

Term	Tag	Definition	Alternative def	Resource Link
80% Rule	Equity, Program Review, Research Data	Ratio of the success rate of the Target Group to the success rate of the Highest Performing Group. Example: Target group: 60% Highest Performing group = 80%; $60/80 = 75\%$		https://www.sdmesa.edu/about-mesa/institutional-effectiveness/institutional
ACCJC	Accreditation	The Accrediting Commission for Community and Junior Colleges. It is the responsibility of the Commission, as a decision-making body, to determine the accredited status of an institution.		https://accjc.org/role-of-the-commission/
Accreditation	Accreditation	ACCJC evaluation of institutions which assures the educational community, the general public, and other organizations and agencies that an institution has clearly defined objectives appropriate to higher education; has established conditions under which their achievement can reasonably be expected; and appears in fact to be accomplishing them; is so organized, staffed, and supported that it can be expected to continue to do so.		https://accjc.org/purpose-and-process/
Accessibility	Diversity, Equity, Inclusion, Accessibility, Program Review	The opportunity [for a person with a disability] to acquire the same information and materials, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use. This includes the intentional design or redesign of technology, policies, products, services, and facilities that increase one's ability to use, access, and obtain the respective item.		https://www.cccco.edu/-/media/CCCCO-Website/Files/dei/deia-glossay-of-terms-a11v.pdf?la=en&hash=1ED138C5076FA9921F4DEA61146A8495A2B0C74D
Adjunct FTEF	Enrollment Management, Program Review	The amount of Full-Time Equivalent Faculty that is assigned to non-contract faculty		
Authentic Assessment	Learning Outcomes	Assessment methods that "simulate a real-world experience by evaluating the student's ability to apply critical thinking and knowledge, or to perform tasks that may approximate those found in the workplace or other venues outside of the classroom setting.	An authentic assignment is one that requires application of what students have learned to a new situation, and that demands judgment to determine what information and skills are relevant and how they should be used.	https://citl.indiana.edu/teaching-resources/assessing-student-learning/authentic-assessment/index.html
Capacity	Enrollment Management, Program Review, Research, Data	The maximum enrollment capacity for a given course section. Cancelled and tutoring class sections are excluded.		
Carbon Footprint	Sustainability	The total amount of greenhouse gases (including carbon dioxide and methane) that are generated by our actions.		https://www.nature.org/en-us/get-involved/how-to-help/carbon-footprint-calculator
CLO	Learning Outcomes	Course Learning Outcomes		
Course Retention Rate/Course Completion Rate	Equity, Program Review, Research Data	Percentage of students who do not withdraw from class and who receive a valid grade. The percentage of students who complete a course with a grade of A, B, C, D, F, P, NP, I or RD out of total official census enrollments.		
Course Success Rate/Successful Course Completion Rate	Equity, Program Review, Research Data	The percentage of students who complete a course with a grade of A, B, C, or P out of total official census enrollments.		
Culturally Relevant Teaching/Pedagogy	Diversity, Equity, Inclusion, Accessibility	A conceptual framework that recognizes the importance of including students' cultural backgrounds, interests, and lived experiences in all aspects of teaching and learning within the classroom and across the school (Ladson-Billings, 1994, 2009; Milner, 2017).	A theoretical model that focuses on multiple aspects of student achievement and supports students to uphold their cultural identities. Culturally Relevant Pedagogy also calls for students to develop critical perspectives that challenge societal inequalities.	https://www.nsta.org/science-and-children/science-and-children-marchapril-2021/culturally-relevant-and-culturally
DEIA	Diversity, Equity, Inclusion, Accessibility	Diversity, Equity, Inclusion, and Accessibility (see definitions for each)		DEIA at the CCCCO

Disproportionate Impact-80% Rule	Equity, Program Review, Research Data	When the Target Group's Outcome Rate is not at or above 80% of the Highest Performing Group's Outcome Rate (See the 80% rule calculation) then DI is found.		https://www.sdmesa.edu/about-mesa/institutional-effectiveness/institutional-research/data-warehouse/data
Disproportionate Impact-Percentage Point Gap	Equity, Program Review, Research Data	When the Percentage Point Gap (see Percentage Point Gap calculation) is larger than the Margin of Error based on the Target Group's size then DI is found.		https://www.sdmesa.edu/about-mesa/institutional-effectiveness/institutional-research/data-warehouse/data
Diversity	Diversity, Equity, Inclusion, Accessibility	The practice or quality of involving a range of people with various racial, ethnic, socioeconomic, and cultural backgrounds and various lifestyles, experience, and interests. Having a variety of individuals and points of view represented.	The myriad of ways in which people differ, including the psychological, physical, cognitive, and social differences that occur among all individuals, such as race, ethnicity, nationality, socioeconomic status, religion, economic class, education, age, gender, sexual orientation, marital status, mental and physical ability, and learning styles. Diversity is all inclusive and supportive of the proposition that everyone and every group should be valued. It is about understanding these differences and moving beyond simple tolerance to embracing and celebrating rich dimensions of our differences.	
Enrollment	Enrollment Management, Program Review, Research, Data	The number of seats enrolled, sometimes referred to as duplicated headcount.		
Environmental Justice		Fair treatment of people of all races, cultures, and incomes with respect to the development, adoption, implementation, and enforcement of environmental laws, regulations, and policies.	Cultural norms and values, rules, regulations, behaviors, policies, and decisions to support sustainability, where all people can hold with confidence that their community and natural environment is safe and productive. Environmental Justice is realized when all people can realize their highest potential, without interruption by environmental racism or inequity.	https://greenaction.org/what-is-environmental-justice/
Equity	Equity, Program Review, Research Data	Equity refers to achieving parity in student educational outcomes, regardless of race and ethnicity or other demographic characteristics. Freedom from bias. https://cue.usc.edu/equity/	The condition under which individuals are provided the resources they need to have access to the same opportunities, as the general population. Equity accounts for systematic inequalities, meaning the distribution of resources provides more for those who need it most. Conversely equality indicates uniformity where everything is evenly distributed among people.	
Equity at Mesa	Equity, Student Success, Program Review, Planning	At Mesa, equity is a student-centered approach to fostering a culture of success for historically marginalized students. In our roles as faculty members, student services practitioners, staff, and administrators, we pursue equity through principles of inquiry and data-informed decision making. We will achieve equity when we see parity in outcomes across racial/ethnic groups and all disproportionately impacted groups within higher education. We work within integrated and equity-minded systems to ensure that everyone has what they need to succeed during their time at Mesa College.		https://www.sdmesa.edu/student-services/student-success-equity/
Equity Gap	Equity, Program Review, Research Data	An Equity Gap exists when any groups outcomes are below the outcomes of other groups. Varying methodologies are used to find Equity Gaps (Percentage Point Gap 80% Rule)		
Equity Practice	Equity	A practice designed to reduce equity gaps with measures in place		
Equity-Mindedness		The perspective or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes. These practitioners are willing to take personal and institutional responsibility for the success of their students, and critically reassess their own practices. It also requires that practitioners are race-conscious and aware of the social and historical context of exclusionary practices in American Higher Education.		https://cue.usc.edu/equity/equity-mindedness/
Fill rate	Enrollment Management	Enrollments divided by capacity.		
Formative Assessment	Learning Outcomes	Evaluation tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps.		

FTEF - Full-time Equivalent Faculty	Enrollment Management, Program Review, Research, Data	The total number of full time equivalent faculty		
FTES - Full-time Equivalent Student	Enrollment Management, Program Review, Research, Data	The total number of full-time equivalent students enrolled. Includes non-residents unless otherwise noted.	The total number of full-time equivalent students enrolled. It is the equivalent of 525 hours of student instruction per FTES, or one student enrolled in courses for 3 hours a day, 5 days a week, for an academic year of 35 weeks.	
Gatekeeper courses	Program Review	Courses in a program of study that have high D,F,W rates leading to high program attrition and detrimentally impacting completion.		
Gateway Courses	Program Review	Introductory courses in a program of study. Often the first course in a series or a course that is required or recommended in order to be successful in subsequent courses.		
GPA- Course	Enrollment Management, Program Review, Research, Data, Equity	The total grade point average of all students for a given course.		
GPA- Term	Enrollment Management, Program Review, Research, Data, Equity	The total grade point average of all classes for a given term.		
Headcount	Enrollment Management, Program Review, Research, Data	The individual count of students/faculty/employees, or unduplicated headcount.		
Historically Minoritized	Diversity, Equity, Inclusion, Accessibility	Groups and communities that experience discrimination and exclusion because of current and historical unequal power across economic, political, social, and cultural dimensions.		
Inclusion	Diversity, Equity, Inclusion, Accessibility	the practice or policy of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalized	Authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power. 45	
ISER	Accreditation	Institutional Self-Evaluation Report - This report is due to the Accrediting Commission for Community and Junior Colleges during a comprehensive accreditation review and supports the commissions decision regarding an institution's accreditation status.		https://accjc.org/wp-content/uploads/Guide-to-Institutional-Self-Evaluation-Improvement-and-Peer-Review.pdf
Learning Assessment	Learning Outcomes	a process of collecting information that will tell us whether the programs, services, activities, and experiences we provide are having the desired impact on student learning. Learning outcomes help us identify knowledge and skill sets that students learn as a result of our courses, programs, and service units.		
Learning Outcome	Learning Outcomes	A statement or set of statements that indicate what a student/learner should be able to do/know at the end of the learning event. Different from grades that may include many other factors, learning outcomes are specifically focused on gains in knowledge/skills.		
Mesa2030 Goal	Planning	The 5 Visionary goals outline in Mesa2030, Mesa's Long-Term Comprehensive Educational and Facilities Plan. Completion, Community, Pathways & Partnerships, Stewardship, and Scholarship		
Percentage Point Gap -1 (PPG-1)	Equity, Program Review, Research Data	The difference between the outcomes of the Target Group and the outcomes of All Other student groups.		

Persistence Rate/Retention Rate – Annual	Equity, Program Review, Research Data	The percentage of official census enrolled students in a primary term who received a grade notation of A, B, C, D, F, P, NP, I, W or RD and who enrolled in at least one course in the subsequent like Primary term (Fall 18 to Fall 19 or Spring 19 to Spring 20) and received a grade notation of A, B, C, D, F, P, NP, I, , W or RD. Students who earn a degree during the initial term are excluded.		
Persistence Rate/Retention Rate – Term	Equity, Program Review, Research Data	The percentage of official census enrolled students in a primary term who received a grade notation of A, B, C, D, F, P, NP, I, W or RD and who enrolled in at least one course in the subsequent primary term (Spring 19 to Fall 19 to Fall 19 to Spring 20) and received a grade notation of A, B, C, D, F, P, NP, I, W or RD. Students who earn a degree during the initial term are excluded.		
PLO	Learning Outcomes	Program Learning Outcome: A set of statements that indicate what a student/learner can expect to achieve when they complete a program of study successfully. Should align with the program's mission and the college's mission and ILO's.		
Productivity (FTES/FTEF)	Enrollment Management, Program Review	Ratio of FTES per FTEF = FTES/FTEF	A measure of the productivity of a class or group of classes. Number of full-time students per full time faculty member.	
Roadmap Strategic Objective	Planning	Priorities established by the College community for the first 5 years of the Mesa2030 plan. Strategic Objectives are organized around the 5 goals outlined in the Mesa2030 Comprehensive Educational and Facilities Plan. Strategic Objectives will be supported by our annual planning and resource allocation processes, including connection to unit goals and action plans and larger campus efforts such as Mesa Pathways, Equity, Strong Workforce, and professional learning.		
Sections	Enrollment Management, Program Review	The number of valid sections offered. Excludes Tutoring, EXAM, cancelled classes, concurrent sections carrying 0 FTEF, and X sections sued for enrollment only.		
SSO	Learning Outcomes	Student Service Outcomes: statements that identify a service area's client, service provided, and the intended experience the student may expect.		
Summative Assessment	Learning Outcomes	Evaluation of student learning, knowledge, proficiency, or success at the conclusion of an instructional period		
Term	Planning, Program Review, Research, Data	Primary terms are fall and spring. Summer and intersession terms are reported individually (by term). When reporting spring term data, intersession is excluded. The academic year begins with a Summer Term.		
Transfer Rate	Equity, Program Review, Research Data	The cohort comprises all first-time to college students who complete six units in a three year period and who attempted any English or math course within four or six years. The rate is the number who transferred to a four year institution divided by the original cohort.		
Transfer Volume	Equity, Program Review, Research Data	The total number of students who transferred to a 4-year institution and were enrolled at an SDCCD college at any time within six semesters prior to transferring (including stop outs). The student must also have completed 12 or more transferrable units from any one of the SDCCD credit colleges within six years prior to transferring to a 4-year institution.		
Unit	Program Review, Planning	Any Department/Program/Service Area that participates in program review		
Unit Action Plan	Program Review, Planning	A set of tasks, activities, or actions the unit plans to engage in to realize their goals.		
Unit Goals	Program Review, Planning	A Unit's desired result or what they hope to accomplish in a given time frame that is different from where they are now. Goals can be short, medium, or long term.		

Substantive Change	Accreditation	Defined by federal regulations, and codified by ACCJC, an institutional change that significantly affects quality, mission, scope, or control is considered substantive and requires institutions to complete an approval process		https://accjc.org/substantive-change/
--------------------	---------------	---	--	---