

# SAN DIEGO MESA COLLEGE

## Accreditation 2017

### Standard IIC

### November 2<sup>nd</sup> Draft

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IIC.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.*

## **I. Evidence of Meeting Standard**

Student support service departments engage in a continuous cycle of evaluation and improvement through the assessment of Student Learning Outcomes/Administrative Unit Outcomes (SLOs/AUOs) and annual program review. These institutional effectiveness (IE) processes, which are developed and implemented by all constituent groups within Student Services, align with those of the college to inform decision-making and drive resource allocation. Collectively, they help to demonstrate the quality of all on-campus and online student support services.

The services participating in program review include –

- Admissions & Records
- Associated Student Government (ASG)
- Career Center
- Counseling
- Student Development
- Student Success & Equity
- Disability Support Programs and Services (DSPS)
- Extended Opportunity Programs and Services (EOPS) & Cooperative Agencies Resources for Education (CARE)
- Evaluations
- Financial Aid
- International Students
- Outreach and Community Relations
- Student Tutorial and Academic Resources (STAR TRiO)
- Student Affairs
- Student Health Services
- Title V/HSI Grant
- Transfer Center
- Veterans Services
- Vice President of Student Services

Student Services' annual IE cycle begins with a summer retreat during which the prior year's outcomes, identified areas of improvement, and strategic priorities

are used to guide development of divisional goals for the successive year. The division's mission, vision, and values are affirmed or modified at this time based on practice and retreat dialogue. From this work, the annual student services plan is developed that identifies the mission, annual goals, and the SLOs/AUOs for the division and for each department. The plan then maps departmental goals and SLOs/AUOs to institutional goals and Institutional Learning Outcomes (ILOs)[Evidence [IIC-1.1](#) –SS Plan 14-15].

The program review and SLO/AUO assessment processes conducted within each department occur in year-long cycles. During this time, departments gather data, assess outcomes, reflect on findings, and develop improvement plans in order to increase student success and learning. Department and divisional program review and SLO assessment are discussed at monthly Mesa Student Services Council meetings [Evidence [IIC-1.2](#) – MSSC Minutes].

The resulting program reviews are evaluated by the Program Review Committee, which is comprised of representatives from all constituent groups on campus, to ensure that the service area review process aligns with student support objectives and the mission and goals of the college. Departmental program reviews are then revised and finally validated through the campus governance process [Evidence [IIC-1.3](#): IE Chart].

In addition to the evaluation and improvement that occurs through program review, student support services are developed, evaluated, and improved as a part of the college's SSSP and Equity Plans. Service areas assess and improve their services to ensure that the college is meeting its mandates with respect to student testing, orientation, educational planning, retention, and completion, and to alleviating barriers and supporting the success of students who are disproportionately impacted [Evidence [IIC-1.4-5](#): SSSP Plan and Student Equity Plan]. Initiatives related to the SSSP and Equity Plans are often vetted through the program review process as a part of departmental work.

### **Services that Support the College's Mission**

Program Review and SSSP and Student Equity planning has led to [\[insert 2-3 key examples of our assessment processes that resulted in changes and the meeting of goals – examples might relate to CUE/M2C3 work, SSSP implementation, departmental findings, etc. One or more examples might include a resource allocation aspect. If you'd recommend one in your feedback, that would be appreciated.\]](#).

Further examples of programs that support the college mission can be found in Appendices IIC.1-2. Services available to online students are discussed in IIC.3.

## **II. Analysis and Evaluation**

Since the college's last accreditation, student services departments continue to develop and integrate institutional effectiveness processes into their ongoing work. The Students Services division is actively engaged in meeting the goals of the college and of the SSSP and Student Equity plans by assessing its outcomes, making improvements, and implementing innovations. The departmental and divisional SLO/AUO assessment process continues to evolve and successful practices and outcomes are shared to help further support a sustainable culture of improvement.

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*IIC.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.*

### **I. Evidence of Meeting Standard**

Student Services departments assess SLOs/AUOs to inform decision-making; provide a framework for identifying and evaluating appropriate services; and support continuous quality improvement at Mesa College. This is an integral part of the institutional effectiveness process described in IIC.1.

#### **Identification and Assessment of Learning Support Outcomes**

In alignment with the college's Strategic Goal 6.2 which states that the college will "advance assessment of student learning at the course, program, service area, and institutional levels," each department within Student Services identifies and assesses SLOs or AUOs annually [Evidence [IIC-2.1-2: EMP, pg 17; SLO Report](#)]. The identification and assessment of SLOs or AUOs are documented through the program review process.

SLO assessment and improvement efforts are shared at monthly Mesa Student Services Council (MSSC) meetings, in part through the "Dialogue About the Results" series during which departments present their ongoing SLO work. [Evidence [IIC-2.3: MSSC Meeting Notes](#)].

Department personnel collectively develop SLO plans which include SLO identification, assessment measures and instruments, implementation methods, and improvement initiatives. This work is discussed and developed at department

meetings and at special planning meetings, some of which have been made possible by the President's Teaching and Learning grants (Evidence [IIC-2.4](#): *Discussion/Outcomes from DSPS/STAR meeting*).

Divisional and departmental assessment and improvement are documented in an annual Student Services SLO Report, so the division's ongoing work is at-hand and easy to refer to [Evidence [IIC-2.2](#): *SLO Report*].

### **Availability of Services to Achieve Learning Support Outcomes**

The student services division includes twenty-five departments, programs, and services that support student learning and success. These include services related to outreach, admissions, counseling, assessment, financial aid, student health, student life, student governance, degree and certificate conferral, career, and transfer, and for disabled students, first-generation students, and students of low-SES.

Student Services leadership provides planning, program development, and administrative oversight to these departments and ensures that the "[e]valuation and fine-tuning of organizational structures to support student learning is ongoing" (from the "Rubric for Institutional Effectiveness: Part III: Student Learning Outcomes," ACCJC).

Figure [IIC-2.1](#) reflects a 2014 student services reorganization intended to more fully support departmental and divisional outcomes. Specifically, a new Dean of Student Success and Equity was added to the college structure. In addition, the college added a Title V/HSI office led by a Program Activity Manager, reporting to the Dean of Student Success and Equity. This office was created in response to Mesa's large population of Latino/a students, its designation as a Hispanic Serving Institution and its receipt of a 5-year, \$3 HSI million grant. In both cases, this organizational development was designed, in part, to target learning ongoing outcome assessment and program improvement for services related to historically and disproportionately impacted populations.

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## Vice President, Student Services

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| Dean<br>Student Affairs           | Dean<br>Student Development   | Dean<br>Student Success and<br>Equity<br>[added in 2014] |
|-----------------------------------|-------------------------------|----------------------------------------------------------|
| Associated Students               | Admissions & Records          | EOPS                                                     |
| Financial Aid                     | International Students        | CARE                                                     |
| Outreach & Community<br>Relations | Veterans Services             | Former Foster Youth<br>(FFY)                             |
| Student Affairs Office            | Career Center                 | DSPS                                                     |
| Student Health Services           | Counseling                    | STAR TRiO                                                |
|                                   | Assessment &<br>Orientation   | Student Success & Equity<br>Office                       |
|                                   | First Year Experience         | Title V/HSI Grant Office                                 |
|                                   | Mesa Academics &<br>Athletics |                                                          |
|                                   | Mesa Academy/Umoja            |                                                          |
|                                   | Puente                        |                                                          |
|                                   | Evaluations                   |                                                          |
|                                   | Transfer Center               |                                                          |
|                                   | Veterans Services             |                                                          |

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Fig IIC-2.1: Dean of Student Success & Equity “School” created in 2014, in part to address disproportionate impacts and to support ongoing SSSP efforts.

### Use of Assessment Data for Continuous Improvement

The division and departments use assessment data to inform and improve programs and services to meet students’ needs and improve their outcomes. [Evidence [IIC-2.1-2](#): EMP, pg 17; SLO Report].

[Here, we should insert 2-4 significant examples of SLO assessment leading to continuous quality improvement. This might include an example of AUO assessment. One or more examples might also include a resource allocation aspect and/or relate to success and/or equity. If you have an idea for what we might use, please let us know. It’d be much appreciated.].

Additional examples appear in the table, below. [We may remove this chart or place it in the appendix; if retained, the information should be updated.]

| PROGRAM                     | SLO / IMPROVEMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |
|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Admissions                  | <p>SLO: ■ 95% of students will be able to answer application question #27[include question] regarding prior college or university experience without receiving error message.</p> <p>Finding: ■ 85% of students are able to successfully complete the online college application and the 10% who continue to need assistance learn how to contact Admissions. Staff answering phones and emails are fully trained to help students to achieve 100% accuracy.</p> <p>Improvement: ■ Review and update application question as necessary. <a href="#">Have they done this?</a></p>                                                                                                                                                                |  |
| International Students (IS) | <p>SLO: ■ 90% of the students will answer 90% of the questions correctly on the post orientation quiz.</p> <p>Finding: ■ 70% of the International Students are able to answer 90% of the quiz correctly. The remaining 20% are able to receive clarifications or <u>reminded of the correct answers</u>. <a href="#">Does this mean they learned it?</a></p> <p>Improvement: ■ Provide clear and accurate information based on reviewing evaluations from the International Students along with updating presentations as needed.</p>                                                                                                                                                                                                           |  |
| Veterans & Records          | <p>SLO: ■ Within the students' first 45 days of enrollment or prior to the start of their second semester, all students seeking VA benefits will complete the online VA orientation. 100% of the students will turn in their paperwork in a timely manner.</p> <p>Finding: ■ 5% of continuing students using VA education benefits failed to submit required VA documentation in a timely-manner. Typical student response was "I forgot" or "I assumed my enrollment was automatically submitted to the Mesa Veterans office."</p> <p>Improvement: ■ ?</p>                                                                                                                                                                                     |  |
| Career                      | <p>SLO: ■ 80% of students will indicate Strongly Agree or Agree to the statement: "I understand how personal traits relate to career options."</p> <p>Finding: ■ 75.36% of students responded with "Strongly Agree or Agree" to the statement, "I understand how personal traits relate to career options."</p> <p>Improvement: ■ Further analyze the other responses from students who answered "Disagree or Strongly Disagree," to develop strategies to improve understanding of personal traits related to career options.</p>                                                                                                                                                                                                              |  |
| Counseling                  | <p>SLO: ■ Counselor uses professional judgment to assess the competency of the student learning based upon the individual complexities the student presents as reflected in the rubrics.</p> <p>Finding: ■ In each of the seven SLOs measured, greater than 80% of students demonstrated highly competent learning.</p> <p>Improvement: ■ In order to maintain highly competent learning results, evaluative SLO work groups will convene and continue planning. This will result in continued "best practice discussions" and consensus implementation of SLO assessment. The department will therefore dedicate structured time for sharing and evaluating counseling best practices that have yielded highly competent student learning.</p> |  |

|                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Assessment/<br>Orientation | <p>SLO: ■ Students will be able to identify the appropriate English and math courses in which to begin college studies.</p> <p>Finding: ■ As required, 100% were able to identify these.</p> <p>Improvement: ■ Continue with assessment process. (Source: 2012-2013 SLO Assessment Cycle)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| DSPS                       | <p>SLO: ■ 80% of DSPS students will have informed their professors of their need for accommodations.</p> <p>Finding: ■ 82% said they could communicate effectively with faculty and staff about their disabilities and needed accommodations.</p> <p>Improvement: ■ Will work to develop workshops for communicating with professors. [Evidence: MSSC 3/18/15]</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| EOPS                       | <p>SLO: ■ Program Participants will be able to identify EOPS requirements on EOPS quiz.</p> <p>Finding: ■ Most responses among new students were correct; however, students most often incorrectly responded to questions #2 (“Your progress report is due and you were not able to get a signature from one of your professors. What should you do?”) and #6 (“Your professor checked ‘Below Average’ on your Progress Report. What should you do?”).</p> <p>Improvement: ■ Moving forward, the EOPS will explain the Progress Report procedures in more detail during the intake session or change the wording of the question.</p>                                                                                                                                                                                                                                                                                 |
| Evaluations                | <p>SLO: ■ Students will identify the steps to register for the commencement ceremony so that less than 25 students will attend commencement who did not register.</p> <p>Finding: ■ 19 students attended commencement who did not register. While this is an increase from 2012-2013, the amount is still below the maximum target of 25 students.</p> <p>Improvement: ■ "Rack Cards" were created for the 2013-2014 graduation and commencement cycle to advertise deadlines and event information. Continue with current methods of advertisement, invitation and registration process. Discontinue assessing this service outcome for the 2014-2015 year.</p>                                                                                                                                                                                                                                                      |
| Financial Aid              | <p>SLO: ■ Students will demonstrate basic knowledge of financial aid principles, rules, and regulations by completing a brief survey during the Financial Aid Information Fair. 75% of participating students will respond accurately to each of five questions.</p> <p>Finding: ■ Upon assessment, by question, found that only 54% of the students surveyed responded accurately to question number 1 [insert question]; 86% of the students surveyed responded accurately to question number 2[insert question]; only 67% of the students surveyed responded accurately to question number 3[insert question]. Questions 4 and 5[insert questions] reflected inconclusive results due to the manner in which the questions were asked.</p> <p>Improvement: ■ It is evident by the results that there is need for additional methods of teaching students the basic requirements of the financial aid programs.</p> |



|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Outreach & Community Relations | <p>SLO: ■ Student ambassadors will set personal, educational, and work goals.</p> <p>Finding: ■ 100% of the student ambassador staff met this Student Learning Outcome at or above a level 3 (“Competently performs job functions, regularly meets and at times exceeds expectations of an Outreach ambassador”). The evaluation scores for this were based on the student ambassador's ability to set goals at the beginning of the year and then to identify those goals at the end of the year.</p> <p>Improvement: ■ Complete mid-year goal evaluations to see if student ambassadors’ goals are still relevant. Focus on goal attainment rather than merely goal setting.</p>                                                                                                                                                 |
| STAR TRiO                      | <p>SLO: ■ At the end of a transfer counseling appointment, students are asked to recite three requirements for transfer.</p> <p>Finding: ■ Implementation of the assessment occurred at the end of the spring semester and thus, only eight students were assessed. After reviewing the Transfer Model worksheet with them, 23 out of 24 correct responses were provided for a 95% accuracy rate.</p> <p>Improvement: ■ The Transfer Model worksheet was effective in explaining transfer requirements, so the worksheet will be utilized in counseling appointments where the focus of the meeting is transfer; however, a much larger group of students need to be assessed. In future, the department will consider how it can target all of its students rather than only the students who attend counseling appointments.</p> |
| Student Health Services        | <p>SLO: ■ 90% of students will report that they know Mesa is a smoke free campus.</p> <p>Finding: ■ Fall 2013 and Spring 2014: Survey results to the question about Mesa being a smoke free campus will demonstrate factual knowledge. In Fall of 2013 81% and in Spring 2014 92% of participants said they were aware of the smoke free campus. In Fall 2013 70% state that the smoke free policy is effective at reducing smoking on campus.</p> <p>Improvement: ■ Continue to provide smoking cessation education.</p>                                                                                                                                                                                                                                                                                                          |
| Transfer Center                | <p>SLO: ■ 80% of students taking a post-transfer workshop expressed awareness of transfer services on campus and online.</p> <p>Finding: ■ 84% agreed or completely agreed that they understood the general components of transfer.</p> <p>Improvement: ■ The workshops are effective and should continue in close to their current state.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| VP of Student Services Office  | <p>SLO: ■ Mesa College will advance its role as a leading college of equity and excellence via the establishment and activities of a new "school of" Student Success and Equity.</p> <p>Finding: ■ First year of assessment (2014-2015)</p> <p>Improvement: ■ First year of assessment (2014-2015)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

*Unless otherwise noted, the data shown in the table, above, have been drawn from the 2013-2014 assessment cycle.*

## II. Analysis and Evaluation

With the support of two research associates dedicated to student services and reporting to the campus-based researcher, department point-people, and program review writers and liaisons, student service departments engage in robust and ongoing data collection and self-evaluation. This assessment process drives ongoing improvement and resource allocation. Departments continue to develop their SLO/AUO assessment processes to better identify student needs, to support their success, and to mitigate existing disproportionate impacts.

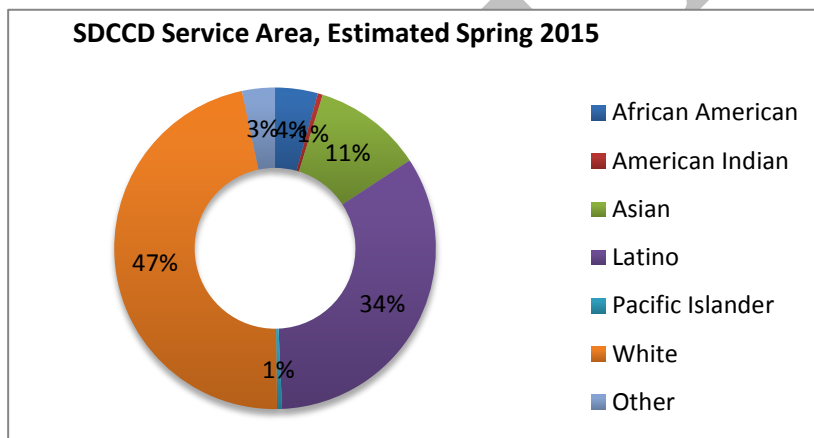
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IIC.3. *The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)*

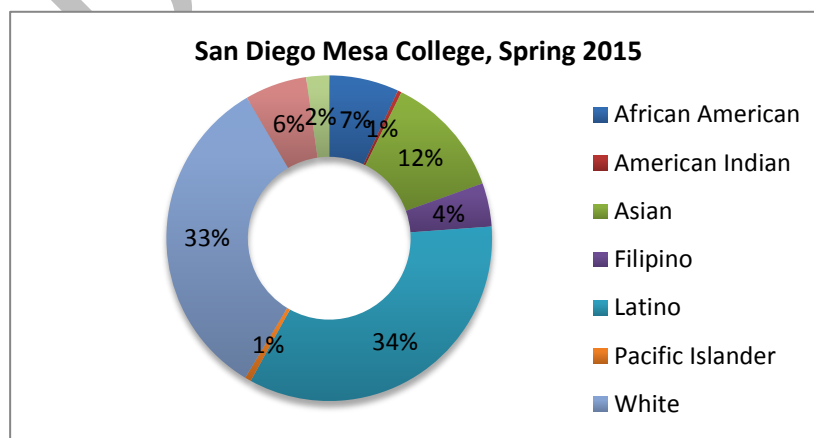
### I. Evidence of Meeting Standard

As demonstrated below, the composition of the college closely resembles that of the district's service area for most ethnic populations, with a slightly larger population of African American students and a lower population of White students.

#### Demographics by Ethnicity



Source: SANDAG Data



Source: IRP. Spring 2015 First

Support services are offered to day, evening, and online students, as shown below.

| Program or Service                                    | On-Campus<br>Services<br>(Day & Eve) | Information<br>Online | Online<br>Services |
|-------------------------------------------------------|--------------------------------------|-----------------------|--------------------|
| • Admissions                                          | X                                    | X                     | X                  |
| • International Students Program                      | X                                    | X                     | X                  |
| • Records                                             | X                                    | X                     | X                  |
| • Veterans Services                                   | X                                    | X                     | X                  |
| • Assessment/Orientation                              | X                                    | X                     | X                  |
| • Career                                              | X                                    | X                     | X                  |
| • Counseling                                          | X                                    | X                     | X                  |
| • Assessment/Orientation                              | X                                    | X                     | X                  |
| • First Year Experience (FYE)                         | X                                    | X                     | ?                  |
| • Mesa Academics and Athletics (MAAP)                 | X                                    | X                     | ?                  |
| • Mesa Academy/Umoja                                  | X                                    | X                     | ?                  |
| • Puente                                              | X                                    | X                     | ?                  |
| • Disability Support Programs and Services (DSPS)     | X                                    | X                     | X                  |
| • Extended Opportunity Programs and Services (EOPS)   | X                                    | X                     | X                  |
| • Cooperative Agencies Resources for Education (CARE) | X                                    | X                     | ?                  |
| • Former Foster Youth (FFY)                           | X                                    | X                     | ?                  |
| • Evaluations                                         | X                                    | X                     | X                  |
| • Financial Aid                                       | X                                    | X                     | X                  |
| • Outreach and Community Relations                    | X                                    | X                     | ?                  |
| • Student Tutorial and Academic Resources (STAR TRiO) | X                                    | X                     | X                  |
| • Student Affairs                                     | X                                    | X                     | --                 |
| • Associated Student Government                       | X                                    | X                     | X                  |
| • Commencement                                        | X                                    | X                     | X                  |
| • Judicial Affairs                                    | X                                    | X                     | ?                  |
| • Student Clubs and Activities                        | X                                    | X                     | ?                  |
| • Scholarship Program                                 | X                                    | X                     | X                  |
| • Student Health Services                             | X                                    | X                     | ?                  |
| • Transfer Center                                     | X                                    | X                     | X                  |

Services for students are offered in the one-stop Student Services Center, Mondays-Thursdays 8:00-6:00 and Fridays 8:00-3:00 with core services open until 7:00 pm Monday-Thursday. Online services available around the clock include the following:

- Mesa Online Counseling Center
- Online College Orientation
- First Semester Planning
- *Reg-e* Online Registration
- DSPS, EOPS, STAR Applications
- EOPS, DSPS, VA Orientation
- Career Assessments
- Transfer Tools
- IntelliResponse FAQ System
- *iMesa* Mobile App
- Mental Health Assessments
- Services for Students with Hearing Impairment ([check](#))

## Partnerships

To promote access to students within the college's service area, the college coordinates outreach efforts and participates in partnerships that serve continuing education students; feeder high- and middle-school students; and UC San Diego and CSU San Diego university students. These efforts align with Strategic Goal 3.1 which calls for the college to "[c]ollaborate with Continuing Education, K-12, and area universities to create and sustain a seamless pathway into, through, and beyond San Diego Mesa College" [Evidence [IIC-3.1: EMP pg 16](#)].

Some examples include the following. ([also see SSSP Plan](#))

*ACP:* [Need blurb](#)

*Legacy:* [Need blurb](#)

*CTE Programs:* [Ask Danene/Margie](#)

*Kearny Fast Track:* Feeder high school students from the Kearny High Educational Complex are able to take college classes while still in high school to support their transition to college and accelerate their progress [Get headcount/success data from Kirsten]. [Evidence [IIC-3.2: Reference <http://www.sandi.net/domain/3846>](#)].

*San Diego Metropolitan Regional Career and Technical High School (MET):* MET, a vocationally oriented middle-college high school is located on Mesa College's campus. The MET partnership with Mesa allows MET students to participate in college preparation courses, college-level courses, and career-related internships. Mesa counselors work with MET staff to prepare students for college curricula and campus life [Evidence [IIC-3.3: District collaborative program and activities doc](#)].

*SDSU & UC San Diego Cross Enrollment:* The college participates in this university cross-enrollment program which allows university students to take community college classes as a part of their four-year programs of study. The Admissions office administers the program to ensure compliance with specific enrollment conditions and limitations [Evidence [IIC-3.4: Webpage?](#)]. Through this program, students can take classes that may be impacted or otherwise unavailable on their home campuses for reduced (community college) fees.

*UC San Diego Courses:* The college offers English classes on the UC San Diego campus for UC students whose assessment test scores don't meet the university's requirements. In this way, students can access a four-year education they otherwise would not be eligible for [Evidence: [IIC-3.5: SDSU Cross Enrollment Doc](#)]. [Get additional info from Andy. Headcount/Success data from Ivonne.](#)

### **College Programs for Special Populations**

EOPS, STAR TRiO, DSPS: These programs further support students' access to learning and success. [Get increase in headcount numbers from Nellie/Erika/Marichu.](#) DSPS, for example, provides services for students with disabilities, including counseling, LD assessment, computer assisted learning support, note taking assistance, sign language interpretation, test proctoring, alternative media for print, job placement services (WorkAbility III), and community agency referrals [Evidence [IIC-3.6: "Programs to Improve Outcomes for Underrepresented Students, Summer 2014" from District Research Site, pg 22](#)]. [\[Insert a sentence for each EOPS and STAR\]](#) Students supported by these services had a higher persistence, retention, and success rate than those in the general population [[Double-check: Evidence IIC-3.7: Find](#)].

Former Foster Youth: EOPS and Financial Aid work closely with Counseling to provide orientation, workshops, and other services to foster youth [Evidence [IIC-3.8: SSSP 14-15 Plan, pg 6](#)]. [Ask Nellie.](#)

Puente and Mesa Academy/UMOJA: These programs primarily serve Latino/a and African American students, in part, through a learning communities approach. Each program provides additional counseling, mentoring services, and activities designed to help at-risk students reach their educational goals. The fall-to-spring persistence of all learning community students at Mesa (which also includes FYE, STAR TRiO, EOPS/CARE, and DSPS) was 79% in 2010-2013 compared with 73% college-wide. Retention and success rates were also slightly higher [Evidence [IIC-3.9: "Programs to Improve Outcomes for Underrepresented Students, Summer 2014" from District Research Site](#)].

*Veterans Services and the Veterans Resource Center:* A veteran-staffed Veterans Resource Center opened in 2014 to serve veterans and their dependents, providing them with a space to study, network, and experience camaraderie and as a hub for services including those related to financial aid, VA benefits, academic support, disabilities services, career/employment assistance, transfer assistance, mental health, and community-based services [Evidence #: *VRC Mission/Proposal* Can we get that in final (non-proposal) form? A one-pager with what the center actually does]. Any usage, workshop, services or other data?

## **Title IX**

Need Blurb – Complaints, training, reporting

### **Equity Plan**

Strategic Goal 1.5 of the Educational Master plan calls for the college to “Assess, analyze, and act upon the college-wide research and data-informed Student Equity Plan to assure access and success for the College’s diverse population” [Evidence *IIC-X.XX: EMP, pg 16*]. In 2014, the college reinvigorated its Student Equity Plan to provide a framework for the research, planning, and implementation efforts of broad campus constituencies.

To support the college’s equity efforts -

- Mesa has formed the broadly representative Student Success and Equity Committee and added an Student Success and Equity office to steer the college’s equity efforts in collaboration with the Vice President of Student Services.
- Student Services develops equity-based programs collaboratively with Instruction, such as (examples)
- Having sought and received Hispanic Serving Institution designation, in 2014 the college was awarded a \$2.5 million Title V/HSI grant to promote student success through services including enhanced WiFi, a new teaching and learning center, ..., and ... These enhancements are designed to support the student body including those students who are disproportionately impacted.
- The college has formed a consulting partnership with the Center for Urban Education (CUE) which is works to -

clos[e] the racial-ethnic equity gap and improve[e] student outcomes in higher education. Using data, process and benchmarking tools as well as structured inquiry activities embodied in what is called the Equity

Scorecard™, CUE helps the college identify problems, develop interventions and implement equity goals to increase retention, transfer and graduation rates for historically under-represented racial-ethnic groups. [Evidence [IIC-3.10](#): <http://cue.usc.edu/about/>]

- The college has partnered with the Minority Male Community College Collaborative (M2C3), which uses a research-based methodology to survey African American male students regarding their academic goals, sense of inclusion, participation, feelings of belonging, and degree to which they feel supported [Evidence [IIC-3.11](#): <http://diverseeducation.com/article/65458/>].
- As an off-shoot of the M2C3 collaboration, the college has begun offering online Teaching Men of Color certificates to all personnel.
- SEEDs – [Ask Leti](#)

## **Committee Development**

Several campus committees convene to help steer and encourage equitable access and outcomes for students including the Student Success & Equity Committee, the CDAIE Committee ([get full committee name](#)), ([Suzanne's committees?](#)). [Committee work? Outcomes?](#)

## **II. Analysis and Evaluation**

Student services is working to ensure equitable outcomes for students with respect to access, course completion, basic skills and ESOL completion, degree and certificate completion, and transfer. By disaggregating data according to race, gender, and former foster youth, students with disabilities, veterans, and low-income status, the college has been able to identify evidence of disproportionate impact using a Proportionality Index Score [Evidence [IIC-3.12](#): *Equity Plan Exec Summary*]. In 2014, research showed little disproportionate impact with respect to access or course completion; however, disproportionate impacts were demonstrated in the following categories [Evidence [IIC-3.12](#): *Equity Plan Exec Sum*].

- Overarching Direction: All students
- Basic Skills Math: African American, Pacific Islander, DSPS students
- Basic Skills ESL: Latino, White, 25-49 and 50+, non-economically disadvantaged
- Degree/Certificate Completion: African American, Filipino
- Transfer: African American, 25-49 and 50+, DSPS.

To assure equitable access to all students, the college –

- Assesses protocols that assist practitioners in equity inquiry.
- Implements strategic interventions to close equity gaps.
- Establishes positions that support a comprehensive response to student equity.
- Advances a campus culture of degree completion for all students through professional development workshops and completion campaigns.
- Implements teaching and learning strategies and programs to advance awareness and clear pathways for transfer [Evidence [IIC-3.12: Equity Plan Exec Sum](#)].

Through these developments, the college has provided the following.

- Appropriate, comprehensive, and reliable on-campus and online services to ensure equity: [work on](#)

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*IIC.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.*

### **I. Evidence of Meeting Standard**

In support of this Standard, the following co-curricular, athletic, and socio-cultural programs are highlighted below. [Rather than providing a list of programs, we need to focus on how they adhere to the college mission and address student need. So, this section should probably be reworked a fair bit. Any co-curricular folks, please chime in to help us respond meaningfully to this standard section.](#)

#### **Co-Curricular Programs**

- Art Gallery: The Art Gallery serves as a laboratory for Museum Studies students and as a forum presenting exhibits and lectures by professional artists. The gallery also hosts two annual student exhibitions. By displaying a variety of art works, the gallery program contributes to the social, cultural, and educational experience of the students. The Museum Studies program teaches industry standards and uses the gallery to put this into practice. The gallery promotes student learning and achievement leading to degrees and certificates in support of transfer education workforce training, and lifelong learning opportunities. The college offers both a certificate and an associate



degree in Museum Studies. Many Museum Studies students have found employment in the museum/arts field following completion of the program. [evidence?] The Art Gallery Director is in charge of supervising all aspects of the gallery programming, making sure that it meets standards and that all policies and procedures are followed. The Dean of the School of Arts and Languages is informed and also responsible for overseeing the program, which completes program review annually, receives and tracks a college budget, and communicates its activities through the college's shared governance process.

- Child Development: [Insert blurb or no? \(Have\)](#) [Ask new faculty \(?\)](#)
- Concert Choir: [Insert blurb or no? \(Have\)](#) (Leslie S)
- Journalism Program: The Mesa journalism program publishes a student-run newspaper, a student-run news website, and social media pages on Twitter and Facebook. The Mesa journalism program is committed to enhancing the diversity of the campus as well as providing a forum for student expression and diverse opinions. A variety of media provide students with a forum for critical thinking/ expression as well as a repository of information for the Mesa community. Mesa journalism students can take advantage of a variety of opportunities to enhance their educational opportunities and find their voice. The college or program provides students with a public forum for critical thinking and expression that allows them to explore concepts they are familiar with and to learn concepts that are unfamiliar. Sound educational policy allows for the establishment of print and electronic student publications at Mesa College. The SDCCD policy regarding Student Publications (BP 3102) explicitly calls for the creation of student-centered publications with oversight from a qualified professor/adviser. It also prohibits the restriction of student expression, except in instances where the expression may be considered libelous, obscene, or potentially inciting lawlessness. The college has one full-time faculty member who serves as adviser to the student publications and oversees all aspects of the journalism program, including curriculum development.
- Speech and Debate: The team competes the entire academic year at regional, state, national and international competitions, in eleven individual speaking events as well as National Parliamentary Debate Association (NPDA)-style debate. The forensics circuit is such that students compete against their community college counterparts and students at four-year institutions. The philosophy of the team is that winning is a consequence, not an objective and all students are expected to compete ethically. Forensics meets all six of the campus Student Learning Outcomes and the team is an important working "laboratory" for students to apply theoretical concepts they learn, not only from their communication classes, but also drawing from the broad spectrum of curriculum they encounter during their time at Mesa. The team holds weekly meetings and individual coaching sessions to ensure success. The finances of

the team are managed by the director, the Dean of the School of Humanities, as well as our financial liaison at the Business Services Office.

- Theatre/Drama: [Blurb? \(Don't have\) \(Leslie/Kris\)](#)

## **Athletics Program**

The Athletics program provides all students with the opportunity to participate in intercollegiate athletic development and competition through 10 men's and 11 woman's sports. The college's 21 athletic teams support critical thinking, as student athletes learn time management skills and discipline required for team practices, games, scouting reports, team play book recall and performance; global awareness and civic responsibility, as student athletes learn how to effectively work with fellow student athletes from diverse cultural, economic, and social backgrounds; self-awareness and interpersonal skills, through collaboration with fellow team members and by setting and achieving personal, educational, and/or professional goals; communication skills, as student athletes learn to work effectively and collaboratively in developing game plans and reviewing and analyzing videos of games and practices; and technical awareness, as student athletes review games and practice videos using HUDL software. In these ways, the program supports the Institutional Learning Outcomes of the college and therefore its mission.

Athletic Directors, coaches and staff work with students to support their academic goals by ensuring that they attend required tutoring sessions each week. In addition, staff members follow up on a weekly basis to ensure that student athletes are enrolled in the required academic classes. The Athletic Director and Assistant Athletics Director complete CCCAA required forms to document academic and athletic transfer information. The school reports to the Vice President of Instruction, who provides administrative oversight for the athletic program in addition to the Dean. The program is funded through college sources, which has oversight and approval for program activities.

## **Social/Cultural Programs**

- Study Abroad: Study abroad opportunities promote cultural competency, scholarship, and foreign language acquisition. They also serve to inspire and inform students, preparing them with the skills necessary to effectively engage with local and global communities and become culturally perceptive citizens. The San Diego Community College District is a member of California Colleges for International Education (CCIE), a consortium that works at the local, state, national, and international levels to give voice to international education. CCIE has, in part helped implement the Chancellor's Office Global Education and International Education programs throughout the state. The program is

administered by the college and adheres to the “SDCCD Policy for Courses Taken in a Foreign Country” [Evidence [IIC-4.1](#)].

- **Student Clubs and Organizations:** Clubs and organizations are designed to engage students, adding a rich multi-cultural dimension to their experiences at Mesa College. Organizations are supported by faculty and classified staff advisors who are approved by the college president annually. Central to student organizations at Mesa are the Associated Students governance body and the Inter Club Council (ICC). The Student Affairs office serves as the administrative point of contact for organization officers and participants. Student clubs and organizations adhere to *SDCCD’s Manual 3200: Procedures and Operating Guidelines for Student Clubs and Organizations* and are funded through the sales of AS cards. AS expenditures are overseen and approved by the Dean of Student Affairs. [See ASG Travel Guide, under SA site, under Policies, defines co-curricular.](#)

## **II. Analysis and Evaluation**

Develop

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*IIC.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.*

### **I. Evidence of Meeting Standard**

The college provides counseling services, including general and special program orientations, to support student development, college success, graduation, and transfer. The college also provides professional development opportunities to support faculty in their provision of timely, useful, and accurate counseling and advising.

General Counseling, DSPS, EOPS, STAR TRiO, the Transfer Center, Student Health Services, and the Career Center provide a full complement of counseling services for Mesa’s roughly 25,000 students. General Counseling offers services including on-campus and online advising through which students can access information regarding educational planning, prerequisite clearance, transfer, and associate degree requirements [Evidence #: MOCC]. Focused campus and web

resources are available for international students, athletes (MAAP), African American students (Mesa Academy/UMOJA), Latino/a students (Puente), veterans, and new/first-year students (FYE) [Evidence #: <http://www.sdmesa.edu/students/services/counseling/>]. **(IIC-34)** DSPS, EOPS, STAR TRiO, the Transfer Center, and the Career Center likewise offer targeted counseling services to ensure students, including former foster youth, receive necessary support. STAR TRiO and EOPS counselors and staff regularly meet with their students to conduct individual counseling on academic, career, and personal preparedness for success. Additionally, workshops are conducted to help student complete their financial aid and scholarship applications, build leadership skills, and assist them with transfer and/or degree applications. The Transfer and Career Centers offer robust on-campus and online services, including ongoing workshop series to help students reach their educational goals. Student Health Services offers free preventative, crisis, group, and individual mental health services.

An online orientation is available for the general population through MyMesa which includes modules for specific retention populations including veterans, athletes, international students, and FYE students. An estimated 12,000 students are served annually by this online orientation, which covers topics such as (ask Susan/Ailene/Barbara). EOPS, DSPS, and the Veterans departments offer online program orientations, as well. These provide in-depth information about program requirements to support student retention and success.

General Counseling, DSPS, EOPS, and STAR TRiO are implementing the SSSP Plan to ensure that eligible students are fully matriculated and meet core services in the areas of assessment, orientation, and education planning.

Enhanced counseling services for students are supported by cross-collaboration between counseling departments, other student services areas, and instruction. For example –

FYE: This first-year program designed to provide incoming students with tools to succeed is coordinated through collaboration between Counseling and Outreach. Include PERG here?

Mesa Academics and Athletics Program (MAAP) has resulted from partnership between Counseling and the Physical Education/Athletics department to support the success of student athletes. Include PERG here?

The International Student Program (ISP) relies on the collaboration of Admissions and Counseling to assist students in transitioning to Mesa College.

DSPS partners with other Student Services programs to support the Financial Aid Appeal Committee, and EOPS and STAR TRiO students.

## **Transfer**

75% of students at Mesa [? Evidence?] **(IIC-35)** state their intention to transfer to a university. To support these students, the college offers on-campus and online services through the Transfer Center. Transfer information is also available through counselors in the general Counseling department. To enhance transfer services, the college has launched the following initiatives.

- The Transfer Center, in collaboration with Mesa's Associated Students, frequently provides daily transfer workshops in the Transfer Center or via classroom presentations.
- [Any Degree with a Guarantee promotion?](#)
- [Any other enhanced services?](#)
- [See Transfer Plan](#)

## **Graduation**

Several campus offices, including Student Affairs, Counseling, EOPS, STAR TRiO, DSPS, Evaluations, and Communications work together to promote college graduation and the processes leading to graduation. The college Evaluations office processes graduation petitions, GE certifications, and modifications of graduation requirements; disseminates information; and provides technical guidance to students, faculty, and staff to help students attain their certificate, degree, and transfer goals. Vigorous campus advertising campaigns and the marketing of regalia where students frequent help to promote graduation. The college offers free regalia for students who require assistance. What else?

## **Professional Development**

[See SSSP Plan](#)

## **II. Analysis and Evaluation**

[Show that student Services departments provide counseling and/or academic programs to support students that meet standards, evolve with the changing landscape of student services, and are ongoing in their efforts to improve their departments in order to meet the needs of students.](#)

[Large increase in graduation numbers SP15. Develop](#)

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*IIC.6. The institution has adopted and adheres to admissions 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 degree, certificate and transfer goals. (ER 16)*

## **I. Evidence of Meeting Standard**

### **Admissions**

In accordance with Board Policies BP 3000, “Admission of College Students” and “BP 3002 – Student Enrollment;” Administrative Policy “AP 3002.1 - Enrollment Priority and Open Enrollment;” and the college mission, the institution provides access to applicants upon completion of the college application, provided they meet one of the admissions criteria listed in BP 3000 and the college catalog [Evidence#:]. **(IIC-36)**

Admitted students are issued an admissions status based on high school completion. A provisional status is given to students without a high school diploma and these students must maintain a good academic standing until completing 12 units with at least a 2.0 GPA at which time they are changed to regular admissions status. Students in this category who fail to maintain a good academic standing are disqualified and must petition for readmissions through counseling.

Special Admissions requirements exist for specific Allied Health Programs, and students must complete specific prerequisite courses before applying to the program. Each student entering these programs is required to meet with an academic counselor to obtain an educational plan.

Special Admissions requirements also exist for International students. They must comply with policies and procedures consistent with higher education admission standards of non-immigrant visitor students. If students complete all necessary requirements, they are admitted for degree or transfer programs.

### **Priority Enrollment**

Course enrollment is subject to SDCCD’s registration priority system which has been created in accordance with Title 5, Section 58108.

### **Pathways to Certificates, Degrees, and Transfer**

In a coordinated effort, the Counseling department, Transfer Center, and Career Center provide supplemental support to define and advise students on clear

pathways to complete degrees, certificate and transfer goals. The Counseling department... fill in... The Transfer Center provides students with abbreviated education plans and assists students with the startup/follow up process. The Transfer Center's website is one of their major informational tools for students. It also contains valuable resources for students, including -

- How to choose a college
- Education plan requirements
- Special events related to UC, CSU, or private institution transfer
- How to Transfer
- General education sheets
- College brochures
- Articulation agreements
- Visits from university representatives

The Transfer Center provides students with the necessary pieces to make an educated decision when deciding on a major or career.

In conjunction with the Transfer Center, the Career Center assists students with valuable services including –

- Employment listings
- Career exploration
- Major exploration
- Job readiness
- Career software and online resources
- Handouts
- Workshops
- Classroom presentations
- Annual Career Opportunities Expo

The Career Center promotes preparedness and helps students validate their career choices. They use personality career assessments such as the MBTI, through which students are able to understand themselves better, narrow their career focus, and find their major of interest. Ultimately, the tools gained and learning experiences provided by the Career Center are expected to be life-long.

The annual catalog serves as a supplemental tool to specify program information. For example, the catalog includes the following information.

- Award Type (*i.e.* Certificate of performance, Certificate of Achievement, Associate in Science Degree)
- Major Description
- Career Options
- Student Learning Outcomes

## II. Analysis and Evaluation

Develop

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

### I. Evidence of Meeting Standard

Placement tests are administered by Testing Center personnel who undergo regular training. Through testing, students receive a fair and accurate assessment of their current skill levels in English and Math. The untimed, multiple-choice, computer adaptive tests offered in the Testing Center are administered through the Accuplacer program. Accuplacer, a College Board testing service, is updated on an ongoing basis to help minimize biases and validate its effectiveness.

Matriculation requires new students to be tested in English and math if they are planning to pursue any of the following educational goals.

- Transfer to a four-year institution
- Earn a degree or certificate
- Enroll in basic English, mathematics, and/or other courses with English and math prerequisites
- Or are undecided about their educational goal

[See updated District report on testing bias](#)

## II. Analysis and Evaluation

Develop



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*IIC.8. The institution maintains student record 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.*

## **I. Evidence of Meeting Standard**

College faculty, staff, and administrators follow record confidentiality standards in accordance with the Federal Family Education Rights and Privacy Act (FERPA), Section 55020 et seq. of Title 5 California Code of regulations, Section 76200 et seq. of the California Education Code, and Board Policy “BP 3001 – Student Records.” According to BP 3001, “The District shall ensure that all student records are maintained in compliance with applicable Federal and State laws relating to the privacy of student records ... The Vice Chancellor of Student Services will implement procedures to limit access to student records in accordance with State and Federal law, including grades, and ensure appropriate record maintenance and destruction systems are in place in accordance with Procedure 3001.1, “Student Records, Release, Correction and Challenge,” and Procedure 2300.1, “Warehousing and Disposition of Records.”

College personnel comply with processes and procedures established by the Vice Chancellor of Student Services. To carry these out, the president of each college designates a Student Records Officer who is “responsible for the custody, processing, maintenance and disposition of District student records.” Such records include those stored in any medium [Evidence #: AP 3001.1, “Student Records, Release, Correction and Challenge”]. [\(IIC-37\)](#)

Limitations to the confidentiality policy are noted in “BP 3103 – Student Directory Information” and AP 3001.1, “Student Records, Release, Correction and Challenge,” which outline the categories of information the college may share about students including names and other identifying information for sports, events, or commencement programs and awards announcements, for example. Student information requested for purposes of law enforcement and court proceedings, for example, are directed to the District for execution. [\[tl to incorporate information from Ivonne\]](#)

## **II. Analysis and Evaluation**

The college maintains confidential and secure records and releases them in accordance with FERPA regulations. Policies related to the release of information is available in the [college catalog \(check\) in hard-copy and online formats.](#)

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## Appendix IIC.1

Through a process of ongoing evaluation and improvement, student support services demonstrates support the mission of the college which “empowers [its] diverse student[s] to reach their educational goals” by –

- enhancing “access and success” and by
- promoting “learning and achievement leading to degrees and certificates in support of transfer education and workforce training, and lifelong learning opportunities.”

This is accomplished through collaboration between faculty, staff, and students that “foster[s] scholarship, leadership, and responsibility.” Student empowerment, learning, and success are therefore central to the college mission as they are to the mission of Student Services, which “provides pathways that inspire, engage, and empower [the college’s] diverse students to learn and succeed.”

In keeping with the mission of the college and of student services, a comprehensive slate of support programs and services are offered to daytime, evening, and online students, as demonstrated by the examples below and as shown on the chart found in Appendix IIC.2.

- **Empowering a Diverse Student Population: Providing Access** - Student Services departments empower a diverse population by providing access to the college and to its services. These are accomplished in part through a high school outreach program offering orientation, assessment, and ongoing ambassador support at feeder high schools and through FYE, a first-year retention program coordinated by the Counseling and Outreach offices that includes early enrollment and orientation, counseling and individualized educational planning, and follow-up services.
- **Enhancing Student Learning** - Student Services departments enhance student learning through, personal growth classes and workshops offered by EOPS, DSPS, STAR TRiO, the Transfer Center, and the Career Center.
- **Promoting Student Success** - Student Services departments promote student success through the SSSP campaign, *Flash Forward Your Future*, which provides students’ with personalized educational plans and related resources on a bracelet/flash drive; the MyMesa online orientation, which offers modules for specific retention populations including veterans, athletes, international students, and FYE students; and a Student Services Center which opened in 2012 that features a centralized location for all Student

Services departments, smart classrooms, and common areas to enhance student engagement.

- **Supporting Transfer, Workforce Training, Lifelong Learning and Degree/Certificate Attainment** - Student Services departments support degree and certificate attainment through comprehensive on-campus and online services related to UC, CSU, and other public/private university transfer including transfer programs and guarantees; and comprehensive veterans services, including certification, counseling, tutoring, and the Veterans Resource Center.
- **Encouraging Scholarship and Leadership** - Student Services departments support degree and certificate attainment through the scholarship program and ASG student governance oversight and mentoring.

## Appendix IIC.2: Student Services Program & College Mission Alignment

|                                  | <i>Empower<br/>a Diverse Population</i> | <i>Enhance<br/>Student Learning</i> | <i>Promote<br/>Student Success</i> | <i>Support Transfer,<br/>Training,<br/>Degrees/Cert<br/>Attainment</i> | <i>Encourage<br/>Scholarship and<br/>Leadership</i> |
|----------------------------------|-----------------------------------------|-------------------------------------|------------------------------------|------------------------------------------------------------------------|-----------------------------------------------------|
| PROGRAM                          | EXAMPLE                                 | EXAMPLE                             | EXAMPLE                            | EXAMPLE                                                                | EXAMPLE                                             |
| Admissions                       | Admissions Services*                    | Prereq Challenge Process            | MET and Fast Track                 | Allied Health Admissions*                                              | Self-Sufficiency Resources                          |
| International Students           | IS Admissions Program                   | IS Orientation                      | Couns/Staff Assistance             | F-1 Requirement Support                                                | Scholarship Support                                 |
| Records                          | Matriculation Assistance                | Process Navigation                  | Timely Record Processing           | Transcript Processing                                                  | Process Navigation                                  |
| Veterans Services                | Veterans Resource Center                | Process Navigation                  | VA Certification                   | Degree Support*                                                        | VA Work-Study Program                               |
| Career                           | Career Assistance                       | Robust Career Resources*            | Career Promotion                   | Goal Development                                                       | Internship/Job Placement                            |
| Counseling                       | Counseling Assistance                   | Human Development*                  | SSSP Initiatives*                  | Follow-Up Services                                                     | Academic Advisement                                 |
| Assessment/Orientation           | Assessment Assistance                   | Appropriate Placement               | College Orientation*               | Acceleration Support                                                   | Process Navigation                                  |
| Freshman Year Experience         | FYE Success Services*                   | English and Math Testing            | Priority Registration              | FYE Support Services                                                   | Cohort Activities                                   |
| Mesa Academics and Athletics     | Services for Athletes                   | Tutoring Assistance                 | Progress Reports                   | Ed/Transfer Planning                                                   | STAR Athlete Awards                                 |
| Mesa Academy/Umoja               | African American Support                | Learning Community PERG             | Mentoring                          | Ed/Career Planning                                                     | Umoja Participation                                 |
| Puente                           | Latino/a Support                        | Learning Community PERG             | Mentoring                          | Ed/Transfer Planning                                                   | Puente Club Participation                           |
| Dean, Student Affairs Office     | Program Development                     | Student Judicial Process            | Scholarship Program                | Commencement Program                                                   | Associated Student Gov.*                            |
| Dean, Student Development Office | Program Development                     | Class Sched Development             | Petition Support                   | Program Oversight                                                      | Veterans Advisory Cmte                              |

## Appendix IIC.2: Student Services Program & College Mission Alignment (continued)

|                                       | <i>Empower<br/>a Diverse Population</i> | <i>Enhance<br/>Student Learning</i> | <i>Promote<br/>Student Success</i> | <i>Support Transfer,<br/>Training,<br/>Degrees/Cert<br/>Attainment</i> | <i>Encourage<br/>Scholarship and<br/>Leadership</i> |
|---------------------------------------|-----------------------------------------|-------------------------------------|------------------------------------|------------------------------------------------------------------------|-----------------------------------------------------|
| P R O G R A M                         | E X A M P L E                           | E X A M P L E                       | E X A M P L E                      | E X A M P L E                                                          | E X A M P L E                                       |
| Dean, Student Success & Equity Office | Program Development                     | Program Development                 | SSSP & Equity Outreach             | SSSP & Equity Follow-Up                                                | Program Development                                 |
| DSPS                                  | Disability Support                      | Tutoring                            | Test Proctoring                    | Dedicated Counseling                                                   | Self-Advocacy Resources                             |
| EOPS                                  | Special Pop. Support                    | Success Workshops                   | Priority Registration              | Application Fee Waivers                                                | Scholarship Assistance                              |
| CARE                                  | Single Parent Support                   | Support Group Activities            | Book Vouchers                      | Follow-Up Services                                                     | EOPS/CARE Leadership Club                           |
| Former Foster Youth (FFY)             | FFY Support                             | Resource Referrals                  | Dedicated Counseling               | Follow-Up Services                                                     | Scholarship Assistance                              |
| Evaluations                           | Process Support                         | Process Navigation                  | Technical Support                  | Commencement Support                                                   | Support Student Needs                               |
| Financial Aid                         | FAFSA Assistance                        | Workshops                           | Funding/Aid Facilitation           | Acad Progress Monitoring                                               | Osher Scholarship*                                  |
| HSI/Title V Office                    | Targeted Services                       | Embedded Tutoring                   | Summer Bridge (CRUISE)             | Education Planning                                                     | HSI Resources                                       |
| Outreach & Community Relations        | High School Outreach*                   | Campus Tours                        | HS Testing/Orientation             | Degree/Cert Information                                                | Ambassador Program                                  |
| STAR TRiO                             | Special Pop. Support                    | Tutoring Support                    | Counseling Services                | Follow-Up Services                                                     | STAR Club Activities                                |
| Student Health Services               | Self-Selected Services                  | Targeted Services*                  | Mental Health Services             | Well Being Initiatives                                                 | Campus Activities                                   |
| Transfer Center                       | Transfer Assistance                     | Transfer Planning                   | Goal Setting                       | Transfer Promotion*                                                    | University Visits                                   |
| VP, Student Services Office           | SS Planning/Oversight                   | College Navigation                  | Student Services Center*           | SS Planning/Oversight                                                  | SS Planning/Oversight                               |

# IIC Guiding Questions from Guide to Evaluating & Improving Institutions

## 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)
  - *By what means does the institution assure the quality of its student support services? How does the institution demonstrate that these services support student learning?*
  - *How does the institution identify the needs for support services related to DE/CE programs, and how does it ensure that these needs are addressed? By what means does the institution assure the quality of its student support? (Federal Regulation)*
  - *How does the college prepare and monitor DE/CE students to be successful?*
  - *Are counseling and other student support services available for DE/CE students?*
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.
  - *What assessment methods are used to ascertain the effectiveness of student support services?*
  - *How are evaluation results used to improve student services?*
  - *Does the college know where its DE/CE students come from? Are there state authorization requirements if there are out-of-state students?*
  - *How does the institution determine that students admitted to its DE/CE programs are able to benefit from these programs? How is this information taken into consideration in admissions policies and procedures?*
  - *What improvements have been made to the effectiveness of these services? Do the student support services expand as the growth of DE/CE expands?*
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)
  - *How does the institution demonstrate that it assesses student needs for services regardless of location or mode of delivery, and provides for them?*
  - *How are online and off-site location services evaluated? How well are services meeting the needs of students?*

*reliable services, such as but not limited to orientation, tutoring, counseling, and delivery of materials to students with remote access to information? (Federal Regulation)*

- *QFE: What steps can the institution take to ensure all students (including DE and CE students and those enrolled at off-campus locations) have comparable access to learning and support services?*

#### Effective Practices

Increase students' understanding of admission requirements, application, and financial aid processes.

Develop dual/concurrent enrollment opportunities for high school students.

Permit students to take college placement assessments, including assessment preparation activities, while in high school.

Permit students to enroll in college directly from high school.

End late application and registration before classes begin.

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.
  - *How does the institution determine what co-curricular programs are appropriate to its mission and students?*
  - *How does the institution evaluate the quality and effectiveness of its co-curricular programs?*
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.
  - *Does the institution develop, implement, and evaluate counseling and/or academic advising?*
  - *Does the evaluation of counseling and/or academic advising include how it enhances student development and success?*
  - *Are these or comparable services available to online students and students attending other locations?*
  - *How does the institution develop, implement, and evaluate counseling and/or academic advising and how do these initiatives ensure that the needs of DE/CE students are effectively addressed?*

- Does the evaluation of counseling and/or academic advising include how it enhances DE/CE student development and success?

- QFE: *What steps can the institution take to ensure all students (including DE and CE students and those enrolled at off-campus locations) have comparable access to learning and support services? Such services may include college orientation, ongoing academic advising, success in college courses, mentoring, monitoring student progress and providing feedback and support?*

#### Effective Practices

Mandate orientation to college and ongoing advising for students, including a course on success in college.

Engage faculty and staff across typical silos to map pathways and design integrated support for students.

Monitor student progress, providing frequent feedback and support.

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<sup>5</sup> to complete degrees, certificate and transfer goals. (ER 16)

- QFE: *What steps can the institution take to provide clear pathways for students to achieve their goals (completion of degrees, transfer, or job readiness)? These can include simplified choices for students, a first-year experience to assist students in selecting a major, learning communities, or cohort groups?*

#### Effective Practices

Construct coherent, structured pathways to certificate and degree completion and transfer.

Simplify choices for students, using defaults that give students a recommended program of study that can be customized.

Structure the first-year experience to help students who are undecided about a major to choose a field of study.

Develop learning communities (cohort learning groups) around developmental education courses and a course on student success in college.

<sup>5</sup> Glossary- Pathways: The specific selection and progression of courses and learning experiences students pursue and complete and they progress in their education toward a certificate, degree, transfer, or other identified educational goal.



7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.
- *What processes are used to evaluate the effectiveness of practices and tools of admissions and placement? What evaluations of placement processes are used to ensure their consistency and effectiveness?*
  - *What processes are used to evaluate the effectiveness of practices and tools of admissions for DE/CE programs? Are they different from the tools and practices used for traditional programs? What is the rationale?*
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.

### C. Student Support Services

- ☐ Evidence the institution systematically evaluates its student support services in light of its stated mission
- ☐ Evidence student support services support learning
- ☐ Evidence that the catalog contains items specified in Standards
- ☐ Evidence the institution assesses student needs for services and provides for them
- ☐ Evidence the institution assesses student needs for services regardless of location or mode of instructional delivery and provides them
- ☐ Evidence activities encouraging personal development are made available to students
- ☐ Evidence the institution develops, implements, and evaluates counseling and/or academic advising
- ☐ Evidence that evaluation of counseling and/or academic advising includes how it enhances student development and success, including online students and students at off-campus locations
- ☐ Evidence that those responsible for counseling/advising are appropriately trained
- ☐ Evidence the institution develops, implements, and evaluates the effectiveness of services that enhance student understanding and appreciation of diversity
- ☐ Evidence admissions practices and placement instruments are regularly evaluated
- ☐ Evidence placement instruments are valid and minimize bias
- ☐ Evidence that student records are kept confidential and secure
- ☐ Evidence for how student records are released
- ☐ Evidence that review of student service programs is regularly conducted and results are used for improvement
- ☐ Evidence that analysis of review of student service programs includes verification that services contribute to student learning outcomes
- ☐ Evidence that student support services promote successful learning in DE/CE courses/programs
- ☐ Evidence that the catalog containing the specified items and other policies are made available to DE/CE students in an appropriate format
- ☐ Description of the services provided that are developed to address the needs of students with remote access to the institution
- ☐ Data on use of support services by remote users, students as well as faculty
- ☐ Evidence that the institution assesses DE/CE student needs for services and effectively provides them
- ☐ Evidence of how the college considers and ensures that equitable access includes it students enrolled in DE/CE courses/programs
- ☐ Evidence that the means used to ensure equitable access are regularly evaluated and that they are effective
- ☐ Evidence that activities encouraging personal development are appropriately made available to students with remote access to the institution
- ☐ Evidence that the institution develops, implements, and evaluates counseling and/or academic advising that takes into account the needs of students enrolled in DE/CE programs

- ☐ Evidence that those responsible for counseling/ advising are trained to address the needs of students enrolled in DE/CE programs and address these needs in a timely manner
- ☐ Evidence that the institution develops, implements, and evaluates the effectiveness of services in enhancing student understanding and appreciation of diversity that are adapted to the online teaching and learning environment
- ☐ Evidence that admissions practices and placement instruments are regularly evaluated and that they are effective for DE/CE students
- ☐ Evidence that analysis of review of student service programs includes verification that services contribute to student learning outcomes achieved through DE/CE programs
- ☐ Evidence that the institution maintains a file of student complaints/grievances that identify complaints/grievances filed by DE/CE students