-2	BP 7250 – Educational Administrators
III.A.3-3	BP 7260 – Classified Supervisors and Managers
III.A.3-4	Management Employees Handbook
III.A.3-5	SDCCD Employment Opportunities

Analysis and Evaluation

Rigorous qualification standards are applied in recruiting, employing, evaluating, and developing administrators. Most management positions require a Master’s degree relevant to the area(s) of responsibility. Job descriptions are periodically reviewed for currency with industry trends and best practices. DEIA-related performance criteria have been expanded to meet the evolving needs of diverse communities. Professional development is offered in multiple modalities, including support for participation in statewide organizations, local workshops, industry conferences, and through the District’s supervisor and management leadership academies.

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

BP 7120 *Recruitment and Hiring* ([III.A.4-1](#)) requires a thorough assessment of academic degrees during the hiring process. Degrees must be from a U.S.-accredited institution listed in the U.S. Department of Education Database of Accredited Postsecondary Institutions and Programs ([III.A.4-2](#)). Applicants must submit official transcripts upon hire. Foreign degrees are evaluated by an agency approved by the National Association of Credential Evaluation Services (NACES) ([III.A.4-3](#)). Foreign degree evaluation is used to determine if the applicant meets the academic qualifications for the position. Requirements are the same for in-person and distance education assignments. As described in III.A.2., equivalency processes follow requirements outlined in Education Code 87359, Assembly Bill 1725 (1988), and AP 7211 *Equivalency Determination Procedure*, as developed by the Academic Senates ([III.A.4-4](#), [III.A.4-5](#)).

Evidence:

III.A.4-1	BP 7120 Recruitment and Hiring
III.A.4-2	Database of Accredited Post-Secondary Institutions and Programs
III.A.4-3	National Association of Credential Evaluation Services (NACES)
III.A.4-4	Barclays Official California Code of Regulations
III.A.4-5	AP 7211 Equivalency Determination Procedure

Analysis and Evaluation

Degree requirements are applied following legal requirements and best practices. Applicants must validate credentials, and employees must be provided with ongoing professional development. DEIA performance requirements are expanded to meet diverse communities' needs. Leadership positions include requirements for organizational leadership expertise.

- 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

Performance evaluations follow policies, procedures, collective bargaining agreements, and employee handbooks. The District PCTS division oversees the coordination and implementation of employee evaluations. Evaluations guide improvement and increase effectiveness through timely performance feedback and linking criteria to successful performance. Article XV – Evaluation of Faculty of the AFT Faculty Collective Bargaining Agreement ([III.A.5-1](#)) codifies faculty criteria. Annual student evaluations are mandatory. Teaching faculty are reviewed using fifteen criteria within five domains. All faculty are evaluated using the same evaluation instruments regardless of course modality.

Evaluation procedures for classified professionals are codified in Article XVI of the AFT Guild, Local 1931 American Federation of Teachers AFL-CIO Classified Staff Bargaining Unit Agreement ([III.A.5-2](#)). Unit members are evaluated using the Performance Appraisal Report Form, which includes a self-appraisal and supervisor/manager appraisal ([III.A.5-3](#)).

Procedures for supervisory and professional employees are outlined in Chapter XVIII of the Supervisory and Professional Administrators Association Handbook ([III.A.5-4](#)), utilizing a standard evaluation instrument and adhering to stated timelines.

Management employees are evaluated using a 365-survey process outlined in Chapter XVII and Appendix 4-A of the Management Employees Handbook. Surveys include twenty-three elements. The comprehensive evaluation is completed consistent with the guidelines in the Management Employees Handbook ([III.A.5-5](#)).

All evaluation policies and procedures include formal processes for timely identification, correcting, and timely monitoring of inadequate performance. Performance improvement plans and reevaluation are used any time performance is determined to fail to meet minimum expectations.

Evidence:

III.A.5-1	Article XV - Evaluation of Faculty (San Diego Community College Guild)
III.A.5-2	Classified Professionals Bargaining Unit Agreement
III.A.5-3	Performance Appraisal Report Form Classified Staff Unit Members
III.A.5-4	Supervisory and Professional Administrators' Association Handbook
III.A.5-5	Management Employees Handbook

Analysis and Evaluation

PCTS tracks the completion of evaluations and compliance with processes and criteria from applicable collective bargaining agreements and employee handbooks. Executive managers are notified of delinquent evaluations to ensure prompt resolution. The District is developing expanded criteria for DEIA-related performance criteria to be implemented for all job classifications to ensure the Institution continues to serve diverse student communities successfully in all aspects of its operations.

~~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.~~

Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.

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)

Evidence of Meeting the Standard

The College maintains a sufficient number of qualified faculty to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. This is evidenced by the Instructional and Student Services Structure ([III.A.7-1](#)). The College also employs part-time adjunct instructors whose job description includes instructional duties and desirable qualifications.

BP 7210 *Academic Employees* require progress towards 75% of total faculty workload hours taught by full-time faculty as established in the Education Code ([III.A.7-2](#)). A Faculty Hiring Priority Committee comprised of faculty and vice presidents evaluates program needs and recommends new full-time faculty hiring to the Academic Senate, confirming the list for advancement to the college President. The Committee assesses program reviews and requests

to add faculty positions from an institutional perspective to ensure equitable staffing. PCTS 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 growth in funded credit FTES ([III.A.7-3](#), [III.A.7-4](#)). Qualified faculty are assigned distance education courses appropriate to program and enrollment needs and following collective bargaining agreement requirements.

Evidence:

III.A.7-1	Instructional Structure
III.A.7-2	BP 7210 Academic Employees
III.A.7-3	Board of Trustees Agenda: C. 2022 FON Estimate and AB-1505 - Smith
III.A.7-4	Fall 2021 FON Compliance Reporting

Analysis and Evaluation

The Instructional and Student Services Structure delineates sufficient and qualified administrators and classified professionals for instructional programs and service areas, under the office of the Vice President of Instruction, including:

- Social/Behavior Sciences and Multicultural Studies
- Learning Resources and Academic Support
- Mathematics and Natural Sciences
- Health Sciences and Public Service
- Business and Technology
- Arts and Languages
- Exercise Science, Health Education, Dance and Athletics
- Humanities
- Student Services
 - Student Development
 - Student Success and Equity
 - Student Affairs
- Institutional Effectiveness

The District Classification Description provides definitions and examples of duties for instructional/curriculum faculty, including qualifications and requirements for professional development.

The Institution has met its Full-Time Faculty Obligation Number without exception. The District and Institution received funding in 2018-2019 and 2021-2022 to add 35 positions. New positions are allocated following program review outcomes and enrollment trends to ensure resources are invested equitably and efficiently.

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 provides orientation, oversight, evaluation, and professional development for all faculty, including part-time, adjunct faculty. The College makes available activities and programs that provide opportunities for the integration of part-time and adjunct faculty into campus life and culture.

The College LOFT (Learning Opportunities for Transformation) is the hub for campus professional learning activities.

Examples of LOFT activities include ([III.A.8-1](#)):

- Meetings, seminars, speakers, and trainings
- Cross-discipline conversations
- Committee work
- Special projects
- Training for technology skills
- Curriculum updates
- Assessments of student engagement and learning

Moreover, each semester the College hosts an Adjunct Orientation the day before Convocation, which is designed specifically for adjunct faculty and includes presentations from various departments of the college, such as classroom technology, the Stand Resource Center, counseling, and tutoring. This orientation is intentionally designed to provide information to help integrate adjunct faculty into the life of the institution.

Evidence:

[III.A.8-1](#) Examples of LOFT Training Activities

Analysis and Evaluation

The LOFT provides a space specifically designated for employee training and development on a daily basis. Technology and workspaces provided in the LOFT are designed to support faculty activities, including part-time and adjunct faculty. These include small and large group training spaces, soft-seating, collaborative work stations, computer stations and quiet rooms. The furniture in the LOFT is designed to be flexible to meet the different needs of the campus faculty and administrators. It is an ideal space for allowing the integration of part-time and adjunct faculty into the collaborative work of the campus.

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 District supports the college with centralized human resources, facilities, technology, inventory control and distribution, budget and finance, contracts and purchasing, and

governance operations. Each operational area is managed by a Vice Chancellor with qualifications established by PCTS and approved by the Board of Trustees. Vice Chancellors develop goals for their areas of responsibility each year in consultation with the Chancellor, aligned with the District's Strategic Plan, and in support of the Board of Trustees and Chancellor's annual goals.

The District utilizes an annual review process to identify where evolving operational needs have changed individual positions' work responsibilities and tasks, and reclassification or reorganization is necessary. The review can be initiated by any employee or manager and is conducted by the PCTS Division in consultation with the appropriate bargaining unit or meet-and-confer representatives. The Chancellor's Cabinet reviews current vacant positions monthly to ensure staffing meets current instruction and service needs ([III.A.9-1](#)).

Evidence:

- [III.A.9-1](#) 2023 Window-Period Classification Review
- [III.A.9-2](#) 2023-2030 Strategic Plan
- [III.A.9-3](#) District Office Reorganization Presentation

Analysis and Evaluation

The District completed a 2023-2030 Strategic Plan ([III.A.9-2](#)) and a significant reorganization in 2022 ([III.A.9-3](#)). A comprehensive evaluation led the District to combine Human Resources and IT Services Departments, consolidate enterprise services, and create new divisions for institutional effectiveness, development, and entrepreneurship. The reorganization has led to improved network performance, cybersecurity, and a refresh of technology resources at the colleges. Reorganizations of Financial Aid, Admissions and Resources, and Administrative Services were recently completed at the colleges. The District assesses operational areas and identifies opportunities to enhance performance.

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 District has organized leadership roles into the supervisor, manager, and executive manager-level positions. Supervisors administer daily operations in an assigned area within established policies and procedures. Managers develop and implement workflows across multiple areas, identify and coordinate resources, and resolve complex issues. Executive managers oversee the comprehensive operations of a college or division, strategic planning, educational goals, budgets, policies and procedures, and hiring and dismissal of employees. As described in III.A.9, the District reviews the organization of administrator positions annually to assess current staffing and evolving service needs. Vacant administrator positions are reviewed monthly to prioritize positions to be filled. As explained in previous sections, the hiring of administrators includes a thorough assessment of knowledge, skills, abilities, education, and prior work experience, demonstrating the capacity to perform effectively.

Evidence:

[III.A.10-1](#) Staffing Levels Survey 2022

Analysis and Evaluation

The District conducted a comprehensive survey of similar-sized institutions to assess current staffing levels in 2022 ([III.A.10-1](#)). The Institution has similar ratios of employees to managers as comparators. The Institution reorganized Admissions and Records, Financial Aid, and Administrative Services in 2021 and 2023 to provide higher-level strategic leadership, promotion and career growth opportunities, and succession planning in alignment with the Institution's Strategic Plan.

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

Policies and procedures are developed and updated by PCTS in compliance with evolving laws, regulations, and best practices for efficient, effective, and equitable personnel operations. Chancellor's Cabinet reviews policies and procedures, the District Governance Council (the highest level of participatory governance with representation from each Academic Senate, Classified Senate, collective bargaining unit, and student government), and the Board of Trustees. The Board of Trustees must approve all policies.

Policies and procedures are posted on the District's website for review by the public. Revisions are communicated to the college through the Academic and Classified Senates and the District's Governance Council. The Vice Chancellor of PCTS periodically sends updates to all employees highlighting various personnel policies and procedures.

Board Policy 3410 *Nondiscrimination* ([III.A.11-1](#)) and Administrative Procedure 3410 *Nondiscrimination* ([III.A.11-2](#)) require equity in operations, employment, and personnel matters. The District provides periodic training to managers and supervisors on the appropriate and equitable application of personnel policies and procedures. Board Policy 3430 *Prohibition of Harassment* ([III.A.11-3](#)) and Administrative Procedure 3435 *Discrimination and Harassment Investigations* ([III.A.11-4](#)) ensure faculty and staff can address concerns timely and formally. Grievance procedures in the collective bargaining agreements and employee handbooks further ensure accountability for fair and consistent administration of policies and procedures ([III.A.11-5](#)).

Evidence:

[III.A.11-1](#) BP 3410 Nondiscrimination
[III.A.11-2](#) AP 3410 Nondiscrimination
[III.A.11-3](#) BP 3430 Prohibition of Harassment
[III.A.11-4](#) AP 3435 Discrimination and Harassment Investigations
[III.A.11-5](#) Collective Bargaining Agreements Webpage

Analysis and Evaluation

District executive managers are responsible for ensuring timely and systematic review and updating of policies and procedures, equitable application, and resolving concerns. The Chancellor holds managers accountable for successful performance in these areas. The District has implemented a process to align all policies and procedures with the Community College League of California system. It continues to progress as periodic reviews of policies in each category are completed.

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 District and the college regularly assess employment equity and diversity, including employee ethnicity and gender diversity. The District's Facts on File Book publishes diversity data annually ([III.A.12-1](#)). The Chancellor's Cabinet reviews staff diversity data for the college quarterly. Diversity data and outcomes are presented to the Board of Trustees annually.

College Site Compliance Officers provide EEO & Diversity Training for screening committees. Per the District's EEO Plan, training is mandatory for screening committee members. The training provides information on EEO requirements, anti-discrimination laws, District policies and procedures on nondiscrimination, the value of diversity in the workforce, cultural competency, and recognition bias.

Analysis and Evaluation

The District's 2022 employee diversity analysis shows the District and college have a highly diverse workforce, with more than 50% of employees identifying with a community of color. The District and college continue to prioritize a broad employment marketing campaign to encourage applicants to be well-prepared to successfully serve the diversity of its student communities. Challenges persist in disciplines where systemic discrimination in employment has limited opportunities for individuals from communities of color, women and non-binary individuals, LGBTQIA+ communities, individuals with disabilities, and others. Revisions to application and screening procedures, such as anonymous application screening, are expected to improve employment equity and diversity within the District and college.

Evidence:

[III.A.12-1](#) Facts on File 2021-2022

13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

The District has adopted BP/AP 7800 *Conflict of Interest* ([III.A.13-1](#), [III.A.13-2](#)), which identifies actions conflicting with an employee's duties and require action by supervisory/management personnel. BP 7150 *Civility and Mutual Respect* ([III.A.13-3](#)) describes unacceptable and unethical behavior. The AFT Guild College Faculty Agreement, Appendix I, includes a code of Professional Ethics specific to all faculty members. BP 2715 *Code of Ethics/Standard of Practice* ([III.A.13-4](#)) addresses conducted by the Board of Trustees. An EEO Representative is assigned to each screening committee to ensure members engage in accordance with appropriate professional and ethical standards. The college has a rich history of supporting professional ethics among all its personnel. Violations of the District's ethics policy are addressed through the disciplinary process following the applicable collective bargaining agreement or employee handbook. Infractions are subject to progressive discipline up to termination.

Evidence:

III.A.13-1	BP 7800 –Employee Conflict of Interest
III.A.13-2	AP 7800 –Employee Conflict of Interest
III.A.13-3	BP 7150 Civility and Mutual Respect
III.A.13-4	BP 2715 Code of Ethics/Standards of Practice

Analysis and Evaluation

The District and college attempt to proactively foster a culture of mutual respect and ethical conduct through training. Professional development workshops, including Workplace Ethics and MEET on Common Ground: Respect in the Workplace, are conducted periodically for all employees. Violations are addressed promptly through appropriate investigation and discipline.

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

The College, through its LOFT (Learning Opportunities for Transformation), plans for and provides faculty, administrators, and classified professionals with ongoing professional development opportunities ([III.A.14-1](#)). Trainings, workshops, speakers, and other learning opportunities are consistent with the College's mission. These resources and opportunities are based on evolving pedagogy, technology, and the learning needs of administrators, faculty, and classified professionals. The College systematically evaluates professional development programs and updates learning opportunities in a process of ongoing improvement.

The College's New Faculty Institute provides a robust year-long professional development program for new tenure-track faculty members ([III.A.14-2](#)). With its comprehensive curriculum and the pairing of new faculty with faculty mentors from outside of their school, the program is designed to welcome faculty to Mesa, share the values, priorities, and directions of the campus, and create cross-disciplinary solid communities amongst the participants.

Professional development is offered through various programs. Employees may request leaves of absence for professional training. District Leadership Academies offer training in communication, self-management, leadership, team building, priority management, DEIA, conflict resolution, ethics, strategic thinking and planning, and performance management. Academies are offered for Management, Supervisors, Classified Professionals, and Faculty. Over 500 employees have completed the academies and provided feedback to inform the evolution of the curriculum. The Leadership Academy Mentoring Program provides ongoing professional development. Training is available to all employees online through the Cornerstone platform, which includes all Vision Resource Center content. The District uses Keenan SafeColleges to provide OSHA-approved safety, interpersonal and work-related, sexual harassment prevention, and other courses. Employees are offered tuition reimbursement and educational incentives for completing higher education courses.

Faculty are offered sabbatical leave to enhance discipline-related knowledge. Faculty may seek Professional Development through Travel and Conferences under Section 18.3 of the AFT Guild Faculty Agreement. Professional Development for Continuing Education Adjunct Faculty is outlined in Section 18.6 of the Agreement. Article VIII, Section A4.3 includes salary increases for completed Educational Plans. Article VIII, Section A4.4 outlines salary class advancement based on an approved professional development plan.

Evidence:

[III.A.14-1](#) Mesa LOFT
[III.A.14-2](#) New Faculty Institute

Analysis and Evaluation

The LOFT is dedicated to providing College faculty, administrators, and classified professionals with opportunities for professional learning. The LOFT makes available resources, trainings, and materials covering a broad range of topics. Resources are available for self-paced and collaborative learning.

Technology and workspaces provided in the LOFT to support faculty activities, including part-time and adjunct faculty:

- Laptops, Tablets, iPads to use in the LOFT
- Portable media monitors that interact and display from any USB equipped device
- Movable white boards
- Collaboration stations
- Small private and workgroup rooms
- 10 computer stations: 8 Windows and 2 iMAC
- Scantron Machine

- iClickers, including the instructor's kit are available for check out

Resources and Communities for Instructional Design include

- Mesa LOFT Online: a collection of professional learning resources
- Teaching Tree: a space for synchronous and asynchronous idea-sharing around equity-minded teaching
- Faculty Inquiry Groups (FIGs): opportunities to work collaboratively with colleagues on course redesign projects
- InPractice at Mesa: a collection of Distance Education (DE) course design ideas and practices created with Mesa DE colleagues
- Instructional Design Template Worksheets
- LOFT YouTube Channel

The New Faculty Institute planning team, which consists of faculty, administrators, and classified staff, continually works to refine and refresh the curriculum for the program. Evaluative feedback from participants and discussions about campus priorities ensure a relevant focus on topics and activities related to equity and excellence.

A New Faculty Institute Canvas shell was developed to provide a central place where faculty can collaborate and access resources. Below are examples of information available through this shell:

- Syllabus
- Amazing Race Tutorial
- Flex
- Resources
 - College Technology Services
 - Faculty Appraisal Process
 - Performance Review File
 - Employee Discount Programs
 - Events and Reservations Portal
 - Faculty and Staff Handbook
 - Printing and Mail Services
 - Flex Information
- District Resources
 - mySDCCD Faculty Portal
 - SDCCD Online Learning Pathways
- Presentations
 - Community College 101
 - All About Student Services
 - Student Discipline
 - Student Success and Equity, Basic Needs, Food Insecurities
 - Mentor/Mentee Presentations
 - Tutoring
 - Library
 - Professional Learning
 - LOFT – Learning Opportunities for Transformation

- Difficult Conversations
- After the First Year – Committees, Involvement, Faculty Leadership Opportunities

The District and college continue to invest significant resources in professional development. Employees in all classifications are incentivized to participate. Recent turnover in PCTS has resulted in the hiring of a Professional Development Analyst to coordinate the programs. Revised leadership academies will begin in the fall of 2023, and a two-year cultural sensitivity and humility training series will begin in the spring of 2023.

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

Following California Education Code (§87031) ([III.A.15-1](#)) and California Labor Code (§1198.5) ([III.A.15-2](#)), employees may inspect personnel records, which are secure within PCTS with restricted access. Digital records are maintained on the District’s private network, with access limited to staff with an operational need, and may be accessed during open office hours. Faculty evaluations are kept secure in the appropriate College Dean’s office. Administrators are responsible for the security and confidentiality of personnel records.

Analysis and Evaluation

The District and college have a well-established security system for personnel files and records that protects employees from unauthorized disclosure of personal information. The District recently added encryption for computers, email, and file transfers to protect digital records from unauthorized access.

Evidence

III.A.15-1	California Education Code §87031
III.A.15-2	California Labor Code §1198.5

Conclusions on Standard III.A: Human Resources

The San Diego Community College District Employment Department facilitates all new employment, promotions, reinstatements, and voluntary transfers related to Academic, Adjunct, Classified, and Non-Academic-Non-Classified job opportunities within the multi-campus district. The District’s Human Resources classifications page describes employee groups. The Employment Opportunities page lists resources for minimum qualifications.

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, as defined in BP 7120 Recruiting and Hiring.

The College maintains a sufficient number of qualified faculty to assure the fulfilment of

faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. The College also employs part-time adjunct instructors whose job description includes instructional duties and desirable qualifications.

Faculty qualifications include knowledge of the subject matter and requisite skills for the school and program, including all services to be performed. Qualifying factors include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and the potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning.

The College provides orientation, oversight, evaluation, and professional development for all faculty, including part-time, adjunct faculty. The College makes available activities and programs that provide opportunities for the integration of part-time and adjunct faculty into campus life and culture.

The College, through its LOFT (Learning Opportunities for Transformation), plans for and provides faculty, administrators, and classified professionals with ongoing professional development opportunities. Trainings, workshops, speakers, and other learning opportunities are consistent with the College's mission. The College systematically evaluates professional development programs and updates learning opportunities in a process of ongoing improvement. The College's New Faculty Institute provides a robust year-long professional development program for new tenure-track faculty members.

Institutional HR processes are well-established and ensure consistent compliance with policies, procedures, and legal requirements. Current efforts are focused on converting to the CCLC policy organization structure and embedding DEIA qualifications and performance criteria into all aspects of personnel administration.

Improvement Plan(s)

Not applicable

Evidence List

III.A.1-1	4001.1 - Personnel Administration
III.A.1-2	BP 7120 Recruitment and Hiring
III.A.1-3	4200.1 - Employment of Faculty
III.A.1-4	AP 7211 Equivalency Determination Procedure
III.A.1-5	4200.2 - Employment of Instructional Staff - Adjunct
III.A.1-6	BP 7230 – Classified Employees
III.A.1-7	Management Employees Handbook
III.A.1-8	SDCCDEmployment Opportunities
III.A.1-9	Employment Informational Webpage
III.A.2-1	SDCCD Classification Description
III.A.2-2	BP 7120 Recruitment and Hiring
III.A.2-3	4200.1 Employment of Faculty

<u>III.A.2-4</u>	Online Faculty Certification Program Website
<u>III.A.2-5</u>	2021-2022 Instructional Improvement Handbook
<u>III.A.3-1</u>	BP 7120 Recruitment and Hiring
<u>III.A.3-2</u>	BP 7250 – Educational Administrators
<u>III.A.3-3</u>	BP 7260 – Classified Supervisors and Managers
<u>III.A.3-4</u>	Management Employees Handbook
<u>III.A.3-5</u>	SDCCD Employment Opportunities
<u>III.A.4-1</u>	BP 7120 Recruitment and Hiring
<u>III.A.4-2</u>	Database of Accredited Post-Secondary Institutions and Programs
<u>III.A.4-3</u>	National Association of Credential Evaluation Services (NACES)
<u>III.A.4-4</u>	Barclays Official California Code of Regulations
<u>III.A.4-5</u>	AP 7211 Equivalency Determination Procedure
<u>III.A.5-1</u>	Article XV - Evaluation of Faculty (San Diego Community College Guild)
<u>III.A.5-2</u>	Classified Professionals Bargaining Unit Agreement
<u>III.A.5-3</u>	Performance Appraisal Report Form Classified Staff Unit Members
<u>III.A.5-4</u>	Supervisory and Professional Administrators' Association Handbook
<u>III.A.5-5</u>	Management Employees Handbook
<u>III.A.7-1</u>	Instructional Structure
<u>III.A.7-2</u>	BP 7210 Academic Employees
<u>III.A.7-3</u>	Board of Trustees Agenda: C. 2022 FON Estimate and AB-1505 - Smith
<u>III.A.7-4</u>	Fall 2021 FON Compliance Reporting
<u>III.A.8-1</u>	Examples of LOFT Training Activities
<u>III.A.9-1</u>	2023 Window-Period Classification Review
<u>III.A.9-2</u>	2023-2030 Strategic Plan
<u>III.A.9-3</u>	District Office Reorganization Presentation
<u>III.A.10-1</u>	Staffing Levels Survey 2022
<u>III.A.11-1</u>	BP 3410 Nondiscrimination
<u>III.A.11-2</u>	AP 3410 Nondiscrimination
<u>III.A.11-3</u>	BP 3430 Prohibition of Harassment
<u>III.A.11-4</u>	AP 3435 Prohibition of Harassment
<u>III.A.11-5</u>	Collective Bargaining Agreements Webpage
<u>III.A.12-1</u>	Facts on File 2021-2022
<u>III.A.13-1</u>	BP 7800 –Employee Conflict of Interest
<u>III.A.13-2</u>	AP 7800 –Employee Conflict of Interest
<u>III.A.13-3</u>	BP 7150 Civility and Mutual Respect
<u>III.A.13-4</u>	BP 2715 Code of Ethics/Standards of Practice
<u>III.A.14-1</u>	Mesa LOFT
<u>III.A.14-2</u>	New Faculty Institute
<u>III.A.15-1</u>	California Education Code §87031
<u>III.A.15-2</u>	California Labor Code §1198.5

B. Physical Resources

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

The District ensures that all institutions have safe and sufficient physical resources necessary to execute their educational mission. This includes support for all modalities, including distance education, constructed and maintained to assure access, safety, security, and a healthy learning and working environment. Fiscal resources and the allocation of campus police resources are leveraged most effectively, including but not limited to the activities below.

- The Management Services Council serves as the forum where Districtwide staff meets 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.
- The Districtwide security plan and annual safety report identify 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 enhance 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 ([III.B.1-1](#)).
- The District safety website is a comprehensive plan developed to standardize the safety plans across the District that address District requirements and the unique activities 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 identifies the requirements necessary for an effective plan so that resources can be appropriately allocated. The District Safety Coordinator oversees this website ([III.B.1-2](#)).
- Megamation, the automated work order process employed throughout the District, provides faculty and staff with 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 ensure proper resources are always allocated to these issues ([III.B.1-3](#)).

Evidence:

III.B.1-1	Annual Security Report 2019-2021
III.B.1-2	SDCCD Police Department Webpage

Analysis and Evaluation

The District ensures that all facilities are safe and sufficient for students, staff, and administrators. The District regularly evaluates the effectiveness of college and district physical resources.

- 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

The District constantly assesses 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 formalizing a more sustainable equipment replacement strategy. This is accomplished through the activities below and listed in section III.B.1.

- The state-scheduled maintenance program allocates state resources to scheduled maintenance requirements levied by the District. Each year, the District submits a list of scheduled maintenance projects to the State Chancellor's Office 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 successfully provides the proper resource allocations to maintain and replace assets as required ([III.B.2-1](#), [III.B.2-2](#), [III.B.2-3](#), [III.B.2-4](#), [III.B.2-5](#), [III.B.2-6](#), [III.B.2-7](#), [III.B.2-8](#), [III.B.2-9](#))
- The Return on Physical Assets analysis is conducted and updated annually and helps projects future operational costs based on assigned parameters that ensure the District gets the best value for its allocated resources. The district uses benchmarking with peer comparable institutions metrics and standards identified by a leading Physical Asset life cycle management consulting firm to evaluate programs. This is most evident in the analysis of custodial staffing levels ([III.B.2-10](#), [III.B.2-11](#), [III.B.2-12](#), [III.B.2-13](#)).
- The District instructional equipment plan is reviewed through the governance annually. The immediate funding available to support equipment replacement has been one-time money from the state (allocated via the Physical Plant and Instructional Support

restricted funds), allocated to each campus to offset the cost of its instructional equipment. The plan will continue to be developed through the governance process.

Analysis and Evaluation

The District has a process in place to ensure its physical resources are maintained or updated as needed to support the District's programs and services. ([III.B.2-14](#), [III.B.2-15](#), [III.B.2-16](#), [III.B.2-17](#)).

Evidence:

III.B.2-1	SSM Project 2019-2020
III.B.2-2	SSM Project 2020-2021
III.B.2-3	SSM Project 2021-2022
III.B.2-4	SSM Project 2022-2023
III.B.2-5	Notice of Certification 2019-2020
III.B.2-6	Notice of Certification 2020-2021
III.B.2-7	Notice of Certification 2021-2022
III.B.2-8	Notice of Certification 2022-2023
III.B.2-9	Five Year Capital Outlay Plan 2023
III.B.2-10	Site Improvement 2023
III.B.2-11	Schedule of All Projects 2023
III.B.2-12	ROPA Analysis Draft
III.B.2-13	Phase 2 Final Presentation 2022
III.B.2-14	Facilities Master Plan- City College
III.B.2-15	Facilities Master Plan- Mesa College
III.B.2-16	Facilities Master Plan- Miramar College
III.B.2-17	Facilities Master Plan- Continuing Education

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

To assure the feasibility and effectiveness of physical resources in support of institutional programs and services, the College plans and evaluates its facilities on a regular basis. As part of Mesa2030, the College's comprehensive educational and facilities plan, the College assessed facilities with specifics on growth forecast, space inventory, space capacity, capacity load ratios, and facilities space program. The plan includes developed concepts, linked to goals, for the future campus ([III.B.3-1](#), pages 66-90).

The District is a complex and dynamic organization. To ensure the 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,

including distance education and all levels of courses taught.

At the college level, facilities and equipment are evaluated and requested as part of the Program Review process. New equipment is processed through the college's resource allocation process, which is conducted by a participatory governance committee, Budget Allocation and Recommendation Committee. This committee takes relevant data such as the number of students served, and impact on the college's mission and vision, as well as impact on student success and equity into consideration for allocation of resources.

Evidence:

[III.B.3-1](#) Mesa 2030 Comprehensive Master Plan

Analysis and Evaluation

The purpose of the comprehensive educational and facilities plan is to:

- Chart the College's long-term course toward accomplishing its Mission, which describes the College's aspirations for student access, equity, and success
- Engage constituent groups in a dialogue about the future
- Identify current and anticipate future challenges and opportunities in the College's instructional and student services programs, site, and facilities
- Connect educational needs to site and facilities improvements
- Project the College's growth over the next decade
- Inform the public of the College's intentions about instructional programs, support services, and facilities improvements

Mesa2030 is the College's ten-year educational and facilities comprehensive plan. The development of this document includes an analysis of the College's effectiveness in meeting its mission, projected demographics and economic changes, and feedback from college constituencies. This data is foundational for the development of two long-term guides for future College decisions:

- Mesa2030 Goals and Facilities Planning Principles
- Strategic Plan: Roadmap to Mesa2030, the College's five-year plan, presents Strategic Objectives that describe how the College intends to achieve the Mesa2030 Goals. An annual assessment of progress on achieving the Strategic Objectives contributes to the development of the College's subsequent Comprehensive Plan and Strategic Plan.

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

The District utilizes a facility plan indicated in the Mesa2030 plan to help guide resource allocation ([III.B.4-1](#)). This includes support for all modalities, including distance education. The facilities plan, when coupled with the individual campus Educational 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 costs so an informed decision can be made. The Board of Trustees, through its Sustainability Policy, promotes this type of sustainable activity. In principle, we have looked at the following:

Purchase Cost + Maintenance Cost + Hidden Cost = 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
- 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
- Financing costs: loan interest and loan origination fees
- 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.

At the college, the Mesa2030 comprehensive educational and facilities plan and process allows for college constituencies to identify and plan for long-range capital projects. Projects support and are directly linked to institutional goals and ongoing improvement plans that are identified in the overall planning process.

Evidence:

[III.B.4-1](#) Facilities Plan in Mesa 2030 Comprehensive Master Plan (page 64-90)

Analysis and Evaluation

Through the long-range comprehensive educational and facilities planning process Mesa College plans capital projects that reflect institutional improvement goals.

When making decisions about facilities and equipment, SDCCD considers the "total cost of ownership" to function in a fiscally responsible manner. The District further assesses the effectiveness of long-range capital planning in advancing the District's improvement goals through the facilities planning process.

Conclusions on Standard III.B: Physical Resources

As part of a multi-college District, Mesa College utilizes both campus and District processes to ensure that the physical resources support the programs offered on campus. The San Diego Community College District utilizes a facilities plan to help guide resource allocation. This includes support for all modalities to include distance education. The facilities plan, when

coupled with the individual campus Educational Plans, provides a framework for long range capital planning.

Facilities planning and budgeting at the College are integrated with the District planning and budgeting processes. These efforts include building projects as well as ongoing maintenance. Challenges include the age of facilities and increasing construction costs. Another challenge is limited expansion opportunities. This means that the College must strategically use space and consider alternative options, such as renovating existing buildings or building up instead of out. District's facilities planning process considers these factors and allows for planning and decision-making to assure access, safety, positive learning, and a working environment.

Mesa2030 is the College's ten-year educational and facilities comprehensive plan. The development of this document includes an analysis of the College's effectiveness in meeting its mission, projected demographics and economic changes, and feedback from college constituencies. This data is foundational for the development of two long-term guides for future College decisions: Mesa2030 Goals and Facilities Planning Principles.

Mesa2030, the College's long range educational and facilities plan, includes an assessment of facilities with specifics on growth forecast, space inventory, space capacity, capacity load ratios, and facilities space program. The plan includes developed concepts, linked to goals, for the future campus.

Improvement Plan(s)

Not applicable

Evidence List

<u>III.B.1-1</u>	Annual Security Report 2019-2021
<u>III.B.1-2</u>	SDCCD Police Department Webpage
<u>III.B.1-3</u>	SDCCD Facilities Services Priority Matrix for Reaction Time Service Level Agreement
<u>III.B.2-1</u>	SSM Project 2019-2020
<u>III.B.2-2</u>	SSM Project 2020-2021
<u>III.B.2-3</u>	SSM Project 2021-2022
<u>III.B.2-4</u>	SSM Project 2022-2023
<u>III.B.2-5</u>	Notice of Certification 2019-2020
<u>III.B.2-6</u>	Notice of Certification 2020-2021
<u>III.B.2-7</u>	Notice of Certification 2021-2022
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<u>III.B.2-10</u>	Site Improvement 2023
<u>III.B.2-11</u>	Schedule of All Projects 2023
<u>III.B.2-12</u>	ROPA Analysis Draft
<u>III.B.2-13</u>	Phase 2 Final Presentation 2022
<u>III.B.2-14</u>	Facilities Master Plan- City College
<u>III.B.2-15</u>	Facilities Master Plan- Mesa College

III.B.2-16	Facilities Master Plan- Miramar College
III.B.2-17	Facilities Master Plan- Continuing Education
III.B.3-1	Mesa 2030 Comprehensive Master Plan
III.B.4-1	Facilities Plan in Mesa 2030 Comprehensive Master Plan (page 64-90)

C. Technology Resources

- 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

The College's technology services, professional support, facilities, hardware, and software are appropriate and adequate to support management and operational functions, academic programs, teaching, learning, and support services ([III.C.1-1](#)).

The Mesa Information Technology Committee (MITC, [III.C.1-2](#)) is the shared governance body that provides the strategic direction for all campus technology, which includes classroom technology, distance learning, professional development, technological support, and administrative efficiency.

The Technology Strategic Plan is part of the College's integrated institutional planning and is designed to assist the College in accomplishing goals and objectives as stated in the College's Education Plan ([III.C.1-3](#)). 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.

College Technology Services:

There are two divisions within the technology services sector. The first division, faculty services/support, is provided by a team that is located at Mesa College but is managed by the Central District's management organization. The team at Mesa is composed of two technicians who respond to all administration, faculty and staff needs and requirements; this type of work is also called "Office Computing Support." One additional technician that reports to the college's Technology Support Division also works in support of this effort on an as-needed basis. Needs are categorized into two areas: planned modifications and unplanned problems that occur to existing equipment. For either case, initial requests are placed in queue with the District's helpdesk. After initial input is made, an assignment is made to the supervisor or technician, and then the work commences.

College Academic Services:

The other technology service sector is for academic teaching, learning and other student support services (facilities, hardware, software). Requests for modification of existing equipment, requests for new equipment (hardware or software) or resolution for unplanned problems are carried out by a team of technicians based at the college. All work is divided into

two geographic work regions: east and west. Work on the east side of the college is covered by technicians who are responsible for Health Sciences and Environmental Design. The west side of the college is covered by other technicians. Workflow to this team is placed via work request requests (planned work), or via a 'trouble ticket' system (unplanned work). Planned work is conducted during non-instructional periods (winter/spring/summer breaks) and enters the work queue via request forms. Unplanned work enters a work queue based on urgency as determined by the person reporting via a web-based request system and can be placed by the requestor online or, in the event of urgent matters, can be called in to a staffed help desk located in the Center for Independent Learning. All work is then delegated and tracked by a supervisor.

District Information Technology provides support for the District's administrative computing environment, the network and telecommunications infrastructure, and core network and Internet services ([III.C.1-4](#)). The SDCCD Distance Education Handbook provides faculty with guidelines in developing online courses following best practices and to provide resources regarding Federal and State Regulations, ACCJC Standards for Distance Education, and the related SDCCD Board Policies and Procedures.

As a multi-College District serving multiple campuses and locations throughout the City of San Diego, there are aspects of technology centralized to the District Office's Information Technology Services department and others decentralized to the Colleges' Information Technology areas. Technology-related services, hardware, and software are regularly evaluated, upgraded, and maintained to provide appropriate and adequate technology support and services to the entire District's management and operational functions.

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, data center, and "helpdesk" services to all four Colleges in addition to being responsible for the District Office's various locations. 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. The current District Technology Replacement Plan's priority is server upgrades, which require a comprehensive evaluation of the various physical and virtual servers within the District ([III.C.1-5](#), [III.C.1-6](#)).

The District provides Districtwide software licensing for many essential and commonly used software packages such as the Adobe suite and Microsoft Office, as well as other essential Enterprise products such as Antivirus tools.

The District participates in the Systemwide Technology Access Collaborative for California Community Colleges' license agreement for the Canvas learning management system and the faculty, student Help Desk Service Agreement, InCommon Secure Services, and Zoom video conferencing.

The District assures a robust and secure technical infrastructure for DE classes through cloud-managed hosting with Canvas ([III.C.1-7](#)). Canvas uses redundant Amazon Web Services to

help ensure uptime of 99.999% and loading of services. The technical infrastructure is evaluated and maintained by Canvas. Reliability and support of the resources are monitored and provided through a 24/7 Canvas Help Desk phone, email, and chat services. District students, faculty, and staff have access to support services. Canvas also schedules security maintenance adhering to ISO 27001 ([III.C.1-8](#)). In addition, other technological resources are subscribed to, and the vendor sites maintain the services. A list of districtwide technology available to the Colleges and terms of subscription are posted publicly ([III.C.1-9](#)).

SDCCD Online Learning Pathways archives courses for three academic years ([III.C.1-10](#)). Archives are kept on backup Amazon Web Servers with redundancy across the United States and are accessible by written request by authorized personnel. 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.

All student records are secured by multiple technologies, including firewalls installed on local servers. The student and course data are refreshed on a four-hour cycle throughout the semester. Both students and faculty have secure logins to the Canvas system. In addition, the District IT department and the College IT areas ensure all campus computers can connect to the Canvas data centers with reliable networking equipment, reliable and sufficient speeds of WAN bandwidth, and high-speed internet access. All the systems are monitored daily for reliability and bandwidth capacity.

The District does not provide “Personally Identifiable Information (PII)” data for students to the Canvas system. Only the student-assigned District ID is provided and matched along with course reference number information to build Canvas course rosters. The instructor of record manages the coursework in Canvas and is responsible for inputting attendance and grade information into the District’s administrative Enterprise Resource Planning (ERP) system.

The District IT department maintains a complete inventory of all the equipment it is responsible for supporting. It is funded by a general maintenance budget to maintain and refresh technology every five years ([III.C.1-11](#)).

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. District IT also maintains and operates an IT Helpdesk where all support calls are logged, tracked, and reviewed monthly to determine trends in equipment failures and support service challenges.

Several Districtwide advisory committees ensure compliance with standards related to technology and acquisition, particularly regarding technology equipment, applications, and support services bid documents (RFPs). The advisory committees serve as a resource to the District’s Director, Information Technology Services to solicit input from the Colleges regarding network and technology infrastructure capacity to ensure the District can support the academic and administrative program needs of the College's 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. RFPs communicate the District's equipment and construction standards to which vendors need to bid on or be in compliance with their bids, solution designs, and installations. The construction standards related 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 Enterprise Resource Planning (ERP) Systems (Student System including Financial Aid, Finance, PCTS, and Payroll)
- Campus-based local area networks (LAN)
- Internet and Intranet Security Systems
- Communications Infrastructure (WAN, PBX, Voice Mail, Emergency Phones, and emergency communication systems)
- District Web Services (Campus websites and portals)
- Remote Access Services
- Student, Course, and Instructor data for the Canvas learning management system
- Building Communications and Audio-Visual Infrastructure

These systems are all covered by the District IT department's technology maintenance and refresh budget. Major system replacements are capital budget project requests, funded through the District Office's Districtwide budget prioritization process.

The District's IT department, working with the Mesa College campus IT department, supports the Information Technology Management bachelor's program in the same manner as all associate degree and certificate programs currently supported at the District.

Evidence:

III.C.1-1	College Technical Services website
III.C.1-2	MIT Committee
III.C.1-3	Technology Strategic Plan
III.C.1-4	District Information Technology
III.C.1-5	Technology Request Form
III.C.1-6	AV Services Request
III.C.1-7	Distance Education Handbook
III.C.1-8	ISO/IEC 27001:2013 Information Security Management Standards
III.C.1-9	Faculty Resources: Software and Products Available
III.C.1-10	Online Learning Pathways
III.C.1-11	Technology Replacement Plan

Analysis and Evaluation

The Mesa Information Technology Committee is a participatory governance committee with the purpose of assessing the current status of information technology in the delivery of services to 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.

College Technology Services provides technical (academic computing and audio-visual) support to enhance student learning outcomes and student services. College Technology Services fosters information literacy in the classroom and academic computing labs across the campus. District Information Technology Service and IT Help Desk supports employee computing and technological needs.

Online Learning Pathways provides support and assistance for students and faculty as they explore the world of online education through guides, tutorials, and other online resources. AV request forms may be used by employees to request audio-visual and multimedia production needs. Technology request forms may be used by employees to request technology.

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 IT departments ensure that various 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.

The College's institutional planning mechanism for determining updates and replacement of technology (and its infrastructure) is carried out by three principle means: Program Review, Recommendations brought forth by Mesa's Information Technology Committee, and on request by administration/faculty/staff (software updates).

To ensure coordination of Districtwide technology needs, the District's Information Technology Services Director attends the various College IT committee meetings to share planning information related to Districtwide operational technology projects. In addition, the District recently added a Districtwide Technology Committee that consists of individuals possessing technical and functional technology skills and knowledge representing the District offices with the four Colleges. The Technology Committee was formed to ensure a venue by which broad-based communications related to Districtwide technology support and services may be addressed.

The District maintains a redundant leased fiber connection currently providing 10Gbit Internet connectivity to the District and ensures all Colleges have sufficient Internet bandwidth to meet

the needs of students and staff.

In addition to working with the Districtwide technology advisory groups, the District IT department works closely with the Purchasing and Contract Services department in developing all Requests for Proposals (RFP) related to technology acquisitions and the development of technology standards Districtwide. Each major technology vendor utilizes the District's "Track-IT" IT Help Desk software, enabling automatic tracking, status, and dispatch of support staff for problems or work request tickets. This process enables the District to identify problem equipment to assist in modifying computer, printer, and audiovisual standards as necessary, as well as vendor support issues.

The District makes decisions about the use and distribution of its technology resources at the District level with input from each College through the Districtwide Distance Education Steering Committee (DDESC) and Educational Services Software Workgroup (ESSW). ESSW and DDESC facilitate discussions about districtwide evaluation, adoption, and review. DDESC members participated in a Canvas learning management system pilot, and in the summer of 2019, the District fully transitioned into Canvas LMS ([III.C.2-1](#)).

Additionally, ESSW reviews Districtwide technological resources and makes recommendations to acquire those resources. Recently, the district's plagiarism solution was reviewed in the fall of 2021 by the committee via an evaluation group comprised of faculty at each College and the Online Learning Pathways department. After evaluating various solutions, the ESSW voted to acquire TurnItIn to replace the current Unicheck plagiarism system ([III.C.2-2](#)). ESSW also annually reviews software (accessibility, plagiarism, student communication, online tutoring) offered to colleges at a discount through the California Community College Foundation's Systemwide Technology Access Collaborative ([III.C.2-3](#)).

SDCCD Online Learning Pathways coordinates a student satisfaction survey with the Institutional Research and Effectiveness department bi-annually to review and assess students' needs. The survey results are shared with the DDESC, which makes recommendations accordingly. For example, survey results from a 2020 student need survey showed a desire for faculty to complete the online certification program to improve teaching abilities. Based on the survey results and upon recommendation and support of the DDESC, the Online Faculty Certification Program capacity was increased to support ([III.C.2-4](#), [III.C.2-5](#)). SDCCD Online Learning Pathways staff monitors and evaluates the inquiries to the Help Desk. For example, the staff reviewed the inquiries and found that students' most frequent problem was password information for logging into Canvas. To help solve the issue, automatic emails are sent to all registered online students one week before their class, starting with information on how to log in to Canvas before the start of each semester session. In addition, login instructions are included in the online class section of the printed class schedule and posted directly on the Canvas login page ([III.C.2-6](#), [III.C.2-7](#)).

Evidence:

III.C.2-1	Districtwide Distance Education Steering Committee (DDESC) Meeting Notes
III.C.2-2	District's Educational Services Software Workgroup Meeting Notes
III.C.2-3	District's Educational Services Software Workgroup Meeting Notes
III.C.2-4	Districtwide Distance Education Steering Committee (DDESC) Meeting Notes
III.C.2-5	2021-2022 Online Faculty Certification Program

Analysis and Evaluation

The District provides various services, including technical and hardware support, infrastructure, Internet and telecommunications, and instructional platforms. In collaboration with the College's IT staff, the District has a process for identifying and prioritizing technology needs and works with College IT to ensure those needs are met.

As part of the annual budget process, the College allocates funding for both replacement and newly identified technology needs.

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

The College assures that technology resources at all locations where courses and programs are offered and services are implemented are maintained for the provision of reliable access, safety, and security. Technology Resources are located throughout the college and are implemented in certain locations as required either to support the curriculum or to support student access to selected services ([III.C.3-1](#)).

Curriculum is developed by faculty as a response to educational need and is inputted to the college's permanent record via a web-based application, Curricunet. Curricunet can be accessed by faculty and administrators through a secure connection to the vendor's electronic storage system located on their facilities; although access to curriculum is provided to the public, modification of the curriculum is restricted to approved college personnel on an as needed basis as determined by the college administration ([III.C.3-2](#)).

Student access to computing is provided via personal computer workstations (PCs and Macs) that are located at different laboratory locations at the college. All laboratories are integral to the classroom learning environment and are therefore available to students during planned hours of faculty oversight. These laboratories are located within the various buildings at the college such as Math and Science, Health Sciences, Design, etc. Students needing computing services during times other than instructional periods can access computers at open laboratories in the library (also called the Center for Independent Learning), Student Services building and at other locations on the college. Software on these latter groups of computers is determined by the faculty each semester as need requires.

Other technology resources include, but are not limited to, audio visual equipment, wireless access to the internet, support equipment such as network infrastructure, remote electronic storage devices and other related systems and devices. Maintenance of these computing services is provided by the staff within the college's Technology Services Division. Personnel

are trained and staffed to support the college's hours of operation so as to support planned and unplanned maintenance of the technology resources; it is this organizational structure that makes reliable access to campus technology possible. Equipment safety and security is provided via administrative controls in the form of the latest version of anti-virus software (Avast), internet infiltration through coding best practices, and server security software (provided at the District's data warehouse).

All computer maintenance is provided 'on-condition' or through planned obsolescence. On-condition response is managed through the reporting of equipment failures, and corrective actions are determined and arranged by the area supervisor. Planned obsolescence of equipment is determined by best practices as related to equipment in service life-limits; this includes computers, printers, network servers and other related types of equipment. Online courses and access to library materials are conducted through secure connection so as to protect sensitive student information.

College employees are provided instruction and support in the use of technology through a robust variety of professional learning opportunities. Campus Employee Learning supports the coordination of a variety of professional learning opportunities for all faculty, staff, and administrators.

District IT systems are operational seven days a week, 24 hours a day. Each server is backed up nightly to a system that duplicates the data for onsite and offsite storage. Backups are copied to tape, placed into a safe weekly, and transported offsite to a secure location in case of a disaster.

The District IT department is responsible for a maintenance budget that covers all the hardware and software it supports and is responsible for throughout the District. The District maintains various maintenance and support contracts depending on the systems' critical nature and the downtime impact. Critical systems such as the Administrative Enterprise Resource Planning hosts (PCTS/Payroll, Finance, Student, and Financial Aid) have seven days a week, 24 hours a day on-site maintenance agreements. Other less critical systems have five days a week, 8:00 am to 5:00 pm on-site service agreements with spare-in-the-air service (manufacturer sends replacement parts before 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 may often take days to receive a new replacement part.

In addition, the District maintains a stock of critical spare parts for the IT staff to use for replacement purposes, which is usually quicker service than vendors can provide. Examples of such parts are network switches and blades, servers, and raid array hard disks.

The District IT department also 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. All District computer equipment is behind multiple firewalls using network address translation (NAT) technology, which translates the names of District computers visible to the public to internal TCP/IP addresses of the servers to prevent hackers from seeing or having direct access to District servers.

Regarding security, all Active Directory servers authenticate user accounts and passwords. Web servers utilize Secure Socket Layer (SSL) encryption for data security, preventing hackers from seeing or stealing employee login IDs and passwords.

The District IT department provides and supports the network infrastructure, including cloud and file servers, and ensures the core 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 Campus Solutions, Financial Aid, and People, Culture, and Technology Services departments.

Evidence:

[III.C.3-1](#) Technology Request
[III.C.3-2](#) CurricUNet Training Center

Analysis and Evaluation

Professional learning enables campus employees to develop the knowledge and skills to assist students to be successful in college and address students' learning challenges. It enables teachers to improve their instruction, administrators to become better leaders, and staff to facilitate pathways toward student achievement. Creating professional learning opportunities on diversity, learning styles, and innovative teaching techniques are important components in order for all campus employees to grow and develop in their profession. The College strives to provide campus employees with professional learning that dovetails with their work schedules so that they have the flexibility for professional training. In this way, the College strives to continually provide and improve supportive personal and professional growth for faculty, classified professionals, and administrators.

Online Learning Pathways provides support and assistance for students and faculty as they explore the world of online education through guides, tutorials, and other online resources. College Technology Services fosters information literacy in the classroom and academic computing labs across the campus. Requests for technology improvements, modifications, and new installations are made to College Technology Services via software or hardware request forms. AV request forms may be used by employees to request audio-visual and multimedia production needs.

The College technology processes, and application of District Standards, assures that technology resources at all locations are implemented and maintained to ensure reliable access, safety, and security.

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

The College provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to programs, services, and institutional operations.

College employees are provided instruction and support in the use of technology through different training forums. Flex activities are provided throughout the year in the use of specialized software ([III.C.4-1](#)).

Professional learning includes five Instructional Improvement (flex) days for all classroom faculty. Flex is defined in Title 5 as "in lieu of instruction." It is designed for faculty and staff to conduct professional and instructional improvement activities.

In the instructional area, many new faculty workstations have been deployed in 'smart' classrooms. Training for these new workstations is provided by the Technology Services Division at the request of the faculty. Faculty can also receive training in specialized software, such as for program review.

The staff of the college's Technology Services Division are trained to provide support to faculty and staff in utilizing the technology infrastructure. Training includes, but is not limited to, new software applications, internet and network systems, computer operating systems, audio visual equipment and computer hardware systems.

The Campus Employee Learning Committee (CEL, [III.C.4-2](#)) oversees the use of professional development fiscal resources for event programming and the use of the LOFT. Learning Opportunities for Transformation (LOFT) is the campus hub for professional learning activities. Professional learning and training opportunities and events are ongoing and updated for continuous improvement. ([III.C.4-3](#), [III.C.4-4](#), [III.C.4-5](#), [III.C.4-6](#), [III.C.4-7](#), [III.C.4-8](#), [III.C.4-9](#), [III.C.4-10](#), [III.C.4-11](#))

CEL also supports the work of other campus groups with their professional development activities and guides the work of its subcommittees. CEL evaluates the professional development activities conducted during the year and reports outcomes to the campus.

Instruction and support of staff and administrators at the District Office related to the use of technology and technology systems are primarily done on an 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 People, Culture, and Technology Services department, the District IT department funds a 50 concurrent-user license account subscription with the State Chancellor's Vision Resource Center 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.

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 is administered bi-annually.
- At the end of each technology training workshop, a short questionnaire is submitted by participants regarding other technological training needed.
- Faculty mentors serve on the Districtwide Distance Education Steering Committee from the campuses and report to the Dean, Online & Distributed Learning about any training requested.
- Also, the Flex Coordinator at each campus solicits suggestions for faculty training.
- The Colleges also rely heavily on the District's Online Learning Pathways to provide technology training for distance education teaching. Online Learning Pathways regularly offers the Online Faculty Certification Program. The rigorous certification activity, facilitated and graded by District instructional designers, is self-paced and requires an average of 20-30 hours to complete. Over 1,000 contracts and adjunct faculty have completed the course and received certification. The course is required for teaching distance education courses in the District.

The District's Online Learning Pathways (OLP) offers extensive training to faculty and staff in using the Canvas Course Management System, online pedagogy, and general educational technology applicable to online learning. Each semester, a series of general instructional technology workshops pertinent to both online and classroom instruction is offered by SDCCD Online Learning Pathways staff. These workshops may be face-to-face, online synchronous, or online asynchronous. Topics addressed include media production, regular and substantive interactions, accessibility, online learning, and many more. OLP also provides a Distance Education Handbook, which includes policy, procedure, technology resources, and best practices. At the end of each workshop, the participant receives evaluations via face-to-face, email, or an online questionnaire ([III.C.4-12](#)). In addition, OLP has made available a Student Orientation available for all students taking an online class. The orientation covers time management, organizational skills, local resources, and navigating the LMS. OLP has a 24x7 Help Desk to support faculty and students with technology-related problems accessing Canvas.

Evidence:

III.C.4.1	Flex Handbook
III.C.4-2	Campus Employee Learning Committee
III.C.4-3	Training Events
III.C.4-4	Professional Learning Resources
III.C.4-5	Mesa's Teaching Tree

III.C.4-6	LOFT FIGs
III.C.4-7	LOFT Canvas
III.C.4-8	Canvas Support
III.C.4-9	Catalyst
III.C.4-10	Instructional Design
III.C.4-11	Professional Learning Requests
III.C.4-12	Distance Education Handbook

Analysis and Evaluation

The LOFT Canvas page provides online professional learning resources and support for employees. LOFT Instructional Design utilizes technology to support equitable online teaching through internal and external resources. Professional learning resources including the Vision Resource Center, inLearning with Lynda, @ONE, Teaching Tree, and other training resources available through the College and from the District Office of Information Technology. Canvas guides and support are offered through Mesa, SDCCD training opportunities, Canvas Help Menu, and The Online Network of Educators (@ONE).

The Mesa College Teaching Tree fosters peer-to-peer idea sharing and conversation around equity minded teaching practices at the College. Course redesign Faculty Inquiry Groups (FIGs) provide a collaborative approach to equity-infused course redesign. Catalyst, a teaching conference held every spring during Flex week, is hosted by the College's Faculty Professional Learning Committee (FPLC). Catalyst provides just-in-time support to faculty preparing courses and creates a space for teaching conversations across disciplines. Catalyst takes place over two days with live Zoom sessions and asynchronous activities available in Canvas.

The flex program is an active, vibrant, and user-friendly way for faculty to enhance instructional quality. Professional learning requests include technology requests, information, links and forms for flex, conference and travel, professional learning activity funds, and reserving a private room in the LRC/LOFT.

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

San Diego Mesa College has policies and procedures that guide the appropriate use of technology in teaching and learning.

The MITC assesses the current status of Information Technology (IT) in the delivery of services to students ([III.C.5-1](#)). It develops, implements, and assesses the Technology Strategic Plan, which is part of the college's integrated institutional planning, and is designed to assist the College in accomplishing goals and objectives as stated in the College's Comprehensive Facilities and Education Plan ([III.C.5-2](#)). The Committee provides prioritization and other technology recommendations to the College.

The College, in coordination with the District, provides continuous and updated training to all faculty, including the online Faculty Certification Program ([III.C.5-3](#)). This program covers essential information and guidelines for good practices, including the Online Education Initiative (OEI) Rubric.

The Online Faculty Certification Program ensures that all online course instructors are aware of and comply with State and Federal regulations, and WASC accreditation distance education guidelines, and are proficient in the tools and techniques for effective online teaching.

Distance Education:

The institution has policies and procedures that guide the appropriate use of technology in teaching and learning, as evidenced in AP 5105 ([III.C.5-4](#)). According to AP 5105, the Vice Chancellor of Educational 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 and SDCCD Online Learning Pathway's Distance Education Handbook.

Evidence:

III.C.5-1	Mesa Information Technology Committee
III.C.5-2	Technology Strategic Plan
III.C.5-3	Online Faculty Certification Program
III.C.5-4	Distance Education
III.C.5-5	BP 5020 Curriculum Development
III.C.5-6	Open On Demand – Open Educational Resources

Analysis and Evaluation

The College's Technology Strategic Plan 2019-2022 guides the appropriate use of technology for teaching and learning.

AP 5105 describes the policy of secure credentialing/login and passwords, proctored examinations, and new or other technologies and practices that are effective in verifying student identification. Additionally, AP 5105 details course quality standards including distance learning, discussion boards and live chat, and remote meetings with students.

BP 5020 describes curriculum development and approval procedures of all courses of instruction and of all educational programs, including all modalities of delivery, that satisfy the requirements of the Education Code and the California Code of Regulations, Title 5. Additionally, BP 5020 provides for training opportunities for persons involved in aspects of curriculum development ([III.C.5-5](#)).

OnDemand@SDCCD contains resources and instructional technology tutorials to guide faculty and students in their use of technology in the teaching and learning processes ([III.C.5-6](#)).

As evidenced by the college-level and districtwide processes that guide technology use, the College and the District follow established policies and procedures that outline the appropriate use of technology in the teaching and learning process.

Conclusions on Standard III.C: Technology Resources

The College provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to programs, services, and institutional operations. The Campus Employee Learning Committee (CEL) oversees the use of professional development fiscal resources for event programming and the use of the LOFT. Learning Opportunities for Transformation (LOFT) is the campus hub for professional learning activities. Professional learning and training opportunities and events are ongoing and updated for continuous improvement.

The Technology Strategic Plan is part of the college's integrated institutional planning and is designed to assist the College in accomplishing goals and objectives as stated in the College's Comprehensive Facilities and Education 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.

College Technology Services provides technical (academic computing and audio-visual) support to enhance student learning outcomes and student services. College Technology Services fosters information literacy in the classroom and academic computing labs across the campus. District Information Technology Service and IT Help Desk supports employee computing and technological needs.

College employees are provided instruction and support in the use of technology through a robust variety of professional learning opportunities. Campus Employee Learning supports the mission of the College through coordination of a variety of professional learning opportunities for all faculty, staff, and administrators to experience and enjoy in their roles as lifelong learners and educators.

The flex program is an active, vibrant, and user-friendly way for faculty to enhance instructional quality. Professional learning requests include technology requests, information, links and forms for flex, conference and travel, professional learning activity funds, and reserving a private room in the LRC/LOFT.

Improvement Plan(s)

Not applicable

Evidence List

- | | |
|----------------------------------|------------------------------------|
| <u>III.C.1-1</u> | College Technical Services website |
| <u>III.C.1-2</u> | MIT Committee |
| <u>III.C.1-3</u> | Technology Strategic Plan |

<u>III.C.1-4</u>	District Information Technology
<u>III.C.1-5</u>	Technology Request Form
<u>III.C.1-6</u>	AV Services Request
<u>III.C.1-7</u>	Distance Education Handbook
<u>III.C.1-8</u>	ISO/IEC 27001:2013 Information Security Management Standards
<u>III.C.1-9</u>	Faculty Resources: Software and Products Available
<u>III.C.1-10</u>	Online Learning Pathways
<u>III.C.1-11</u>	Technology Replacement Plan
<u>III.C.2-1</u>	Districtwide Distance Education Steering Committee (DDESC) Meeting Notes
<u>III.C.2-2</u>	District's Educational Services Software Workgroup Meeting Notes
<u>III.C.2-3</u>	District's Educational Services Software Workgroup Meeting Notes
<u>III.C.2-4</u>	Districtwide Distance Education Steering Committee (DDESC) Meeting Notes
<u>III.C.2-5</u>	2021-2022 Online Faculty Certification Program
<u>III.C.2-6</u>	Canvas Support Information
<u>III.C.2-7</u>	Canvas Login Webpage
<u>III.C.3-1</u>	Technology Request
<u>III.C.3-2</u>	CurricUNet Training Center
<u>III.C.4.1</u>	Flex Handbook
<u>III.C.4-2</u>	Campus Employee Learning Committee
<u>III.C.4-3</u>	Training Events
<u>III.C.4-4</u>	Professional Learning Resources
<u>III.C.4-5</u>	Mesa's Teaching Tree
<u>III.C.4-6</u>	LOFT FIGs
<u>III.C.4-7</u>	LOFT Canvas
<u>III.C.4-8</u>	Canvas Support
<u>III.C.4-9</u>	Catalyst
<u>III.C.4-10</u>	Instructional Design
<u>III.C.4-11</u>	Professional Learning Requests
<u>III.C.4-12</u>	Distance Education Handbook
<u>III.C.5-1</u>	Mesa Information Technology Committee
<u>III.C.5-2</u>	Technology Strategic Plan
<u>III.C.5-3</u>	Online Faculty Certification Program
<u>III.C.5-4</u>	AP5105 Distance Education
<u>III.C.5-5</u>	BP5020 Curriculum Development
<u>III.C.5-6</u>	Open On Demand – Open Educational Resources

D. Financial Resources

Planning

- 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 short- and long-term financial solvencies. Financial resource planning at the District and College level is consistently integrated with institutional planning.

The Districtwide “Budget Planning and Development Council” (BPDC) is tasked with making recommendations to the Chancellor on Districtwide budget and planning issues. The Council comprises constituency representatives 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 (CAM) and the budget assumptions used in developing the annual tentative and adopted budget. The District and Colleges’ Strategic Plans provide the underlying guidelines for districtwide budget planning and development. The BPDC meets monthly with discussions focusing on state and local funding and non-collective bargaining aspects of the district-wide annual expenditure budget ([III.D.1-1](#)). Each of the Colleges receives its allocation based upon the CAM and BAM (District Budget Allocation Model) from the districtwide General Fund Unrestricted and Restricted funds, and then develops the College budget based upon its planning and resource allocation processes.

Resource allocation to the Colleges is primarily based on the agreed-upon full-time equivalent student (FTES), full-time equivalent faculty (FTEF) targets, and other agreed-upon allotments defined in the CAM to support and respond to local community demand. The primary operating fund of the District is the General Fund Unrestricted (GFU) and Restricted (GFR), representing revenues and expenditures that support instructional programs, student services, maintenance and operations, and business and institutional operations. All funded programs are instrumental to successfully fulfilling the District’s mission and goals as defined in all the strategic planning documents.

The GFR fund encompasses revenues and expenditures primarily comprised of categorical programs, grants, contracts, and other state-funded programs such as the SEA (Student Equity and Achievement) Program, Equal Opportunity Programs and Services (EOPS), Disabled Students Programs and Services (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 27% of the District’s FY 2022-2023 General Fund Restricted Adopted Budget.

The District’s funds other than General Fund (GFU and GFR) represent approximately 56% 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 Students, Capital Outlay Projects, and Propositions

S & N Construction Programs ([III.D.1-2](#)).

Concerning the General Fund (GFU and GFR), the District primarily depends on state apportionment revenue funding, representing approximately 84% of the total GFU revenues. GFU represented 63% of the District's Total General Fund revenues per the adopted budget for the year ending June 30, 2023. GFR adopted budget revenue represented 37% of the District's Total General Funds in the same period. GFR revenues were the third largest source of revenue budgeted to be received by the District in FY 2022-2023.

A campus-based allocation process determines the resources allocated to the four Colleges, the District Office, and the District Service Center. The District's "Campus Allocation Model" (CAM) determines the actual amount allocated to the four Colleges based upon FTES and FTEF targets established each year as part of the budget planning and development process at the District level ([III.D.1-2](#)). The CAM then flows through to the District's "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 ([III.D.1-3](#)). The District's "Resource Allocation Formula" (RAF) establishes the proportional share of dollars available to each employee unit. Each unit is then responsible for determining how to distribute its allocated compensation dollars to its unit membership. The RAF defines the methodology and supporting documentation supporting the calculations agreed upon by all employee units in the three-year RAF document. The current RAF, as of this writing, is effective July 1, 2020 – June 30, 2023.

Funding for the Mesa College baccalaureate program is provided within the CAM allocation to Mesa College based on the projected FTES to be earned.

Evidence:

III.D.1-1	Budget Planning and Development Council Meeting Agenda
III.D.1-2	FY 2022-2023 Adopted Budget, Campus Allocation General Fund
III.D.1-3	Collective Bargaining Agreements Webpage
III.D.1-4	S&P Global Rating of AAA: SDCCD's Bonds

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. The District's adopted budget, approved annually by the Board of Trustees, is a balanced budget. Any deficit budgeting results from realistic but somewhat conservative revenue projections to ensure that estimated revenues do not result in the over-allocation of expense budgets. The District has consistently addressed budget deficits to avoid financial deficits. 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,

College and Districtwide meetings, budget messages, and various internal and external publications distributed throughout the fiscal year. The District's financial stability is demonstrated by its 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 S&P (Standard and Poors, which is a “AAA” rating) and Moody’s Investment Services, which is an “Aaa”), both of which were re-affirmed in fall 2021 by S&P and Moody’s ([III.D.1-4](#)).

SDCCD has formalized processes and practices to ensure that available financial resources are used to support student learning programs and services, as well as improve student outcomes and institutional effectiveness. The District demonstrates sound financial planning and execution by meeting its annual goals within the budget. Careful planning and priority setting have provided the means for funding institutional improvements.

In conjunction with the District distribution of resources, the College develops, maintains, allocates, and reallocates resources to enhance and sustain the programs offered. As part of the continual evaluation of program and course enrollment, FTEF resources are evaluated to ensure resources are distributed to areas with the most need. The College’s program review and resource allocation processes take into account department requests for academic and support programs.

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

The College shares appropriate financial information in a timely manner. This is evidenced by the Public Board Meeting Agenda which includes a Public Hearing on the proposed budget for 2022-2023 ([III.D.2-1](#)). In accordance with Section 58301 of the Title 5 California Code of Regulations, and pursuant to notice duly given, any taxpayer in the District may appear and publicly comment on the proposed 2022-2023 fiscal year budget or any item(s) thereof. Under California Law, the 2022-2023 fiscal year budget may not be finally adopted by the Board of Trustees until after this public hearing has been held.

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. Budget requests are linked to the goals identified in the program review process.

The College shares timely information with the campus community through the Budget Allocation and Recommendation Committee, the Budget Committee of the College. Budget information is shared through this participatory governance committee with representatives from constituencies across campus.

Evidence:

[III.D.2-1](#) BARC Agenda

Analysis and Evaluation

The College Budget and Allocation Recommendation Committee (BARC) is appointed through the shared governance process by its constituent groups. It is designed to engage on focused work in the development of principles, recommendations, and priorities for the College's General Fund Unrestricted Budget. Recommendations are brought directly to President's Cabinet. The committee's goals are:

- To develop a General Fund Unrestricted "operating budget" that carries out the Mission of the College as delineated in the College Educational Plan
- Develop and direct the process for long and short-term strategic planning
- Review and assess the impact of budget reductions/increases
- Justify the level of any additional funding in program allocations required to provide an appropriate schedule of classes and level of service
- Justify the level of any reduction in funding in program allocations
- Keep represented constituents apprised of the budget development process and solicit input as needed.

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 meets this standard through the Budget Allocation and Recommendation Committee whose purpose states, "The Mesa College Budget and Allocation Recommendation Committee (BARC, [III.D.3-1](#)) is a representative committee to be appointed through the shared governance process by its constituent groups. It is designed to engage in focused work in the development of principles, recommendations and priorities for Mesa College's General Fund Unrestricted Budget. Recommendations will be brought directly to President's Cabinet."

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 focused work in the development of principles, recommendations and priorities for the College's General Fund

Unrestricted Budget.

Evidence:

[III.D.3-1](#) BARC website

Analysis and Evaluation

The BARC committee reports to the President’s Cabinet and to Program and Institutional Effectiveness (PIEC).

Requests are initiated during the program review process. Programs and services use the College’s data dashboards and the results of outcomes assessments to analyze areas of need.

The request review process uses a scoring rubric with clearly detailed scoring criteria tied to outcomes. The request process asks programs and services to tie requests to the College’s mission statement. The needs and requests of all constituent groups are considered during the request review process.

Fiscal Responsibility and Stability

4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard

Financial assessment is a shared responsibility of the Colleges, Continuing Education, and the District.

San Diego Mesa College, as part of the San Diego Community College District, follows well-defined and widely communicated financial planning and budget development policies, procedures, and processes that comply with Title 5 requirements and California Community Colleges Budget and Accounting Manual best practices. 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.

Financial assessment is a shared responsibility of all four Colleges and the District. The District’s Strategic Planning Committee regularly reviews and updates its Strategic Plans priorities and goals, which inform the Colleges’ Strategic Plans and vice versa. The Colleges systematically assess the effective use of financial resources in alignment with planning documents using various methods and tools. These include audits, program planning and review, strategic plans, productivity reports, key performance indicators, staffing analysis, budget committees, and external program reviews.

The District’s Executive Vice Chancellor of Finance and Business Services oversees and

monitors the District and Colleges' financial aid allocations, externally funded programs, contractual relationships, auxiliary organizations/foundations, institutional investments, and assets. The Colleges Presidents and Vice Presidents of Administrative Services are responsible for developing, administering, and controlling their institution's budgets, with support and guidance from the District's Executive Vice Chancellor of Finance and Business Services.

Additional budget requests for the Colleges and District Divisions are submitted to the Chancellor's Cabinet for review, discussion, and potential approval of augmented budget allocations. Cabinet discussions include assessment of funding sources such as re-allocating existing budgeted expenditures due to budgeted but vacant positions and additional revenue augmentation. The State and District's budget status is a standing agenda item at the Chancellor's Cabinet meetings, the District Governance Council (DGC) meetings, and District Budget Planning and Development Council meetings (BPDC). Enrollment management outcomes and efforts are assessed at the Chancellor's Cabinet meeting to ensure that the District maximizes its state apportionment revenue allocation under the Student-Centered Funding Model (SCFF) that focuses on student outcomes as a primary priority. Enrollment management is also a standing agenda item for the BPDC ([III.D.4-1](#), [III.D.4-2](#)).

Evidence:

[III.D.4-1](#) Budget Planning and Development Council Agenda and Minutes, November 2022

[III.D.4-2](#) Budget Planning and Development Council Agenda and Minutes, March 2022

Analysis and Evaluation

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.

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.

The District takes a conservative approach to budget allocation, relying on several different funding sources. Following comprehensive dialogue and planning through realistic needs analysis, priorities are identified, and decisions are reached. SDCCD emphasizes continued communication throughout the budget development process through the participatory governance structure

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 ensure the financial integrity of the District and responsible use of financial resources, internal controls are evaluated and reported annually by external auditors. The internal control structure has appropriate control mechanisms and uses the review results to improve internal control systems throughout the District. The internal controls are followed at the District and the Colleges in accordance with Generally Accepted Accounting and Auditing principles and 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 is 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 independent external auditors have consistently determined that the District's internal control structure has appropriate control mechanisms, which are strong and adequate to support sound financial decision-making and fiscal stability ([III.D.5-1](#), [III.D.5-2](#)).

The District's ERP administrative 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 all contract positions throughout the District to be included in the District's BAM (Budget Allocation Model) for budget development purposes. Non-contract staffing is funded and administered at the campus and District Office level from allocated budgets annually. The Campus Allocation (CAM) and Budget Allocation Model (BAM) are reviewed by the Budget Planning and Development Council (BPDC) and the Chancellor's Cabinet and drive the allocation of resources to the District and Colleges. The credibility of the information with constituents is achieved through transparency and regular ongoing communications with all institutional leadership and constituents.

The Board of Trustees' Budget Study and Audit Subcommittee meets with the external auditors, the Chancellor, and the Executive Vice Chancellor to engage in an in-depth review of the annual financial audits prepared by the external independent auditing firm. The District has had at least ten 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 ([III.D.5-3](#)).

In addition to meeting with the Board's Budget Study and Audit Subcommittee, the external auditor publicly presents the outcome of the District's annual audits at the December meeting of the Board of Trustees ([III.D.5-4](#)).

Evidence:

III.D.5-1	BP 6125 Fraud Policy and Whistleblower Protection
III.D.5-2	AP 6125 Fraud Procedure and Whistleblower Protection

Analysis and Evaluation

SDCCD assures its financial integrity and the responsible use of its financial resources. The District has appropriate control mechanisms and widely disseminates reliable and timely information for sound financial decision-making. Annual budget reports and audits are freely available for review and communicated to institutional leadership. The Board of Trustees reviews the annual audit at a regular public board meeting.

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 the four Colleges to support student learning, services, and outcomes. Financial documents go through a thorough review process to ensure a high level of transparency and accuracy to develop a high degree of credibility. The Budget Planning and Development Council (BPDC) reviews state apportionment reports and enrollment management decisions (which drive FTES and FTEF targets). The annual Campus Allocation Model and budget assumptions used in the development of the Budget Allocation Model in the annual tentative and adopted budget are also reviewed by the BPDC ([III.D.6-1](#)).

The information is also shared at the District Governance Council (DGC) and the Chancellor's Cabinet. 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 that is not a state requirement. The Preliminary Budget is unique to the District and is intended to provide an opportunity for faculty and staff to be kept informed of some 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 at the four Colleges and District Office, where he and the Executive Vice Chancellor present the budget and its potential impact on the upcoming academic year along with presentations by other Vice Chancellors related to annual plans and objectives ([III.D.6-2](#), [III.D.6-3](#)).

District budget allocations are developed based upon:

- FTES targets, which are converted into Full Time Equivalent Faculty (FTEF) requirements based upon defined productivity targets to achieve the targeted FTES

- Allocation rates as defined within the Districtwide Campus Allocation Model
- Budget assumptions following the Budget Allocation Model’s projected revenues.

The Colleges then use the Districtwide budget allocations to develop their annual budgets to support student programs at each institution.

Evidence:

III.D.6-1	2022-2023 Adopted Budget
III.D.6-2	SDCCD NewsCenter – Chancellor's Forums 2022-2023
III.D.6-3	SDCCD NewsCenter – Chancellor's Forums 2021-2022

Analysis and Evaluation

SDCCD’s budget accurately reflects institutional spending and has high credibility with constituents due to its collaborative and shared governance process. All documents reflect the appropriate allocation and use of financial resources to support student learning programs and services. The College, through the annual program review process, assesses needs and 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.

7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

The external auditors have consistently identified the District’s audits as “unmodified” (formerly known as unqualified) ([III.D.7-1](#), [III.D.7-2](#)). The District’s Board of Trustees Budget Study and Audit Subcommittee and the Chancellor, Executive Vice Chancellor, meet with the external auditors to review the annual audits before being brought to the full Board for consideration during a public meeting of the Board of Trustees each year.

The District engages the external auditors for three years 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 five years to ensure a 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 external auditors have consistently identified the District’s audits as unmodified audits.

In the event findings are identified during the audit discovery process, the Executive Vice

Chancellor 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 fieldwork well in advance of finalization of the annual audit and if findings are included in the final audit report, corrective actions are communicated appropriately and immediately addressed.

Evidence:

[III.D.7-1](#) Social Security Alternative Retirement Plan Financial Statements Ended June 2022

[III.D.7-2](#) Audits Webpage

Analysis and Evaluation

Corrective actions are implemented and appropriately communicated based on the type of finding, and processes are developed to avoid repeat findings in subsequent audit reports.

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 during their fieldwork 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 to determine whether the controls are appropriate, under any given circumstance, for their expressing an opinion on the financial statements. The auditor's review ensures that there are no material weaknesses or significant deficiencies to merit attention by those charged with governance at the District ([III.D.8-1](#)).

Evidence:

[III.D.8-1](#) Audits Webpage

Analysis and Evaluation

As a result of the review by the external auditors, deficiencies in internal control rarely resulted in material weaknesses or significant deficiencies being identified. If so, they are immediately addressed.

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 to maintain stability, support strategies for appropriate risk management, and implements contingency plans to meet financial emergencies and unforeseen occurrences. The District has never had to borrow cash at any time despite federal and state economic conditions impacting apportionment revenue earnings and state payments to the District.

The District's Fiscal Services department monitors cash flow and projects future cash flow requirements over a revolving twelve-month cycle. Bank statements are regularly reconciled. The District is fiscally independent, and its Cash Reserve is held in the County of San Diego's treasury pool.

The Board of Trustees recently updated its Board Policies 6200 and 6300 to reflect a requirement to achieve and maintain a minimum ending fund balance reserve of two months (approximately 16.7%) of General Fund Operating expenditures. In addition, the Resource Allocation Model (RAF) that defines distributions to all employee units requires an annual 311 ending fund balance reserve of 15% for employee units to receive an annual distribution ([III.D.9-1](#), [III.D.9-2](#)).

Evidence:

[III.D.9-1](#) BP 6300 Fiscal Management

[III.D.9-2](#) BP 6200 Budget Preparation

Analysis and Evaluation

The District's Cash Reserve as of June 30, 2022, was 5.3% of the General Fund expenditures, which was in line with the state-recommended 5% and following the existing Board Policy 6200, which stated at the time that general fund cash reserve would not fall below 5%. This Policy was modified by Board action in FY 2022-2023 to require reserves of at least two months (16.7%) of General Fund Unrestricted operating expenditures. The District's total reserves and set asides as of July 1, 2023, were \$41,433,074.

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 the campus and District Office levels. Budget to actual variances is calculated and monitored in terms of expenditures. The District's Fiscal Services department monitors grant requirements. 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 ([III.D.10-1](#)).

The San Diego Community District College's foundations are separate legal entities with a Board of Directors overseeing operations. The District oversees the Colleges to ensure they remain compliant and follow 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. ([III.D.10-2](#), [III.D.10-3](#), [III.D.10-4](#), [III.D.10-5](#))

The San Diego Community College Auxiliary Organization (SDCCAO) was formed in 1990 to promote and assist the programs of the District in accordance with its mission, policies, and priorities. 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 District and was formed by the District's Board of Trustees in 1991.

The District 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 Educational Services Division, along with the College Financial Aid Directors, monitor student loan default rates which are consistently below the 30% federal limit.

Contracts & Grants are also monitored, following District policy, at the program level on the campuses and centrally at the District Office to ensure proper fiscal oversight ([III.D.10-6](#)).

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 annually ([III.D.10-7](#)). 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, Finance and Business Services, serves on the Board of the JPA. The JPA Board consists of District member representatives assigned by each member District to serve on the JPA Board.

Evidence:

III.D.10-1	Warehouse and Central Receiving Webpage
III.D.10-2	MOU: San Diego City College Foundation, Inc.
III.D.10-3	MOU: San Diego Mesa College Foundation, Inc.
III.D.10-4	MOU: San Diego Miramar College Foundation, Inc.
III.D.10-5	MOU: San Diego Continuing Education Foundation, Inc.
III.D.10-6	AP 6480.1 Grant & Contract Administration

[III.D.10-7](#) Policy Adoption of the San Diego County Treasurer's Pooled Money Fund

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 the previously stated functions and entities are effectively operated and overseen.

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.

Evidence of Meeting the Standard

The District utilizes an encumbrance control system for human capital and non-personnel costs to ensure resources are properly allocated for short-term and long-term commitments. All liabilities have an associated resource identified for funding purposes for these obligations. An independent actuary reviews worker's Compensation costs every three years to ensure that the proper level of financial reserves, as determined in the applicable actuarial study report, are accounted for and budgeted annually. ([III.D.11-1](#)) To support those long-term obligations, the District maintains reserves for vacation leave accrual, insurance, building maintenance, and operations costs ([III.D.11-2](#)).

Concerning the Other Post-Employment Benefits (OPEB) liability, the District's Board of Trustees approved joining the California Retiree Health Benefits Program Joint Powers Agency (CCLC-JPA) in December 2005. In June 2006, the Board authorized \$11 million previously held in a fund reserve of the District to fund the OPEB to be transferred into an irrevocable trust in the CCLC-JPA. The balance of the OPEB Plan Fiduciary Net Position as of June 30, 2022, was \$6.9 million, which represents a funded percentage of 17%.

Evidence:

[III.D.11-1](#) Notes to Financial Statements

[III.D.11-2](#) Financial Statements and Supplementary Information

Analysis and Evaluation

The institution identifies plans and allocates resources for payment of liabilities and future obligations as evidenced by the District's significant operational, cash, and irrevocable reserves, which as of June 30, 2022, were calculated at \$285.5 million. The level of financial reserves provides a reasonable expectation of the institution's short and long-term financial solvency.

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

The most recent actuarial study at this writing was performed for the year ending June 30, 2022. The study calculates the District's OPEB liability at \$41 million. The accrued liability at the time of the 2022 study was \$34 million, with \$ 6.9 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 following Governmental Accounting Standards Board (GASB) 74 and 75 requirements ([III.D.12-1](#)). These two GASB statements ensure that all Community College Districts identify, plan, and allocate resources to pay liabilities and future obligations.

Evidence:

[III.D.12-1](#) Financial Statements and Supplementary Information
[III.D.12-2](#) BP 6300 Fiscal Management

Analysis and Evaluation

Meeting this Standard is evidenced by the District's annual independently prepared actuarial reports beginning in 2016 reflecting the reporting requirements of GASB 74 and 75. The District's commitment to planning for and allocating appropriate resources for the payment of liabilities and future obligations, as evidenced by the District's policy and practice to maintain at least two months of expenditures in reserves and a Resource Allocation Formula that prioritizes liquidity before allocating new revenues to operations ([III.D.12-2](#)).

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 except for 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.

Evidence:

[III.D.13-1](#) Board of Trustees Acceptance and Approval

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. This debt is paid directly through the County of San Diego based on local taxpayers' property tax assessments. Both propositions are fully expended and have recently closed out ([III.D.13-1](#)). The District has consistently maintained the highest bond rating for an apportionment-based California Community College of "AAA" by Standard & Poor's Global and "AAA" by Moody's. AAA is the highest rating by each entity and was re-affirmed by both rating agencies in fall 2021, demonstrating the sound fiscal management of the District.

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 District and campus business offices are vigilant in the oversight of all financial resources and activities. Separate funds are established and monitored regularly to ensure proper accounting for various financial resources and the use of funds following 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 a manner consistent with the intended purpose of the taxpayers and have recently closed out. This example is further evidenced by 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 ([III.D.14-1](#), [III.D.14-2](#), [III.D.14-3](#)).

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 reported on the District's financial statement; however, they are not the debt of the District as the debt is paid by the taxpayers of the District as assessed by the County of San Diego.

Evidence:

- [III.D.14-1](#) Propositions S and N Annual Report 2022
- [III.D.14-2](#) Adopted Budget 2022-2023
- [III.D.14-3](#) SDCCD Annual Audits

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

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 Educational Services Division coordinates a bi-monthly meeting of Financial Aid Officers from the three credit Colleges. The purpose of the meeting is 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. District Educational Services assists and supports the Colleges in monthly reconciliation and ensuring compliance with federal regulations regarding the Direct Loan program.

Colleges advise students interested in direct federal loans on the advantages and disadvantages of borrowing. Colleges will encourage students to consider other financial aid options, such as grants or scholarships, before borrowing from student loans. All three credit Colleges require students to complete entrance counseling when applying for a federal student loan. In addition to the entrance counseling session directed by federal regulations, the three credit Colleges have served as Experimental Sites for the Department of Education's additional loan counseling experiment through the 2020-21 aid year for subsidized loans and 2021-2022 for unsubsidized loans.

Additionally, each college engages in various practices to help reduce excessive borrowing, such as requiring students to apply for loans instead of auto-packaging, case management for delinquent students, and loan cancellation at specific periods in the semester. In compliance with federal regulations, direct loan disbursement letters are sent to student loan borrowers allowing the student to cancel the disbursement or loan.

Loan Default Rates:

Below is a table of the three-year cohort default rates for San Diego Mesa for the 2017, 2018, and 2019 cohort years.

San Diego Mesa College	
DR Year	3 Year Rate
2019	6.1 %
2018	8.8 %
2017	9.5 %

Source: U.S. Department of Education, 5-Year Student Loan Default Report

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 by holding regular meetings between the College Financial Aid Officers and District Educational Services. The sessions are in addition to the consultation process with Districtwide governance and collaboration with statewide associations. As a result, the Colleges and the District have taken

the following steps to ensure compliance with federal regulations:

- Creation of Consumer Information in compliance with the Higher Education Re-Authorization Act; ([III.D.15-1](#))
- Creation of the Drug and Alcohol Prevention Program (DAAPP) website, including online training; ([III.D.15-2](#))
 - Online training documentation:
 - Alcohol eCHECKUP ([III.D.15-3](#))
 - Marijuana eCHECKUP: ([III.D.15-4](#))
 - SDCCD Drug & Alcohol Prevention Programs ([III.D.15-5](#))
- Creation of Title IX website, including online student training ([III.D.15-6](#))
- Creation of a streamlined online complaint process ([III.D.15-7](#))

Evidence:

III.D.15-1	Creation of Consumer Information in compliance with the Higher Education Re-Authorization Act
III.D.15-2	Creation of the Drug and Alcohol Prevention Program (DAAPP) website, including online training
III.D.15-3	SDSU Alcohol eCHECKUP
III.D.15-4	SDSU Marijuana eCHECKUP
III.D.15-5	SDCCD Drug & Alcohol Prevention Programs
III.D.15-6	Creation of Title IX website, including online student training
III.D.15-7	Creation of a streamlined online complaint process

Analysis and Evaluation

The District fully complies 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, San Diego Mesa College, and San Diego Miramar College are below the “30% for a three-year” threshold established by the U.S. Department of Education.

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.

Evidence of Meeting the Standard

Contractual agreements with external entities are governed by policies adopted by the District’s Board of Trustees, consistent with the District’s mission and goals. The District’s Finance and Business Services Division implements these policies through procedures established by the

Chancellor, which contain an 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 necessary to the District's legal and efficient operation 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 Finance and Business Services ([III.D.16-1](#)).

Evidence:

[III.D.16-1](#) BP 6100 Delegation of Authority

Analysis and Evaluation

Contractual agreements with external entities are generated by institutional policies and are concurrent with the District's mission and goals. All contractual agreements maintain the institution's integrity, including the quality of programs, services, and operations.

Conclusions on Standard III.D: Fiscal Resources

The College shares appropriate financial information in a timely manner. 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 short- and long-term financial solvencies. Financial resource planning at the District and College level is consistently integrated with institutional planning.

The Districtwide “Budget Planning and Development Council” (BPDC) is tasked with making recommendations to the Chancellor on Districtwide budget and planning issues. This is evidenced by the Public Board Meeting Agenda which includes a Public Hearing on the proposed budget for 2022-2023. In accordance with Section 58301 of the Title 5 California Code of Regulations, and pursuant to notice duly given, any taxpayer in the District may appear and publicly comment on the proposed 2022-2023 fiscal year budget or any item(s) thereof. Under California Law, the 2022-2023 fiscal year budget may not be finally adopted by the Board of Trustees until after this public hearing has been held.

The College, through the annual program review process, assesses needs and 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. 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. Budget requests are linked to the goals identified in the program review process.

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 focused work in the development of principles, recommendations and priorities for the College’s General Fund Unrestricted Budget.

The distribution of resources at the District supports the development, maintenance, allocation and reallocation, and enhancement of programs and services offered Districtwide. The District’s adopted budget, approved annually by the Board of Trustees, is a balanced budget. Any deficit budgeting results from realistic but somewhat conservative revenue projections to ensure that estimated revenues do not result in the over-allocation of expense budgets. The District has consistently addressed budget deficits to avoid financial deficits. 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 District fully complies 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, San Diego Mesa College, and San Diego Miramar College are below the “30% for a three-year” threshold established by the U.S. Department of Education.

The College and District have a long history and strong reputation for sound fiscal management practices, as demonstrated in the evidence. The District uses short-term planning processes and long-term projections to ensure that the Colleges can meet their financial obligations and maintain fiscal solvency. Over the past two years, the District has been making progress to ensure sufficient reserves to help manage budget shortfalls. The annual audits demonstrate strong integrity in fiscal planning, budgeting, and expenditures and are crucial to maintaining trust and transparency with stakeholders. Overall, the College and District are committed to sound fiscal management practices and transparency in maintaining financial stability and accountability.

Improvement Plan(s)

Not applicable

Evidence List

<u>III.D.1-1</u>	Budget Planning and Development Council Meeting Agenda
<u>III.D.1-2</u>	FY 2022-2023 Adopted Budget, Campus Allocation General Fund
<u>III.D.1-3</u>	Collective Bargaining Agreements Webpage
<u>III.D.1-4</u>	S&P Global Rating of AAA: SDCCD's Bonds
<u>III.D.2-1</u>	BARC Agenda
<u>III.D.3-1</u>	BARC website
<u>III.D.4-1</u>	Budget Planning and Development Council Agenda and Minutes, November 2022
<u>III.D.4-2</u>	Budget Planning and Development Council Agenda and Minutes, March 2022
<u>III.D.5-1</u>	BP 6125 Fraud Policy and Whistleblower Protection
<u>III.D.5-2</u>	AP 6125 Fraud Procedure and Whistleblower Protection
<u>III.D.5-3</u>	Audit Records: Webpage
<u>III.D.5-4</u>	Social Security Alternative Retirement Plan Financial Statements Year Ended June 2022
<u>III.D.6-1</u>	2022-2023 Adopted Budget
<u>III.D.6-2</u>	SDCCD NewsCenter – Chancellor's Forums 2022-2023
<u>III.D.6-3</u>	SDCCD NewsCenter – Chancellor's Forums 2021-2022
<u>III.D.7-1</u>	Social Security Alternative Retirement Plan Financial Statements Ended June 2022
<u>III.D.7-2</u>	Audits Webpage
<u>III.D.8-1</u>	Audits Webpage
<u>III.D.9-1</u>	BP 6300 Fiscal Management
<u>III.D.9-2</u>	BP 6200 Budget Preparation
<u>III.D.10-1</u>	Warehouse and Central Receiving Webpage
<u>III.D.10-2</u>	MOU: San Diego City College Foundation, Inc.
<u>III.D.10-3</u>	MOU: San Diego Mesa College Foundation, Inc.
<u>III.D.10-4</u>	MOU: San Diego Miramar College Foundation, Inc.
<u>III.D.10-5</u>	MOU: San Diego Continuing Education Foundation, Inc.
<u>III.D.10-6</u>	AP 6480.1 Grant & Contract Administration
<u>III.D.10-7</u>	Policy Adoption of the San Diego County Treasurer's Pooled Money Fund
<u>III.D.11-1</u>	Notes to Financial Statements
<u>III.D.11-2</u>	Financial Statements and Supplementary Information
<u>III.D.12-1</u>	Financial Statements and Supplementary Information
<u>III.D.12-2</u>	BP 6300 Fiscal Management
<u>III.D.13-1</u>	Board of Trustees Acceptance and Approval
<u>III.D.14-1</u>	Propositions S and N Annual Report 2022
<u>III.D.14-2</u>	Adopted Budget 2022-2023
<u>III.D.14-3</u>	SDCCD Annual Audits
<u>III.D.15-1</u>	Creation of Consumer Information in compliance with the Higher Education Re-Authorization Act
<u>III.D.15-2</u>	Creation of the Drug and Alcohol Prevention Program (DAAPP) website, including online training
<u>III.D.15-3</u>	SDSU Alcohol eCHECKUP
<u>III.D.15-4</u>	SDSU Marijuana eCHECKUP

III.D.15-5	SDCCD Drug & Alcohol Prevention Programs
III.D.15-6	Creation of Title IX website, including online student training
III.D.15-7	Creation of a streamlined online complaint process
III.D.16-1	BP 6100 Delegation of Authority

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 are 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.

A. Decision-Making Roles and Processes

- 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.**

Evidence of Meeting the Standard

San Diego Mesa College creates inclusive spaces for our entire campus to innovate, with a leaning toward equity and excellence. We empower people, not positions, to create the change that our students need to see. The College uses participatory processes to address policy or institution-wide implications.

San Diego Mesa College leadership fosters a culture of innovation centered on student success, equity, and excellence. College leadership supports the efforts of all constituency groups to improve practices, programs and services. San Diego Mesa College Course Redesign Institute (CRI), designed and led by Mesa faculty, was held for three consecutive summers (2016-18) and provided faculty with an opportunity to learn about enhanced tools and practices and to improve academic outcomes ([IV.A.1-1](#)). The report evaluates the impact of this program by examining the outcomes of the redesigned courses before and after faculty members attended CRI. Additionally, outcomes of redesigned courses are compared to the outcomes of the same

course taught by faculty members that did not attend any of the CRI sessions.

The San Diego Mesa College Comprehensive Plan - 2021-2030 was created to chart the College's long-term course toward accomplishing its mission, which describes the College's aspirations for student access, equity, and success. The planning process offers an opportunity to engage constituent groups in a dialogue about the future and to inform the public of the College's intentions about instructional programs, support services, and facilities improvements. This process used internal and external data to project the College's growth over the next decade and identify current and future challenges and opportunities in the College's instructional and student services programs, site, and facilities. The nature of combining educational and facilities planning allows the college to connect educational needs to site and facilities improvements.

The development of Mesa2030 was led by a representative Task Force that collected input from a series of major engagement events that included individual input and feedback from over 500 individuals. The major events included campus sharing sessions, convocation activities, community forums, department and program interviews, a campus experience survey, a community online survey, student focus groups, and a campus sustainability workshop. In addition, drafts were shared with the campus throughout the process and an online survey gathered feedback. As part of the development of this plan, Mesa College assured alignment with the San Diego Community College District goals as well as the Vision for Success Goals outlined by the California Community College Chancellor's Office. Mesa College also sought out support from an Institutional Effectiveness Partnership Initiative Peer Resource Team. The areas of focus in working with the Peer Resource Team were to meaningfully embed Equity and Pathways into the Mesa2030 plan. As a result, the team offered a menu of options to ensure the plan meaningfully integrated equity and pathways through both the process and document itself ([IV.A.1-2](#)).

The final Mesa2030 Comprehensive Plan was presented at the San Diego Community College District Board of Trustees meeting on 5-13-2021 and approved by President's Cabinet on 5-18-2021 ([IV.A.1-3](#), [IV.A.1-4](#)).

Title III HSI grants & Equity have sponsored a variety of professional learning opportunities from 2019 to the present. These focused on access, success and completion in STEM disciplines, such as a laboratory redesign in Chemistry courses. Leaders in the Equity, HSI, and professional learning departments presented the result of these initiatives to members of President's Cabinet in order to share previous and upcoming projects.

CEER (Curriculum Equity & Excellence Review) was a weeklong program offered for two consecutive summers, 2021-22. This program was designed by faculty and administrators from multiple areas of campus as an innovative way for faculty to examine their teaching through the lens of cultural competence, antiracist practices, equity, and excellence in order to create greater success for students. The program provided faculty with an opportunity to examine the Course Outline of Record regarding curriculum development, inclusive teaching frameworks

and culturally responsive evidence-based practices. Faculty re-imagined classroom activities and assignments and developed strategies for changing their syllabi to be responsive to students while maintaining academic excellence ([IV.A.1-5](#)).

The Student Services Call to Action was a direct response to the spark felt around the world following the murder of George Floyd ([IV.A.1-6](#)). Current events highlighted issues of structural racism, and inspired administrators, faculty, and students at the College to pursue dialogue and actions to create more equitable outcomes and opportunities for Black students. The College recognizes a responsibility to provide equitable structures in an environment that allows students to thrive.

The 13-point Strategic action plan proposed by the Committee for Diversity, Action, Inclusion, and Equity (CDAIE) was presented to multiple constituent groups on campus ([IV.A.1-7](#)). The plan proposes innovative actions for the campus and the district in order to innovate equity practices. The committee is composed of employees from all areas and classifications of the College. This document provides evidence that “all campus stakeholders have the opportunity to improve the College systematically.

The process for campus vetting of ideas and proposed plans such as the 13-point Strategic Plan for Racial and Social Justice includes reviews by the Academic/Classified/Associated Students Senates who represent their constituents at San Diego Mesa College. The process then proceeds to a review by the Planning and Institutional Effectiveness Committee followed by a presentation at President’s Cabinet.

For example, the 13-point Strategic Plan for Racial and Social Justice was presented at the February 16, 2021 President’s Cabinet meeting where next steps for the plan were discussed ([IV.A.1-8](#)). An additional special President’s Cabinet meeting was created to follow-up on this discussion on May 25, 2021. A vote was held to accept a motion on the concepts of the revised name of “13-Point Strategic Action Plan for Accountability in Diversity, Equity and Inclusion” and was approved; this decision was communicated to the campus via President’s Cabinet meeting notes. These President’s Cabinet meeting documents are submitted as evidence to support the requirement “When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.”

Evidence:

IV.A.1-1	San Diego Mesa College Course Redesign Institute Outcomes Report 2016-2018
IV.A.1-2	Mesa2030 Task Force Presentation Pcab 12-3-19
IV.A.1-3	Presidents Cabinet Mesa2030 Approval 5-18-21
IV.A.1-4	BOT_Mesa2030 Comprehensive Plan Approval 5-13-21
IV.A.1-5	Curriculum Equity and Excellence Review Program Data Reflections
IV.A.1-6	Student Services Call to Action
IV.A.1-7	Committee for Diversity, Action, Inclusion, and Equity 13-point strategic plan 2021
IV.A.1-8	President’s Cabinet Meeting Minutes 2-16-21

Analysis and Evaluation

College leadership works to create an environment of learning, assessment, and success that is equitable for all stakeholders. Administrators, faculty, classified professionals, and students engage in ongoing dialogue and review, and take innovative actions that lead to institutional excellence. Innovation may be directed through policies and procedures, and/or it may be grassroots in nature. All campus stakeholders have the opportunity to improve College practices, programs, and services. Improvements are planned and implemented systematically. Recommendations with implications for policy and institution-wide impact are addressed through shared governance and the College's culture of participatory processes. The Governance Handbook outlines the purpose, responsibilities and membership of the College's participatory governance committees and their role in the decision-making process.

- 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

Institutional governance includes administration, faculty, classified professionals, and students. Each group has its own governance structure, with representation in college-wide governance. The College's governance structure, as outlined in the Governance Handbook, is inclusive and participatory. All vested interest groups or individuals have the opportunity to voice opinions.

College administration is represented in institutional governance through membership on the Deans' Council, leadership of the schools, and representation on the President's Cabinet and other participatory governance committees.

College faculty are represented in institutional governance through the Academic Senate and its committees, President's Cabinet, school meetings, and other participatory governance committees.

College Classified Professionals are represented in institutional governance through the Classified Senate, Classified Professional Learning, President's Cabinet, the Classified Equity Taskforce, Mesa Pathways, Student Equity, HSI, Promise, the Mesa Foundation, school meetings, hiring committees, other participatory governance committees, and through accreditation, institutional effectiveness, resource allocation, outcomes assessment, strategic planning and Mesa Student Services Council.

The San Diego Mesa College Classified Senate represents classified professionals in governance and in the life of the college to create an engaged, inclusive, and equitable environment for classified professionals, students, and faculty ([IV.A.2-1](#), [IV.A.2-2](#), [IV.A.2-3](#)).

The Associated Students (AS) is the representative body of students in the participatory governance process. The Associated Students 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 ([IV.A.2-4](#), [IV.A.2-5](#)).

Participation in college-wide planning and initiatives, such as Guided Pathways, Mesa 2030, and Enrollment Management illustrate that the College practices participatory leadership at all levels and that all constituent groups' perspectives are taken into account in the decision making. ([IV.A.2-6](#), [IV.A.2-7](#), [IV.A.2-8](#), [IV.A.2-9](#), [IV.A.2-10](#), [IV.A.2-11](#), [IV.A.2-12](#), [IV.A.2-13](#), [IV.A.2-14](#))

The District has a long-standing commitment to administrator, faculty, staff, and student participation in decision-making processes. Board Policy 2510 and Administrative Procedure 2510 Participation in Local Decision-Making, ensures faculty, staff, and students have the right to participate effectively in District governance ([IV.A.2-15](#), [IV.A.2-16](#)). 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/AP 2510 allows students to participate effectively in District governance. It 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 allows staff to participate in the formulation of matters significantly affecting staff by directing that they be included in appropriate committees, councils, advisory groups, and other structures at all Colleges.

- Board Policy 0210 *Academic Senate* authorizes the formation of academic senates within the District, ensuring the opportunity for meaningful participation by faculty in decision-making processes ([IV.A.2-17](#)).
- BP 2310 *Regular Meetings of the Board* demonstrates a commitment to faculty, staff, and student participation in governance and decision-making ([IV.A.2-18](#)).

The membership of the District Governance Council, the primary Districtwide governance body, demonstrates the District's commitment to participatory governance in decision-making. The Council comprises the chairs of all the District Governance Councils, the College Presidents, Academic Senate representatives from all four Colleges, classified senate representatives from all four Colleges, the Student Trustees, and representatives of the labor organizations. The District Governance Council meets to review the Board of Trustees 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 a specific topic.

The overall composition of the other District governance councils and committees also demonstrates the vital 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 are described in the District

Administration and Governance Handbook ([IV.A.2-19](#)).

Evidence:

IV.A.2-1	Classified Senate Bylaws
IV.A.2-2	Classified Senate Constitution
IV.A.2-3	Classified Senate Mission, Vision, Values
IV.A.2-4	Student Government Bylaws
IV.A.2-5	Associated Students Constitution
IV.A.2-6	Enrollment Management Workgroup Participants
IV.A.2-7	Master Planning Taskforce Timeline 9-3-19
IV.A.2-8	Mesa Pathways Bubble Groups Flyer 10-16-18
IV.A.2-9	Mesa Pathways Inquiry Team Members 10-16-18
IV.A.2-10	Mesa Pathways Webpage
IV.A.2-11	Mesa2030 committee Survey Participants 2020
IV.A.2-12	Pcab Special Mtg Mesa Pathways PIECE 11-19-19
IV.A.2-13	Presidents Cabinet Retreat Pathways Mesa2030 12-1-20
IV.A.2-14	President's Cabinet Roster 2022-2023
IV.A.2-15	BP 2510 Participation in Local Decision-making
IV.A.2-16	AP 2510 Participation in Local Decision-making
IV.A.2-17	BP 0210 Academic Senate
IV.A.2-18	BP 2310 Regular Meetings of the Board
IV.A.2-19	Administrative and Governance Handbook 2021-2022

Analysis and Evaluation

SDCCD Board Policy 2510 states, “The Board of Trustees is committed to participatory governance and shall ensure that faculty, staff and students participate as required by law in the decision-making processes of the District.” San Diego Mesa College practices participatory leadership at all levels, including administration, faculty, classified professionals, and students. Student participation is part of shared governance, and student views are part of the decision-making processes for policies and matters impacting students and student interests.

The Constitution for the Associated Student Government includes the mission statement, membership composition, organizational structure, and election process for this governance body. The Bylaws for Associated Student Government describe dues, duties of members, rules for meetings, student judicial review board, amendments, veto power, pay rates, officer limitations and responsibilities, finance and budget code, and other guidelines.

The San Diego Mesa College Classified Senate Constitution details the purpose, membership composition, parliamentary procedures, and amendments for this governance group. The San Diego Mesa College Classified Senate Bylaws detail the duties and responsibilities of the Senate, election rules and process, eligibility requirements to run and serve on senate, term limits, responsibilities of executive council, financial guidelines, meeting schedule, and how committee membership is appointed.

SDCCD has policies and processes to ensure that its leadership can bring forward innovation

and create a robust culture that recognizes and encourages advancement and innovation. It is to be noted that there has been significant turnover in top administrators, as well as attrition of tenure/tenure-track faculty, since the fall of 2020, and the need to continue working collaboratively across all areas of the District is of the highest priority.

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 administrators and faculty have substantive and clearly defined roles in institutional governance. These roles are defined through policy and procedures. Administrators and faculty exercise a substantial voice in planning and enacting the College's policies, including the budget, as it relates to their areas of responsibility and expertise.

The constitution for the academic/faculty senate describes the name, purpose, authority, membership, duties, and election process of the academic senate group. This group represents faculty in the shared governance process for the College ([IV.A.3-1](#)).

SDMC has a set of participatory governance and operational committees in place to define the roles of all constituents. The Institutional governance chart shows the structure of the groups and committees ([IV.A.3-2](#)). The governance process is participatory, meaning that all vested interest groups or individuals have the opportunity to voice opinions. When decisions are formulated based on these standards, the College benefits from the creativity of participating groups.

The President's Cabinet Retreat and the Budget Allocation and Recommendation Committee (BARC) documents are evidence of the statement, "The College's administrators and faculty have substantive and clearly defined roles in institutional governance. These roles are defined through policy and procedures. Administrators and faculty exercise a substantial voice in planning and enacting the College's policies, including the budget, as it relates to their areas of responsibility and expertise." ([IV.A.3-3](#), [IV.A.3-4](#), [IV.A.3-5](#), [IV.A.3-6](#), [IV.A.3-7](#), [IV.A.3-8](#))

The Budget Council Agendas include discussions of Board Policy BP6300 Fiscal Management, and the District's Proposed FY 2022-23 Budget ([IV.A.3-9](#)).

The District has policies and procedures that ensure faculty, staff, 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 and the Colleges. The Chancellor is the District's Chief Executive Officer and is responsible for the administration of the District per the policies established by the Board of Trustees ([IV.A.3-10](#)).

Developing and reviewing policies and procedures are collegial efforts involving various

governance groups. For policies and procedures that affect academic and professional matters, the Board relies primarily on the Academic and Classified Senates; on matters defined as within the scope of bargaining interests, the Board follows the requirements of negotiations. For administrative issues, the Board relies primarily on staff recommendations 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. In addition, the public may comment at board meetings on any policy consideration before the Board.

Regarding budget and fiscal matters, the District is primarily responsible for developing and administering all policies and procedures related to the expenditure of funds, internal controls, audit compliance, and fiscal accountability. Once the Board approves a budget, the Colleges have autonomy in determining campus expenditures following 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.

The District Administration and Governance Handbook provides direction to the organization and delegation of function of the various departments and District governance structures. The Handbook clearly illustrates the District's commitment to participatory governance. As part of the District's commitment to shared governance, various Districtwide councils and committees meet regularly. 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.

Evidence:

IV.A.3-1	Academic Senate Constitution
IV.A.3-2	Governance Chart
IV.A.3-3	President's Cabinet Retreat Agenda with attendees 4-5-19
IV.A.3-4	President's Cabinet Retreat 5-4-21
IV.A.3-5	President's Cabinet Retreat list of invitees 5-4-21
IV.A.3-6	President's Cabinet Roster 2019-2020
IV.A.3-7	President's Cabinet Roster 2021-2022
IV.A.3-8	Budget Allocation and Recommendation Committee Charge Composition
IV.A.3-9	SDCCD Budget Planning Development Council Agendas 09-07-22
IV.A.3-10	District Governance Council San Diego Community College District webpage

Analysis and Evaluation

The Academic Senate has purview over academic and professional matters, including

curriculum, grading, and other areas as established in the Community College Reform Act. College faculty exercise a voice in academic program, curricula, and faculty personnel through committees such as Student Services Council, Curriculum Review Committee, Academic Affairs Committee, Program Review Committee, and through the faculty hiring process.

Administrators and faculty exercise a substantial voice in planning and enacting the College's policies, including the budget, as it relates to their areas of responsibility and expertise. This is evidenced by the charge and composition of both the campus level Budget Allocation and Recommendation Committee and the District Governance Council.

The purpose of BARC states, "The Mesa College Budget and Allocation Recommendation Committee (BARC) is a representative committee to be appointed through the shared governance process by its constituent groups. It is designed to engage with focused work in the development of principles, recommendations and priorities for Mesa College's General Fund Unrestricted Budget. Recommendations will be brought directly to President's Cabinet."

At SDCCD, "The District Governance Council is a standing council comprised of students, faculty, and staff representatives from throughout the District. The Council will meet to share information and review matters concerned with educational programs and services. The DGC shall not address matters which are negotiable (SB 160).

Specifically, the council will:

1. Advise the Chancellor on the development and effects of policy implementation;
2. Advise the Chancellor on matters referred to the council by the respective colleges or other college/District standing councils;
3. Provide a forum for districtwide communication to ensure consistent, continuous reporting of information throughout the District; and
4. Review and make recommendations on major issues, such as the annual District budget, long-range and strategic planning directions, educational and student services plans, and advocacy at the local, state, and national levels."

District policies and procedures, as well as the Handbook, clearly define the roles of participants of each constituency group in institutional policies, budgeting, and planning. Each group is represented in the District's governance councils, including the District Student Services Council, the Curriculum and Instructional Council, and the Budget Planning and Development Council.

- 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

College faculty and administrators utilize policies, procedures, and clearly defined structures to facilitate the ongoing, transparent review of curriculum, and student learning programs and services. Faculty and administrators take responsibility for reviewing curriculum and recommending changes. The Curriculum Review Committee is composed of 10 faculty

minimum, 3 deans, including one from CTE, one evaluator, one classified professional and one student. The Vice President of Instruction and a faculty member co-chair the committee.
([IV.A.4-1](#), [IV.A.4-2](#), [IV.A.4-3](#), [IV.A.4-4](#))

Evidence:

IV.A.4-1	Curriculum Review Committee and Committee Purpose
IV.A.4-2	Curriculum Review Subcommittee Meeting Minutes 11-18-21
IV.A.4-3	San Diego Mesa College Checklist for Curriculum Review
IV.A.4-4	Curriculum Review Committee Resources

Analysis and Evaluation

Curriculum recommendations are reviewed by the Curriculum Review Committee, which ensures that the College's curriculum meets the standards and criteria defined by the mission statement of the College, District guidelines and the Education Code, and the California Code of Regulations (Title 5, Section 5300.2).

Committee duties include:

- Facilitate curriculum initiators in the origination and revision of Curriculum.
- Facilitate the development of General Education requirements.
- Facilitate the development of Graduation and Certificate Requirements.
- Ensure program and course alignment within the SDCCD.
- Ensure the Curriculum that San Diego Mesa College presents is in the best interest of students.

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 College ensures that relevant perspectives receive appropriate consideration through board and institutional governance. Decision-making is aligned with expertise and responsibility. Institutional plans, policies, curricular change, and other key considerations receive timely action.

The District's system of governance and organization demonstrates the District's commitment to participatory governance that ensures broad input and dialog and consideration of relevant perspectives in decision-making throughout the District.

The District Chancellor's Cabinet meets weekly. The group comprises College Presidents, District Vice Chancellors, the Director of Communication, and other staff. The agenda for these meetings varies but includes various items of Districtwide importance and interest. Members of the Chancellor's Cabinet are expected to share relevant information within their respective organizations. Conversely, essential items of Districtwide interest are expected to be

shared with other members of the Chancellor's Cabinet. It is important to note that since the fall of 2020, SDCCD has experienced changes in eight of eleven Cabinet membership roles.

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 ([IV.A.5-1](#)). Another example is the annual Chancellor's Cabinet retreat, where the agenda includes the goals and accomplishments of the Cabinet members and the planning agenda for the year ([IV.A.5-2](#)).

These documents are evidence of “The College ensures that relevant perspectives receive appropriate consideration through board and institutional governance. Decision-making is aligned with expertise and responsibility. Institutional plans, policies, curricular change, and other key considerations receive timely action.”

Evidence:

IV.A.5-1	Chancellor’s Cabinet Meeting Action Items 08-11-20
IV.A.5-2	Chancellor’s Cabinet Annual Retreat Agenda 08-12-22
IV.A.5-3	Mesa2030 Goals

Analysis and Evaluation

The Mesa 2030 Goals chart ([IV.A.5-3](#)) shows the College’s long-term course toward accomplishing its Mission. This is done through a continual process of improvement that includes:

- Working toward student access, equity, and success
- Engaging constituent groups in a dialogue about the future
- Identifying current challenges and opportunities, anticipating future challenges and opportunities in the College’s instructional and student services programs, site, and facilities
- Connecting educational needs to site and facilities improvements
- Projecting the College’s growth over the next decade
- Informing the public of the College’s intentions about instructional programs, support services, and facilities improvement

Per board policies, the District's governance structures and processes clearly define appropriate roles for faculty, staff, administrators, and students. To ensure proper representation of diverse perspectives, the composition of each of the District's significant councils include at least one seat for each of these groups. Council and committee information is available on the District's website, accessible to all employees.

6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

The College’s process for decision-making, and resulting decisions, are documented and

widely communicated to all constituent groups.

Each year, the Planning and Institutional Effectiveness Committee updates the Governance Handbook, previously referred to as the Institutional Planning and Governance Guide (IPGG). The Handbook is approved by the committee and sent to President's Cabinet for final review. The Handbook includes information regarding our governance structure, committee list, and district policies regarding constituency group roles. The handbook is posted to our website and shared via our Governance 101 workshop in the first President's Cabinet meeting of the Fall term. ([IV.A.6-1](#), [IV.A.6-2](#), [IV.A.6-3](#), [IV.A.6-4](#), [IV.A.6-5](#), [IV.A.6-6](#))

The Chancellor is committed to effective and timely communication on all critical matters. The Chancellor and Board of Trustees use several communication vehicles to document and communicate decisions and essential information that impacts 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 and 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 ([IV.A.6-7](#)).
- ***Chancellor's Cabinet*** – The Chancellor's Cabinet meets weekly to collectively plan and provide leadership for the business of the District to meet its mission effectively ([IV.A.6-8](#)).
- ***Chancellor's Open Forums*** – The Chancellor holds an open forum at each College and 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 ([IV.A.6-9](#), [IV.A.6-10](#)).
- ***Chancellor's Messages on Major Areas of Interest*** – The Chancellor sends periodic updates to the District community and external community members on significant areas of interest. Updates have included: the State Budget, the Baccalaureate Degree, Enrollment Updates, and Facilities Updates. ([IV.A.6-11](#), [IV.A.6-12](#), [IV.A.6-13](#), [IV.A.6-14](#), [IV.A.6-15](#), [IV.A.6-16](#))
- ***The WE (With Excellence)*** – This is a semester report highlighting significant programs, events, and accomplishments of students, faculty, and staff throughout the District ([IV.A.6-17](#)).
- ***NewsCenter*** – NewsCenter is the District's online news outlet reporting various events, activities, and significant accomplishments. NewsCenter aims to ensure that the District community is apprised of the many exemplary ways it accomplishes its mission. In addition, NewsCenter allows the community to remain informed of the many

celebrations and events throughout the District ([IV.A.6-18](#)).

In addition, the District Vice Chancellors and Presidents are expected to broadly communicate on essential matters to various constituencies. These communiqués are distributed broadly to both the internal and external communities.

Evidence:

IV.A.6-1	Governance Handbook 2021-22
IV.A.6-2	Governance Handbook 2022-23
IV.A.6-3	Pcab Governance 101 09-6-22
IV.A.6-4	Governance Chart
IV.A.6-5	President's Cabinet Roster 2022-23
IV.A.6-6	Governance Handbook Webpage
IV.A.6-7	Board Report 4-14-22
IV.A.6-8	Chancellor's Cabinet Meeting Minutes 08-11-20
IV.A.6-9	Chancellor's Forums 2021-22
IV.A.6-10	Chancellor's Forums 2022-23
IV.A.6-11	Chancellor's Spring Welcome Message 2022
IV.A.6-12	Chancellor's Update on 2023-2030 District Strategic Plan
IV.A.6-13	Chancellor's Message on Ukraine
IV.A.6-14	Chancellor's Message on civil discourse
IV.A.6-15	Chancellor's Message Return to work update
IV.A.6-16	Chancellor's Message Budget Update
IV.A.6-17	With Excellence District Page
IV.A.6-18	SDCCD NewsCenter

Analysis and Evaluation

San Diego Mesa College's institutional governance structure encourages the process of independent and critical thinking, questioning, dialogue, and research protocols. This governance process is participatory, meaning that all vested interest groups or individuals have the opportunity to voice opinions. When decisions are formulated based on these standards, the College benefits from the creativity of participating groups.

College administration is represented in institutional governance through membership on the Deans' Council, leadership of the schools, and representation on the President's Cabinet and other participatory governance committees.

College faculty are represented in institutional governance through the Academic Senate and its committees, President's Cabinet, school meetings, and other participatory governance committees. The Academic Senate has purview over "academic and professional matters" including curriculum, grading, and other areas as established in the Community College Reform Act. College faculty exercise a voice in academic program, curricula, and faculty personnel through committees such as Student Services Council, Curriculum Review Committee, Academic Affairs Committee, Program Review Committee, and through the faculty hiring process.

College Classified Professionals are represented in institutional governance through the Classified Senate, Classified Professional Learning, President's Cabinet, the Classified Equity Taskforce, Mesa Pathways, Student Equity, HSI, Promise, the Mesa Foundation, school meetings, hiring committees, other participatory governance committees, and through accreditation, institutional effectiveness, resource allocation, outcomes assessment, strategic planning and Mesa Student Services Council.

The Associated Students (AS) is the representative body of students in the participatory governance process. The Associated Students 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. The AS provides students with practical leadership experience in the areas of budget/financial planning, parliamentary procedures, and in the development of programs and services which are designed to meet student needs.

The engaged Mesa College population brings different points of view to the table, which encourages robust discussions. As the leading college of equity and excellence, the central focus is on students and student success.

The District disseminates timely information about significant decisions such as program offerings, commitment to student learning outcomes, and commitment to diversity, equity, and inclusion through a network of published meeting agendas and minutes, public reports, committee liaisons, memos, and email updates. The District Office of Institutional Effectiveness and Research is working on a Climate Survey that will provide insight into decisions and how they are made.

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's governance, decision-making policies, procedures, and processes are evaluated regularly to assure their integrity and effectiveness. Leadership roles are regularly evaluated. The College makes the results of evaluations available to constituent groups. The evaluation process forms the basis of the College's process for continual improvement.

The Leadership Retreat ([IV.A.7-1](#)) is a data-driven conference with a detailed discussion of the College's mission and actions and services implemented toward the completion of the College's mission and ongoing goals. Existing and new programs and services are evaluated based on available data for outcomes and effectiveness across all constituencies. The results of these discussions and policies are broadly communicated to all campus groups and interested constituencies.

Leadership roles and the institution's governance and decision-making policies, procedures, and

processes are regularly evaluated to ensure their integrity and effectiveness. The District currently has nine Districtwide participatory governance councils and committees divided into two tiers. All the governance councils and committees have a defined set of functions and responsibilities consistent with Board Policy 2510 *Participation in Local Decision-making* ([IV.A.7-2](#)). These functions and responsibilities are reviewed annually and published in the *SDCCD Administration and Governance Handbook* ([IV.A.7-3](#)).

The District Administrative Divisions also conduct a formal self-assessment that includes establishing goals and objectives in an annual action plan. The self-assessment is intended to be on a yearly cycle. However, the timeline has varied by Division due to administrative changes. The Chancellor and Vice Chancellors have established annual goals and objectives. However, the new Vice Chancellor of Institutional Innovation and Effectiveness will develop a formalized assessment method.

Evidence:

- [IV.A.7-1](#) Leadership Retreat – Fall 2020
- [IV.A.7-2](#) BP 2510 Participation in Local Decision-making
- [IV.A.7-3](#) Administrative and Governance Handbook 2021-2022

Analysis and Evaluation

Based on feedback from college representatives, DGC and the individual councils have improved communications, processes, and membership. For example, beginning in Fall 2022, the College Deans of Student Development and the District Dean of Wellness, Safety, and DSPS were added to the Student Services Council for planning and improved Communication; the District Strategic Plan includes a goal to institutionalize a District Office Program Review. Through the development of the Strategic Plan, it was identified that the District needs a Program Review process similar to the Colleges' process. The newly appointed Vice Chancellor of Institutional Innovation and Effectiveness has been tasked with developing this process for the District offices.

The changes in leadership at the District level and the COVID-19 Pandemic have presented challenges and created opportunities for District growth and improvement. The District recognizes that there is work ahead to ensure consistent yearly assessments; however, it has remained a high-quality institution.

Conclusions on Standard IV.A: Decision-Making Roles and Processes

The San Diego Community College District has policies and procedures 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 District's Chief Executive Officer and is responsible for the administration of the District in accordance with the policies established by the Board of Trustees.

College leadership continuously works to create an environment of learning, assessment, and success that is equitable for all stakeholders. Administrators, faculty, classified professionals, and students engage in ongoing dialogue and review, resulting in innovative actions that lead to institutional excellence.

The College practices participatory leadership at all levels, including administration, faculty, classified professionals, and students. Constituent groups have substantive and clearly defined roles in institutional governance. Administrators and faculty exercise a significant voice in planning and enacting the College's policies, including the budget, as it relates to their areas of responsibility and expertise.

College administration, classified professionals, and faculty are represented in institutional governance through membership on councils, with representation on the President's Cabinet, and through participatory governance committees, and through accreditation, institutional effectiveness, resource allocation, outcomes assessment, and strategic planning.

College faculty and administrators utilize policies, procedures, and clearly defined structures to facilitate the ongoing, transparent review of curriculum, and student learning programs and services. Student participation is part of shared governance, and student views are part of the decision-making processes for policies and matters impacting students and student interests.

Each year, the Planning and Institutional Effectiveness Committee updates the Governance Handbook, previously referred to as the Institutional Planning and Governance Guide (IPGG). The Handbook is approved by the committee and sent to President's Cabinet for final review. The Handbook includes information regarding our governance structure, committee list, and district policies regarding constituency group roles.

The newly adopted District Strategic Plan is the foundation for all district and college planning processes.

Improvement Plan(s)

Not applicable

Evidence List

IV.A.1-1	San Diego Mesa College Course Redesign Institute Outcomes Report 2016-2018
IV.A.1-2	Mesa2030 Task Force Presentation Pcab 12-3-19
IV.A.1-3	Presidents Cabinet Mesa2030 Approval 5-18-21
IV.A.1-4	BOT_Mesa2030 Comprehensive Plan Approval 5-13-21
IV.A.1-5	Curriculum Equity and Excellence Review Program Data Reflections
IV.A.1-6	Student Services Call to Action
IV.A.1-7	Committee for Diversity, Action, Inclusion, and Equity 13-point strategic plan 2021
IV.A.1-8	President's Cabinet Meeting Minutes 2-16-21

<u>IV.A.2-1</u>	Classified Senate Bylaws
<u>IV.A.2-2</u>	Classified Senate Constitution
<u>IV.A.2-3</u>	Classified Senate Mission, Vision, Values
<u>IV.A.2-4</u>	Student Government Bylaws
<u>IV.A.2-5</u>	Associated Students Constitution
<u>IV.A.2-6</u>	Enrollment Management Workgroup Participants
<u>IV.A.2-7</u>	Master Planning Taskforce Timeline 9-3-19
<u>IV.A.2-8</u>	Mesa Pathways Bubble Groups Flyer 10-16-18
<u>IV.A.2-9</u>	Mesa Pathways Inquiry Team Members 10-16-18
<u>IV.A.2-10</u>	Mesa Pathways Webpage
<u>IV.A.2-11</u>	Mesa2030 committee Survey Participants 2020
<u>IV.A.2-12</u>	Pcab Special Mtg Mesa Pathways PIECE 11-19-19
<u>IV.A.2-13</u>	President's Cabinet Retreat Pathways Mesa2030 12-1-20
<u>IV.A.2-14</u>	President's Cabinet Roster 2022-2023
<u>IV.A.2-15</u>	BP 2510 Participation in Local Decision-making
<u>IV.A.2-16</u>	AP 2510 Participation in Local Decision-making
<u>IV.A.2-17</u>	BP 0210 Academic Senate
<u>IV.A.2-18</u>	BP 2310 Regular Meetings of the Board
<u>IV.A.2-19</u>	Administrative and Governance Handbook 2021-2022
<u>IV.A.3-1</u>	Academic Senate Constitution
<u>IV.A.3-2</u>	Governance Chart
<u>IV.A.3-3</u>	President's Cabinet Retreat Agenda with attendees 4-5-19
<u>IV.A.3-4</u>	President's Cabinet Retreat 5-4-21
<u>IV.A.3-5</u>	President's Cabinet Retreat list of invitees 5-4-21
<u>IV.A.3-6</u>	President's Cabinet Roster 2019-2020
<u>IV.A.3-7</u>	President's Cabinet Roster 2021-2022
<u>IV.A.3-8</u>	Budget Allocation and Recommendation Committee Charge Composition
<u>IV.A.3-9</u>	SDCCD Budget Planning Development Council Agendas 09-07-22
<u>IV.A.3-10</u>	District Governance Council San Diego Community College District webpage
<u>IV.A.4-1</u>	Curriculum Review Committee and Committee Purpose
<u>IV.A.4-2</u>	Curriculum Review Subcommittee Meeting Minutes 11-18-21
<u>IV.A.4-3</u>	San Diego Mesa College Checklist for Curriculum Review
<u>IV.A.4-4</u>	Curriculum Review Committee Resources
<u>IV.A.5-1</u>	Chancellor's Cabinet Meeting Action Items 08-11-20
<u>IV.A.5-2</u>	Chancellor's Cabinet Annual Retreat Agenda 08-12-22
<u>IV.A.5-3</u>	Mesa2030 Goals
<u>IV.A.6-1</u>	Governance Handbook 2021-22
<u>IV.A.6-2</u>	Governance Handbook 2022-23
<u>IV.A.6-3</u>	Pcab Governance 101 09-6-22
<u>IV.A.6-4</u>	Governance Chart
<u>IV.A.6-5</u>	President's Cabinet Roster 2022-23
<u>IV.A.6-6</u>	Governance Handbook Webpage
<u>IV.A.6-7</u>	Board Report 4-14-22
<u>IV.A.6-8</u>	Chancellor's Cabinet Meeting Minutes 08-11-20

IV.A.6-9	Chancellor's Forums 2021-22
IV.A.6-10	Chancellor's Forums 2022-23
IV.A.6-11	Chancellor's Spring Welcome Message 2022
IV.A.6-12	Chancellor's Update on 2023-2030 District Strategic Plan
IV.A.6-13	Chancellor's Message on Ukraine
IV.A.6-14	Chancellor's Message on civil discourse
IV.A.6-15	Chancellor's Message Return to work update
IV.A.6-16	Chancellor's Message Budget Update
IV.A.6-17	With Excellence District Page
IV.A.6-18	SDCCD NewsCenter
IV.A.7-1	Leadership Retreat – Fall 2020
IV.A.7-2	BP 2510 Participation in Local Decision-making
IV.A.7-3	Administrative and Governance Handbook 2021-2022

B. Chief Executive Officer

- 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

San Diego Mesa College's President ([IV.B.1-1](#)) is a member of the San Diego Community College's District Chancellor's Cabinet, which functions as the senior administrative team charged with planning and implementing policies and goals that advance the mission of the District. The President represents the interests of the college while ensuring effective communication and collaborative planning between the College, the District, and each of the District campuses.

The College 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.

The College President chairs regular meetings with Vice Presidents, the Executive team, administrators, Academic Senate leadership, and Classified Senate leadership ([IV.B.1-2](#)). These meetings foster open communication, collegial relationships, and transparency as part of the planning process. The College President chairs all meetings of the President's Cabinet.

The President's Cabinet is comprised of members from all participatory bodies on the campus and serves as the major recommending body of the College. It is the centralized hub for recommendations, including integrated resource planning and institutional effectiveness. At each President's Cabinet meeting, the President receives the data and inputs to make informed decisions ([IV.B.1-3](#), [IV.B.1-4](#), [IV.B.1-5](#)). These outcomes are communicated back to all participatory governance bodies.

The College Governance Handbook ([IV.B.1-6](#)) outlines the governance structure and shows how the general organization of the governance and operational committees connect to the President and the President's Cabinet. The participatory Mesa College population brings different points of view to the table, which encourages robust discussions. The central focus is on our students and how we can make their college experience more successful.

Each semester, the President's Cabinet holds a retreat to evaluate the College's mission and goals with respect to institutional effectiveness. In the fall, the retreat focuses on the College's processes and practices, an analysis of "how we do what we do." In the spring, the College assesses the outcomes of all processes, and analyzes key performance indicators to make data-informed decisions. Based on this regular analysis and discussion, the College has an ongoing and inclusive system for reviewing and revising processes and policies.

The President presents College initiatives and plans at Convocation, a gathering of College administrators, faculty, and classified professionals, that marks the start of the fall and spring semesters. Convocation includes presentation of data from the prior semester, which is disaggregated through an equity lens. Participants are asked to reflect on the data as part of the College's continuous improvement efforts, and to identify issues, actions, and strategies regarding student success ([IV.B.1-7](#), [IV.B.1-8](#)).

The College President serves on the Program and Institutional Effectiveness Committee (PIEC) as a consultant. The President attends all meetings of the PIEC, which is the organizing and oversight body for the College's institutional planning processes. As a consultant on PIEC, the President provides direction to College planning processes, and the establishment and assessment of annual goals and performance indicators ([IV.B.1-9](#)).

The College President participates on all second-level hiring interviews for faculty and administrators.

Evidence:

IV.B.1-1	Human Resources Classifications
IV.B.1-2	Exec Staff Administrators VPs and Pres Meeting Agendas
IV.B.1-3	Presidents Cabinet Retreats 2018-2019-2020
IV.B.1-4	Presidents Cabinet Retreats 2021-2022
IV.B.1-5	Presidents Cabinet Rosters 2016-2017
IV.B.1-6	Governance Handbook 2021-2022
IV.B.1-7	Convocations 2018 – 2022
IV.B.1-8	Convocation_Spring_2023
IV.B.1-9	Planning and Institutional Effectiveness Committee Webpage

Analysis and Evaluation

The CEO's responsibility is broadly identified in the job description as being under the direction of the Chancellor, with primary responsibility to plan, organize, and direct the administration of a college. In conjunction with constituent and community leaders, the CEO is

responsible for guiding and leading the implementation of Board policy and legal mandates as they relate to instruction, finance, and student services, while upholding the College's mission. The CEO has primary responsibility for the quality of the institution while maintaining oversight of the budget, personnel development, and institutional effectiveness. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, and take initiative for improving the practices, programs, and services in which they are involved.

The College's chief executive officer, Dr. Ashanti T. Hands, was officially appointed to her role as college president by the SDCCD Board of Trustees in June 2022. 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 current District CEO is Gregory Smith, Acting Chancellor, who reports directly to the SDCCD Board of Trustees

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.

Evidence of Meeting the Standard

The President oversees the College's administrative structure and evaluates administration, faculty, and classified professionals to ensure that the structure reflects the College's purpose, size, and complexity while fulfilling the ongoing vision to be the leading college of equity and excellence.

The College President delegates authority to other administrators and shared governance bodies as illustrated by the College's organizational chart ([IV.B.2-1](#), [IV.B.2-2](#)).

The College establishes and implements policies and procedures authorizing administrators, faculty, and staff participation in the decision-making process ([IV.B.2-3](#)). Provisions are made for student participation with consideration for student views in matters in which students have a direct and reasonable interest.

The College President evaluates the administrative structure through the program review process, specifically the Classified & Faculty Hiring Priority processes ([IV.B.2-4](#)). Replacement positions for staff and administrators, such as vacancies from resignations, retirements, or transfers, that fall outside of the program review and planning process are analyzed and considered by the President in consultation with the College Vice Presidents.

Evidence:

IV.B.2-1	Governance Chart
IV.B.2-2	SDMC Organization Chart
IV.B.2-3	Key Findings Education Master Plan Strategic Goals
IV.B.2-4	Classified Hiring Priority Webpage

Analysis and Evaluation

The College's institutional governance structure is participatory, with all vested interest groups sharing in planning and decision-making. College administration is represented in institutional governance through membership on the Deans' Council, leadership of the schools, and representation on the President's Cabinet and other participatory governance committees.

The faculty is represented in institutional governance through the Academic Senate, President's Cabinet, Chairs Committee, school meetings, and other participatory governance committees. The faculty exercises a voice in academic programs and curricula. Faculty participate through committees such as Academic Review Committee, Student Services Council, Curriculum Review Committee, Academic Affairs Committee, Academic Program Review Committee, and through the faculty hiring process.

Classified professional staff are represented in institutional governance through the Classified Senate, President's Cabinet, school meetings, hiring committees, and other participatory governance committees.

The Associated Students Government is the representative body of the students in the participatory governance process. The Associated Students 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.

The President oversees the College's administrative structure and evaluates administration, faculty, and classified professionals to ensure that the structure reflects the College's purpose, size, and complexity while fulfilling the ongoing vision to be the leading college of equity and excellence.

The College President delegates authority to other administrators and shared governance bodies as illustrated by the College's organizational chart.

The College establishes and implements policies and procedures authorizing administrators, faculty, and staff participation in the decision-making process. Provisions are made for student participation with consideration for student views in matters in which students have a direct and reasonable interest.

The College President evaluates the administrative structure through the program review process, specifically the Classified & Faculty Hiring Priority processes. Replacement positions for staff and administrators, such as vacancies from resignations, retirements, or transfers, that fall outside of the program review and planning process are analyzed and considered by the President in consultation with the College Vice Presidents.

3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment 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 learning and achievement; and
- establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

Evidence of Meeting the Standard

The President guides the College in institutional effectiveness and oversees ongoing improvements in the teaching and learning environment. The President ensures that the College's values, goals, and priorities are established through a collegial process of shared governance, and that institutional set standards address ongoing student success and achievement. The President ensures that evaluation and planning are data-driven, including an analysis of factors internal and external to the College. The President oversees the integration of educational planning with resource planning and allocation. The President oversees the evaluation of institutional planning, and the implementation of policies and practices that support the College mission and ensure ongoing achievement in student learning and success. ([IV.B.3-1](#), [IV.B.3-2](#), [IV.B.3-3](#), [IV.B.3-4](#))

The president participates in the program review process, serves on the Committee on Outcomes and Assessments in an advisory capacity, and is involved in the development of the College's Educational Plan, which incorporates goals and reviews progress towards achieving outcomes to ensure continuous improvement ([IV.B.3-5](#), [IV.B.3-6](#)).

Evidence:

IV.B.3-1	Education Master Plan 2013-2019
IV.B.3-2	Pcab Agenda PR Structure Presentation 9-20-22
IV.B.3-3	Campus Employee Learning Committee 5-18-21
IV.B.3-4	Presidents Cabinet Campus Employee Learning Committee 5-18-21
IV.B.3-5	Program Review Timeline 2022-2023
IV.B.3-6	COA 6-year Assessment Cycle Courses Programs Student Services 2019
IV.B.3-7	Presidents Cabinet Roster 2022-2023
IV.B.3-8	Presidents Cabinet Retreat and attendees 5-4-21
IV.B.3-9	COA Presentation Pcab 12-3-19
IV.B.3-10	Mesa2030 Facilities and Educational Plan

Analysis and Evaluation

President's Cabinet is comprised of members from all participatory bodies on the campus and serves as the major recommending body of the College and the centralized hub for recommendations including integrated resource planning and institutional effectiveness ([IV.B.3-7](#)). At each President's Cabinet meeting, the President receives data and inputs to make

informed decisions. These outcomes are communicated back to all participatory governance bodies.

Each semester, the President's Cabinet holds a retreat to evaluate the College's mission and goals with respect to institutional effectiveness. In the fall, the retreat focuses on the College's processes and practices, an analysis of "how we do what we do." In the spring, the College assesses the outcomes of all processes, and analyzes key performance indicators to make data-informed decisions. Based on this regular analysis and discussion, the College has an ongoing and inclusive system for reviewing and revising processes and policies ([IV.B.3-8](#), [IV.B.3-9](#)).

The program review process is the central component of unit-level planning. Instructional programs, student service areas, and administrative areas use program review to evaluate purpose, strengths, and challenges. Each unit makes resource requests that are linked to student achievement and success.

The program review process is on a four-year cycle and is linked to the College mission and the Mesa2030 Comprehensive Educational Plan ([IV.B.3-10](#)). Program review requires each administrative, program, and service unit to set and evaluate goals, and to request resources. Data, which can be disaggregated for the analysis, informs goals and resource requests.

As part of the process of continual improvement, the College is updating and redesigning the program review cycle to better integrate and streamline resource allocation, campus planning, and large campus initiatives such as the HSI program, Pathways, and Career Education. The College plans to align the program review cycle with the Mesa2030 ten-year time frame.

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 has the primary leadership role for accreditation, ensuring that the College meets and exceeds all eligibility requirements, accreditation standards, and commission policies at all times. Through the ongoing process of shared governance, faculty, administrators, and classified professionals also have responsibility for the College's ongoing compliance with accreditation standards and requirements ([IV.B.4-1](#)).

The President serves as team chair for accreditation visiting teams on a regular basis. The President appoints the Accreditation Liaison Officer and maintains regular contact with the ALO. The President serves as a consultant on the PIEC ([IV.B.4-2](#), [IV.B.4-3](#), [IV.B.4-4](#)).

Evidence:

IV.B.4-1	Administrative Procedures SDCCD AP3200
IV.B.4-2	PIEC Presentation to Presidents Cabinet 12-3-19
IV.B.4-3	PIEC Meeting Minutes 9-28-21

Analysis and Evaluation

The Planning and Institutional Effectiveness Committee (PIEC) is a participatory governance committee that reports directly to the President's Cabinet. The committee is designed to advance the overall planning for the College.

Following the sustainable continuous quality improvement model, the PIEC is responsible for assuring that the College's planning framework is consistent with accreditation standards. The committee guides the annual assessment of progress on stated goals, objectives and priorities, and recommends changes as indicated by data and informed feedback. The committee oversees the integration of planning across the campus.

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. The President assures that the College's institutional practices are consistent with the College's mission and policies. The President assures that the College's practices are data-driven and include effective controls for budget and expenditures ([IV.B.5-1](#), [IV.B.5-2](#)).

The President attends annual Community College District and San Diego Unified School District Board meetings, presenting on issues affecting San Diego Mesa College.

Evidence:

IV.B.5-1	Mesa2030 Process Convocation Mesa Pathways Mesa2030 Planning Process Spring 2020
IV.B.5-2	Mesa2030 Taskforce Master Plan 3-3-20
IV.B.5-3	BARC Request Masterlist 3-14-22
IV.B.5-4	BARC Request Review Rubric 4-28-21
IV.B.5-5	BARC Resource Allocation Process
IV.B.5-6	Program Review Timeline 2022-2023 (PR Chair)

Analysis and Evaluation

The Board of Trustees of the San Diego Community College District is committed to collegial governance. In accordance with Title 5, Sections 51023.7, 51023.5, and 53200-53204, and the mission of the San Diego Community College District, the Board provides accessible, high quality learning experiences to meet the diverse educational needs of the community. The District adopts policies for appropriate delegation to the Academic Senates, and provides students and staff with an opportunity to participate in the formulation and development of policies and procedures that have or will have a significant effect on students and staff.

Board Policy 2510 was adopted with the intent of ensuring that faculty, students and staff have the right to participate effectively in the governance of the District. The policy also ensures the right of the Academic Senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.

College, faculty, classified professionals, and administrators share a responsibility to continuously improve the teaching and learning process based on the College's mission and values. Program review serves as a process and mechanism to facilitate continuous improvement of teaching and learning at the College. The purpose of program review is to assess the effectiveness and viability of a given institutional unit. Program review provides an opportunity for each institutional unit to collect and analyze data, identify opportunities for improvement, plan ahead, and request resources. Program review enhances institutional effectiveness, fosters continuous improvement of educational quality, and is central to the College's integrated educational planning and budgeting decisions. The College strives to cultivate a strong culture of inquiry that extends across campus constituencies.

The College's resource allocation is facilitated by the Budget Allocation and Recommendation Committee (BARC). BARC is a participatory governance committee with constituency representatives from across employee types and departments ([IV.B.5-3](#), [IV.B.5-4](#), [IV.B.5-5](#)). Resource requests are made in accordance with the Program Review planning process and timeline ([IV.B.5-6](#)). Campus-wide requests are ranked against an approved rubric to ensure that items funded through the process align with the mission and vision of the College. Once requests are ranked, the President reviews the available budget and determines how far down the list we can afford to purchase in any given year. Once funding is determined, the college sends a BARC Request Notification to the requestor to begin the purchasing process.

6. The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

The President's service includes membership on boards including San Diego Youth Services (SDYS), San Diego Mesa College Foundation and the San Diego and Imperial Counties Community Colleges Association ([IV.B.6-1](#)). The President hosts a President's Breakfast for the San Diego Mesa College Foundation, which is attended by elected officials, members of the community, and members of the College ([IV.B.6-2](#)). The president hosts a roundtable breakfast with high school principals.

The President publishes Weekly Updates to keep the college community informed about college events and initiatives ([IV.B.6-3](#)). Older versions of the President's monthly newsletter, First Monday on the Mesa, can also be found on our website ([IV.B.6-4](#)).

Additional communications to the campus and district include bi-weekly Campus Community Forums ([IV.B.6-5](#)) held during the pandemic via zoom format, and the weekly President's report to the Chancellor and Board of Trustees ([IV.B.6-6](#)).

The President oversees the Office of Communications, which publishes an annual report, posted on the website and widely shared with the community. The Office of Communication maintains [Mesa College Newsroom](#), which has over 5,000 visitors annually ([IV.B.6-7](#)). The Newsroom features original content, press and media releases, and links to news stories featuring Mesa College and/or members of our campus community, including alumni and former employees.

Evidence:

IV.B.6-1	Foundation Roster - SDICCCA SDYS Meeting Agendas 2021-2022
IV.B.6-2	Presidents Breakfast 4-16-21
IV.B.6-3	Weekly Updates President Hands
IV.B.6-4	First Monday on the Mesa President Luster through June 2022
IV.B.6-5	Campus Community Forums Remote Broadcasts
IV.B.6-6	President Hands Weekly Report to Chancellor-Trustees
IV.B.6-7	Mesa College Newsroom

Analysis and Evaluation

The College engages in ongoing outreach and activities to build a community culture that emphasizes collaboration, inclusion, diversity, equity, and personal growth in which all students, employees, and members of the community are valued. The College develops and utilizes antiracist practices in keeping with its vision to be the leading college of equity and excellence.

The College seeks to leverage pathways and partnerships within its internal and external communities to eliminate barriers and provide support for students at every stage of their college experience, from entry through completion and beyond to transfer and employment. The College allocates its human, physical, technological, and fiscal resources to increase student access, success, and parity in outcomes across racial/ethnic groups and all disproportionately impacted groups.

Conclusions on Standard IV.B: Chief Executive Officer

The CEO's responsibility is broadly identified in the job description as being under the direction of the Chancellor, with primary responsibility to plan, organize, and direct the administration of a college. In conjunction with constituent and community leaders, the CEO is responsible for guiding and leading the implementation of Board policy and legal mandates as they relate to instruction, finance, and student services, while upholding the College's mission.

The President guides the College in institutional effectiveness and oversees ongoing improvements in the teaching and learning environment. The President ensures that the College's values, goals, and priorities are established through a collegial process of shared governance, and that institutional set standards address ongoing student success and achievement.

The President oversees the College’s administrative structure and evaluates administration, faculty, and classified professionals to ensure that the structure reflects the College’s purpose, size, and complexity while fulfilling the ongoing vision to be the leading college of equity and excellence.

The President assures the implementation of statutes, regulations, and governing board policies. The President assures that the College’s institutional practices are consistent with the College’s mission and policies. The President assures that the College’s practices are data-driven and include effective controls for budget and expenditures.

The President has the primary leadership role for accreditation, ensuring that the College meets and exceeds all eligibility requirements, accreditation standards, and commission policies at all times. Through the ongoing process of shared governance, faculty, administrators, and classified professionals also have responsibility for the College’s ongoing compliance with accreditation standards and requirements.

President’s Cabinet is comprised of members from all participatory bodies on the campus and serves as the major recommending body of the College and the centralized hub for recommendations including integrated resource planning and institutional effectiveness.

As part of the process of continual improvement, the College is updating and redesigning the program review cycle to better integrate and streamline resource allocation, campus planning, and large campus initiatives such as the HSI program, Pathways, and Career Education. The College plans to align the program review cycle with the Mesa2030 ten-year time frame.

Improvement Plan(s)

Not applicable

Evidence List

IV.B.1-1	Human Resources Classifications
IV.B.1-2	Exec Staff Administrators VPs and Pres Meeting Agendas 02-06-2023
IV.B.1-3	Presidents Cabinet Retreats 2018-2019-2020
IV.B.1-4	Presidents Cabinet Retreats 2021-2022
IV.B.1-5	Presidents Cabinet Rosters 2016-2017
IV.B.1-6	Governance Handbook 2021-2022
IV.B.1-7	Convocations 2018 – 2022
IV.B.1-8	Convocation_Spring_2023
IV.B.1-9	Planning and Institutional Effectiveness Committee Webpage
IV.B.2-1	Governance Chart
IV.B.2-2	SDMC Organization Chart
IV.B.2-3	Key Findings Education Master Plan Strategic Goals 2013-2019
IV.B.2-4	Classified Hiring Priority Webpage
IV.B.3-1	Education Master Plan 2013-2019

IV.B.3-2	Pcab Agenda PR Structure Presentation 9-20-22
IV.B.3-3	Campus Employee Learning Committee 5-18-21
IV.B.3-4	Presidents Cabinet Campus Employee Learning Committee 5-18-21
IV.B.3-5	Program Review Timeline 2022-2023
IV.B.3-6	COA 6-year Assessment Cycle Courses Programs Student Services 2019
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IV.B.3-9	COA Presentation Pcab 12-3-19
IV.B.3-10	Mesa2030 Facilities and Educational Plan
IV.B.4-1	Administrative Procedures SDCCD AP3200
IV.B.4-2	PIEC Presentation to Presidents Cabinet 12-3-19
IV.B.4-3	PIEC Meeting Minutes 9-28-21
IV.B.4-4	PIEC Webpage
IV.B.5-1	Mesa2030 Process Convocation Mesa Pathways Mesa2030 Planning Process Spring 2020
IV.B.5-2	Mesa2030 Taskforce Master Plan 3-3-20
IV.B.5-3	BARC Request Masterlist 3-14-22
IV.B.5-4	BARC Request Review Rubric 4-28-21
IV.B.5-5	BARC Resource Allocation Process
IV.B.5-6	Program Review Timeline 2022-2023 (PR Chair)
IV.B.6-1	Foundation Roster - SDICCCA SDYS Meeting Agendas
IV.B.6-2	Presidents Breakfast 4-16-21
IV.B.6-3	Weekly Updates President Hands
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IV.B.6-5	Campus Community Forums Remote Broadcasts
IV.B.6-6	President Hands Weekly Report to Chancellor-Trustees

C. Governing Board

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

A five-member locally elected Board governs the District and one student member per the California Education Code. The Board of Trustees is well known for its stability and solid commitment to students and the community, contributing 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 city-wide in a general election. The Associated Students Presidents, elected by the students at each College, collectively share the role of Student Trustees. *BP 2015 – Student Members and AP 2015 – Student Members* were updated in spring

2022 to include a Student Trustee representative from the College of Continuing Education, having full representation from all four Colleges of the District. The four Student Trustees rotate as the "sitting Trustees" representing the student voice at Board meetings. In addition, the Student Trustees collectively plan and work to advocate on behalf of students ([IV.C.1-1](#), [IV.C.1-2](#)).

The Board of Trustees, through several policies and actions, exercises oversight of the 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 and Achievement Plans, enrollment strategies, commitment to student and faculty diversity, changes to policies, ongoing review of fiscal matters, and reports on various academic programs and services, most recently a report on the District's housing initiative. The agenda items for the Board retreats also reflect the Board's commitment to academic quality. After comprehensive review and approval by faculty, the Board approves all new revisions to courses and degree and certificate programs for both the credit and noncredit programs. ([IV.C.1-3](#), [IV.C.1-4](#), [IV.C.1-5](#), [IV.C.1-6](#))

The Board's commitment to academic quality and institutional effectiveness is also evident in the Board's annual goals reflect a focus on the quality of programs and institutional effectiveness. Each goal is linked to various Accreditation Standards and the District's Strategic Planning Goals ([IV.C.1-7](#)).

Several Board policies and procedures require sound fiscal and budget management practices, which help ensure the District's financial stability. The Board has a standing subcommittee, the Budget Study and Audit Subcommittee, consisting of two board members. The subcommittee meets with the Chancellor and the Executive Vice Chancellor, Finance and Business Services to review in detail the annual proposed, tentative, and final adopted budgets before either being finalized or submitted for full Board approval at a public Board meeting. The subcommittee also meets with the Chancellor, Executive Vice Chancellor, Finance and Business Services, and representatives of the external auditing firm to review the five District audits.

Evidence:

IV.C.1-1	BP 2015 – Student Members
IV.C.1-2	AP 2015 – Student Member(s)
IV.C.1-3	Diversity, Equity, and Inclusion Presentation to the Board of Trustees 2022
IV.C.1-4	SDCCD Distance Education Growth, Success, and Support Update 2022
IV.C.1-5	LGBTQ+ Programs and Services Presentation to the Board of Trustees 2022
IV.C.1-6	San Diego Promise Program Presentation to the Board of Trustees 2022
IV.C.1-7	Board of Trustees Goals For 2022-23

Analysis and Evaluation

The District has a stable, deeply committed, locally elected governing Board with authority over and responsibility for policies and practices that assure academic quality, integrity, and effectiveness of student learning programs and services and the institution's financial stability. The quality of programs, integrity of institutional actions, and effectiveness are the Board's top

priorities, as demonstrated through the District mission statement, Board policies, and actions. The Board of Trustees consistently monitors outcomes and exercises oversight over the 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.

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 members are collegial and highly regarded in the community. They have varied backgrounds and perspectives, contributing 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 Board Policy 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*. BP 2715 also establishes an expectation of Board members for high ethical conduct and addresses managing conflicts of interest and handling special interest groups ([IV.C.2-1](#)). The Board of Trustees meetings are conducted to ensure board members can engage in a thorough discussion before taking decisive action on an item before the Board.

The governing Board demonstrates support for its policies and procedures by ensuring they are carefully followed. The Board ensures that Board Policies and Administrative Procedures are regularly reviewed per BP 2410 and AP 2410 ([IV.C.2-2](#), [IV.C.2-3](#)) to be 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.

Evidence:

IV.C.2-1	BP 2715 – Code of Ethics/Standards of Practice
IV.C.2-2	BP 2410 – Board Policies and Administrative Procedures
IV.C.2-3	AP 2410 – Board Policies and Administrative Procedures

Analysis and Evaluation

The District governing board is highly stable and effective. Three Board members have served more than fourteen years—one of these has served for thirty-two years—one member for ten years, and one member for one year. As a result, Board members collaborate in support of decisions. In addition, Board members are active statewide and nationally, contributing to innovation and effective Board relations. The Board of Trustees has authority over and responsibility for Board policies that ensure academic quality, the integrity and effectiveness of student learning programs and services, and the fiscal integrity of the District.

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

Selection of Chancellor

The Board follows Title 5 of the California Code of Regulations; the California Education Code; Board Policy 2431 - *Chancellor Selection*, and Board Policy 2432 – *Chancellor Succession* in the selection of the Chancellor; and Board Policy 2436 and Board Policy 7250 – *Educational Administrators* in the appointment of College Presidents and other academic administrators. The Board follows Board Policy 2435 regarding the evaluation of the Chancellor and Board Policy 2437 about the evaluation of presidents. The Board takes 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 them (including College Presidents, the Executive Vice Chancellor, Vice Chancellors, and members of the Chancellor's Cabinet).

The Board of Trustees designates a Board subcommittee 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 a closed session and the final selection is announced in an open session and voted on for approval.

Evaluation of Chancellor

The Chancellor's contract includes a provision for an annual evaluation by the Board of Trustees. Board Policy 2435 outlines the requirements for the evaluation of the Chancellor ([IV.C.3-1](#)). The Board may solicit input from various constituents, including the College presidents, District senior staff, Academic Senate presidents, union representatives, outside agencies, and others 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 their stated goals. The Board Subcommittee on Chancellor Evaluation discusses drafts of the evaluation. When their assessment is complete, the Board meets with the Chancellor, and s/he is provided with the final, written document. A signed copy of the Chancellor's evaluation is maintained in the People, Culture, and Technology Services Division.

Selection of College Presidents

The Board shares responsibility with the Chancellor for hiring and evaluating the performance of College Presidents. Board Policy 2436 specifies the President Selection procedures and involves national searches ([IV.C.3-2](#)). Board action is required to initiate the presidential search process, directing the Chancellor to begin the process according to Board Policy 2436. Recent Board actions authorizing President Searches include Miramar College (2020), Mesa College (2022), and the College of Continuing Education (2022).

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.

After conducting interviews, the Chancellor compiles information from the background and reference checks and forwards the names of a minimum of two finalists to the Board of Trustees for consideration. The Board holds closed Board sessions on presidential selection when interviewing candidates, per Board Policy 2436.

Evaluation of College Presidents

As detailed in Board Policy 2437 – *Evaluation of President*, 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 after that. 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, outside agencies, and others as designated by the Chancellor. The Chancellor then prepares a summary evaluation.

Evidence:

IV.C.3-1	BP 2435 Evaluation of the Chancellor
IV.C.3-2	BP 2436 President Selection
IV.C.3-3	BP 2431 Chancellor Selection
IV.C.3-4	BP 2432 Chancellor Succession

Analysis and Evaluation

The Board of Trustees has authority over and responsibility for 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 them (members of the Chancellor's Cabinet, including College Presidents, Executive Vice Chancellor, Vice Chancellors, the Director, Communications and Public Relations, and the Executive Assistant to the Chancellor). With the assistance of the People, Culture, and Technology Services Division, the Chancellor and Board has followed the selection and evaluation requirements for its senior administrators.

The last Chancellor search occurred in 2021 and resulted in the selection of the current sitting Chancellor, who has provided stability, leadership, and guidance to the District. Board Policy 2431 and Board Policy 2432 were adopted on 12/14/06 and will be adhered to for future vacancies in the Chancellor classification ([IV.C.3-3](#), [IV.C.3-4](#)).

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. (ER 7)

Evidence of Meeting the Standard

The Board of Trustees comprises five members elected to four-year terms by voters of the Trustee areas composing the District. The Board also has a Student Trustee, elected by students for a one-year term. The Associated Students Presidents, selected 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 except for closed sessions. 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 diverse, and constituents advocate strongly for their respective interests. Public members can 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. In addition, Board members engage with local communities across the District. 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 and to 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 ([IV.C.4-1](#), [IV.C.4-2](#)).

The Board maintains its independence as a policymaking body by studying all materials before meetings, being well-informed before engaging in District business, and asking questions and requesting additional information. In carrying out its duties, the Board maintains the highest standards of ethics. As previously stated, the Board adopted and complied with an ethics policy applicable to its members. The Board has also adopted and complies with a specific conflict of interest policy to ensure actions per the public's interest.

The Board engages in advocacy efforts on behalf of the District and community Colleges in general through its legislative advocacy in Sacramento and Washington, DC. Annually, the Board sets its policy and legislative priorities in consultation with the Chancellor and their state legislative consultant.

Evidence:

[IV.C.4-1](#)

Trustee Advisory Council

[IV.C.4-2](#)

Trustee Advisory Councils, Policies and Bylaws Governing the Formation and Operation

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 policymaking body by studying all materials before meetings, being well-informed before engaging in District business, and asking questions and requesting additional information. Through its legislative advocates in Sacramento and Washington, DC, the Board participates in advocacy efforts on behalf of the District and community colleges.

- 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's mission to ensure the quality, integrity, and improvement of student learning programs and services. All Board policies are vetted through the respective governance councils, the 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 several ways:

- The Board of Trustees meeting agenda includes a report on various programs and student outcomes, including Degrees and Certificates awarded, Transfer, Student Demographic Trends, Enrollment Trends, Noncredit to Credit Transition, and Honors Program Outcomes.
- The Board of Trustees' annual goals references the respective Accreditation Standards and the District's Strategic Planning Goals. Refer to IV.C.1 for additional information about the Board's Goals.

Several Board Policies reflect a commitment to the quality of programs and services, financial integrity, and institutional effectiveness.

- BP 2200 *Board Duties and Responsibilities* illustrates the Board's ongoing focus on quality ([IV.C.5-1](#)).
- The Board's mission statement is contained in BP 1200 *District Mission*. *The mission of the San Diego Community College District 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 – shared vision states: *...teaching and learning are our highest priority as we move forward in the 21st century* ([IV.C.5-2](#)).

- BP 5025 *Philosophy and Criteria for Associate Degree and General Education* establishes academic standards for awarding the Associate Degree and general education courses ([IV.C.5-3](#)).
- BP 5020 *Curriculum Development* establishes standards for a course and program approval ([IV.C.5-4](#)).
- BP 5100 *Graduation Requirements for Degrees and Certificates* establishes standards for degree and certificate requirements for graduation ([IV.C.5-5](#)).

The Board has a standing Subcommittee on Accreditation that monitors student outcomes and educational quality. In addition, the Board receives ongoing reports on student achievement, academic programs, and support services.

Legal Matters

- The Board has ultimate responsibility for legal matters. BP 2200 *Board Duties and Responsibilities* sets forth the Board's responsibility for establishing policies that define the institutional mission and set prudent, ethical, and legal standards for College operations ([IV.C.5-6](#)).
- Regarding ongoing and potential legal matters, the Chancellor regularly briefs the Board. According to BP 2315 *Closed Sessions*, the Board also regularly receives the advice of counsel on pending and anticipated litigation in closed sessions so that the Board may take appropriate action on all legal matters ([IV.C.5-7](#)).

Financial Integrity and Stability

- The Board's standing Subcommittee on Budget Study and Audit is charged with carefully reviewing fiscal matters for the District.
- The Board also reviews in detail any long-term obligations because of collective bargaining and "meet and confer" agreements with employee units before approval.
- The Board maintains sufficient cash reserves to meet all short-term obligations and address unforeseen emergencies. In addition, adequate funds are held to address long-term commitments. BP 6200 *Budget Preparation* has been updated to reflect a 16.7% reserve.
- 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 ([IV.C.5-8](#)).
- BP 6250 *Budget Management* describes the approval and management of the budget, including Board approval for changes between major expenditure classifications ([IV.C.5-9](#)).

Evidence:

IV.C.5-1	BP 2200 Board Duties and Responsibilities
IV.C.5-2	BP 1200 District Mission
IV.C.5-3	BP 5025 Philosophy and Criteria For Associate Degree and General Education
IV.C.5-4	BP 5020 Curriculum Development
IV.C.5-5	BP 5100 Graduation Requirements for Degrees and Certificates
IV.C.5-6	BP 2200 Board Duties and Responsibilities
IV.C.5-7	BP 2315 Closed Sessions

Analysis and Evaluation

The SDCCD Board of Trustees is committed to educational quality, financial integrity, and stability per state and federal laws and regulations. This commitment is evident in the Boards' annual goals, policies, and procedures. The Board holds the Chancellor responsible for the overall operation of the District, following District policy to ensure quality academic programs and services, sound fiscal practices, and prudent ethical and legal standards for the institution's operation. The Board establishes and regularly updates policies consistent with the mission of the District to ensure the quality, integrity, and improvement of student learning programs and services in alignment with ACCJC standards. Several Board policies address academic programs' quality and integrity, financial integrity, and stability.

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's webpage contains a description of the composition of the Board, guidance for communicating with the Board, Board policies, and 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 per the California Education Code Sections 72023, 72103, 72104 ([IV.C.6-1](#)).
- BP 2015 *Student Members* specify the criteria and responsibilities of the student member(s) of the Board ([IV.C.6-2](#)).
- 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 ([IV.C.6-3](#)).
- BP 2105 *Election of Student Member(s)* describes the criteria and process for the election of the student member(s) of the Board ([IV.C.6-4](#)).

- BP 2110 *Vacancies on the Board* addresses the process for filling a vacancy ([IV.C.6-5](#)).
- BP 2200 *Board Duties and Responsibilities* describes the responsibilities of the Board of Trustees ([IV.C.6-6](#)).
- BP 2210 *Officers* describes the process for electing governing board officers and the term of office ([IV.C.6-7](#)).
- BP 2310 *Regular Meetings of the Board* provide for the structure and operation of Board meetings ([IV.C.6-8](#)).
- BP 2315 *Closed Session Meetings* and BP 2320 *Special and Emergency Meetings* establish the requirements and conditions for a closed session and special meetings of the Board. These policies also establish parameters for meeting conduct ([IV.C.6-9](#), [IV.C.6-10](#)).

Evidence:

IV.C.6-1	BP 2010 Board Membership
IV.C.6-2	BP 2015 Student Members
IV.C.6-3	BP 2100 Board Elections
IV.C.6-4	BP 2105 Election of Student Member(s)
IV.C.6-5	BP 2110 Vacancies on the Board
IV.C.6-6	BP 2200 Board Duties and Responsibilities
IV.C.6-7	BP 2210 Officers
IV.C.6-8	BP 2310 Regular Meetings of the Board
IV.C.6-9	BP 2315 Closed Sessions
IV.C.6-10	BP 2320 Special and Emergency Meetings

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 about 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.

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 following 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 and an understanding of the policies and procedures on Board operations.

The Board of Trustees conducts regular meetings at least once each month. Board meetings are scheduled per a meeting schedule approved by the Board of Trustees at a regular meeting. The Board of Trustees also schedules special retreats each semester to address specific policy and operational matters such as College policies and operations and establish annual goals.

Minutes and formal Board Reports reflecting all the actions of the Board are published after each meeting. ([IV.C.7-1](#), [IV.C.7-2](#)). The conduct of the meetings, meeting minutes, and Board Reports demonstrate the Board's actions are consistent with its policies.

All regular and closed sessions and special and emergency meetings are conducted per Board Policies (BP 2310 – BP 2365). Board Policies are established and revised under Board Policy 2410 and Administrative Procedure 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. These meetings allow the Colleges to highlight their programs and interact directly with the Board ([IV.C.7-3](#), [IV.C.7-4](#)).

The Board actively reviews and assesses its policies to ensure effectiveness in fulfilling the District's mission. Board Policies and Administrative Procedures are updated periodically based on state or federal law changes or organizational needs per Board Policy 2410 and Administrative Policy 2410. The Chancellor and Vice Chancellors are responsible for ensuring that the policies and procedures under their respective areas remain current and accurate. ([IV.C.7-5](#), [IV.C.7-6](#), [IV.C.7-7](#), [IV.C.7-8](#))

Evidence:

IV.C.7-1	SDCCD Board of Trustees Board Meeting Public Postings (BoardDocs)
IV.C.7-2	Board Report: September 2022
IV.C.7-3	BP 2310 Regular Meetings of the Board
IV.C.7-4	BP 2365 Recording
IV.C.7-5	BP 2410 Board Policies and Administrative Procedures
IV.C.7-6	SDCCD Policy and Procedure Development Flowchart
IV.C.7-7	Community College League of California Policy & Procedure Subscriber Service
IV.C.7-8	AP 2410 Board Policies and Administrative Procedures

Analysis and Evaluation

As new Board members, Trustees participate in a comprehensive orientation and attend statewide Trustee training to ensure a thorough understanding of their role as Trustees. Additionally, training is conducted to provide knowledge of the Board's Policies and Administrative Procedures on Board operations. Board Policies are regularly reviewed and updated per BP 2410 and AP 2410 and based on state and federal law changes. In addition, all Board Policies and Administrative Procedures undergo a comprehensive review every six years to ensure accuracy.

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 and 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 achievements, including annual degrees and certificates awarded, enrollment trends, student demographic trends, basic skills outcomes, student success planning, student support services, including diversity, assessment, and placement data, the Student Success Scorecard, and Honors Program outcomes. The Board also reviews the curriculum after review and approval by the faculty, including new and revised courses and academic programs.

The Board's goals reference the relevant Accreditation Standards and the District's Strategic goals ([IV.C.8-1](#)). Refer to IV.C.1 for additional information about the Board's Goals.

The Board's commitment to monitoring student achievement is also demonstrated by the Board's practice of scheduling public Board meetings at each of the Colleges. Moreover, campus meetings include a special meeting segment, generally one hour in length, where the Colleges highlight 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 collaborating with the Board of Education of the San Diego Unified School District, the governing body for all the District's K-12 feeder schools. Each year, the two boards hold a joint board meeting to review outcomes of first-time high school students transitioning to City, Mesa, and Miramar Colleges and the various concurrent enrollment partnership programs and support services between the two Districts. Each year, the boards receive a report on the Districts' progress in accomplishing the Joint Board goals. Examples of Joint Board goals include Retention and Success of First Time Students, Career Technical Program alignment, and Student Success of Black and Latinx Students. This commitment between the two Districts has resulted in many improvements to programs and increased student services.

Evidence:

[IV.C.8-1](#) Board of Trustees Goals 2021-2022

Analysis and Evaluation

The Board of Trustees establishes clear expectations for student success and equity. It regularly reviews key student learning and achievement indicators 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 fully engaged in discussions about student outcomes and institutional effectiveness. It 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.

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. It 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 act, a review of the roles of auxiliary organizations and employee organizations, and a discussion about preparing for and conduct during Board meetings. In consultation with the President of the Board, the Chancellor 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. The Board has followed a policy to ensure the continuity of Board membership when vacancies have occurred. The staggering of Board elections provides continuity of governance ([IV.C.9-1](#), [IV.C.9-2](#)).

Evidence:

[IV.C.9-1](#) BP 2110 Vacancies on the Board
[IV.C.9-2](#) AP 2110 Vacancies on the Board

Analysis and Evaluation

In addition to the orientation of new Trustees, Board members participate in annual retreats facilitated by the Chancellor in consultation with the President of the Board. The Board of Trustees also participates in mandated ethics training and engages in training through attendance at conferences where leadership development training is provided.

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 by routinely assessing 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 Board of Trustees meeting 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 policymaking and accreditation activities of the District; and in helping promote and sustain educational quality, institutional effectiveness, and student success. 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. ([IV.C.10-1](#), [IV.C.10-2](#), [IV.C.10-3](#), [IV.C.10-4](#), [IV.C.10-5](#), [IV.C.10-6](#))

Evidence:

IV.C.10-1	BP 2745 Board Self-evaluation
IV.C.10-2	Board of Trustees Agenda Item 10.01 Board Self-evaluation
IV.C.10-3	ACCJC Accreditation Standard IV
IV.C.10-4	Board of Trustees Annual Survey 2021 Results Summary
IV.C.10-5	Board of Trustees Self-Evaluation and Accomplishments 2020-21
IV.C.10-6	Board of Trustees Goals 2021-2022

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 is available as part of the published agenda.

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 a code of ethics and a 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. It further

states that 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 the President of the Board's behavior is in question, the Executive Vice President will address the matter ([IV.C.11-1](#)).

In addition to the Code of Ethics, there are other policies relating to the behavior of Board members, which include BP 2710 Conflict of Interest ([IV.C.11-2](#)), BP 2716 Political Activity ([IV.C.11-3](#)), BP 2717 Personal Use of Public Resources ([IV.C.11-4](#)), and BP 2720 Communication Among Board Members ([IV.C.11-5](#)).

The Board also has numerous policies that specify how Trustees should conduct themselves appropriately and legally and 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 no conflicts of interest among Board members ([IV.C.11-6](#)).

Evidence:

IV.C.11-1	BP 2715 Code of Ethics/Standards of Practice
IV.C.11-2	BP 2710 Conflict of Interest
IV.C.11-3	BP 2716 Political Activity
IV.C.11-4	BP 2717 Personal Use of Public Resources
IV.C.11-5	BP 2720 Communications among Board Members
IV.C.11-6	BP 2200 Board Duties and Responsibilities

Analysis and Evaluation

The Board of Trustees has numerous policies that specify how Trustees are to conduct themselves appropriately and legally, 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 no conflict of interest among Board members.

The Board also has numerous policies that specify how Trustees should conduct themselves appropriately and legally and 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 no conflicts of interest among Board members ([IV.C.11-6](#)).

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 has responsibility for oversight of District operations and the autonomy to make decisions without interference. Per Board Policy 2430, Trustees specifically agree to participate in developing 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.

[\(IV.C.12-1\)](#)

The Chancellor and the Executive team continue to support the training and focus of the Board on its policymaking role. The Board adheres to existing policies when evaluating the performance of the Chancellor and appropriately holds them, 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 ([IV.C.12-2](#), [IV.C.12-3](#)).

Evidence:

[IV.C.12-1](#) BP 2430 Delegation of Authority to the Chancellor

[IV.C.12-2](#) BP 2435 Evaluation of the Chancellor

[IV.C.12-3](#) AP 2435 Evaluation of the Chancellor

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 functions of the District and provide a structure by which the Board holds the Chancellor accountable.

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 and District Strategic Goals. The Governing Board also receives regular updates on accreditation, including eligibility requirements, Accreditation Standards for both credit and noncredit Colleges, 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 standing Board Subcommittee on Accreditation, which comprises two Board members who meet to review accreditation matters and student success and equity outcomes data. Updates are also provided to the Board at public Board meetings. One example is a midterm report provided to the Board

on the progress made since the 2017 accreditation cycle ([IV.C.13-1](#)).

The Board 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 the academic senate to address any matter before the Board. The Board schedules open-door sessions before each Board meeting scheduled at the Colleges. In addition, the Board holds a Board Retreat each semester, focusing on planning matters and institutional effectiveness.

Information from board subcommittee meetings is conveyed to the full board during open board meetings. Board members can engage in discussions, ask questions, and provide input. College representatives present relevant information in the open board session to begin the accreditation agenda item and answer questions. This comprehensive, interactive communication process during the open meetings ensures all members are informed and involved. All proceedings are documented in meeting minutes and presentations are part of the public board agenda.

Evidence:

[IV.C.13-1](#) Board of Trustees Agenda Item: Presentation, review, and acceptance of the Spring 2021 Accreditation Mid-Term Reports for City, Mesa, and Miramar Colleges, and the College of Continuing Education – March 2021

Analysis and Evaluation

The Board of Trustees' annual goals includes the relevant Accreditation Standard and District Strategic Planning Goals. The Board's commitment to its role in accreditation is evidenced by establishing a standing Board Subcommittee on Accreditation, with a responsibility to engage in the accreditation process and monitor progress and compliance with the Accreditation Standards.

Conclusions on Standard IV.C: Governing Board

The Board of Trustees receives training and orientation about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the Colleges' accredited status from both ACCJC and through statewide and local workshops. The Board participates in regular self-evaluation and has affirmed its commitment to improvements as part of the self-evaluation and accreditation processes. The Board approves all reports submitted to ACCJC by the Colleges.

Improvement Plan(s)

Not applicable

Evidence List

IV.C.1-1	BP 2015 Student Members
IV.C.1-2	AP 2015 Student Member(s)
IV.C.1-3	Diversity, Equity, and Inclusion Presentation to the Board of Trustees 2022
IV.C.1-4	SDCCD Distance Education Growth, Success, and Support Update 2022
IV.C.1-5	LGBTQ+ Programs and Services Presentation to the Board of Trustees 2022
IV.C.1-6	San Diego Promise Program Presentation to the Board of Trustees 2022
IV.C.1-7	Board of Trustees Goals For 2022-23
IV.C.2-1	BP 2715 Code of Ethics/Standards of Practice
IV.C.2-2	BP 2410 Board Policies and Administrative Procedures
IV.C.2-3	AP 2410 Board Policies and Administrative Procedures
IV.C.3-1	BP 2435 Evaluation of the Chancellor
IV.C.3-2	BP 2436 President Selection
IV.C.3-3	BP 2431 Chancellor Selection
IV.C.3-4	BP 2432 Chancellor Succession
IV.C.4-1	Trustee Advisory Council
IV.C.4-2	Trustee Advisory Councils, Policies and Bylaws Governing the Formation and Operation
IV.C.5-1	BP 2200 Board Duties and Responsibilities
IV.C.5-2	BP 1200 District Mission
IV.C.5-3	BP 5025 Philosophy and Criteria For Associate Degree and General Education
IV.C.5-4	BP 5020 Curriculum Development
IV.C.5-5	BP 5100 Graduation Requirements for Degrees and Certificates
IV.C.5-6	BP 2200 Board Duties and Responsibilities
IV.C.5-7	BP 2315 Closed Sessions
IV.C.6-1	BP 2010 Board Membership
IV.C.6-2	BP 2015 Student Members
IV.C.6-3	BP 2100 Board Elections
IV.C.6-4	BP 2105 Election of Student Member(s)
IV.C.6-5	BP 2110 Vacancies on the Board
IV.C.6-6	BP 2200 Board Duties and Responsibilities
IV.C.6-7	BP 2210 Officers
IV.C.6-8	BP 2310 Regular Meetings of the Board
IV.C.6-9	BP 2315 Closed Sessions
IV.C.6-10	BP 2320 Special and Emergency Meetings
IV.C.7-1	SDCCD Board of Trustees Board Meeting Public Postings (BoardDocs)
IV.C.7-2	Board Report: September 2022
IV.C.7-3	BP 2310 Regular Meetings of the Board
IV.C.7-4	BP 2365 Recording
IV.C.7-5	BP 2410 Board Policies and Administrative Procedures
IV.C.7-6	SDCCD Policy and Procedure Development Flowchart
IV.C.7-7	Community College League of California Policy & Procedure Subscriber Service
IV.C.7-8	AP 2410 Board Policies and Administrative Procedures

IV.C.8-1	Board of Trustees Goals 2021-2022
IV.C.9-1	BP 2110 Vacancies on the Board
IV.C.9-2	AP 2110 Vacancies on the Board
IV.C.10-1	BP 2745 Board Self-evaluation
IV.C.10-2	Board of Trustees Agenda Item 10.01 Board Self-evaluation
IV.C.10-3	ACCJC Accreditation Standard IV
IV.C.10-4	Board of Trustees Annual Survey 2021 Results Summary
IV.C.10-5	Board of Trustees Self-Evaluation and Accomplishments 2020-21
IV.C.10-6	Board of Trustees Goals 2021-2022
IV.C.11-1	BP 2715 Code of Ethics/Standards of Practice
IV.C.11-2	BP 2710 Conflict of Interest
IV.C.11-3	BP 2716 Political Activity
IV.C.11-4	BP 2717 Personal Use of Public Resources
IV.C.11-5	BP 2720 Communications among Board Members
IV.C.11-6	BP 2200 Board Duties and Responsibilities
IV.C.12-1	BP 2430 Delegation of Authority to the Chancellor
IV.C.12-2	BP 2435 Evaluation of the Chancellor
IV.C.12-3	AP 2435 Evaluation of the Chancellor
IV.C.13-1	Board of Trustees Agenda Item: Presentation, review, and acceptance of the Spring 2021 Accreditation Mid-Term Reports for City, Mesa, and Miramar Colleges, and the College of Continuing Education – March 2021

D. Multi-College Districts or Systems

- 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 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 the Chancellor's Cabinet to plan and establish priorities and expectations for the year ([IV.D.1-1](#)). In addition, he shares his annual goals, which serve as the broad planning framework for the year. The Chancellor's annual goals focus on institutional excellence and a demonstrated commitment to the effective operation of the institutions. Each year, the Chancellor's evaluation by the Board includes an assessment of the Chancellor's major goals and objectives. The Chancellor's goals reflect the same commitment to institutional excellence and effective operations of the institutions ([IV.D.1-2](#), [IV.D.1-3](#)).

Another mechanism the Chancellor uses to establish and communicate expectations of educational excellence is through Chancellor's Forums scheduled at each College and the District Office at the beginning of the fall semester. The purpose of the forums is for the Chancellor to provide updates and communicate planning priorities for the academic year. The forums are attended by hundreds of faculty, staff, and students each year ([IV.D.1-4](#)).

The Chancellor also establishes expectations of excellence in the Chancellor Messages, which serve as regular written Communication to the entire District on enrollment, the budget, and various major planning items such as the Baccalaureate Degrees. The Chancellor's Messages are clear examples of the Chancellor's commitment to communicating the excellent work of the District in fulfilling its mission and the Chancellor's expectations for the exemplary operation of the organization. ([IV.D.1-5](#), [IV.D.1-6](#), [IV.D.1-7](#), [IV.D.1-8](#), [IV.D.1-9](#), [IV.D.1-10](#))

Evidence:

IV.D.1-1	Chancellor's Cabinet Annual Retreat Agenda 2022
IV.D.1-2	BP 2435 Evaluation of the Chancellor
IV.D.1-3	AP 2435 Evaluation of the Chancellor
IV.D.1-4	Chancellor's Forums 2022-2023
IV.D.1-5	Chancellor's Welcome to Spring 2022
IV.D.1-6	Chancellor's Update on the 2023-2030 District Strategic Plan
IV.D.1-7	Chancellor's Message: Support available in wake of Ukraine conflict
IV.D.1-8	Chancellor's Message: SDCCD committed to civil discourse
IV.D.1-9	Chancellor's Message: Return to work update
IV.D.1-10	Chancellor's Budget Message: Governor's May Revision Budget

Analysis and Evaluation

The Chancellor provides leadership in establishing and communicating expectations for educational excellence and integrity throughout the organization. Through careful planning and weekly meetings along with an annual retreat with the Chancellor's Cabinet, comprised of the Presidents, Vice Chancellors, Director of Communications and Public Relations, and Executive Assistant to the Chancellor, the Chancellor ensures the effective operation of the District and its institutions. Working with the Chancellor's 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.

- 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 the 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 functional duties of the District departments and the Colleges was first produced in 2004 and is routinely updated yearly. It is widely disseminated Districtwide through the Administration and Governance Handbook.

The Chancellor holds each President responsible for the operation of their respective institution as articulated in the *Delineation of Function map* and the President's job description. The Chancellor ensures that the Colleges receive effective and adequate services the District provides to assist them in achieving their mission in several 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 ([IV.D.2-1](#)).

Further, periodically the Chancellor's Cabinet agenda includes a Policy and/or significant item for Discussion where the meeting time is extended for meaningful dialog on an important policy matter. Items have included: accreditation, enrollment management, Districtwide communication strategic planning, and funding for the San Diego Promise. Another example of the Chancellor's commitment to effective operations and support for the Colleges in achieving their mission is that the Chancellor meets with the Academic Senate Presidents to receive direct feedback on operations.

A Districtwide survey is planned to assess the ongoing effectiveness of District services provided to the Colleges to support their effectiveness and to obtain feedback on the effectiveness of the District divisions and departments in supporting the institutional priorities, mission, and functions. The results will be provided to the Chancellor, the Presidents, the Vice Chancellors, and the Colleges. The District Divisions also develop annual goals and undergo an assessment of those goals each year.

Resources are allocated to each College through the District budget model that includes resources for fixed costs (i.e., personnel), enrollment (FTEF and 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, fiscal management, and asset management. The previously referenced policies and procedures delineate the responsibility of the District regarding fiscal-related functions and allocations. Each College has a Business Services office responsible for budget allocation at the College level to support its programs and operations.

The District is responsible for identifying and calculating Districtwide revenue resources and allocating those resources to the Colleges and District operations to support student access. Planning occurs at both the District and College levels 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.

Evidence:

[IV.D.2-1](#) Chancellor's Cabinet Meeting Action Items

Analysis and Evaluation

The Chancellor delineates, documents, and communicates operational responsibilities and functions of the District administrative units from those of the Colleges. This delineation of roles and responsibilities is consistently adhered to and reviewed periodically to ensure effective operation. The Chancellor holds the President responsible for the overall operation of the College and provides the College has adequate resources and support to achieve its mission. The administrative divisions of the District –provide resources and support to the Colleges in completing their missions.

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 allocating resources to support the effective operations and sustainability of the Colleges and the District. Board Policies and associated Administrative Procedures, which primarily relate to the distribution 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 ([IV.D.3-1](#)).
- BP 6200: *Budget Preparation*, AP 6200.3 *Campus Budget Model*, and AP 6200.4 *Revenue and Expense Projections* ([IV.D.3-2](#)).
- BP 6250: *Budget Management* and AP 6250.2 *Budget Transfers* ([IV.D.3-3](#)).
- BP 6300: *Fiscal Management* and AP 6300.1 through AP 6300.12, which address various fiscal-related items ([IV.D.3-4](#)).

Each previously stated Board Policy and Administrative Procedure clearly defines the roles, responsibilities, and allocation process related to resources and expenditures within the budget development process. Annual resource allocation is primarily based on state revenue apportionment funding, restricted state funds, and all federal, state, and local grants and contracts in any 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 develop the District's annual budget and provide adequate control of expenditures. The allocation of resources adequacy is based upon FTES targets for the Colleges 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 expenses.

The Colleges, Districtwide support service operations (e.g., Campus Police, IT, facility maintenance and operations), and the District Offices are 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.

Evidence:

IV.D.3-1	BP 6100 and AP 6100.1: Delegation of Authority
IV.D.3-2	BP 6200: Budget Preparation, AP 6200.3 Campus Budget Model, and AP 6200.4 Revenue and Expense Projections
IV.D.3-3	BP 6250: Budget Management and AP 6250.2 Budget Transfers
IV.D.3-4	BP 6300: Fiscal Management and AP 6300.1 through AP 6300.12

Analysis and Evaluation

The District has Board Policies and Administrative Procedures implemented to ensure sound practices to support the effective operations and sustainability of the Colleges and District Office. BP 6200 Budget Preparation, BP 6250 Budget Management, and BP 6300 Fiscal Management require that the budget preparation and the budget and fiscal management of the District are per Title 5 and the California Community College Budget and Accounting Manual required of all 72 Community College Districts in the state. The Colleges are funded to support effective operations and sustainability as determined by the state.

- 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.

Evidence:

[IV.D.4-1](#) Board Policy 0010 Governance

Analysis and Evaluation

Board Policy 0010 Governance – District Administrative Organization stipulates the President is responsible for the total program assigned. The Authority of the Presidents is delegated to them by the Chancellor. College Presidents are expected to adhere to all District Policies strictly, and the Chancellor expects all communication between the College and the District to be thorough and regular ([IV.D.4-1](#))

5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

Evidence of Meeting the Standard

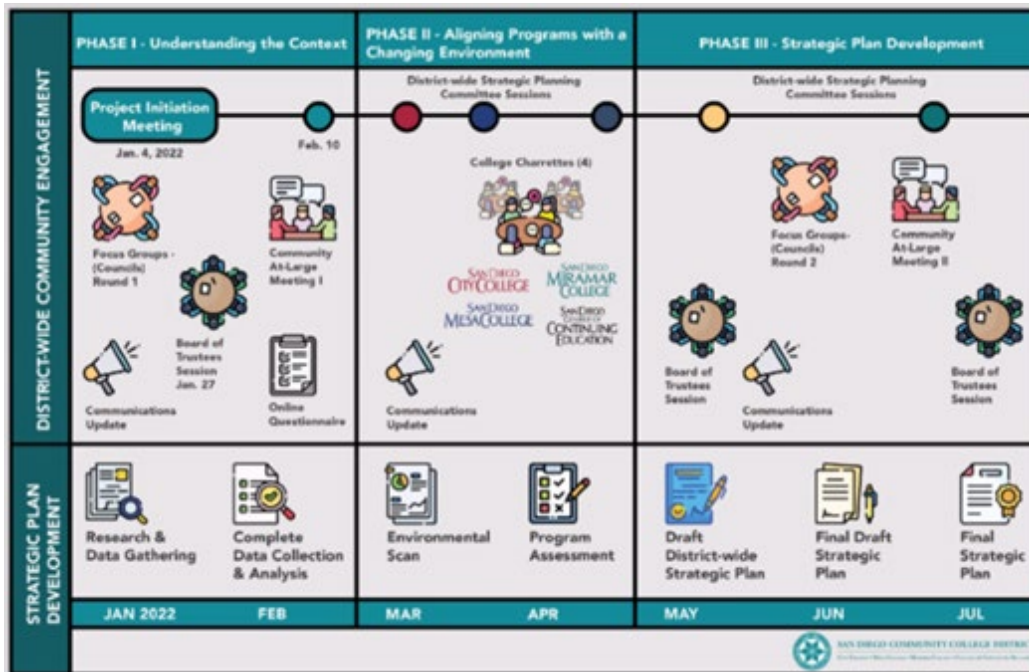
The District has been evaluating its integrated planning practices, including reviewing and assessing the components of an integrated planning process to ensure the linkage of various planning processes into a holistic system. Evidence of this evaluation is the Chancellor's Cabinet and Vice Chancellor discussions and meetings of the District Governance Council, which have created a "Districtwide Integrated Planning Framework Model" to present how planning processes occur Districtwide visually. See section IB9 for additional information.

The Districtwide Strategic Planning Framework Model addresses short and long-range needs in developing the eight-year Strategic Plan. This integrated approach builds upon each institution's Facilities Plan, Educational Plan, Technology Plan, and Strategic Plans. As outlined in Figure 2, the Strategic Plan Development Timeline, the Strategic Planning process involves Research & Data Gathering, Data Collection & Analysis, Environmental Scan, Program Assessment, and multiple drafts refined by feedback from all constituents across the District. This integrated approach allows for the thorough review and intentional alignment of the Board of Trustees' goals, District priorities, and consideration of District and College plans by the Chancellor's Cabinet, which results in the articulation of broad themes. The Districtwide Strategic Planning Committee, comprised of faculty representatives appointed by the Academic Senates, students, administrators, and staff, refined the overall themes in goals, objectives, and measures for the eight years.

Strategic Plan Development and Evaluation

The Districtwide Strategic Plan was developed on a four-year cycle in previous years. Under the leadership of the new Chancellor, the District embarked on a district-wide, integrated Strategic Planning process that will usher the District and its institutions into 2030 with an 8-year Strategic Plan. The District is fully invested in this new approach and contracted a skilled consulting agency with a multitude of experience working with institutions of higher education and community Colleges. The comprehensive Strategic Planning process engaged faculty, students, staff, administrators, and community members of the four Colleges and the District Office.

Figure 51. The comprehensive Strategic Plan was comprised of three phases.



Phase I: Understanding the Context

The first phase was devoted to identifying key trends and issues impacting the District that the strategic plan should focus on over the next six years. To identify and clarify these issues, the consultant conducted extensive focus group meetings with committee members and other stakeholders, facilitated a community-at-large gathering to engage the larger community, and launched an online survey of over 7,000 students, and nearly 800 employees responded. Concurrently, the consultant compiled and analyzed quantitative data on internal and external conditions in collaboration with the SPC and the Office of Institutional Effectiveness (e.g., community and student demographics) to inform the planning effort further.

Phase II: Aligning Programs with a Changing Environment

During the second phase, findings from phase I outreach and research were used to develop an initial set of goals. These goals, along with related Phase I results – issues, challenges, and opportunities – were then presented to a cross-section of the District community during a series of five planning forums/ charrettes (one for each of the District's four Colleges and the District Offices). During each charrette, participants were tasked with brainstorming potential strategies and actions for proactively addressing vital strategic issues.

Phase III: Developing the Strategic Plan

In the project's third phase, the SPC, District staff, and consultants collaborated to consolidate results from the first two phases to develop the Districtwide Strategic Plan. As a first step, the priority strategies proposed by charrette participants were refined into a Working Draft of the Strategic Plan. The Working Draft was then vetted with a broad set of campus groups for feedback and commentary, including many of the same committee members and other constituent groups that provided their initial input during phase one. This Draft Strategic Plan emerged for

further internal review before presenting to the Board of Trustees for their review and adoption of the Final Districtwide Strategic Plan.

The SPC is core to this process and ensures the needs and priorities of each College are well represented in every aspect of planning. The representatives are appointed by their respective academic senates, College Presidents, and Vice Chancellors. Meetings are held regularly with representatives from across District ([IV.D.5-1](#)).

- To facilitate ongoing continuous improvement, the SPC coordinates the District's annual cycle of a) assessing and learning from the year's implementation activities, b) acting to refine objectives for the next year, c) identifying resource needs and allocating resources to the objectives; and d) implementing activities designed to meet planning objectives by collecting results of annual planning efforts from members of the committee into an Annual Update. Annual Updates are developed, reviewed, published, and distributed by the SPC ([IV.D.5-2](#)). The SPC reviews internal and external environmental analyses to inform the strategic plan development process review further. Under the leadership of the new Vice Chancellor of Institutional Innovation and Effectiveness, this process will be re-evaluated to ensure that it continues to meet the needs of the Colleges and the District.

The District Strategic Planning Development Timeline is an alignment tool that brings together the District Office Divisions and the Colleges in a planning effort to develop the new plan and corresponding future reports. This approach furthers the district's efforts to align the plans from each College (e.g., Student Equity and Access Program and Educational Plan).

Evidence:

IV.D.5-1	Districtwide Strategic Planning Committee Agendas and Minutes
IV.D.5-2	Districtwide Strategic Plan Annual Update 2018-2019

Analysis and Evaluation

District planning and evaluation are integrated with College planning and assessment to improve student learning, achievement, and institutional effectiveness. The District ensures a comprehensive and integrated system of planning that drives the allocation of resources involves multiple stakeholders and is focused on student success and educational effectiveness. The Chancellor ensures that the District has and implements a broad-based, comprehensive, systematic, and integrated planning system between the District and Colleges. The District's planning system reflects guidance from the State Chancellor's Office, accreditation principles, and best practices.

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

The District values effective Communication between the District Office and its Colleges. To

be effective, Communication must be two-way. The District Office employs various methods to ensure solid two-way communication, allowing information to be shared easily. Refer to section IV.C.1 for specific examples of communication methods.

Analysis and Evaluation

Information is communicated through various mechanisms, including Chancellor's Cabinet, Vice Chancellor meetings with College Vice Presidents, email updates, social media, Board Reports, Chancellor Forums, and governance meetings.

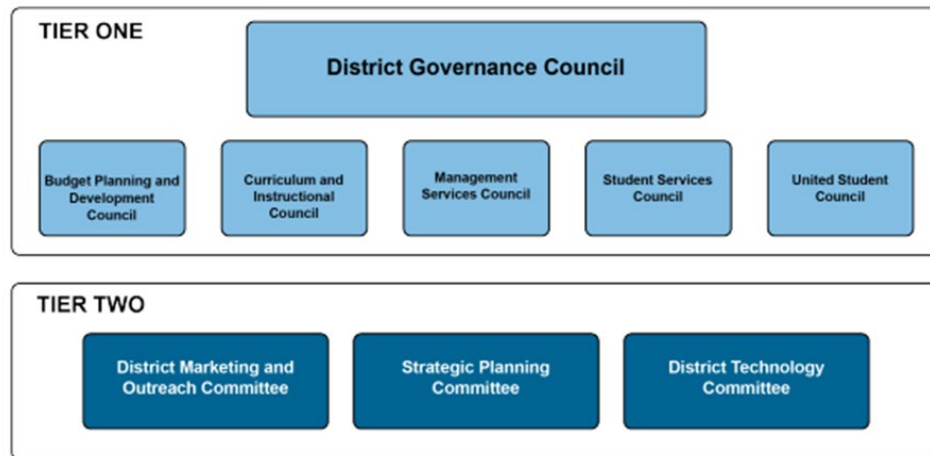
- 7. The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.**

Evidence of Meeting the Standard

The Chancellor relies on summative and formative assessment of the organization, governance, and decision-making processes to ensure integrity and effectiveness in meeting the student achievement and learning goals. The Chancellor relies on input from the Chancellor's Cabinet, which meets weekly to address operational matters, governance, and decision-making. Summary reports from these meetings are published monthly and communicated throughout the organization. Issues before the Cabinet fall within the following broad areas: Agenda and General Items of Importance; Instruction; Student Services; Planning, Research, and Institutional Effectiveness; Development and Entrepreneurship; Health and Safety; Board of Trustees Items; Finance and Business Services; People and Culture; Technology Services; Operations, Enterprise Services, and Facilities; Communications, Marketing, and Advocacy; Conferences, Events, and Information; and Roundtable.

The Chancellor has established an expectation that the leadership team routinely communicate with the various constituent groups to ensure that students and employees are informed of new initiatives and progress on multiple activities and offered the opportunity to provide feedback on operational matters. Moreover, the Chancellor expects the Executive team to provide regular updates on important matters and gives updates to the Board in the form of Weekly Board Reports.

Figure 52. Districtwide Participatory Governance Committee Evaluation and Planning



Note: Ad hoc groups are periodically convened for a specific task or issue until resolved.

The District currently has eight Districtwide participatory governance councils and committees divided into two tiers. Tier one consists of five governance councils with broad oversight, each chaired by the 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 report to one of the Cabinet members.

All the governance councils and committees have a defined set of functions and responsibilities consistent with Board Policy 2510 on participatory governance ([IV.D.7-1](#)). These functions and responsibilities are reviewed and reported annually in the *SDCCD Administration and Governance Handbook* ([IV.D.7-2](#)).

In addition to committees, Task Forces are convened ad hoc to address specific districtwide issues until resolved. The following is a description of the councils, committees, and task forces.

Governance Council: Representative body of individuals with expertise in a related area, delegated to deliberate and make decisions and policy recommendations to the Chancellor's Cabinet.

Governance Committee: Convened to deliberate, research, coordinate and/or perform a specific function or make recommendations on matters related to a specific area. Committees are organized to be subordinate to the Governance Councils, which are the primary governance bodies.

Task Force: Ad hoc groups periodically convened for a specific task or issue until resolved.

Evidence:

[IV.D.7-1](#)

BP 2510 Participation in Local Decision-making

[IV.D.7-2](#)

Administrative and Governance Handbook 2021-2022

Analysis and Evaluation

The Chancellor relies on several 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. The District recognizes that the yearly evaluations need to occur more systematically. This evaluation has not happened due to the turnover at the Cabinet level since the fall of 2020 and the COVID-19 pandemic.

Conclusions on Standard IV.D: Multi-College Districts or Systems

SDCCD welcomed a new Chancellor in 2021 and an Acting Chancellor in 2023. 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.

Under the Chancellor's leadership, the District regularly evaluates the roles of governance and decision-making processes. District governing procedures are outlined in the District Governance Handbook, which is updated regularly. The handbook is updated annually to reflect changes to the council/committee charge, composition, and meeting schedule. Policies and procedures are updated based on the data collected. These structures and processes ensure effective communication regarding issues of interest to the Colleges and the District and foster a collaborative and strategic approach to addressing issues that arise.

Improvement Plan(s)

Not applicable

Evidence List

IV.D.1-1	Chancellor's Cabinet Annual Retreat Agenda 2022
IV.D.1-2	BP 2435 Evaluation of the Chancellor
IV.D.1-3	AP 2435 Evaluation of the Chancellor
IV.D.1-4	Chancellor's Forums 2022-2023
IV.D.1-5	Chancellor's Welcome to Spring 2022
IV.D.1-6	Chancellor's Update on the 2023-2030 District Strategic Plan
IV.D.1-7	Chancellor's Message: Support available in wake of Ukraine conflict
IV.D.1-8	Chancellor's Message: SDCCD committed to civil discourse
IV.D.1-9	Chancellor's Message: Return to work update
IV.D.1-10	Chancellor's Budget Message: Governor's May Revision Budget
IV.D.2-1	Chancellor's Cabinet Meeting Action Items
IV.D.3-1	BP 6100 and AP 6100.1: Delegation of Authority
IV.D.3-2	BP 6200: Budget Preparation, AP 6200.3 Campus Budget Model, and AP 6200.4 Revenue and Expense Projections

<u>IV.D.3-3</u>	BP 6250: Budget Management and AP 6250.2 Budget Transfers
<u>IV.D.3-4</u>	BP 6300: Fiscal Management and AP 6300.1 through AP 6300.12
<u>IV.D.4-1</u>	Board Policy 0010 Governance
<u>IV.D.5-1</u>	Districtwide Strategic Planning Committee Agendas and Minutes
<u>IV.D.5-2</u>	Districtwide Strategic Plan Annual Update 2018-2019
<u>IV.D.7-1</u>	BP 2510 Participation in Local Decision-making
<u>IV.D.7-2</u>	Administrative and Governance Handbook 2021-2022



H

Quality Focus Essay

H. Quality Focus Essay

San Diego Mesa College has identified the two projects that address the following areas:

- Enrollment Management is on Everyone's Desk
- Transitioning from Accessible Data to Actionable Data

Focus Project 1

Enrollment Management is on Everyone's Desk: Mesa College's 3-Year Strategic Enrollment Management Plan Development

Introduction and Rationale

San Diego Mesa College and the San Diego Community College District have been in an enrollment decline period that was exacerbated during the pandemic. With the Emergency Conditions Allowance, or hold harmless funding based on 2019-2020 FTES, ending in 2025 and implementation of the Student-Centered Funding Formula, the college continues to focus on targeted efforts in line with the California Community College's Vision for Success. Over the years, we have seen an increase in success rates across multiple groups; however, there are still equity gaps for Black/African American (-8.7%), Latinx (-8.3%), and Pacific Islander/Native Hawaiian (-2.4%) (Figure 53). Also, while the average number of units accumulated by the first-time Associate degree earners decreased (from 73 units for 18-19 cohort, to 65 units for 20-21 cohort – preliminary data), the average total semester units completed over 3 years dropped from 29 to 24 units (preliminary data) for the same cohorts ([Student Success Metrics](#)). San Diego Mesa College is committed to creating opportunities and improved approaches designed to narrow equity gaps, decrease time to completion, and establish a student-centered system that simplifies pathways to education goal completion. With a focus on Enrollment Management, Mesa is being proactive, stabilizing enrollment, and emerging from COVID-19 to redefine college education.

In the fall of 2022, Mesa College began development of a three-year Strategic Enrollment Management (SEM) Plan. This initiative was established after a cross-functional team participated in the 7th Annual Enrollment Management Academy (EMA) hosted by the University of California San Diego Department of Educational Studies. The Mesa team, which included faculty, classified professionals, and administrators from different parts of the college, learned about enrollment management best practices and analyzed the college data to begin writing an enrollment management plan that meets student need and at the same time, meets college enrollment or Full-Time Equivalent Student (FTES) targets. A SEM Taskforce was created with the objective to create a student-centered schedule that is predictable, responsive, efficient, and supports student success, completion, and equity outcomes. The deliverable for the SEM Taskforce is to develop a collaborative, innovative, and student-centered Strategic Enrollment Plan by May 2023 that will guide Mesa's work for the next three years.

At San Diego Mesa College, we believe that "Enrollment Management is on Everyone's

Desk.” Enrollment management does not only live solely in instruction but embodies many aspects of the institution such as facilities, outreach, recruitment, marketing, support services, institutional effectiveness, administrative services, and other auxiliary services. Mesa’s Enrollment Management Taskforce represents a college-wide collaborative effort, guided by the college’s mission, vision, and strategic priorities designed to work towards addressing the Vision for Success, strengthening our efforts by decreasing the equity gaps and time to degree completion, and providing students with a system that supports their success. Through this effort, Mesa continues to create a more inclusive learning environment centered on equity and excellence.

To ensure that Mesa’s Strategic Enrollment Management Plan positively impacts enrollment, completion, equity and success rates, our work is shaped by the following commitments:

- The Strategic Enrollment Management Plan is aligned with the College’s mission, vision, and long-term strategic plan (Mesa 2030).
- The Strategic Enrollment Management Plan focuses on the key student journey with stages in recruitment, enrollment, retention, and completion of education goal/graduation that aligns with the four pillars of Guided Pathways.
- The Strategic Enrollment Management Plan is a shared institutional responsibility that requires involvement and participation from every unit of the College.
- The Strategic Enrollment Management Plan requires student support services, access to resources, equity minded approaches, programs, and courses that facilitate student success and completion.
- The Strategic Enrollment Management Plan requires data informed decisions using historical enrollment data, enrollment trends, and data analysis to build student-centered schedules that also meet college FTES targets.

Anticipated Impact on Student Learning and Achievement

San Diego Mesa College anticipates continued emphasis on equity-centered practices that will increase enrollment, retention, persistence, and successful completion of students’ education goals. Through intentional efforts in recruitment, orientation, and pre-enrollment services, the college anticipates seeing an increase in enrollments and creating equitable pathways to education goal completion in the areas of certificates, degrees, and transfer to a four-year institution.

By using the student journey framework and aligning with San Diego Mesa College’s Strategic Priorities, Mesa 2030, Vision for Success, Student Equity Plan, and Mesa Pathways, the college will continue engaging in focused work aimed at transforming the student experience, while placing the success of outcomes for students of color as the central focus. The development and implementation of a student-centered schedule will have a great impact on student learning and achievement.

The anticipated impact of strategic enrollment management on student learning and achievement includes the following:

- Increasing successful completion of degree/transfer-level English and math in the first year of a student's enrollment at San Diego Mesa College through intentional practices that directly address the needs of our disproportionately impacted student population (Black or African American, Hispanic or Latino/a/x, Asian, Native Hawaiian, or other Pacific Islander) as identified in the Student Equity Plan (SEP).
- Increase the number of first-time students enrolled in degree/transfer-level English and math in their first year.
- Increase the number of students who complete their degree and/or certificates.
- Increase the number of students who transfer to four-year institutions.
- Reduce excess unit accumulation by students earning degrees.
- Increase the percentage of exiting CTE students who report being employed in their field of study.
- Increase the number of adult learners and other non-traditional students
- Reduce equity gaps across all measures of success, retention, persistence, and completion among disproportionately impacted student population (Black or African American, Hispanic or Latino/a/x, Asian, Native Hawaiian, or other Pacific Islander) as identified in the Student Equity Plan (SEP).

Outcome Measures

As a result of the Strategic Enrollment Management Plan project, the college expects to see the following measurable changes in Enrollment Management metrics related to schedules, course offerings, and student enrollment patterns:

- Increase in full time student enrollments (FTES)
- Increase in schedule efficiency (course fill rates)
- Increase in productivity (FTES/FTEF)
- Increase in high demand course enrollment
- Increase in course offerings based on student and curricular needs in various modalities, sessions, and time frames
- Decreased class cancellations
- Decrease the number of units accumulated for associate degrees earners

Project Action Plan

The Vice-President of Instruction has overall responsibility for enrollment management and the Enrollment Management Task Force is co-led by a faculty member and an instructional dean. The Task Force is organized into sub-committees focused on seven different areas of Enrollment Management with cross-functional leads listed as responsible party below and include additional committee members.

Activity	Responsible Party	Resources Required	Timeline
Professional Learning: Provide a broader understanding of enrollment management concepts and shared language across the college to foster broad understanding of enrollment management needs and objectives.	Dean of Student Development (Student Services), Dean of Humanities (Instructional Dean), Chair of Chairs (Faculty)	Marketing materials, time	Ongoing
Scheduling Practices Review: Complete a review of our scheduling practices to create a more student-centered schedule that maximizes FTES and productivity. This will include exploring accounting methods, block schedules, GE patterns, modalities, and other aspects of scheduling.	Dean of Arts and Languages (Instructional Dean), Chemistry Department Chair (Instructional Faculty)	Survey development, Instruction and Student Services representative s/faculty, students, data, time	Complete recommendations by May 2023; continue operational work with Instructional Deans and Chairs
Equity and Student Success: Focus on curriculum, degree, and certificate completion with a focus on disproportionately impacted groups, increasing OER and ZTC, and enhancing Student Support Services.	Dean of Equity and Student Success (Student Services Dean), Counseling Department Chair (Student Services Faculty), and Art Faculty (Instructional Faculty), Librarian	Faculty, staff, and hourly support, time	Complete recommendations by May 2023; continue operational work with Student Services and Instruction
Enrollment Management Tools: Analyze current enrollment management tools and explore predictive tools that allow departments to forecast enrollment trends, FTES, and assist with schedule builds for student needs.	Dean of Institutional Effectiveness; Dean of Social/Behavioral Sciences (Instructional Dean); Biology Department Co-Chair (Instructional Faculty)	Data/tools expertise, EM software, District support, Dean and Chair feedback, time	Complete recommendations by May 2023; continue operational work with Instructional Deans and Chairs

Partnerships and Innovation: Focus on in-demand curriculum and programs, continuing ed non-credit to credit pathways, partnerships with transfer institutions, and ideas from sectors outside of higher education with pedagogical excellence.	Dean of Learning Resources and Academic Support (Instructional Dean); Chemistry Faculty	CE Reps and Feedback, Transfer Center, Counseling, Instruction, data, time	Complete recommendations by May 2023; continue operational work with curriculum and partnerships
Environmental Scan Charge: Review and analyze data on student demographics and our surrounding community, trends in the labor market and the local economy, policies and laws, and how these factors may impact programs and schedules.	Associate Dean, Institutional Effectiveness; Dean of Athletics, Health, & Kinesiology; Academic Senate President (Instructional Faculty)	Existing data for analysis, time	Complete recommendations by May 2023; revisit for strategic enrollment management plan updates
Marketing, Communication, and Outreach: Review and revise marketing strategies related to enrollment management, in-reach and outreach communication strategies to different student populations	Director, Communications & Marketing; Associate Dean of Career Technical Education; Chemistry Faculty	Outreach Coordinator, Office of Communications, student reps and feedback, time	Complete recommendations by May 2023; continue operational work with Communications and Marketing; Outreach

Focus Project 2

Transitioning From Accessible Data to Actionable Data

Introduction and Rationale

To assess our effectiveness in achieving our mission, we rely on a set of performance indicators that include equity/access, engagement/retention, persistence, course success, and institutional effectiveness. These indicators help us to evaluate our progress towards our goals and identify areas where we need to improve. By measuring our performance against these indicators, we can ensure that we are providing the best possible education for our students.

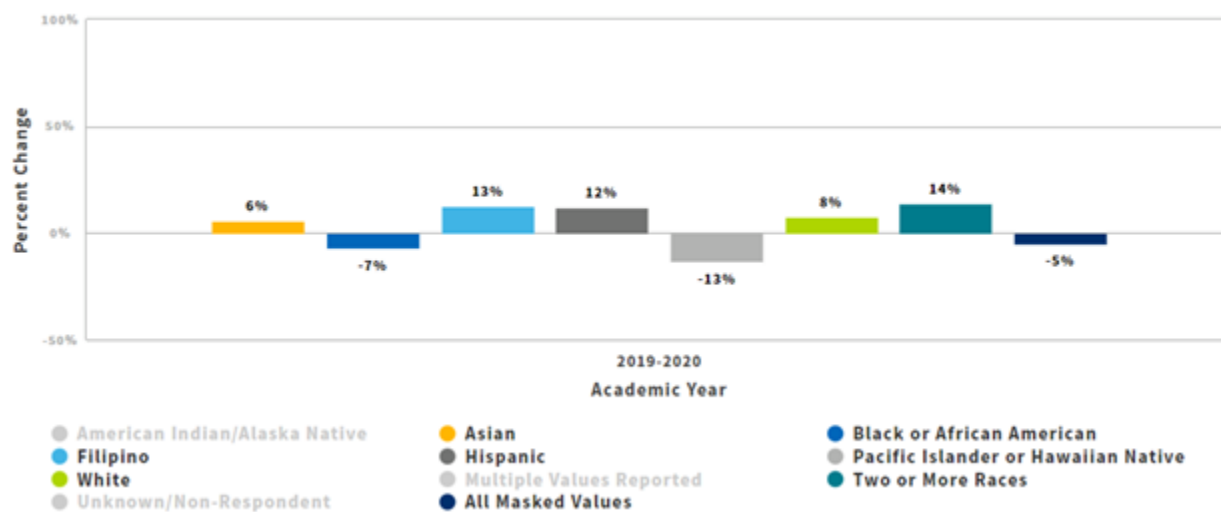
San Diego Mesa College has access to a wealth of information and data. In addition to our own data (with over [30 dashboards](#) that are publicly available), the state provides us with a wide range of information about how the College is performing, including the [Student Success Metrics](#) dashboard, [Guided Pathways](#) dashboard, and the [Strong Workforce Program](#) dashboard. Moreover, the College recently gained more access to employment information for our graduates, broken down by program and various demographic categories such as gender and ethnicity; this provides us with an opportunity to better understand the outcomes of our programs beyond their experiences at the College and identify areas where we can further improve. For example, Figure 2 showed that Black/African American students appeared to have a decrease in earning (-7%) and so did Pacific Islander/Hawaiian Native students (-13%) in 2019-2020 when they exited the system and did not transfer to a postsecondary institution. The College is determined to understand the data more and discuss ways to ensure that our students are successful beyond college.

Figure 53. Example of Information available from San Diego Mesa’s public dashboard: Course Success Rate by Student Demographics

Demographics	Valid Enrollments	Success Rate	Equity Gap
Asian	34,777	83.1%	10.5%
Black/African American	20,360	65.6%	-8.7%
Filipino	13,454	76.8%	3.2%
Latinx	127,818	68.7%	-8.3%
Native American/Alaska Native	829	71.5%	-2.2%
Pacific Islander/Native Hawaiian	1,453	71.4%	-2.4%
White	93,776	78.4%	6.7%
Multi-Ethnicity/Other	23,843	74.2%	0.5%
Unknown/Unreported	6,210	72.2%	-1.5%
Grand Total	322,520	73.7%	--
Female	178,426	75.1%	3.2%
Male	142,342	72.0%	-3.1%
Non-Binary	571	66.9%	-6.8%
DSPS Recipient	13,050	74.5%	0.9%
First Gen	82,049	69.8%	-5.3%
Veteran/Active Military	22,966	73.6%	-0.1%

Note. The percentages bolded in the equity gap column signify populations who are disproportionately impacted. The table reflects data for the 2019/20, 2020/21, and 2021/22 academic years. Equity gap is calculated using the [percentage point gap index](#) method. Source: [Course Outcomes Dashboard](#).

Figure 54. Example of Information available from California Chancellor’s Office: Median Change in Earnings



Note. The above data shows the median change in earnings between the second quarter prior to the academic year of entry and the second quarter after the academic year of exit from the last college attended. This reflects students who exited the community college system and who did not transfer to a postsecondary institution. 2019-2020 is the latest data available. Source: [Student Success Metrics](#).

Anticipated Impact on Student Learning and Achievement

These tools give us a greater opportunity to compare our results with other colleges in the area and in the state and learn from those who are doing well in certain areas. By being intentional about our areas for improvement and learning from those who are doing well, we can gain valuable insights into our performance and progress, which in turn allows us to achieve greater improvement.

For example, we learned that San Diego Miramar College still had an equity gap in median change in earning, but they did not have any students who reported a decrease in earnings after exiting the system during the same period ([Student Success Metrics](#)). Similarly, we learned that MiraCosta college had successfully increased their course success rate by 10% between 2019-20 and 2020-21 ([Student Success Metrics](#)). We believe that there are valuable lessons that we can learn from other successful colleges, which will enable us to strive towards our mission of providing equitable access and success for all students.

Outcome Measures

The anticipated impact of being intentional about understanding and using benchmarked data on student learning and achievement includes the following:

- Increase the within-college achievement metrics, such as course success rate, number of transfers, number of awards
- Increase the beyond-college achievement metrics, such as employment rate, job closely related to field of study, earnings

Project Action Plan

Data is embedded in guided pathways, outcomes, program review, and student success initiatives. Data can be pinpointed according to multiple variables which may be disaggregated to distinctly inform policies and practices.

Annually, at the President's Cabinet Retreat, data is analyzed to assess the effectiveness of the College's mission, including policies, practices, and priorities for student success. In 2021, the LOFT offered the first cohort of the Curriculum Equity and Excellence Review (CEER) program, which creates a space for faculty to take a deep dive into course data and explore ways to redesign courses across modalities. As a result of the transition to online teaching, a new team, the Mesa Online Success Team (MOST), was created to focus on student success outcomes specifically in online courses across the campus. The professional learning cohorts (MOST Refresh, FIGs) provide equity-infused opportunities for course redesign.

Activity	Responsible Party	Resources Required	Timeline
Strengthen Program Review process and resources by providing trainings on available employment information for CTE programs, and available statewide dashboards for all programs.	Office of Institutional Effectiveness, Program Review Steering Committee, CTE teams	Participation of CTE committees (Strong Workforce, Perkins), CTE faculty, Program Review Steering committee members, time to develop trainings, physical or virtual meeting space, trainers	Annual data 5-year strategic objective
Incorporate examples of actionable data and data highlights into various meeting space and events (New Faculty Institute, New Classified Institute, PIEC, Program Review, COA, PCAB, Academic Senate, Classified Senate, Mesa2030 teams, LOFT	Office of Institutional Effectiveness, LOFT, Mesa2030 teams, College leadership	Faculty, staff and hourly support time, leadership support for promoting actionable data culture	On-going training and review

events, etc.) to create a stronger culture of actionable data.			
Intentionally benchmark our performance against other colleges identify room for growth. Intentionally outreach to successful colleges to learn from best practices	Office of Institutional Effectiveness in collaboration with Program Review, Outcome Assessment	Development time to identify and apply good practices; Faculty, staff and hourly support time	Yearly Review

San Diego Mesa College Leadership

Ashanti T. Hands, Ed.D., President

Isabel de Los Angeles O'Connor, .Ph.D., Vice President, Instruction

Larry T. Maxey II, Vice President, Student Services

Lorenze A. Legaspi, Vice President, Administrative Services

The San Diego Community College District includes City College, Mesa College, Miramar College and the College of Continuing Education. The SDCCD is governed by its Board of Trustees.

No oral or written representation is binding on the San Diego Community College District without the express approval of the Board of Trustees.

San Diego Community College District Board of Trustees:

Geysil Arroyo, Mary Graham, Craig Milgrim, Bernie Rhinerson, Maria Nieto Senour, Ph.D.

Gregory A. Smith, Acting Chancellor

SAN DIEGO
MESA COLLEGE

