

PEER REVIEW TEAM REPORT

San Diego Mesa College
7250 Mesa College Drive
San Diego, CA 92111-4998

This Peer Review Team Report remains in draft form until the Commission takes action on the accredited status of the institution.

The draft report submitted to the Commission represents the findings of the Peer Review Team that conducted Team ISER Review on October 17, 2023, and a Focused Site Visit to San Diego Mesa College from February 26, 2024, to February 28, 2024.

Dr. Angélica Garcia
Team Chair

Table of Contents

Summary of Focused Site Visit	6
Team Commendations	7
Team Recommendations	7
Introduction.....	8
Eligibility Requirements	10
Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies	12
Public Notification of a Peer Review Team Visit and Third-Party Comment	12
Standards and Performance with Respect to Student Achievement	13
Credits, Program Length, and Tuition	14
Transfer Policies	15
Distance Education and Correspondence Education	16
Student Complaints	17
Institutional Disclosure and Advertising and Recruitment Materials.....	19
Title IV Compliance	19
Standard I.....	212
I.A. Mission	212
I.B. Assuring Academic Quality and Institutional Effectiveness	22
I.C. Institutional Integrity	25
Standard II.....	29
II.A. Instructional Programs	29
II.B. Library and Learning Support Services.....	33
II.C. Student Support Services.....	35
Standard III	38
III.A. Human Resources	38
III.B. Physical Resources	40
III.C. Technology Resources	42
III.D. Financial Resources	44
Standard IV	50
IV.A. Decision-Making Roles & Processes.....	50
IV.B. Chief Executive Officer	52
IV.C. Governing Board.....	53
IV.D. Multi-College Districts or Systems.....	54
Quality Focus Essay.....	57
Appendix A: Core Inquiries.....	58
Peer Review Team Roster.....	59

Summary of Team ISER Review.....	60
Core Inquiries.....	61

San Diego Mesa College
Peer Review Team Roster
TEAM ISER REVIEW

Dr. Angélica Garcia, Team Chair*
Santa Rosa Junior College
Superintendent/President

Dr. Manuel Alejandro Pérez, Vice Chair*
Cañada College
Vice President of Student Services

ACADEMIC MEMBERS

Ms. Nancy Persons
Santa Rosa Junior College
Public Services Librarian

Mr. Duane Seabolt
Kapi'olani Community College
Assistant Professor

ADMINISTRATIVE MEMBERS

Dr. Emily Berg
Fresno City College
Director Office of Early College

Mr. Ron Ballesteros-Perez
College of the Sequoias
Vice President, Administrative Services

Dr. Andrew LaFave
Moorpark College
Research Analyst

Dr. Molly Senecal
Santa Rosa Junior College
Vice President, Student Services/Asst Superintendent

Ms. Jessica Wojtysiak
Bakersfield College
Associate Vice President, Instruction

ACCJC STAFF LIAISON

Dr. Catherine Webb
ACCJC Vice President

*Persons who served as participants on the district review team should be noted with an asterisk.

**San Diego Mesa College
Peer Review Team Roster
FOCUSED SITE VISIT**

Dr. Angélica Garcia, Team Chair*
Santa Rosa Junior College
Superintendent/President

Dr. Manuel Alejandro Pérez, Vice Chair*
Cañada College
Vice President of Student Services

ACADEMIC MEMBERS

Ms. Nancy Persons
Santa Rosa Junior College
Public Services Librarian

ADMINISTRATIVE MEMBERS

Dr. Molly Senecal
Santa Rosa Junior College
Vice President, Student Services/Asst Superintendent

Dr. Andrew LaFave
Oxnard College
Interim Dean of Institutional Effectiveness

ACCJC STAFF LIAISON

Ms. Virginia “Ginni” May*
ACCJC
Interim Vice President

Summary of Focused Site Visit

INSTITUTION: San Diego Mesa College

DATES OF VISIT: February 26 – 28, 2024

TEAM CHAIR: Dr. Angélica Garcia

This Peer Review Team Report is based on the formative and summative components of the comprehensive peer review process. In October 2023, the team conducted Team ISER Review (formative component) to identify where the college meets Standards and to identify areas of attention for the Focused Site Visit (summative component) by providing Core Inquiries that the team will pursue to validate compliance, improvement, or areas of excellence. The Core Inquiries are appended to this report.

A six-member peer review team conducted a Focused Site Visit to San Diego Mesa College (referred to as the “College” or “SD Mesa” throughout the report), February 26 – 28, 2024 for the purpose of completing its Peer Review Team Report and determination of whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and U.S. Department of Education regulations.

The team chair and vice chair held a pre-Focused Site Visit meeting with the college CEO on November 13, 2023, and January 30, 2024, to discuss updates since the Team ISER Review and to plan for the Focused Site Visit. During the Focused Site Visit, team members met with approximately 110 faculty, administrators, classified staff and students in formal meetings, group interviews and individual interviews. The team held one (1) open forum, which was well attended, and provided the College community and others with the opportunity to share their thoughts with members of the Focused Site Visit team. The team had the opportunity to connect with students, staff, administrators, and faculty throughout the campus tour. The team evaluated how well the College is achieving its stated purposes, providing recommendations for quality assurance and institutional improvement. The team thanks the College staff for coordinating and hosting the Focused Site Visit meetings and interviews and ensuring a smooth and collegial process.

Major Findings and Recommendations of the Peer Review Team Report

Commendations:

Commendation 1: The team commends SD Mesa for its commitment to mission and building a culture of being the “Leading College of Equity and Excellence” through its innovative, cross-collaborative, and equity-focused practices and professional learning provided by The LOFT and Guided Pathways efforts. (I.A.3)

Recommendations to Meet Standards:

Recommendation 1: In order to meet the Standard, the team recommends that the College ensures that the student learning outcomes listed on course syllabi match those in the approved course outline of record. (II.A.3)

Recommendation 2: In order to meet the Standard, the team recommends that the college systematically and regularly improve programs and courses according to their established assessment processes. (II.A.16).

Recommendations to Improve Quality:

Recommendation 3: In order to increase effectiveness, the team recommends that the College work with the District Educational Services and People, Culture, and Technology to create a common process for maintaining student complaints, and the resources needed to ensure that all student complaint files are accessible to demonstrate that the College is following the complaint policies and procedures. (*Policy on Complaints Against Member Institutions*)

District Recommendations to Meet Standards:

None

District Recommendations to Improve Quality:

None

Introduction

San Diego Mesa College, the largest campus in the San Diego Community College District, has been serving students since 1964 and is ranked as San Diego's top transfer institution. 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. 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 other programs designed to deliver workplace skills in demand.

The College serves 25,000 students per year and twenty-five percent of whom are full-time. SD Mesa 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. 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. The College also applied for and was awarded an AANAPISI grant that focuses on supporting Asian American, Native American, and Pacific Islander students. SD Mesa was the first community college in the San Diego region to receive this federal grant. Since this first grant, Mesa was also awarded another DOE grant for Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI).

The College is guided by Mesa2030, the ten-year comprehensive educational and facilities plan, which was first developed in 2018 – 2020. Our Road Map to Mesa2030 five-year plan incorporates strategic objectives, a process for annual assessments and continued improvement for resource allocation and program review. 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, the College was named 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). This achievement reflects the College's ongoing equity work.

While reviewing the College ISER and during the Focused Site Team Visit, the team observed several notable and effective practices. The College is committed to leading with excellence and equity. In the ISER, the team noted the College's intentional shift in 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. The team was interested in how this shift informed Student Learning Outcomes, student-centered scheduling, course redesign, curriculum equity, calls to action for the College, and overall governance and decision-making. During the visit to the College, the team heard from college constituency groups about how Mesa 2030 has informed college plans, shaped future collaboration between programs, and created clearer processes for moving from assessment to action at the College. The team appreciated the College's alignment with the Mesa way, which was evident in the art and branding throughout the campus. Overall, it was clear that San Diego Mesa College students, faculty, staff, and administrators are proud of their campus and of their commitment to leading with equity and excellence.

Eligibility Requirements

1. Authority

The team evaluated that the College has been continuously and fully accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC). The College operates within the San Diego Community College District (SDCCD), which is a multi-college District. All programs and services are offered in alignment with California Code of Regulations, Title IV, and under the authority of the SDCCD Board of Trustees.

The College meets the eligibility requirement.

2. Operational Status

The team confirmed that the College has been in operation since 1964. In 2021-2022, the College enrolled 28,814 students and awarded 314 certificates, 1,506 Associate's degrees, and 34 Bachelor's degrees to students.

The College meets the eligibility requirement.

3. Degrees

The College offers 1,293 active credit courses. Of these courses, 97% of these courses are degree-applicable and 119 educational programs lead to an associate degree. All degrees require a minimum of 60 units.

The College meets the eligibility requirement.

4. Chief Executive Officer

The team confirmed that the College has a CEO who does not serve as chair of the governing Board. The policies of the Board ensure that the CEO has appropriate powers of authority delegated to her. Dr. Ashanti T. Hands was appointed as College President by the SDCCD Board of Trustees in July 2022. Mr. Gregory Smith was appointed as the Chancellor by the SDCCD Board of Trustees in January 2024.

The College meets the eligibility requirement.

5. Financial Accountability

The team confirmed that annual financial audits are conducted by an externally contracted independent certified public accountancy firm. Each of these five District audit reports are reviewed by the District Board of Trustees. The last five annual audits have not resulted in any financial, internal control, or compliance issues resulting from findings, recommendations, or

exceptions. A process is in place to ensure Board review and discussion of possible issues or findings in the audits prepared by the certified public accountancy firm.

The College meets the eligibility requirement.

Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; other evaluation items under ACCJC standards may address the same or similar subject matter. The peer review team evaluated the institution’s compliance with Standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

Public Notification of a Peer Review Team Visit and Third-Party Comment

Evaluation Items:

X	The institution has made an appropriate and timely effort to solicit third party comments in advance of a comprehensive review visit.
X	The institution cooperates with the review team in any necessary follow-up related to the third-party comment.
X	The institution demonstrates compliance with the Commission <i>Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions</i> as to third party comment.

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

The College posted a link to the third-party comment maintained by ACCJC on its accreditation webpage. The College presented the Institutional Self Evaluation Report (ISER) to the Board of Trustees in a public meeting and on the campus website. ACCJC did not receive any applicable third-party comments in advance of the team ISER review or the focused site visit. The College demonstrates compliance with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions as to third party comment.

Standards and Performance with Respect to Student Achievement

Evaluation Items:

X	The institution has defined elements of student achievement performance across the institution and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution’s mission. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
X	The institution has defined elements of student achievement performance within each instructional program and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
X	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements. (Standard I.B.3, Standard I.B.9)
X	The institution analyzes its performance as to the institution-set standards and as to student achievement and takes appropriate measures in areas where its performance is not at the expected level. (Standard I.B.4)

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

The College has defined institution-set standards and stretch goals that are relevant to the institution for course completion, degree and certificate completion, and transfer. Job placement rates and licensure exam pass rates are established for relevant CTE programs. These standards

are evaluated annually by the Accreditation Standing Committee and documented in the ACCJC Annual Report. The goals in the College’s Strategic Plan: Roadmap to Mesa 2030 are aligned with the College’s institution-set standards, as well as goals defined by the San Diego Community College District. All programs work toward accomplishment of the Mesa 2030 goals through the Annual Update and Comprehensive Program Review processes. Course success rate, completion, and transfer data are analyzed through these processes to inform improvements and identify resources needed to support student achievement and learning.

Credits, Program Length, and Tuition

Evaluation Items:

X	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure). (Standard II.A.9)
X	The assignment of credit hours and degree program lengths is verified by the institution and is reliable and accurate across classroom-based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution). (Standard II.A.9)
X	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition). (Standard I.C.2)
N/A	Any clock hour conversions to credit hours adhere to the Department of Education’s conversion formula, both in policy and procedure, and in practice. (Standard II.A.9)
X	The institution demonstrates compliance with the Commission <i>Policy on Credit Hour, Clock Hour, and Academic Year</i> .

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

The team reviewed the College Catalog, website and policies and determined the College applies good practice in higher education when assigning credit hours and determining program lengths. This is applicable to classroom, lab, distance education classes and courses involving clinical practice. Tuition is consistent across degree programs and clock hour conversions to credit hours

align to the Department of Education’s conversion formula. Finally, college practices align with the Commission Policy on Institutional Degrees and Credits.

Transfer Policies

Evaluation Items:

X	Transfer policies are appropriately disclosed to students and to the public. (Standard II.A.10)
X	Policies contain information about the criteria the institution uses to accept credits for transfer, and any types of institutions or sources from which the institution will not accept credits. (Standard II.A.10)
X	Transfer of credit policies identify a list of institutions with which it has established an articulation agreement.
X	Transfer of credit policies include written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning.
X	The institution complies with the Commission <i>Policy on Transfer of Credit</i> .

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(11).]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

Transfer-of-credit policies are made available to students via multiple sources, including the college’s website, its catalog, its schedule, and in individual student appointments with transfer counselors and advisors. The information contained in the policies explains transfer requirements to four-year public and private colleges and universities. The transfer tool used to offer customized transfer of credit information or information on articulation agreements to students is accurate and current. The transfer policies comply with the Commission’s policy on transfer of credit.

Distance Education and Correspondence Education

Evaluation Items:

For Distance Education:	
X	The institution demonstrates regular and substantive interaction between students and the instructor in at least two of the methods outlined in the Commission <i>Policy on Distance Education and Correspondence Education</i> .
X	The institution ensures, through the methods outlined in the Commission <i>Policy on Distance Education and Correspondence Education</i> , regular interaction between a student and an instructor or instructors prior to the student’s completion of a course or competency.
X	The institution demonstrates comparable learning support services and student support services for distance education students. (Standards II.B.1, II.C.1)
X	The institution verifies that the student who registers in a distance education program is the same person who participates every time and completes the course or program and receives the academic credit.
For Correspondence Education:	
N/A	The institution demonstrates comparable learning support services and student support services for correspondence education students. (Standards II.B.1, II.C.1)
N/A	The institution verifies that the student who registers in a correspondence education program is the same person who participates every time and completes the course or program and receives the academic credit.
Overall:	
X	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings. (Standard III.C.1)
X	The institution demonstrates compliance with the Commission <i>Policy on Distance Education and Correspondence Education</i> .

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the Institution does not meet the Commission’s requirements.
	The college does not offer Distance Education or Correspondence Education.

Narrative:

The team reviewed a sample of regularly scheduled online courses, as well as a sample of classes scheduled for remote instruction and found that the institution meets the Commission’s requirements. The team found evidence of regular and substantive interaction between students and instructor, as well as evidence that comparable learning support and student support services are available for distance education students. The College does not offer Correspondence Education. The team found that the institution demonstrates compliance with the Commission Policy on Distance Education.

Student Complaints

Evaluation Items:

X	The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.
X	The student complaint files for the previous seven years (since the last comprehensive review) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
X	The team analysis of the student complaint files identifies any issues that may be indicative of the institution’s noncompliance with any Accreditation Standards.
X	The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities. (Standard I.C.1)
X	The institution demonstrates compliance with the Commission <i>Policy on Representation of Accredited Status</i> and the <i>Policy on Student and Public Complaints Against Institutions</i> .

[Regulation citations: 602.16(a)(1)(ix); 668.43.]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

The team reviewed a sample of student complaints and found that they are handled in a timely manner, issues are typical of institutions of higher education and not out of compliance with accreditation standards. Policies and procedures are accessible in the catalog and online and information regarding all accrediting organizations are listed on the website. College practices align with the Policy on Representation of Accredited Status and the Policy on Student and Public Complaints Against Institutions.

However, the team found that while the College has a process for creating and maintaining student complaint files, the process is not consistent. Some records are stored as emails within employee email accounts. As of Fall 2023, some records are stored in Microsoft Teams. Title IX and student conduct are maintained in Maxient. It appears that while the goal is to use Maxient for all student complaints, currently Maxient is not set up to house general complaints or Title 5 complaints. The District manages and authorizes expanded usage of Maxient software for additional record-keeping for complaints. The College is not currently set up to expand all student complaint files to a single file storage platform (e.g., Maxient). Additionally, the Team found that when an informal complaint could not be resolved at the College, the complainant was directed to file a formal complaint with the District.

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

X	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. (Standard I.C.2)
X	The institution complies with the Commission <i>Policy on Institutional Advertising, Student Recruitment, and Policy on Representation of Accredited Status</i> .
X	The institution provides required information concerning its accredited status. (Standard I.C.12)

[Regulation citations: 602.16(a)(1)) (vii); 668.6.]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

The team reviewed all elements of this component and found that the institution meets the Commission’s policy requirements. The College provides accurate and timely information to students and the public about its programs, locations, policies, and accreditation status.

Title IV Compliance

Evaluation Items:

X	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the U.S. Department of Education (ED). (Standard III.D.15)
X	If applicable, the institution has addressed any issues raised by ED as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements. (Standard III.D.15)
X	If applicable, the institution’s student loan default rates are within the acceptable range defined by ED. Remedial efforts have been undertaken when default rates near or

	meet a level outside the acceptable range. (Standard III.D.15)
X	If applicable, contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required. (Standard III.D.16)
X	The institution demonstrates compliance with the Commission <i>Policy on Contractual Relationships with Non-Accredited Organizations</i> and the <i>Policy on Institutional Compliance with Title IV</i> .

[Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]

Conclusion Check-Off:

X	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

The College demonstrates compliance with Federal Title IV regulations and United States Department of Education requirements. The College has no Department of Education findings, and the student loan default rate is within the acceptable range. The team examined the report of the independent auditor and confirmed that there are no audit findings related to compliance with Title IV regulations.

Standard I

Mission, Academic Quality and Institutional Effectiveness

I.A. Mission

General Observations:

San Diego Mesa College demonstrates its commitment to students through its mission, which emphasizes the institution's dedication to "access, success, and equity." The mission celebrates the comprehensive nature of the college and the diversity of those employed by the institution to support students in their journey to attain degrees, certificates, transfer preparation, workforce training, and lifelong learning. Through a data-informed climate fostered by an active Office of Institutional Effectiveness (OIE), the college engages in a ten-year cycle of resource planning and allocation designed to support its mission. The mission is periodically reviewed, updated, reviewed by the Board of Trustees, and communicated widely.

Findings and Evidence:

The College's mission articulates its overarching commitment to enable a diverse population of students "to reach their educational goals and shape the future." To achieve this aim, the diverse faculty, administrators, and classified staff collaborate to foster "excellence and equity." The mission prioritizes supporting the intended student population in their pursuit of degrees, certificates, transfer preparation, workforce training, and lifelong learning. The College leverages integrated planning and institutional effectiveness to schedule courses, assess programs, enhance support services, and improve facilities to meet student needs, furthering "access, equity, and success" (I.A.1).

The College leverages data to make decisions to further its mission. Data collection and evaluation are utilized for ongoing evaluation of the mission through a variety of processes, including program review, resource allocation, and review of student success metrics. The College's Office of Institutional Effectiveness disseminates data through several avenues, including the creation of data dashboards, maintenance of a data warehouse infrastructure, and participation within college committees, facilitating the sharing of data to foster the College's data-driven culture in meeting the educational needs of students (I.A.2).

The College has taken a thorough, intentional, and equity-centered approach to aligning its mission with its programs and services through its ten-year comprehensive educational and facilities plan, five-year strategic plan, and program review process. These plans reflect the Mesa Way, a philosophical orientation that values collaboration, experimentation, and fearlessness in the service of continuously improving the College. The cycle of planning begins with the College's mission, which drives the content of the Mesa2030 Master Plan, including analysis of projected demographics, economic changes, feedback from college constituencies, and the College's effectiveness in meeting its mission. Mesa2030 flows into The Roadmap to

Mesa2030, a set of five-year Strategic Objectives which intentionally outline actions to be undertaken to achieve Mesa20230's goals. Program review of unit-level plans for student services, administrative units, and instructional programs then incorporate action plans to demonstrate how each unit is contributing to the college's achievement of its strategic objectives. The rubric used to score program review resource allocations guides the author to link requests to mission language, by articulating how the request furthers the institution's commitment to equity and excellence (I.A.3).

The College's mission statement is widely communicated via its website, catalog, and inclusion in high-visibility institutional documents, such as the Mesa2030 Educational and Facilities plan and the College's annual plan, which is also shared via the College's website. The current mission statement was approved by the Board of Trustees in May 2021 after a periodic review was initiated by the Planning and Institutional Effectiveness Committee and involved the President's Cabinet (I.A.4).

Conclusion:

The College meets the Standard.

Commendation 1: The team commends SD Mesa for its commitment to mission and building a culture of being the "Leading College of Equity and Excellence" through its innovative, cross-collaborative, and equity-focused practices and professional learning provided by The LOFT and Guided Pathways efforts. (I.A.3)

I.B. Assuring Academic Quality and Institutional Effectiveness

General Observations:

The College demonstrates its commitment to academic quality and institutional effectiveness through a wide variety of extant policies and practices that ensure continuous improvement. There is evidence of sustained, substantive, and collegial dialog around student outcomes, equity, academic quality, and institutional effectiveness, as well as emerging evidence of outcomes assessment across the college. The College has clearly defined institution-set standards, and the way it creates and maintains them is clearly described. The College's extensive use of disaggregated student data to inform its award-winning integrated planning process is laudable, as are its strategies regularly evaluating its policies and practices, communicating institutional data to both campus and extramural constituencies, and developing its comprehensive plan.

Findings and Evidence:

The College's dialog around student equity, academic quality, institutional effectiveness, and continuous improvement is robust, but substantive conversations relating to student learning objectives, although ongoing, have not yet resulted in an institutionalized approach to assessing those outcomes. The annual program review process "includes reflection on data, successes,

challenges,” and allows units to develop “goals, action plans, and resource requests” in line with the college’s strategic plan. In the first year, programs reflect on their past effectiveness and develop a plan that will guide their work for the rest of the four-year planning cycle (I.B.1).

The College has developed a model for systematically assessing and reviewing SLOs, but that model has not been universally adopted. The model includes dedicated faculty positions, the involvement of Committee on Outcomes Assessment (a participatory governance body), and the Office of Institutional Effectiveness. Beyond program planning, OIE provides outcome and equity data to the Learning Opportunities for Transformation (LOFT) center, ensuring that “student outcomes and equity data are at the center of professional learning programming” (I.B.1).

The College’s SLO analysis and assessment process is comprised of four parts: using campus committees to create professional development opportunities, implementing training for faculty, implementing training for staff, and developing “on-going evaluations of these systems with an emphasis on continued improvement.” Although the cycle is in wide use across campus, strategies for engaging with that cycle are not uniform and vary widely by department and division. During the previous six-year planning cycle, the College used a platform called Taskstream to assess SLOs and assessment results, but the next planning cycle, which began last academic year, will use Nuventive to fill the same function. The College has observed the software change leading to a more uniform implementation of the outcomes assessment cycle, but notes that more work needs to be done. Outcome and assessment data are shared in participatory governance groups, during retreats for various campus groups, and publicly on the College’s website (I.B.2).

The College began setting internal performance standards during the 2010-11 academic year, and when the ACCJC released its guidance on setting these standards, the College found its processes were largely in line with the new guidelines. Since 2016, the College has examined its institution-set standards and aspirational goals each spring. The College uses the data in its institution-set standards “to trigger action,” and compares its annual achievement data against the standards, sharing the results with a wide range of campus groups, including committees, student groups, faculty, and college leadership. Both the institution-set standards and data demonstrating the College’s progress towards meeting those goals are publicly available on the college’s website (I.B.3).

The College regularly assesses institutional data to support student learning and achievement. Data is evaluated during the program review process and at the President’s Cabinet retreats; discussions around the data occur informally in a variety of settings across campus. The ISER includes the process undertaken by the College to develop its Mesa2030 Comprehensive Education & Facilities Plan as an example of how the College uses data to engage the campus community in ongoing dialog about student achievement, and notes that the College was the finalist at the Bellwether consortium’s Planning, Governance, and Finance category in 2021. The College has a multi-constituency committee dedicated to improving the college’s student

outcomes called the Committee on Outcomes and Assessment, which is in the process of streamlining the College's data-informed decision-making process (I.B.4).

The College relies on a significant amount of publicly available, disaggregated data to make decisions about the future of its academic program. The OIE provides a wide variety of interactive dashboards on its website to support the program planning process. These dashboards allow for the disaggregation of data across a range of dimensions, including program type and instructional modality. As mentioned above, each of the College's programs undergoes an annual reflection aimed at strengthening its ties to the College's mission. Programs map each SLO to relevant CLOs, PLOs, and ILOs, and evaluate data from previous years to track progress. There is a robust process in place for the review of disaggregated student data, and the college maintains a collegial culture of inquiry (I.B.5).

The College's data dashboards allow for disaggregation across a wide range of dimensions and include color-coded equity gaps "indicating a clear number needed in order to bridge the gap." Each dashboard maps to a concrete element of the College's mission, allowing stakeholders and decision-makers to evaluate the extent to which each of those elements is being serviced by the College. There are also specialized dashboards showing data relating specifically to the College's HSI work, allowing relevant constituencies to "develop appropriate ways to support this population." All this work is supported by the OIE, which provides both data to inform decision-making, and the capacity to test whether existing interventions are working as intended (I.B.6).

Both the College and its parent district regularly evaluate policies and practices across all areas of the institution. The College's evaluations are in service of its current 10-year educational and facilities comprehensive plan, Mesa2030. The plan calls for an annual progress assessment, in which campus groups reflect on their work towards the goals over the previous year and based on data provided by the institutional effectiveness team, make choices and allocate resources to support growth toward those goals during the following year. As a result of this process, the College has applied for and been awarded multiple grants to improve student outcomes and remove systemic barriers to student achievement and won two Bellwether prizes in 2022 for improving completion outcomes. The College also has a Student Equity Plan, which maps directly onto Mesa2030. This plan is intended to create a culture of "equity and excellence," and is "demonstrated by an ongoing process of programmatic and pedagogical innovation, ongoing conversations to address metrics, culture, actions, and language, and streamlining structural processes" (I.B.7).

The College is in compliance with US Department of Education frameworks regulating the provision of distance education, and its parent district has policies in place to guide the college in this area; those policies and procedures are reviewed and revised on a six-year cycle (I.B.7).

Student outcome assessment results are reported through "appropriate channels and committees," and the same data is available to the public via the OIE website and online data warehouse. As

discussed above, the College maintains a wide variety of dashboards, allowing stakeholders and decision-makers to disaggregate data across a whole range of dimensions, including enrollment trends and tools for deans, ILOs, HSI grants, and student success metrics, among many others. In addition, the college conducts an annual review of its scholarship process with the Mesa College Foundation, and, in 2019 (the initial year of review), showed an inequitable distribution of resources. This finding was “immediately shared” to various campus constituencies, resulting in “deep discussion to enable changes” (I.B.8).

All of this is made possible through the support of the Office of Institutional Effectiveness, whose mission is “to make data accessible.” Resource allocations and other decisions at the college are data-driven and embedding data in program reviews and other evaluative processes help foster the College’s culture of inquiry (I.B.8).

The College engages in “continuous, broad-based, systematic evaluation and planning” by following an annual planning calendar. The ISER includes a student-oriented graphic representation of the college’s process, showing which constituencies are completing each part of the process over the course of a year. The process begins with a systematic review of college data by the President’s Cabinet to set the year’s priorities, and the calendar progresses from there. This process is delineated in the Mesa 2030 comprehensive plan and relies on “data-driven analysis of student success and achievement, disaggregated by demographics, to guide policy decisions and ensure institutional effectiveness and academic quality.” After all the College’s program reviews have been submitted, participatory governance bodies on campus extract and review resource allocation requests, and make ranked recommendations based on the prescribed annual priorities. These decisions are based on evaluative rubrics, the results of which are presented to the PIEC and the President’s Cabinet for review before being sent to the president for her approval (I.B.9).

The College’s parent district is in the process of evaluating its own integrated planning process and has hitherto committed to fostering “ongoing alignment among the Colleges and all accreditation standards.” This commitment is evidenced in the District’s Strategic Planning process, the Chancellor’s Cabinet, and the District Governance Council’s practices (I.B.9).

Conclusions:

The College meets the Standard.

I.C. Institutional Integrity

General Observations:

The College makes a wide variety of data and information both consistently and transparently and assures the accuracy of this information by rigorous validation processes in relevant participatory-governance bodies. The OIE collaborates with the Office of Communications to

ensure the timely distribution of accurate campus data and information. The college catalog is updated annually and is subject to ongoing review and continuous improvement at various levels, and catalog revisions grow out of program reviews. College faculty understand the difference between personal convictions and professional knowledge and are evaluated fairly and transparently. The Board of Trustees provides oversight to the College on matters of compliance with Commission guidelines and regulatory frameworks from the United States Department of Education.

Findings and Evidence:

The College provides clear and accurate information to students, prospective students, the community, and campus stakeholders in a wide variety of ways. The College's Office of Communications works with the OIE to promulgate accurate and timely information—including current and past accreditation reports—on the College's website. Furthermore, the Office of Communications maintains the Mesa College Newsroom, which is the community's source for college news, press releases, and calendar of upcoming events. Mesa's parent district also provides accurate information to the public via a similar online NewsCenter, through regular board reports, and regular presentations of district information to college faculty, staff, and students (I.C.1).

The College maintains course catalogs both in print and online. Each year, the catalog undergoes a review process, which is overseen by the District Educational Services department. College Vice Presidents of Instruction rely on college faculty and district evaluators to ensure the accuracy of the academic materials transmitted to the District for catalog production. Vice Presidents of Student Services provide materials relating to their services areas to the District, which are integrated into the new catalog using the same process. Additionally, the College maintains the College Catalog Committee, which ensures the catalog is “comprehensive, accurate, clear, and useful” (I.C.2).

As discussed in Standard I.B, the College's OIE maintains a wide variety of interactive, publicly available dashboards which allow stakeholders to explore and disaggregate student outcomes across a range of dimensions. These dashboards are published and maintained by the Office of Communications on the College's website, which is intended to provide “transparent and accessible” data to various campus constituencies and external stakeholders. Along these same lines, academic quality data—which is published in multiple digital formats and embedded in the college's program review process—is available on the District's Consumer Information webpage, in compliance with mandates from the United States Department of Education (I.C.3).

The College offers “nearly 200 associate degrees and certificate programs,” as well as offering one baccalaureate degree. These are described in the college catalog, as well as on pages for each program on the college website (I.C.4).

The College regularly reviews its policies and procedures, drawing on data provided by the OIE. Guidelines for this review are set out in the College's ten-year comprehensive plan, Mesa2030.

Both the College and its parent district produce a variety of annual publications which represent the College to the public, all of which are subject to review and approval. At the college level, all policy and procedure revisions are submitted to relevant participatory governance bodies and committees, and structures are in place at every level to “assure the integrity of information” in all representations of the college (I.C.5).

The College provides information on the total cost of tuition, fees, and expenses (including textbooks and other instructional materials) both on its website and in its catalog. Additionally, each program’s webpage includes “total cost of enrollment” figures, and information relating to the cost of textbooks (including ZTC, LCT, and OER) is shared with the campus. The College and District are both in compliance with state and federal laws and regulations relating to cost transparency, and the schedule of classes includes easily accessible textbook costs and materials fees (I.C.6).

The College’s ISER includes board policies which guarantee academic freedom and demonstrate the College’s commitment to the “free pursuit and dissemination of knowledge.” These policies apply to all campus constituencies, and taken as a whole, outline the “fundamental rights” of faculty, staff, and students to freely express their views. Policies on academic freedom are reviewed every six years, most recently in 2016 (I.C.7).

Both the College and its parent district publish clear policies and procedures that promote “honesty, responsibility, and academic integrity,” and are outlined in the College’s catalog. While the implementation of these policies is done locally, their adoption and revision are done at the district level. Faculty have access to a plagiarism detection tool and require written work from students. Beyond academic integrity, the College provides programs and services which promote student success, and has guidelines in place relating to campus safety, administrative due process, and procedures for student complaints and faculty concerns. The College has created a Student Code of Conduct, posted in classrooms and other public spaces on campus, and available on the college’s website (I.C.8).

Both the College and the Board of Trustees expect faculty to successfully distinguish between “personal conviction and professionally accepted views in a discipline” as laid out in the Honest Academic Policy. Instructors provide copies of current syllabi to their departments, and each syllabus is examined during program review. As part of their ongoing peer and managerial evaluations, faculty reflect on the content of their courses, their development as pedagogues, and alignment with various college outcomes. The College provides verbal and written feedback to instructors, who are evaluated based on “teaching practices, campus and community service, interactions with students... as well as their commitments to college and district work.” Student success and achievement data are regularly reviewed, and evaluation-based decisions are transparently driven by data (I.C.9).

The College does not require conformity to specific codes of conduct (I.C.10).

The College does not operate in foreign locations (I.C.11).

The College complies with all policies, standards, and directives of the ACCJC, and, when required, responds to new Commission requirements within the specified timeline. The College's parent district also complies with standards set forth by the ACCJC, and the Board of Trustees has multiple subcommittees geared toward monitoring the College's progress toward and compliance with accreditation requirements. The Board receives regular reports from these committees, and the reports are publicly available (I.C.12).

The College "upholds and exemplifies a commitment to honesty and integrity" in all its extramural interactions. It adheres to guidance from the ACCJC by conducting self-studies and issuing timely reports, and the Health Informatics and Information Management bachelor's degree is separately accredited by a discipline-specific accreditation body. The College demonstrates its commitment to excellence by honestly and consistently adhering to laws and regulations from the United States Department of Education, and always advocates with integrity (I.C.13).

The College does not generate financial returns for investors, contribute to a related parent organization, or support external interests (I.C.14).

Conclusions:

The College meets the Standard.

Standard II

Student Learning Programs and Support Services

II.A. Instructional Programs

General Observations:

San Diego Mesa College provides a variety of instructional programs that are aligned with and support its mission and purpose as an institution of higher education, including pre-collegiate, credit, and transfer programs. The College and district have sufficient policies and procedures in place to assess the quality of programs and use results to improve services and educational outcomes to improve student success although these are not consistently implemented.

The College's instructional programs are developed through faculty in the curricular process, are of the quality and rigor expected from an institution of higher education and are continuously improved through assessment of student learning outcomes and by program review process. The team noticed inconsistencies both in the ways that SLOs are described and implemented and in the regularity of assessment timelines. The program review process is the main component for the College's evaluation of instructional programs and services on a six-year that has transitioned to a four-year cycle with annual updates, with Career Technical Education cycle every two years with annual update in between. Faculty have a main role in the development and approval of curriculum, courses, certificates, and programs. The data dashboards used for Program Review are comprehensive, can be disaggregated, and are available over several years.

Findings and Evidence:

Reviewing SD Mesa College's ISER, College catalog, and website containing all course outlines of record and student learning outcomes, the College provides quality instructional programs in fields of study consistent with the mission and appropriate to higher education, regardless of modality. San Diego Community College District provides definitions of regular and substantive interaction throughout the district colleges, in addition to providing an Online Faculty Certificate Program and a district-wide Distance Education Handbook: SDCCC Online Learning Pathways. The College does not offer correspondence education. The programs led to student completion of identified learning outcomes in addition to the attainment of degrees, certificates, employment, and transfer to higher education. (II.A.1).

The College's faculty, inclusive of full-time and adjunct, provide content and instruction that is guided by robust professional development and learning opportunities to keep current in their fields. The College follows a comprehensive curriculum, program, and annual review process to continuously improve instructional courses and programs, with faculty exercising collective ownership of the content and methods of instruction to meet high education academic and professional standards. Faculty review curriculum regularly (every six years, two years for CTE programs) as part of the program review process, in addition to reviewing student achievement data with a lens of improving student success. (II.A.2).

The College has processes for ensuring outcomes appear on syllabi, and for the assessment of learning outcomes. The team reviewed a sample of distance education courses and observed that regular and substantive contact for these courses were met in every sample course. In review of the syllabi, the team found that the terms for student learning outcomes are frequently used interchangeably: the team found reference to course student learning objectives; student learning outcomes; course learning outcomes; and course learning objectives. The team also found that the majority of the course syllabi reviewed listed student learning outcomes that did not match the approved Course Outline of Record, including the sample syllabi provided in the Institutional Self Evaluation Report. The team recognizes the delay that switching software programs has caused and recognizes the efforts being made to ensure consistency in identification going forward. Course Learning Outcomes are available on the course outline of record and on course syllabi, while program and institutional level outcomes are available in Program Reviews and on dashboards. The College stated that instructional divisions monitor syllabi, but that the review process is inconsistent across instructional divisions (II.A.3).

Outcomes are assessed for courses through Course Learning Outcomes; programs, degrees, and certificates through Program Learning Outcomes; and the institution through Institutional Learning Outcomes. Some departments follow the Committee on Outcomes and Assessment's suggested assessment timelines in their scheduling template, but adherence to the assessment timeline is not uniform across the College. The team recognizes that the Committee on Outcomes and Assessment desires to work towards a more standardized approach for assessments and that the new software should help unify efforts to move from compliance to quality. The Committee on Outcomes and Assessment wants to move toward a more standardized approach to assessment processes and cycles across the College. The team strongly encourages this next step (II.A.3).

The College has developed policies and processes for distinguishing pre-collegiate curriculum from college level curriculum through the course numbering system printed in the college catalog and available on the College website and in their Mesa Pathways and Journeys information on their website. Students can self-place in co-requisite support courses in English, and in mathematics, the department has provided default transfer level placement for most students and is developing a plan to reduce further pre-transfer level courses in the future for degrees and programs with pre-transfer level mathematics programs in response to AB 705. Co-requisite support is also available in mathematics courses. The team suggests that the College review the mathematics flow chart from the lens of the students' perspective to see how math placement may be made clearer to the students (II.A.4).

The College's degrees and programs are consistent with the standards of American higher education and are of appropriate length; the degrees and programs are under the purview of faculty through the curriculum review process. The regulations for breadth, depth, rigor, course sequencing, time to completion, and synthesis for learning are consistent with and set by Board Policies and Administrative Procedures in adherence to federal and state regulations. The team verified that minimum degree requirements are 60 semester credits at the associate's level and 120 semester credits at the baccalaureate level. Evidence of regular and substantive contact was found for all sample distance education courses (II.A.5).

The College schedules courses in various instructional modalities with enough frequency to offer students the opportunity to complete their course of study in a period of time consistent with established expectations in higher education. The schedule development process is exceptionally collaborative, engaging multiple campus constituencies in an iterative, data-informed process aimed squarely at providing students the courses they need when they need them. The process includes considerations for student demand as evidenced by the Enrollment and Instructional Planning Taskforce, and there are plans to create, implement, and assess a student-centered schedule. Students can enroll in classes for a traditional session of 16 weeks, or a variety of short-term classes of eight weeks in addition to short-term classes with various start dates throughout the traditional semester. Current and prospective students may use the College catalog or Mesa Pathways on the College website to determine which classes they need to complete in sequence to obtain a degree or certificate. The College has begun implementing this enrollment management process, but it is not yet fully in place. As both a process and a strategy, the College's approach to enrollment management is both promising and inspiring. (II.A.6).

The team confirmed that the College uses delivery modes, teaching methodologies, and learning support services effectively with the intention of reaching the different learning styles of its students and to close student equity and achievement gaps. The team confirmed that the College examines equity indicators associated with delivery modes through its data dashboards. To promote student success, rich professional development opportunities support best practices in teaching methodologies, including peer coaching with groups such as FIGs (Faculty Inquiry Groups), Curriculum Equity and Excellence summer Institutes held until 2022, and MOST (Mesa's Online Success Team) badge program. Students have access to peer tutoring through the MT2C Tutoring Center with virtual and in person services, in addition to NetTutor through Canvas. (II.A.7).

The College does not offer any department-wide courses and/or program examinations. (II.A.8).

The College uses credit-based hours as demonstrated in the course outline of records. The team reviewed policies, procedures, the College's catalog, and the course outlines of record, and confirmed that the College and district have appropriate policies and procedures for ensuring that the College awards credit consistent with institutional policies reflective of the accepted norms in higher education. Courses and programs in Instruction and Student Services, and Administration Units have outcomes that are reviewed and assessed regularly. (II.A.9).

The College supports transfer and has transfer-of-credit policies in place to facilitate the mobility of students between institutions without penalty. The policies are published in the catalog and are available to students on its website. In person and online support is available to students through the Transfer Center, which also provides many resources and workshops available to students to assist them; the Transfer Center website also has articulation agreements with institutions in addition to providing Assist.org for students to review course articulation. (II.A.10).

The College has procedures outlined in the Outcomes and Assessment Handbook, website, and curriculum review process to ensure that each course has student learning outcomes that are correlated to program and institutional learning outcomes. The student learning outcomes are appropriate to the program level and address communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives. (II.A.11).

The College follows an approach that adheres to a carefully considered philosophy of education for its associate and baccalaureate degrees that is clearly stated in the catalog and on the College's website. Students may meet the requisite general education requirements by following the four patterns available, including district, local, CSU-GE Breadth, or IGETC. The general education curriculum spans the breadth of knowledge expected for a higher education degree, including 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. Course assignments for general education, based upon student learning outcomes and competencies appropriate to the degree level, rely on faculty expertise and occur during the curriculum, assessment, and program review process. (II.A.12).

All degree programs include focused study in one or more areas of inquiry within relevant disciplines or in an established interdisciplinary core. All degrees are comprised of recognized competencies and practices from higher education based on student learning outcomes. Specialized courses in an area of inquiry or interdisciplinary core include master, at the appropriate degree level, of key theories and practices within the field of study. (II.A.13).

The College has a few programs that are governed by separate accrediting bodies, such as the Physical Therapy Assistant Program. Advisory committees ensure program competencies, including technical and professional competencies demonstrated through its certificates and degrees, are relevant and current, and evidence was found that recommendations from advisory committees were being adapted (e.g. Hospitality). Learning outcomes are assessed, and program improvements are made through the Program Review Process, which is every two years for the career technical educational programs with annual update. The annual update for program review asks for discussions that units had regarding assessment data review, and several units reflected on changes made because of these discussions. (II.A.14).

Policies and procedures are in place to ensure students can complete their education in a timely manner if the program is eliminated or significantly changed; wording from the ISER says: "The College Catalog, website, counselors, and faculty provide students with notifications or changes to program requirements and the elimination of programs". Academic Policy 5021 provides information about Program Discontinuance. (II.A.15).

The College has an annual integrated planning and detailed program review process that is faculty driven to improve programs and courses to assess learning outcomes, ensure currency, and enhance achievements for students. Programs are scheduled for review on a six-year cycle that has recently transitioned to a four-year cycle with career education programs on a two-year cycle. Programs submit annual updates. The College provided evidence showing they include

modes of delivery and location as elements of the evaluation process. Training in the use of new outcome software is available to support faculty in the adoption of this assessment tool. The team observed that practices to improve programs and courses to enhance learning outcomes and achievement are neither systematic nor consistent across all instructional divisions. During the site visit, College constituency leaders expressed this as an area of growth and are actively addressing how to provide consistency across all instructional divisions. The Committee on Outcomes and Assessment developed a template for scheduling assessments on a four-year cycle that can be more broadly adopted (II.A.16).

Conclusions:

The College meets the Standard except for Standards II.A.3 and II.A.16.

Recommendation 1: In order to meet the Standard, the team recommends that the College ensure that the student learning outcomes listed on course syllabi match those in the approved course outline of record. (II.A.3)

Recommendation 2: In order to meet the Standard, the team recommends that the college systematically and regularly improve programs and courses according to their established assessment processes. (II.A.16).

II.B. Library and Learning Support Services

General Observations:

The College Learning Resource Center (LRC) comprised of the Library, the Mesa Tutoring and Computing Center (MT2C), STEM center for technology loan and other software, and the LOFT (Learning Opportunities for Transformation), offers a comprehensive array of services and resources sufficient to meet the needs of students and in support of faculty and staff professional development. Both the library and MT2C offer services and resources through multiple modalities, by appointment, through embedded tutors and librarians, and by availability to drop-in students. The LRC also is home to the LOFT, a professional learning center for all Mesa employees. The collocation of the College's Writing, Language, and STEM and Centers within the same building as the LRC offer students a convenient and accessible way to access related services.

Findings and Evidence:

The College provides learning support through a comprehensive array of services in a variety of modalities to meet the needs of students. The library is open 52.5 hours per week from Mondays through Fridays and offers 24/7 research support through participation in a consortia service agreement. Librarians are transitioning outreach from classroom visits to an embedded librarian program and through an online presence that includes library contact details in the College's Learning Management System (LMS) and in its research guides. Further learning support is provided in a transferable 1-unit Information Literacy credit course offered twice per semester.

College librarians participate in local, statewide, and national professional library organizations and in equity-focused professional development such as that offered by NCORE, the National Conference on Race and Ethnicity. Technical services and systems librarians are trained in professional learning with ExLibris and Alma to support the resources and services offered to students. Students outside of classes can access librarian research support in multiple ways including drop-in sessions in person and online, by appointment, and through the 24/7 online research service. In addition, the SD Mesa library offers a wide and substantial array of print materials and online databases to support the curriculum and fulfill the College's mission, and it maintains Collection Development Guidelines for materials in all formats that relates collection practices to its mission (II.B.1).

The College library is in a building that also supports student learning through the Mesa Tutoring and Computing Center (MT2C). MT2C tutors participate in a robust program of training, and one tutor was even named the CRLA National Tutor of the Year. A 2020 study analyzing student success data and closing of equity gaps which connected student success to use of the College's tutoring program. The College has made substantial efforts to support students through strengthening of its tutoring program by hiring a full-time faculty coordinator to oversee the full tutoring program, as well as another coordinator a year later to coordinate embedded tutoring. The program is supported in part by participation of faculty from a wide variety of disciplines, and the full tutoring team meets regularly for professional development and programmatic logistics and needs. Tutoring services and resources are located throughout the LRC building, with related academic programs near each other, as well as tutoring offered online and covering a wide range of academic disciplines on a regular schedule that is communicated effectively to students (II.B.1).

A librarian serves on the Curriculum Review Committee to ensure library materials meet the needs of the curriculum and liaises with discipline faculty for selection of materials supporting student learning. In addition to these methods, librarian decisions regarding all aspects of collection maintenance make use of regular material circulation and usage reports (II.B.2).

User satisfaction surveys indicate almost 60% of respondents report using the library at least once per week, with over 30% reporting using it at least twice weekly. Librarians regularly administer and assess results from surveys to students, including a course-integrated student workshop instruction survey, an embedded librarian survey, and collect and analyze research desk statistics and research guide statistics to assess contributions to the attainment of student learning outcomes in various classes (II.B.3).

Also located in the LRC is the College LOFT (Learning Opportunities for Transformation). In collaboration with the College's office of Institutional Effectiveness, LOFT administers an annual survey to determine how well professional learning needs are being met and to gather input on needs for the upcoming year. Student equity and outcomes are the core focus of professional development programming, and committee members ensure that programming aligns with the Mesa2030 Roadmap and Program Review. The physical proximity of the College's Library, MT2C, STEM Center and LOFT combined create a strong and accessible center for both student and Mesa employee learning that is tied to a cycle of continuous

improvement and attention to student success. In addition, the Library and MT2C maintain collaborative relationships with various organizations to extend its services and resources further, including relationships with the local Learning Resources Cooperative, the Community College League, and a district-wide Library Advisory Group. The San Diego/Imperial Counties Community College Learning Resources Cooperative (SDICCLRC), a nine-library member group whose cooperation is formalized in a joint powers agreement and the Library Advisory Group (LAG) of the 3 San Diego City College District meet regularly to review consortia database purchases, assess usage and need, develop uniform library usage policies, determine and provide training to library faculty and staff (II.B.4).

Finally, the College maintains a partnership with their local University of California to provide graduate tutor support for the College's English and ELAC tutors and students (II.B.4).

Conclusions:

The College meets the Standard.

II.C. Student Support Services

General Observations:

The College is dedicated to fostering an inclusive and dynamic learning community that promotes student success, supported by Student Services and Equity plans. Learning support outcomes are identified and assessed through appropriate student services and programs, with continuous improvement guided by assessment data. Evidence of participation in professional development is given by examples such as the admissions staff participating in professional development, equity, and inclusivity workshops, aligning with the College's commitment to equity and excellence. Adherence to District Policies ensures fair admissions processes, including for international students and specialized programs. The Counseling Department plays a multifaceted role in student success, informing faculty and evaluating diverse outcomes such as Course Learning Outcomes, Student Service Program Outcomes, and Student Service Outcomes. Co-curricular and athletics programs align with the College's mission, enhancing students' educational experiences through data-driven policies. The College maintains compliance with confidentiality laws and District policies, securing and managing student records responsibly.

Findings and Evidence:

The College consistently assesses Student Support Services, ensuring their quality and alignment with the institution's mission through program reviews and student services program outcomes assessments. These evaluations, carried out annually, involve data collection, reflection, and improvement planning to enhance student success. The College has demonstrated that it prioritizes equity and utilizes collaborative approaches to reduce silos through discussions with the Mesa Student Services Council and consultation with other constituencies. The District supports these efforts through discussions at the District Student Services Council and provides resources for online education, including support for students and faculty and monitoring student

success in online programs. The College has demonstrated its commitment to removing barriers affecting student success, particularly for disproportionately impacted student groups through targeted programs and support services. One example is the New Student Orientation and Virtual Campus Tour, showcasing diverse campus resources and ensuring accessibility in multiple languages (II.C.1).

The College and its departments use assessment data to improve programs and services, focusing on meeting students' needs and enhancing outcomes. For instance, the Career Center conducted a Student Needs Survey in Spring 2020, which led to immediate adjustments for better student outreach and service in a remote environment. The Counseling Department evaluates outcomes in various capacities, including Course Learning Outcomes (CLO), Student Service Program Outcomes (SSPO), and Student Service Outcomes (SSO). These evaluations are conducted for specific counseling programs, such as International Students Program, Mesa Academics and Athletics Program, Mesa Academy/Umoja, and Puente, leading to improvements in decision-making, career choices, goal accomplishment, and self-respect. Other programs like CRUISE, Peer Navigator, and the Transfer Center use data to assess learning support outcomes, make informed decisions, and enhance their offerings. STAR TRIO aligns with the College's mission and participates in performance reviews and outcomes evaluations (II.C.2).

The College ensures equitable access for all students by offering comprehensive and reliable services, regardless of the service location or delivery method. Admission is open to students meeting specific criteria, including possessing a high school diploma, GED, California High School Proficiency Examination Certificate, or being 18 years old or an emancipated minor. The Department of Homeland Security allows the admission of international students who meet the requirements. The District supports equitable access through its website, student information system, and interactive online technologies, including CCCApply and Campus Solutions. Students can access services like financial aid, class registration, and transcripts through mySDCCD. Placement Assistant and ELAC Go! are self-guided placement tools accessible online, both in-person and remotely. Online forms and support services are available through JIRA and the mySDCCD Support Desk, with training and support provided through the mySDCCD Info Hub (II.C.3).

The team reviewed the evidence of alignment of the College's co-curricular and athletics programs with its mission and their contributions to the social and cultural aspects of students' educational experiences. The findings indicate that the College offers programs consistent with sound educational policies and conducts them with integrity (II.C.4).

The College's Counseling Department maintains an ongoing effort to keep counseling faculty informed about current curricular, programmatic, and transfer information through workshops, and other professional development opportunities. Academic counseling and advising is provided for specific programs and special populations like STAR TRiO, DSPS, and foster youth. The counseling website has an internal page with resources for students, faculty, and staff (II.C.5).

The team found evidence that the College has developed and published policies establishing student qualifications for programs and providing clear criteria for admissions, helping students

plan for degree completion and transfer on the College's website as well as in the catalog. The District also maintains admission policies in line with its mission and state regulations, ensuring open access for all qualified individuals, including high school graduates, those with equivalent certificates, and individuals 18 years or older or emancipated minors without diplomas (II.C.6).

The College provided evidence that students are assigned math and English placements in accordance with the guided self-placement requirements of AB705 and the CCCCO. As one of the early adopters of AB705, the College has been using CCCCO approved multiple measures since 2015, and student enrollment and completion (throughput rate) has increased (II.C.7).

The team found evidence that the College securely maintains confidential student records, ensuring permanent storage and secure backup, regardless of the format. These records adhere to state and federal laws, District policy, and are accessible through secure methods like Single Sign-On and Multi-Factor Authentication. The District maintains a comprehensive Student Records Classification, Retention, and Disposal Manual, in consultation with colleges, that outlines the classification and disposal processes for student records. This manual is strictly followed and available through District channels. Access to student records is carefully monitored, and users are granted access based on their roles and responsibilities. Training on confidentiality of student records is provided periodically. Release of student records is governed by Board policies and procedures that comply with FERPA and state laws (II.C.8).

Conclusion:

The College meets the standard.

Standard III

Resources

III.A. Human Resources

General Observations:

The District has established appropriate policies, procedures, and rules to recruit qualified faculty, staff, and administrators, and supports the College's work to implement the policies and procedures. The District's Human Resources Department has separate classification websites describing each employee group and the requirements to meet minimum qualifications. The District and College maintains a sufficient number of qualified staff to ensure the fulfillment of the College's institutional mission and purposes. The College, through its LOFT (Learning Opportunities for Transformation), plans for and provides faculty, administrators, and classified professionals with ongoing professional development opportunities. The District has mechanisms in place to ensure that personnel files are confidential and secure. Professional codes of conduct for all employees are accessible via the District and College websites. District and College Human Resource processes are well-established and ensure consistent compliance with District policies and procedures, including legal requirements.

Findings and Evidence:

Through BP 7120, BP 7230, and AP 7211, the District and the College ensure that the hiring process will attract and hire the most qualified personnel with high standards of academic and operational excellence. All job descriptions include the listing of responsibilities, duties, knowledge, skills, abilities, and education. Job postings are advertised to diverse communities on higher education sites. The District reimburses interviewee travel and relocations costs to attract highly qualified candidates. Each employee classification (administrator, faculty, and staff) follows a different, but equal, detailed hiring process. The College President recommends the candidate for hire to the Chancellor, who presents the individual for approval by the Board of Trustees. (III.A.1)

Candidates for open faculty positions must meet minimum qualifications as outlined in the job announcement. These include subject-matter knowledge and requisite skill for the service to be performed. As noted in their ISER, many full-time faculty exceed the minimum educational requirement for their respective positions. District Human Resources Department's contains hiring processes, checklists and other useful information for committee chairs and its members. Faculty assigned to teach distance education must complete the Online Faculty Certification Program. (III.A.2)

All Administrators, Classified Supervisors and Managers must meet established qualifications through appropriate education, training and experience as defined in BP 7120 and BP 7260

Classified Supervisors and Managers. Annual performance evaluation and employment contract renewal process ensures institutional effectiveness and academic quality. District Human Resources Department's contains hiring processes, checklists and other useful information for committee chairs and its members. (III.A.3)

The College has a policy and procedure for certifying degrees held by administrators, faculty and staff that are evaluated and validated that includes a process for determining equivalency of degrees from non-U.S. institutions. (III.A.4)

The College has separate evaluation processes for administrators, staff, tenured faculty and adjunct faculty. Performance evaluations follow policies, procedures, collective bargaining agreements, and employee handbooks. The District's PCTS division oversees the coordination and implementation of employee evaluations. 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. (III.A.5)

Standard III.A.6 is no longer applicable.

The College's Faculty and Hiring Priority Committee comprised of faculty and vice presidents evaluates program needs and recommends new full-time faculty hiring to 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. The District's PCTS division provides an annual analysis to the Chancellor's Cabinet using data from the Faculty Obligation Number (FON) Report. The District and College meet its full time FON requirement without exception. (III.A.7)

The College provides orientation, oversight, evaluation, and professional development for all faculty, including part-time, adjunct faculty. The College hosts an Adjunct Orientation the day before Convocation which includes presentations from various departments of the college, such as classroom technology, the Stand Resource Center, counseling, and tutoring. This orientation is designed to provide information to help integrate adjunct faculty into the life of the institution. (III.A.8)

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 District completed a 2023-2030 Strategic Plan and a significant reorganization in 2022. Due to the reorganization, it has led to improved support for the colleges. (III.A.9)

The District conducted a comprehensive survey of similar-sized institutions to assess current staffing levels in 2022. Reorganization similar to (III.A.9) occurred thus increasing support to all colleges. (III.A.10)

The District's policies and procedures, including collective bargaining agreements, are posted on the District 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 Board of Trustees must approve all policies and procedures. (III.A.11)

The District and College regularly assess employment equity and diversity, including employee ethnicity and gender diversity. The District's 2022 employee diversity analysis shows the District and college have a highly diverse workforce, with more than 50% of employees identifying as a person of color. Revisions to application and screen procedures, such as anonymous application screening, are expected to improve employment equity and diversity within the District and the College. (III.A.12)

Professional and institutional codes of ethics are documented in BP 2715 Code of Ethics/Standards of Practice, BP/AP 7800 Conflict of Interest, and BP 7150 Civility and Mutual Respect. The District and College attempt to proactively foster a climate of mutual respect and ethical conduct through training. Violations are addressed promptly through appropriate investigation and discipline. (III.A.13)

The College, through its LOFT (Learning Opportunities for Transformation), plans for and provides faculty, administrators, and classified professionals with ongoing professional development opportunities. 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. Staff and administrators may request leaves of absence for professional training as well as attending the District's Leadership Academies. The District and college continue to invest significant resources in professional development. Revised leadership academies will begin in fall of 2023, and a two-year cultural sensitivity and humility training series will begin in the spring of 2023. (III.A.14)

The District and College have a well-established security system for personnel files and records that protect 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. (III.A.15)

Conclusions:

The College meets the Standard.

III.B. Physical Resources

General Observations:

The SDCCD and San Diego Mesa College have a Management Services Council that serves as the Districtwide forum where staff meet to review matters concerning the overall goal of keeping the learning and working environment safe and secure as well as a District and campus Safety Committee. Through these meetings, recommendations are made to the Chancellor's Cabinet and other governance organizations regarding allocation of resources to meet District and college goals. The District assures the feasibility and effectiveness of its physical resources in support of the college's institutional programs and services. The college completed its Mesa 2030

comprehensive educational and facilities master plan. The plan includes developed concepts, linked to goals, for the future campus. All decisions consider relevant data such as the number of students served, and impact to the college's mission and vision, as well as impact on student success and equity into consideration for allocation of resources.

Findings and Evidence:

The District and the College work together to ensure the accomplishment of its educational mission by providing a safe and secure learning and working environment. Fiscal resources and the allocation of campus police resources are leveraged most effectively through various District and Campus councils and committees. The District Management Services Council serves as the forum where District and Campus staff meet to review matters concerning facilities, scheduled/deferred maintenance, District police, and grounds, custodial and other District-provided services. The Districtwide Safety website contains a comprehensive plan developed to standardize the safety plans across the District with unique activities at each campus. The District has an automated work order system, Megamation that allows the faculty and staff to submit work orders. The facilities staff review and prioritize based upon safety. The District ensures allocation of resources to safety issues. (III.B.1)

The District and College work collaboratively to evaluate facilities and equipment on a short- and long-term plan. The College completed its Mesa 2030 comprehensive plan that includes its educational and facilities master plan. The District allocates state-scheduled maintenance resources to its campuses based upon needs that are evaluated by the District. (III.B.2)

The College completed its Mesa 2030 comprehensive plan that includes its educational and facilities master plan. It considers forecasted growth, space inventory, capacity load ratios and facilities space program. The District uses established metrics to measure its effectiveness and a process using total cost of ownership ideas to establish the feasibility of resource allocation. The College uses its Program Review process to evaluate and request facilities and equipment. Through the College's resource allocation process, allocations are granted based upon need and data supporting student success and equity. (III.B.3)

The District and College are guided by its Mesa2030 plan as the framework for long-range capital planning. This includes support for all modalities, including distance education. The District considers the total cost of ownership to function in a fiscally responsible manner. The District's facilities planning process considers various factors and allows for planning and decision-making to assure access, safety, positive learning, and a working environment. (III.B.4)

Conclusions:

The College meets the Standard.

III.C. Technology Resources

General Observations:

As part of a multi-college district, some aspects of technology are centralized to the District Office's Information Technology Services department. Other aspects are decentralized to the various colleges. The College's technology services are comprised of two divisions: the faculty services/support division and the academic teaching, learning and other student support services. The College emphasizes its support for technology through active collaborative processes including the college's Information Technology Committee, the Mesa College Technology Strategic Plan, SDCCD Distance Education Handbook, and a myriad of other programs and services. The College is supported by a District Information Technology department that works through various committees and workgroups to ensure adequate services are provided to students, faculty, and staff.

Findings and Evidence:

Technology at the College is centrally organized and easily available to students, faculty, and staff. The Information Technology (IT) departments (at the District Office and at the College) provide services through trained technology technicians. The College offers a myriad of resources to support students and faculty on campus and for online courses. The College ensures the appropriateness and adequacy of technology services, professional support, facilities, hardware, and software through committees, strategic plans, support from a centralized District Information Technology department, and a host of other processes and programs. Evidence of these efforts include, among the many robust processes, the (1) existence of the Mesa Information Technology Committee which is a shared governance body that provides strategic direction for all campus technology, including classroom technology, distance learning, professional development, technological support, and administrative efficiency, (2) the Technology Strategic Plan, which provides a foundation for addressing technology prioritization and key issues in the deployment of technology for instructional, student services, and administrative functions, and (3) support from the Central District Information Technology department for the district's administrative computing environment, the network and telecommunications infrastructure, and core network and internet services. (III.C.1)

The College anticipates updates to its technology and continuously sets forth plans to replace outdated technology to ensure the College can support its mission. Through the centralized and decentralized technology departments, the College ensures that technology related services, hardware, and software are regularly evaluated, upgraded, and maintained to provide appropriate and adequate technology support and services. Evidence of these efforts include, among many other programs, the (1) college's Information Technology Committee – a participatory governance body with the purpose of assessing “the current status of Information Technology in the delivery of services to Mesa College students and to develop, implement, and assess a strategic technology plan”, (2) Mesa College Technology Strategic Plan - a “living document” that plans for the “upgrades and replacement of campus technology that support institutional effectiveness, equity and student success”, (3) established three-part mechanism used for

determining updates and replacement of technology (and its infrastructure) comprised of Program Review, Recommendations brought forth by Mesa's Information Technology Committee, and Requests by administration, faculty, and staff, and (4) continuous coordination with the District Information Technology to implement updates and replacements of information technology. (III.C.2)

The College utilizes a host of resources across the campus to ensure safe and secure access to needed technology for students, faculty, and staff. Evidence of the College's efforts and resources include the (1) provision of personal computer workstations placed at different laboratory locations across the campus, (2) utilization of web-based applications to ensure access to material and service across the campus, such as CurricUNET, a permanent record of curriculum developed by faculty as a response to educational needs of the college that can be accessed by faculty and administrators through a secure internet connection, (3) making available other technology resource such as audio visual equipment, wireless access to the internet, and remote electronic storage devices, (4) provision of instruction and support in the use of the technology and resources through a variety of professional learning opportunities offered to students, faculty, and staff, and (5) support from the District Information Technology department for back-up services, maintenance of a budget for hardware and software services, inventory of critical spare parts for information technology equipment, network monitoring tools, and network infrastructure and security. (III.C.3)

The College provides numerous instructional and support programs for faculty, staff, students, and administrators in the effective use of technology and technology systems. Evidence of the College's efforts and resources include the (1) college's mandatory Instructional Improvement Program (Flex) for all faculty that provides a wide ranges of learning activities, workshops, and projects, (2) training of the college's Technology Services Division in providing support to faculty and staff in utilizing the college's technology infrastructure, (3) guidance from the Campus Employee Learning Committee (CEL) with goals to establish and implement professional learning funding request process, align professional learning subcommittees, and support professional learning across the campus, (4) utilization of the Learning Opportunities for Transformation (LOFT) tool which is the campus hub for professional learning activities and which is under the oversight of CEL, and (5) various training programs provided to the college from the District Information Technology office, such as the District's Online Learning Pathways (OLP) which offers extensive training to faculty and staff in the effective use of the Canvas Course Management System, online pedagogy, and general educational technology applicable to online learning. (III.C.4)

The College has implemented District policies and procedures, and other tools, that help guide faculty and administration in the appropriate use of technology in the teaching and learning environment. Evidence of the College's efforts include the (1) existence of the Mesa Information Technology Committee which serves in an advisory capacity to faculty, staff, and administrators on matters pertaining to instructional, administrative, and student support services computing, telecommunications, and other technologies, (2) implementation of the Technology Strategic Plan with a goal and steps to improve the outcomes of the college community through

the effective planning and use of existing and evolving technology, (3) implementation of an Online Faculty Certification Program to ensure 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, and (4) support from the District Information Technology department for continuous and updated training. (III.C.5)

Conclusion:

The College meets the Standard.

III.D. Financial Resources

General Observations:

The District and the College have a long history and strong reputation for sound fiscal management practices. The District uses short-term planning processes and long-term projections to ensure that all its colleges can meet their financial obligations and maintain fiscal solvency. The annual audits demonstrate strong integrity in fiscal planning, budgeting, and expenditures and are crucial to maintaining trust and transparency with stakeholders. The District and Colleges are committed to sound fiscal management practices and transparency in maintaining financial stability and accountability.

Findings and Evidence:

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's Cabinet on Districtwide budget and planning issues. Each of the Colleges received budget allocations based upon the Campus Allocation Model (CAM) and District Budget Allocation Model (BAM). Resource allocation to the Colleges is primarily based on the agreed-upon full-time equivalent students (FTES), full-time faculty (FTEF) targets, and other agreed-upon allotments defined in the CAM to support and respond to local community demand. The District has a Board Policy, BP 6200 – Budget Preparation that requires the District to have at least two months (16.7%) of General Fund Unrestricted Reserve operating expenditures. The District's total reserve and set asides as of July 1, 2023, were \$41,433,074. (III.D.1)

The District and College shares timely information with the campus community through the Budget Allocation and Recommendation Committee (BARC), the Budget Committee of the College. The College has clearly defined guidelines and process for budget development. All

programs and services undergo an annual reflection process through program review to show clear connection among institutional strategic objectives, program goals and resource allocation are reviewed at the program level, participatory level, and executive management level. (III.D.2)

The College follows a clearly 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. (III.D.3)

Financial assessment is a shared responsibility between the District and all four of its 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 College systematically assesses 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 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. 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)

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. 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. 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. 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. 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)

The District's and College's financial documents have a high degree of credibility and accuracy as identified through its unmodified audit opinions. 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. 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)

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. (III.D.7)

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. 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. (III.D.8)

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'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 (BP) 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. The District's total reserves and set asides as of July 1, 2023, were \$41,433,074. (III.D.9)

Financial oversight occurs at the District and College budget and fiscal departments. 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. 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. 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 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 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 College. As a result of the review by the external auditors, all the previously stated functions and entities are effectively operated and overseen. (III.D.10)

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. To support those long-term obligations, the District maintains reserves for vacation leave accrual, insurance, building maintenance, and operations costs. 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%. 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. (III.D.11)

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. These two GASB statements ensure that all Community College Districts identify, plan, and allocate resources to pay liabilities and future obligations. 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)

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. 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 reaffirmed by both rating agencies in fall 2021, demonstrating the sound fiscal management of the District. (III.D.13)

The District and College 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. General Obligation 39 capital bond programs audits have resulted in unmodified audits with no findings or recommendations noted by the external independent auditors. (III.D.14)

The District and College carefully monitor and manage 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. The default rates the College are below the "30% for a three-year" threshold established by the U.S. Department of Education. Rates improved year-over-year: 2017 - 9.5%; 2018 - 8.8% and 2019 - 6.1%. (III.D.15)

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. All contractual agreements maintain the institution's integrity, including the quality of programs, services, and operations. (III.D.16)

Conclusions:

The College meets the Standard.

Standard IV

Leadership and Governance

IV.A. Decision-Making Roles & Processes

General Observations:

The College recognizes and uses contributions of leadership in a manner that prioritizes participatory governance across all constituencies including students, faculty, staff, and administrators. This process is clearly outlined in their Administrative and Governance Handbook and in the additional evidence embedded in the ISER documentation. The focus of decision-making at the College is on “empowering people and not positions.” This model extends beyond the College and to the District. Students are prioritized in the decision-making process through their participation in many committees, through the United Student Council, and through the student trustees. Decisions are communicated to the College in various different media also included in the ISER documentation.

Findings and Evidence:

The College demonstrates innovation and excellence throughout the college’s various equity-minded practices, programs, and services for students, classified staff, faculty, and administration. In particular, the College Comprehensive Plan 2021 – 2030 (Mesa 2030) included input from internal and external leaders. The College has incorporated the Course Redesign Institute (CRI), the Curriculum Equity & Excellence Review (CEER), and the 13-point Strategic Plan for Racial and Social Justice to improve upon existing processes for strengthening equity and innovation in the classroom and the college through equity-minded updates to process. (IV.A.1)

Administrator, staff, and faculty participation in decision-making is evident in the various participatory governance councils and committees at the College, including the Dean’s Council, President’s Cabinet, and through local Senate and Associated Student meetings (IV.A.2).

Participatory governance is encouraged and supported with Board Policy, evident in the President’s Cabinet Retreat and BARC meeting documents. College leaders from the various constituencies, including students, participate in the District participatory governance councils that also inform meeting agendas for the Board of Trustee meetings where policy is shaped. (IV.A.3)

Faculty and administrators play an important role in shaping policy and processes related to curriculum review and student learning. This is evident through the curriculum review process included in the College ISER. The Curriculum Review Committee is chaired by faculty and the

Vice President of Instruction. Committee membership includes additional faculty from across the College, key administrators, classified staff, and student representatives. (IV.A.4)

The College incorporates relevant perspectives that are part of the decision-making process as part of the College and broader District governance practices. Through regular planning meetings such as the Chancellor’s Cabinet Retreat, the College ensures that decision-making is both timely and aligned with key experts from the Cabinet and at the College. Essential items are shared by the District leadership to the Colleges and from the Colleges to the broader District. (IV.A.5)

Processes for decision-making and the resulting decisions made at the College and District are documented and shared across all constituencies of the College. The Institutional Planning and Governance Guide (IPGG) includes documentation about such things as college governance processes, committee lists, and is posted on the website and is part of the first President’s Cabinet meeting in the fall term. Other examples of this documentation include The WE (With Excellence) semester report of college highlights and accomplishments for the College and the District, the District online news outlet known as NewsCenter, and regular communiques from District Vice Chancellors and Presidents to the institutions. (IV.A.6)

The team reviewed the evidence included in the ISER: 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 2023-2024. The ISER references a process for evaluating governance, decision-making policies, procedures, and processes. The evaluation of the governance structure was completed in Fall 2023, and the College is in the process identifying other possible areas for governance revisions needed. It is evident that the President’s Cabinet is the highest level of governance, with constituency representatives from the senates. During the interviews, constituency leads affirmed that they view themselves as the primary communicators to bring information to and from their respective constituency groups. The College processes are grounded on the values and its identity as being “The Leading College of Equity & Excellence.” (IV.A.7)

The ISER states that the new Vice Chancellor of Institutional Innovation and Effectiveness will develop a formalized assessment method, which has not been completed. In the focused site team visit, the team learned that the Vice Chancellor of Institutional Innovation and Effectiveness has been in the role for one year and is still assessing the District’s infrastructure to support the College. The VC meets monthly with the Deans of Institutional Research throughout the District and has started monthly meetings with the College Presidents in spring of 2024. (IV.A.7)

Conclusions:

The College meets the Standard.

IV.B. Chief Executive Officer

General Observations:

The College President exhibits effective leadership in supporting and furthering the College's mission, vision, and values, especially in the pursuit of being "The Leading College of Equity & Excellence." The College President serves as the leader for the institution, establishing goals and priorities for institutional improvement. The President works within established processes and provides leadership for planning and resource allocation at the College. The President has organized an administrative structure, focused on supporting the Mesa 2030 goals, strategies, and implementation and allows for oversight of college processes and prioritizes communication and collaboration. The President ensures ongoing compliance with accreditation and college-wide awareness through integration of accreditation oversight with participatory governance, as evidenced in the President's Cabinet engagement and ongoing review of accreditation standards.

Findings and Evidence:

The Chief Executive Officer of the College is responsible for the development of the College's Mesa 2030 plan for budget processes, resource allocation processes, institutional development, and facilities planning. The Chancellor of the District delegates full authority and responsibility to the College President to implement District policies and oversee campus operations, in alignment with the San Diego Community College District Chancellor's Cabinet. The President chairs regular meetings with the College Vice Presidents, the Executive Team, administrators, and Academic and Classified Senate leadership. Updates regarding the quality of the institution are communicated and documented via the integrated and intentional planning of the College, in alignment with Mesa 2030. It is evident that Dr. Hands provides effective leadership at the College in planning, organizing, and assessing institutional effectiveness. (IV.B.1)

The College President oversees and evaluates an administrative structure that is organized and staffed to reflect the College's size and location within the District. With six (6) direct reports, the President delegates authority to administrators and others as appropriate and is identifiable in the organizational chart. Additionally, the President is a consultant to committees such as the PIE Committee, providing guidance when needed for institutional planning efforts. (IV.B.2)

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. 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. (IV.B.3-6).

The College President ensures that the responsibilities of setting values, goals, and institutional priorities are informed and focused on student success and equity. The team confirmed evidence of this leadership in the management goals setting process, which aligns manager goals to the college strategic plan, and institutional priorities. These include the strategic planning process,

which began in 2019, and established the foundation for much of the College’s efforts, including the implementation of a more public decision-making process and the implementation of components for the Roadmap to Mesa 2030 Educational Master Plan: 1) Pathways & Partnerships, 2) Stewardship, 3) Scholarship, 4) Completion, and 5) Community. The Dean of Institutional Effectiveness reports directly to the President, ensuring close oversight of planning and resource allocation. (IV.B.3)

The Planning and Institutional Effectiveness Committee (PIEC) is a participatory governance committee that reports directly to the President’s Cabinet (P-Cab) and is charged with advancing the overall planning for the College. This is evidenced in the P-Cab agendas and minutes provided on the College website and underscored during the campus interviews. There is a strong culture of engagement, intentionality, and accountability from throughout the constituency group leads that supports the President’s leadership in ensuring the institutional effectiveness framework of the College is consistent with accreditation standards. (IV.B.4).

The College President serves as the primary liaison for ensuring that college processes and procedures are in alignment to board policies. The SDCCD Board of Trustees is committed to collegial governance, as evidenced in adopting BP 2510 with the intent of ensuring that faculty, students and staff have the right to participate effectively in the governance of the District. (IV.B.3-5). The College President has clear oversight of the final decisions related to Program Review and the prioritization efforts made by the Budget Allocation and Recommendation Committee (BARC). (IV.B.5)

The College President provides regular, substantive, and mission-connected communications to the campus community via weekly messages, bi-monthly Campus Forums, and the reports for Board of Trustees. During the campus interviews, members often referenced the President’s messages, President’s Cabinet, and campus wide marketing and communications. (IV.B.6)

Conclusions:

The College meets the standard

IV.C. Governing Board

General Observations:

The San Diego County Community College District Board of Trustees (“Board”) exercises its authority and responsibility by working as a single entity to ensure Board Policies and Administrative Regulations are appropriate to assure academic quality, integrity, and the effectiveness of student learning programs and services.

Findings and Evidence:

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)

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. (IV.C.2, IV.C.4, IV.C.9)

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. SD Mesa College provides college level information and updates via the President's Cabinet and Chancellor's Cabinet. (IV.C.1, IV.C.2, IV.C.5)

Conclusions:

The College meets the standard.

IV.D. Multi-College Districts or Systems

General Observations:

The Chancellor provides leadership and communication to the college presidents and holds them accountable for the effective governance and operation of their respective colleges. There are various districtwide standing committees that provide for involvement and communication between the colleges and the District in support of effective decision making. The District does not have a district-level decision making guide or similar document that would help clarify the roles of the various district wide committees as well as the flow of recommendations and decisions. The team noted that roles and the division of responsibilities of the District and the

colleges could be strengthened by providing regular and consistent messaging on decisions implemented at the District level.

The District has agreed upon resource allocation formulas that allow the colleges to operate in alignment with their missions and allow for the operations and sustainability of the colleges and the District. The college presidents are given full authority to implement programs, college resource plans, and Board Policies and Administrative Regulation. The college presidents meet monthly to collaborate when possible and inform one another of their respective programs and services.

Constituents are engaged to participate in district planning. The colleges align their strategic plans to the District's strategic plan. Decisions are communicated through the organization by the Chancellor through Chancellor's Cabinet meetings.

Findings and Evidence:

The Chancellor provides 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, IV.D.2)

The District has a policy and practice during Chancellor's Cabinet for the allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the College, with an effective control of expenditures. (IV.D.3)

The Chancellor provides leadership in establishing and communicating expectations for educational excellence, institutional planning, 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. (IV.D.4, IV.D.5)

Working with the Chancellor's Cabinet, the Chancellor has established defined roles and responsibilities between the Colleges and District administrative departments, with some opportunities for growth in solidifying the relationship between the Vice Chancellor for Innovation and Institutional Effectiveness and the College Office of Institutional Effectiveness. The District conducted a self-evaluation of its governance processes in spring 2023 and plans to implement revisions necessary for future governance processes. (IV.D.6, IV.D.7)

Conclusions:

The College meets the standard.

Quality Focus Essay

In their Quality Focused Essay (QFE), San Diego Mesa College shared two focus projects aimed at enhancing enrollment management and leveraging actionable data for decision-making. The first project, "Enrollment Management is On Everyone's Desk," involves developing a three-year Strategic Enrollment Management (SEM) Plan to address declining enrollment exacerbated by the pandemic. The plan focuses on creating a student-centered schedule to improve success, completion, and equity outcomes, aligning with the college's mission and strategic priorities. The second project, "Transitioning from Accessible Data to Actionable Data," aims to enhance the utilization of data tools and dashboards to address equity gaps.

The team found that the SEM Plan involves broad cross-campus collaboration and has clear outcome measures, and the taskforce is representative of college stakeholders. The team also learned that the College is transitioning from accessible data to actionable data, which is evident in the Mesa 2030 Roadmap that outlines the data informed goals and objectives of the College. Finally, the shift of the Accreditation Liaison Officer role to the Dean of Institutional Effectiveness demonstrates an intentional move to connect planning and data while also fostering broad collaboration. Having reviewed the QFE, the team found that both projects demonstrate the college's efforts to improve student success and support an inclusive learning environment.

Appendix A: Core Inquiries

CORE INQUIRIES

San Diego Mesa College
7250 Mesa College Drive
San Diego, CA 92111-4998

The Core Inquiries are based upon the findings of the peer review team that conducted Team ISER Review on October 17, 2023.

Dr. Angélica Garcia
Team Chair

San Diego Mesa College

Peer Review Team Roster

Team ISER Review

Tuesday, October 17, 2023

Dr. Angélica Garcia, Team Chair Santa Rosa Junior College Superintendent/President	Dr. Manuel Alejandro Pérez, Vice Chair Cañada College Vice President of Student Services
ACADEMIC MEMBERS	
Ms. Nancy Persons Santa Rosa Junior College Public Services Librarian	Mr. Duane Seabolt Kapi'olani Community College Instructor
ADMINISTRATIVE MEMBERS	
Mr. Ron Ballesteros-Perez College of the Sequoias Vice President, Administrative Services	Dr. Molly Senecal Folsom Lake College Dean of Student Success, Title IX Officer
Dr. Emily Berg Fresno City College Director Office of Early College	Ms. Jessica Wojtysiak Bakersfield College Associate Vice President, Instruction
Dr. Andrew LaFave Moorpark College Research Analyst	
ACCJC STAFF LIAISON	
Dr. Catherine Webb ACCJC Vice President	

Summary of Team ISER Review

INSTITUTION: San Diego Mesa College

DATE OF TEAM ISER REVIEW: October 17, 2023

TEAM CHAIR: Dr. Angélica Garcia

A 10-member accreditation peer review team conducted Team ISER Review of San Diego Mesa College on October 17, 2023. The Team ISER Review is a one-day, off-site analysis of an institution's self-evaluation report. The peer review team received the college's institutional self-evaluation report (ISER) and related evidence several weeks prior to the Team ISER Review. Team members found the ISER to be a comprehensive, well written, document detailing the processes used by the College to address Eligibility Requirements, Commission Standards, and Commission Policies. The team confirmed that the ISER was developed through broad participation by the entire College community including faculty, staff, students, and administration. The team found that the College provided a thoughtful ISER containing several self-identified action plans for institutional improvement. The College also prepared a Quality Focus Essay.

In preparation for the Team ISER Review, the team chair attended a team chair training workshop on Tuesday, August 1, 2023 and held a pre-review meeting with the college CEO on Monday, September 25, 2023. The entire peer review team received team training provided by staff from ACCJC on Wednesday, August 30, 2023. Prior to the Team ISER Review, team members completed their team assignments, identified areas for further clarification, and provided a list of requests for additional evidence to be considered during Team ISER Review.

During the Team ISER Review, team members spent the morning discussing their initial observations and their preliminary review of the written materials and evidence provided by the College for the purpose of determining whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and US ED regulations. In the afternoon, the team further synthesized their findings to validate the excellent work of the college and identified standards the college meets, as well as developed Core Inquiries to be pursued during the Focused Site Visit, which will occur in Spring 2024.

Core Inquiries are a means for communicating potential areas of institutional noncompliance, improvement, or exemplary practice that arise during the Team ISER Review. They describe the areas of emphasis for the Focused Site Visit that the team will explore to further their analysis to determine whether standards are met and accordingly identify potential commendations or recommendations. The college should use the Core Inquiries and time leading up to the focused site visit as an opportunity to gather more evidence, collate information, and to strengthen or develop processes in the continuous improvement cycle. In the course of the Focused Site Visit, the ACCJC staff liaison will review new or emerging issues which might arise out of the discussions on Core Inquiries.

Core Inquiries

Based on the team’s analysis during the Team ISER Review, the team identified the following core inquiries that relate to potential areas of clarification, improvement, or commendation.

<p>Core Inquiry 1: The team would like to better understand the process of identification of student learning outcomes, particularly in the case of CTE courses and programs. In review of the ISER, the team noticed inconsistencies in the ways that SLOs are described and implemented.</p>
<p>Standards or Policies: II.A.3, II.A.13, II.A.14</p>
<p>Description: The team observed varying terminology on syllabi to identify student learning outcomes that interchangeably used learning outcomes and objectives. Language for student learning outcomes on syllabi did not match the language used on Course Outline of Record (COR). The team would like to better understand the process of how SLOs are expressed between the COR and the syllabi.</p>
<p>Topics of discussion during interviews: Identification and communication of the term “Student Learning Outcomes” Process for review of syllabi for correctness of SLOs Use of uniform language from CSLO when providing SLOs on syllabi</p> <ul style="list-style-type: none">a. Syllabus design relevant to CSLOsb. Student learning outcomes and program learning outcomesc. Impact of new Outcomes Assessment software on regular assessment of SLOs
<p>Request for Additional Information/Evidence:</p> <ul style="list-style-type: none">a. Onboarding of new faculty and ongoing professional development in SLO usageb. Syllabus review process: cycle and timeline
<p>Request for Observations/Interviews: Department Outcomes Coordinators Members from the Committee of Outcomes Assessment Committee members Deans of Instruction and Faculty Department Chairs</p>

Core Inquiry 2: Regular Assessment of Learning Outcomes - The team would like to better understand the institutional process for course and program assessment. The ISER narrative references the college's utilization of learning outcomes within the COR and assessment through the Department Outcomes Coordinators and the Committee of Outcomes Assessment. The team wants to better understand the assessment of CTE courses and programs, should they differ from the assessment of transfer courses and programs, as well as the utilization of assessment data to improve programs.

Standards or Policies: II.A.3, II.A.4, II.A.13, II.A.14, II.A.16

Description: The ISER described the role of Department Outcomes Coordinators to assess and disseminate information regarding SLO outcomes, including involvement within the Committee of Outcomes Assessment. The team wants to better understand the process of assessment within the college and the departments' utilization of assessment data to inform instructional practice and improve programs.

Topics of discussion during interviews:

Curriculum process to develop and identify student learning outcomes
Assessment of course student learning outcomes
CTE programs and learning outcomes
CTE programs and program review

Request for Additional Information/Evidence:

Curriculum Process: COR Development and SLO's
SLO Assessment Process: Cycle and Timeline
Program Review: Cycle and Timeline

Request for Observations/Interviews:

Department Outcomes Coordinators
Members of Committee of Outcomes Assessment
Deans of Institutional Effectiveness and Instruction and Faculty Department Chairs,
particularly from CTE programs

Core Inquiry 3: The ISER narrative described promising scheduling efforts. The team is interested to learn more about the student-centered scheduling approach.

Standards or Policies: II.A.6

Description: The ISER provided a narrative describing the early development of the college's student-centered scheduling strategy. The evidence detailed the VPI's development of the Enrollment and Instructional Planning Taskforce, which aimed to craft the college's Strategic Enrollment Management Plan by Spring 2023. Implementation was stated to begin in Fall 2023. The team is interested to know how this has continued to develop since the submission of the ISER.

Topics of discussion during interviews:

Effectiveness of new student-centered scheduling approach
Student involvement in the taskforce or SEM Plan (if applicable)
Status of the Strategic Enrollment Management Plan
The status of plans for implementation of student-centered schedule

Request for Additional Information/Evidence:

Strategic Enrollment Management Plan
Evidence and examples related to the Student-Centered Schedule
Any preliminary data evaluating the effectiveness of the student-centered schedule approach, if available (e.g., fill rate, student focus groups, withdrawals)

Request for Observations/Interviews:

VPI and Deans of Instruction, Dean of Institutional Effectiveness, Associated Students, Taskforce Members
Office of Instruction (Scheduling Team)
Dean of Counseling and Counseling faculty

Core Inquiry 4: SD Mesa references commitment to empowering people and not positions and creating the change that their students need to see. This is referenced in various initiatives and projects involving college leadership related to course redesign, curriculum equity reviews, and calls to action for the college. The team is interested to learn more about the innovative equity efforts that support this call to action.

Standards or Policies: I.B.7 & IV.A.1

Description: The team reviewed evidence presented in the aforementioned standards in College's ISER that suggests a wide variety of existing programs valuing diverse perspectives and voices in the planning process with various opportunities for action, implementation, and assessment.

Topics of discussion during interviews:

Course Redesign Institute (CRI)

Curriculum Equity & Excellence Review (CEER)

13-point Strategic Plan for Racial and Social Justice proposed by Committee for Diversity, Action, Inclusion, and Equity (CDAIE)

Student Services Call to Action

Request for Additional Information/Evidence:

Qualitative outcomes and feedback related to the aforementioned items (a - d)

Curriculum of courses before and after CRI

Curriculum and content for CEER

Evidence or documentation outlining the Student Services Call to Action

Additional information relating to how constituencies are represented in the above programs, and how that representation leads to collaborative outcomes

Request for Observations/Interviews:

Interview CDAIE members (including students, if any participated)

a. Interview Student Services programs and leads connected to Student Services Call to Action

b. Interview faculty, related deans, Academic Senate President, and VP of Instruction regarding CRI and CEER

Core Inquiry 5: The team would like to better understand how the College 1) regularly evaluates College level governance processes and policies, 2) communicates the results of these changes, and 3) uses these results as the basis for improvements.

Standards or Policies: IV.A.7

Description:

The Peer Team reviewed the evidence included in the ISER: 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. The ISER references a process for evaluating governance, decision-making policies, procedures, and processes; however, the narrative does not provide support or evidence of such evaluations. The ISER also states that the new Vice Chancellor of Institutional Innovation and Effectiveness will develop a formalized assessment method. Much of the narrative referenced District level processes and the team would like to better understand the College level processes. Based on what the team read, the team is not yet clear about the processes to evaluate college level governance and its communication to constituency groups.

Topics of discussion during interviews:

- Leadership Team Retreat 2020 (or more current years) agenda setting, record-keeping, and dissemination of decisions/outcomes.
- Overview of the progress made on evaluating and communicating college level process since the hiring of the Vice Chancellor of Institutional Innovation & Effectiveness, especially related to college specific processes, as well as the college/district points of integration and communication.
- The process includes ongoing communication and assessment of the governance process, along with the administrative departments, to see how connections are made within the college

Request for Additional Information/Evidence:

- Evidence that results of governance evaluation discussed at the Leadership Retreat
- Evidence of governance evaluation documentation of action taken and plan to communicate with constituency groups.
- Timeline for self-assessment and evaluation college governance processes and policies
- Examples of self-assessments of college governance processes and policies
- If available, updated formalized assessment method to be provided by the District VC of Institutional Innovation & Effectiveness as it pertains to college governance and evaluation.
 - a. Results of the Climate Survey and how they inform changes to decision-making.

Request for Observations/Interviews:

- College Academic Senate President
- College President
- Classified Senate President
- Associated Students President
- District VC of Institutional Innovation & Effectiveness

Core Inquiry 6: The team would like to better understand how the district 1) regularly evaluates district systems, college roles, and decision-making processes, 2) communicates these results widely, and 3) uses these results as the basis for improvements.

Standards or Policies: IV.D.7

Description:

The Peer Review team included a review of BP 2510 Participation in Local Decision-Making and the Administrative and Governance Handbook 2021 –2022, as provided in the ISER. The Peer Review team needs expansion on the ISER narrative and evidence to understand how decisions and shared governance evaluation are documented and communicated to the district and throughout SD Mesa College. The ISER states that the Chancellor expects the Colleges to communicate governance and decision-making elements, but it is not clear how the Chancellor ensures this process.

Based on what the team read, the team is not yet clear about the processes to evaluate district systems, college roles, and decision-making processes and how this is communicated to constituency groups.

Topics of discussion during interviews:

- Process for communication for decision-making and evaluation of governance from the District to the College.
- a. Impact of the new hire for Vice Chancellor of Institutional Innovation & Effectiveness
- b. Connection between college Administrative & Governance Handbook and the District self-evaluation of District committees in Tier 1 and Tier 2.

Request for Additional Information/Evidence:

- Agendas and minutes of Tier 1 and Tier 2 meetings/committees where Chancellor shares decision-making points with Campus Presidents and expectation for communication throughout the colleges.
- Flow Chart of district and college communication process for decision-making, if available
- Self-evaluation of District shared governance process, timeline, & communication, including a plan for evaluation if regular evaluation is not occurring at this time, due to COVID.
- Updated formalized assessment method (or plan of progress) to be provided by the District VC of Institutional Innovation & Effectiveness as it pertains to college governance and evaluation – including district program review.
- a. The ISER references that 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, if available.

Request for Observations/Interviews:

- Chancellor
- Vice Chancellor of Institutional Innovation & Effectiveness
 - a. Chancellor’s Cabinet

