

SD Mesa ISER 2022
DRAFT 2 for Campus Review

Table of Contents

A. Introduction	2
College History	2
Student Enrollment Data	5
Labor Market Data	24
Demographic Data	24
Socio-economic Data	25
Sites	25
Specialized or Programmatic Accreditation.....	25
B. Presentation of Student Achievement Data and Institution-Set Standards	25
C. Organization of the Self-Evaluation Process.....	25
D. Organizational Information	32
E. Certification of Continued Compliance with Eligibility Requirements	34
F. Certification of Continued Institutional Compliance Commission Policies	35
G. Institutional Analysis	35
Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity	35
A. Mission	35
B. Assuring Academic Quality and Institutional Effectiveness.....	43
C. Institutional Integrity.....	63
Standard II: Student Learning Programs and Support Services	85
A. Instructional Programs	85
B. Library and Learning Support Services	112
C. Student Support Services	123
Standard III: Resources	148
A. Human Resources.....	148
B. Physical Resources	172
C. Technology Resources.....	181
D. Financial Resources	187
Standard IV: Leadership and Governance	191
A. Decision-Making Roles and Processes	192
B. Chief Executive Officer	206
C. Governing Board	214
D. Multi-College Districts or Systems.....	239

A. Introduction

College History

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

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 30,000 students per year, twenty-five per cent of whom are full-time, and is a Military Friendly School, serving nearly 3,000 veterans and their families. The College is a proud Hispanic Serving Institution, with a student population that is thirty-nine per cent Latinx.

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

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

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

In 2017, the College embarked on a guided pathways self-assessment, including campus-wide dialogue with all constituent groups. The College allocated project funding in support of pathways, including professional development, and created student success teams to better align the structure, goals, and objectives of pathways with student success.

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

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

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

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

In an ongoing dialogue about cultural change, the College has crafted an approach that asks stakeholders to refocus the lens of accountability from the individual student back to faculty, staff, and administrators. The new focus invites a common view of barriers as shared obstacles rather than individual hurdles, such as understanding poverty as a social concern, not a problem of chance or a matter of individual work ethics.

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

San Diego Mesa College highlights include:

Creation of Streamlined Services

- Office of Student Success & Equity
- Student Success and Support Program
- Title V-HSI Grant

- Title V – Proyecto Exito
- Basic Skills Transformation Grant
- Title III-STEM HSI Grant
- Liaison with Minority Male Community College Collaborative through SDSU

Enhanced Student Support Services

- Mesa Tutoring and Computing Centers
- Student Support Programming
- College Career Access Pathway
- Guided Pathways
- Strong Workforce
- Promise Program
- Farmer’s Markets
- The Stand

Student Services Leadership Team Call to Action Steps

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

Ongoing Professional Development

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

Mesa College and COVID-19

The College worked closely with district, local and state governments, and health agencies to monitor and act on recommendations and health guidelines. The College’s priority is the safety of all students and personnel, the continued deliverance of education and student support services, and the fulfillment of the College’s mission as the leading college of equity and excellence.

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

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

- Transitional week during which students, faculty, staff, and administrators worked to scale up online teaching

- Initial period of online teaching, including needs assessment, allocation of additional resources, training, and outreach
- Updates to student services, including financial aid, academics and tutoring, library resources, student health, and crisis intervention
- Identification of resources for food and technological assistance
- Mobile farmer’s markets
- Wi-Fi access available at a campus parking lot
- Loaner laptops for students
- Take-home kits for fashion students
- Resources for vaccination, testing, health services, and counseling
- Extended plan for online teaching
- Phased approach to reinstate on-campus labs and career/technical courses
- Bi-Monthly President’s Forums live-streamed through YouTube with live chats for faculty and students
- Digital Graduation

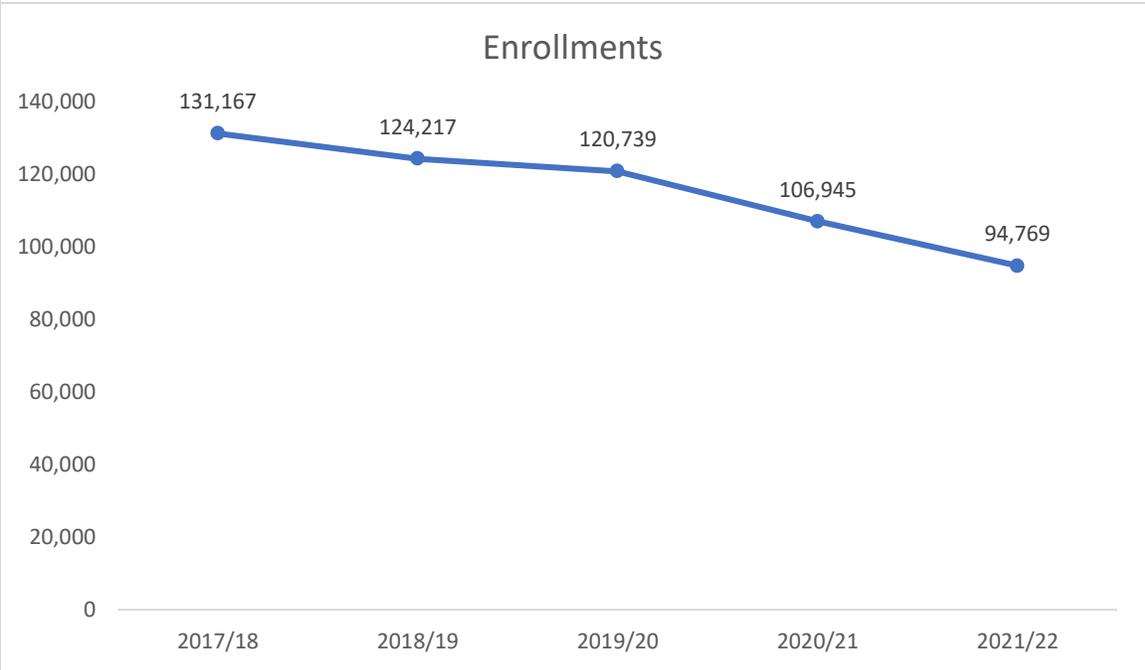
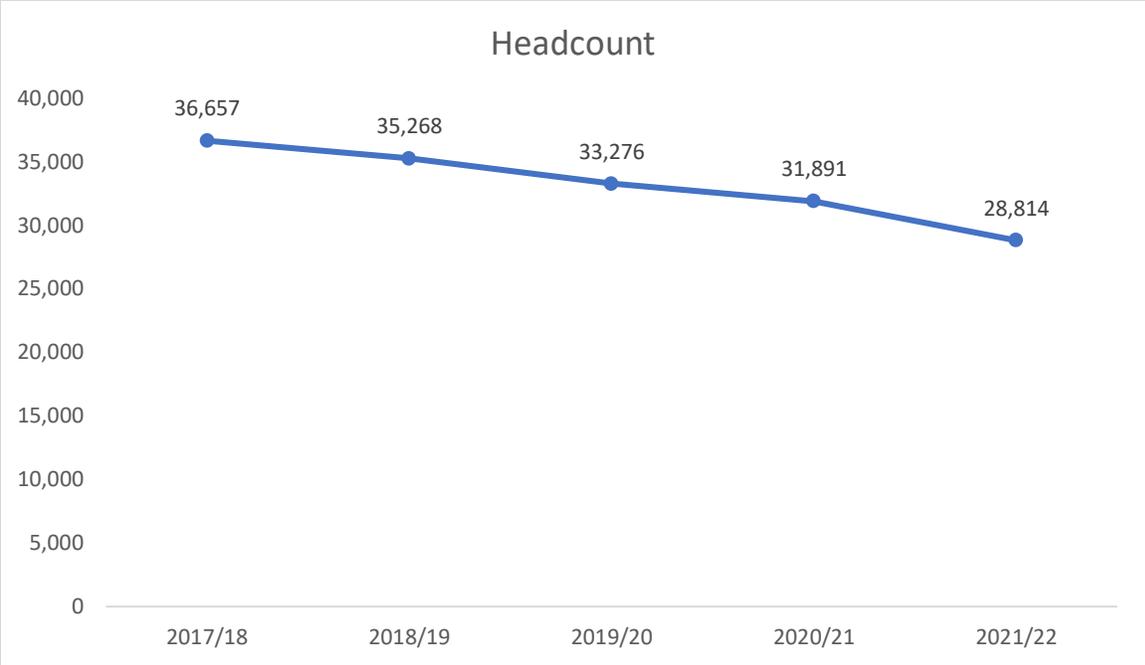
Throughout 2021 and 2022, the campus successfully phased in the reopening of facilities and continues to incorporate flex and hybrid models for classes, meetings, and student services. Ongoing dialogue with constituents has allowed the College to continue to offer on-campus and digital solutions in support of continued student success.

Student Enrollment Data

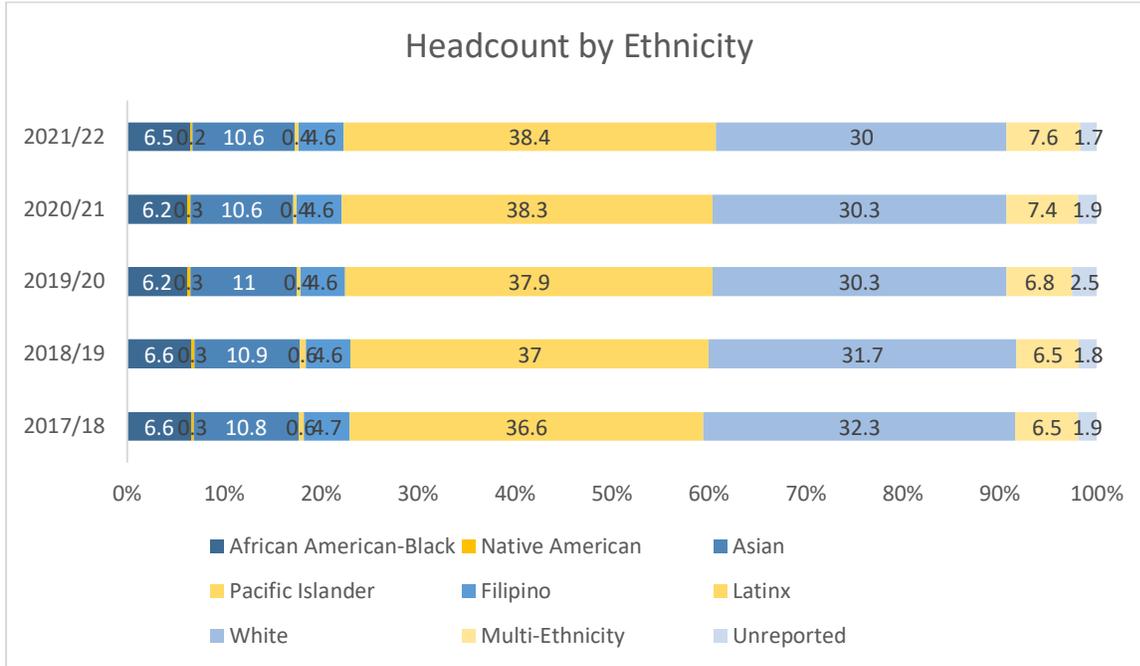
Student Enrollment Data is made publicly available via our [Data Dashboards](#). All of the data below is pulled from these dashboards and updated regularly. Like many Community College, our enrollment historically has had an inverse relationship with the economy. That is to say, as the economy improves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

Enrollment Trends

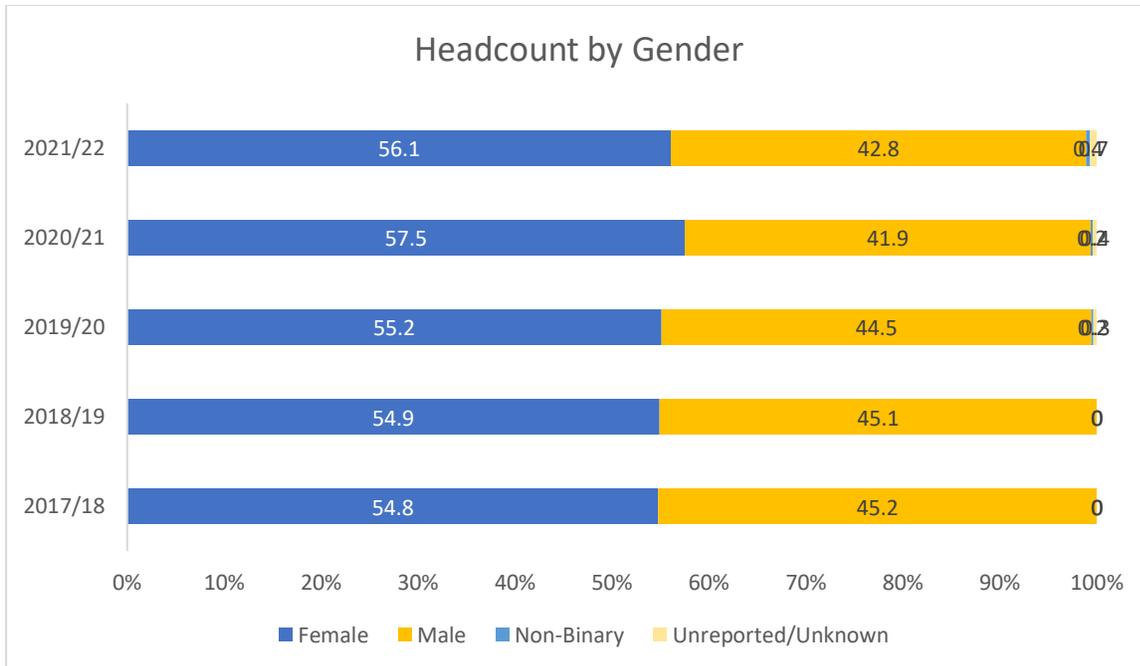
Overall



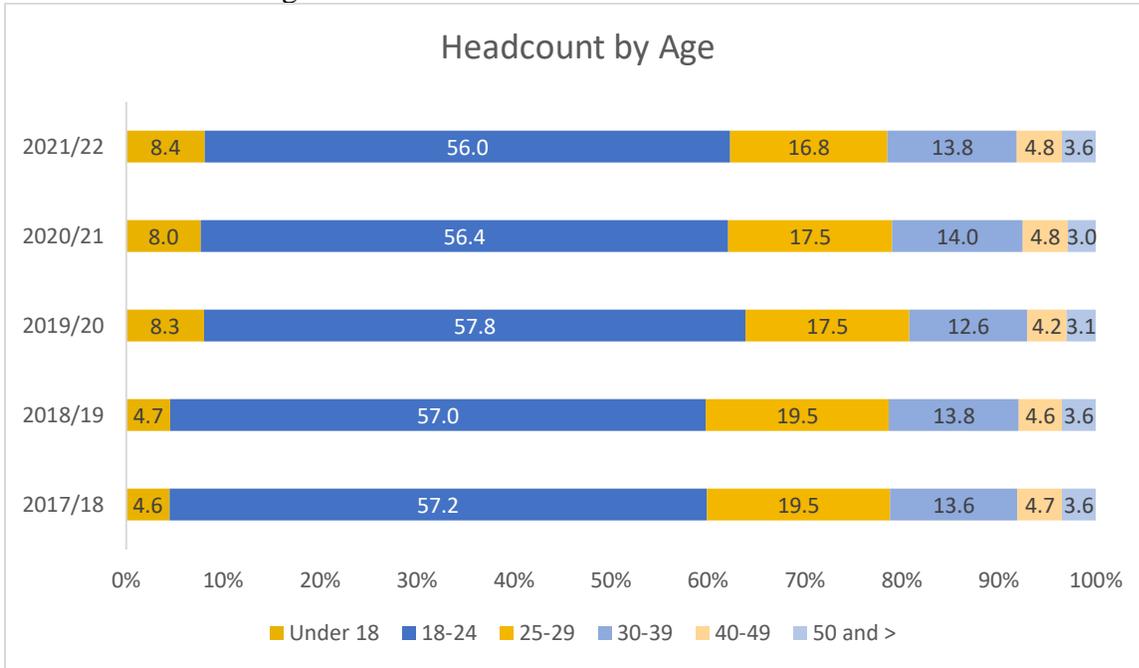
Enrollment Trends: Ethnicity



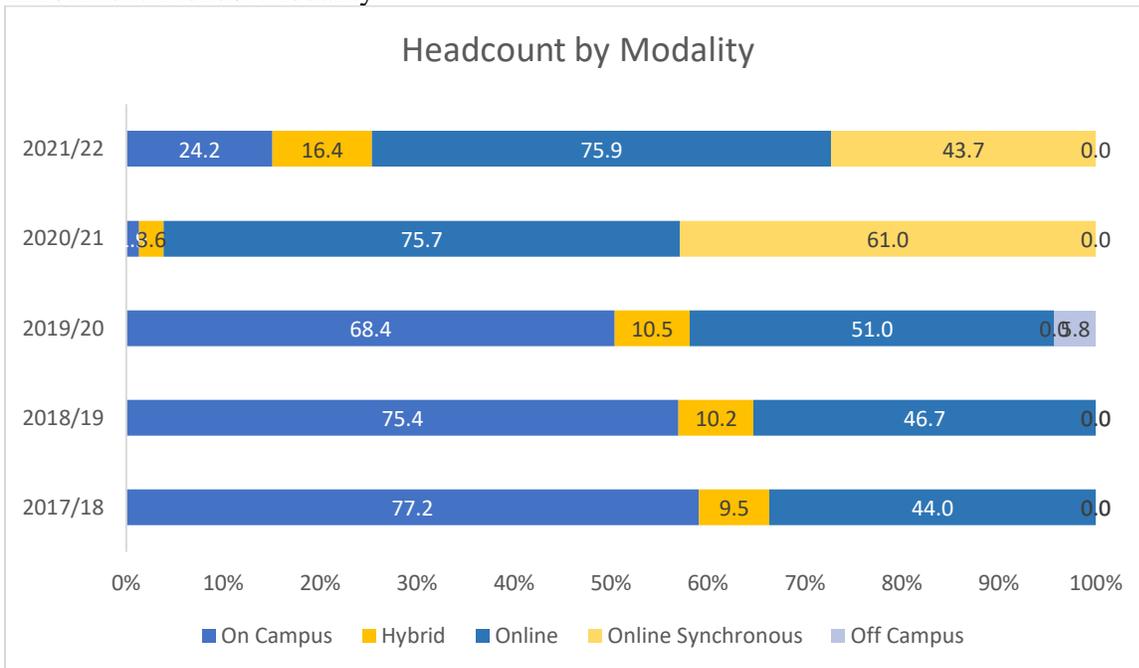
Enrollment Trends: Gender



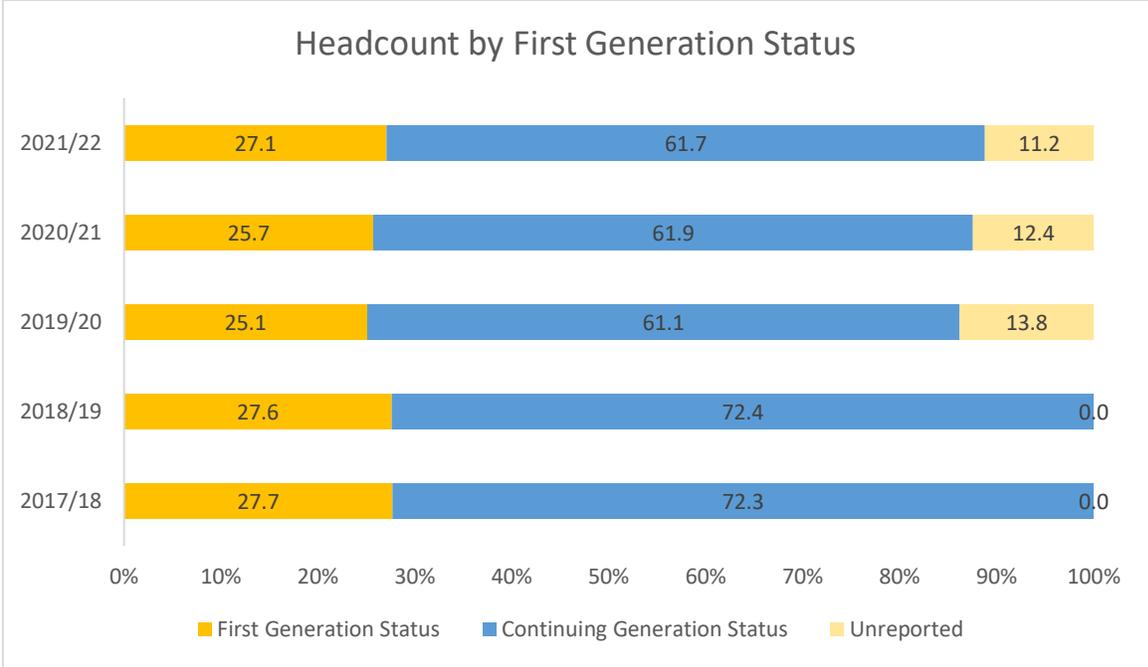
Enrollment Trends: Age



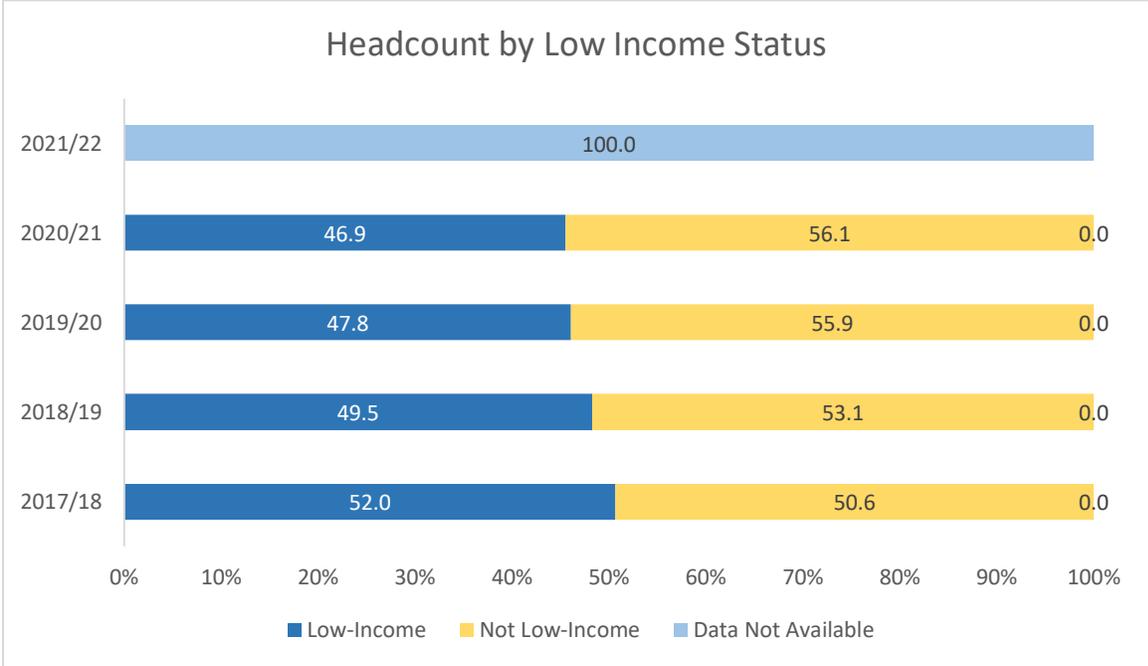
Enrollment Trends: Modality



Enrollment Trends: First Generation Status

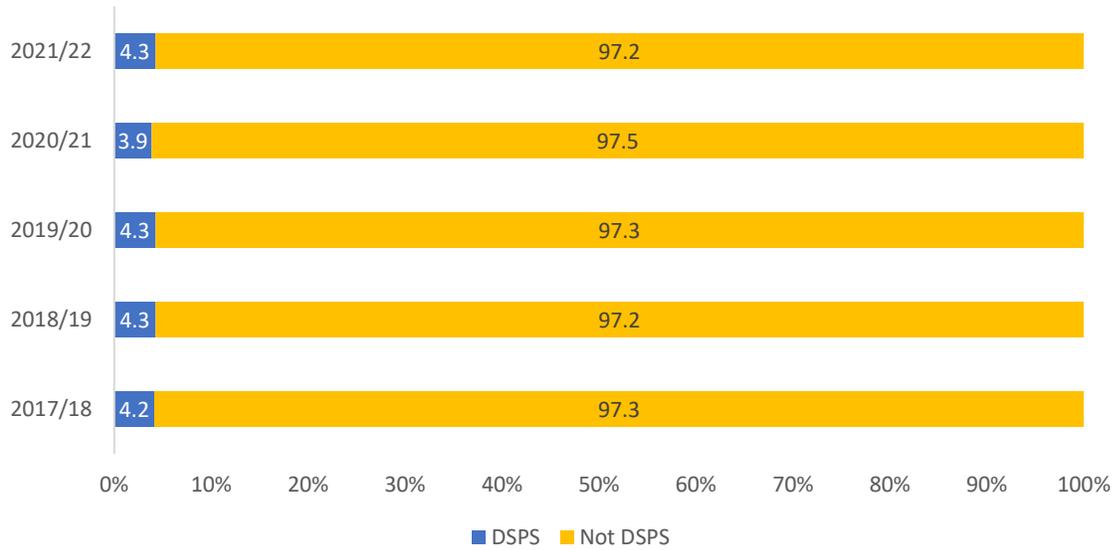


Enrollment Trends: Low Income Status



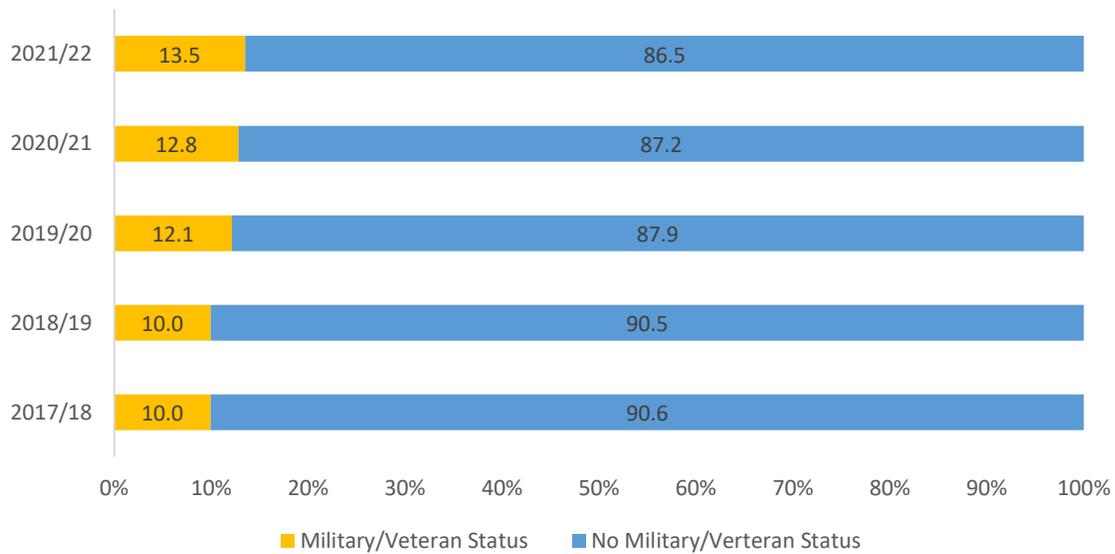
Enrollment Trends: Disability Status

Headcount by Disability Status (DSPS)

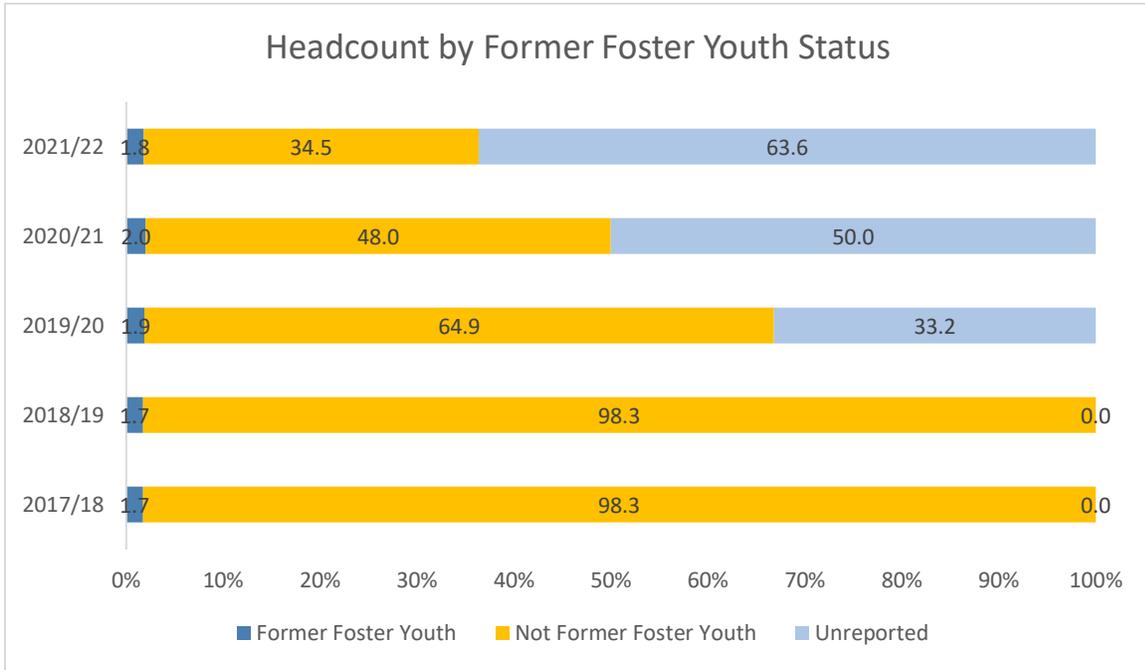


Enrollment Trends: Veteran Status

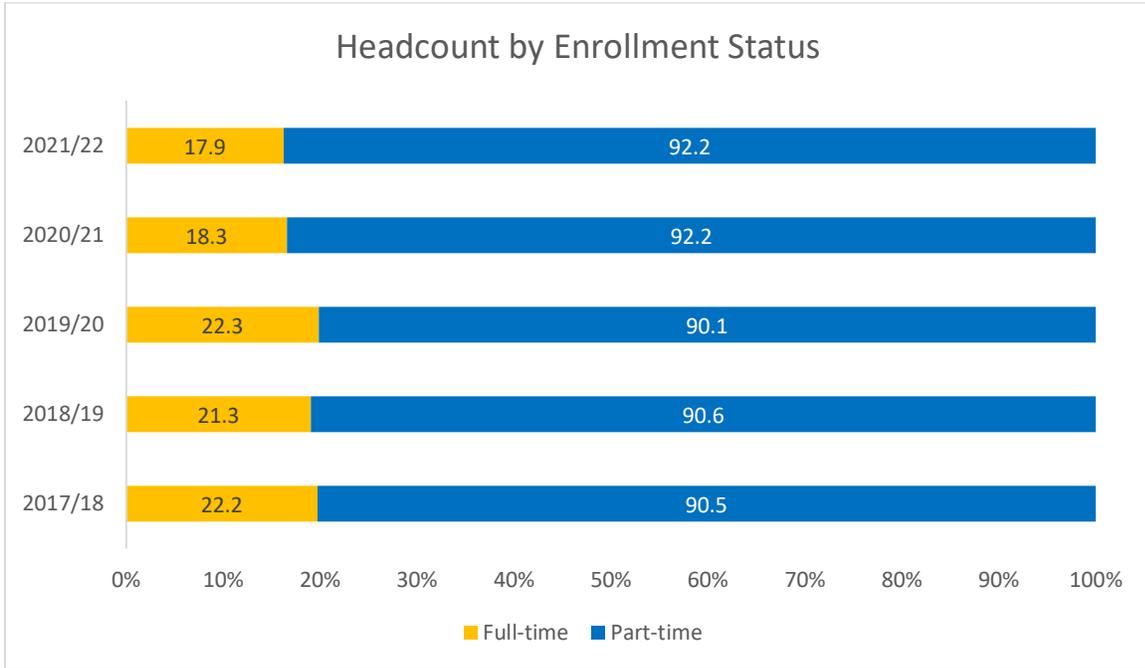
Headcount by Veteran Status



Enrollment Trends: Former Foster Youth Status

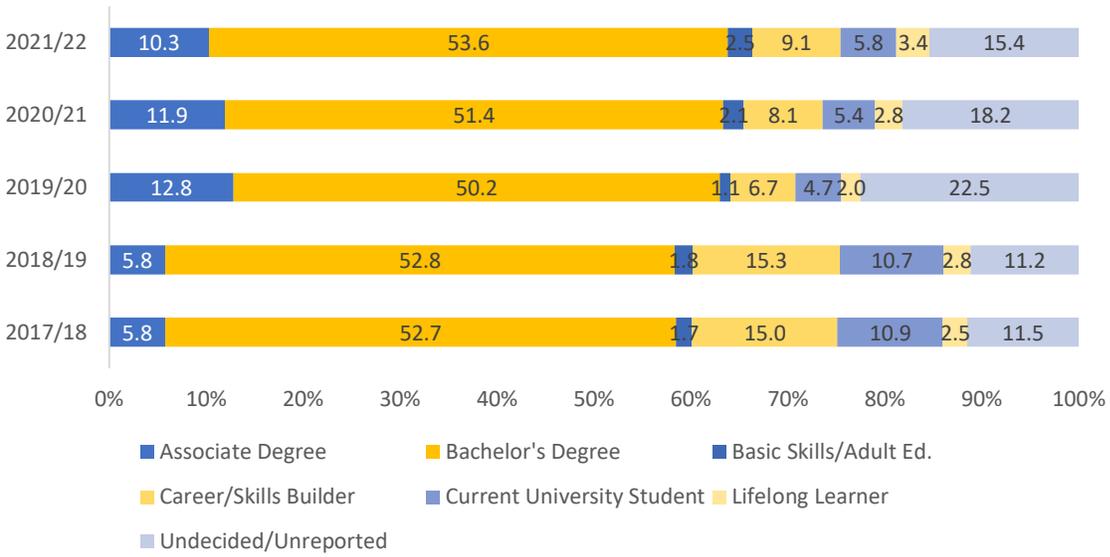


Enrollment Trends: Enrollment Status

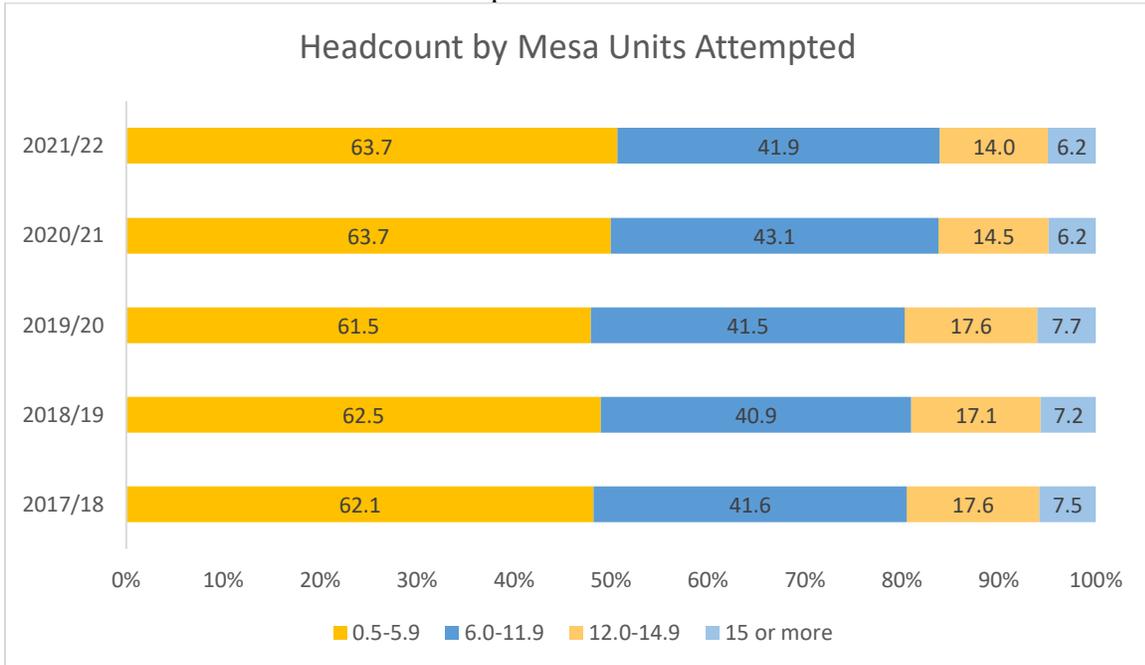


Enrollment Trends: Educational Goal

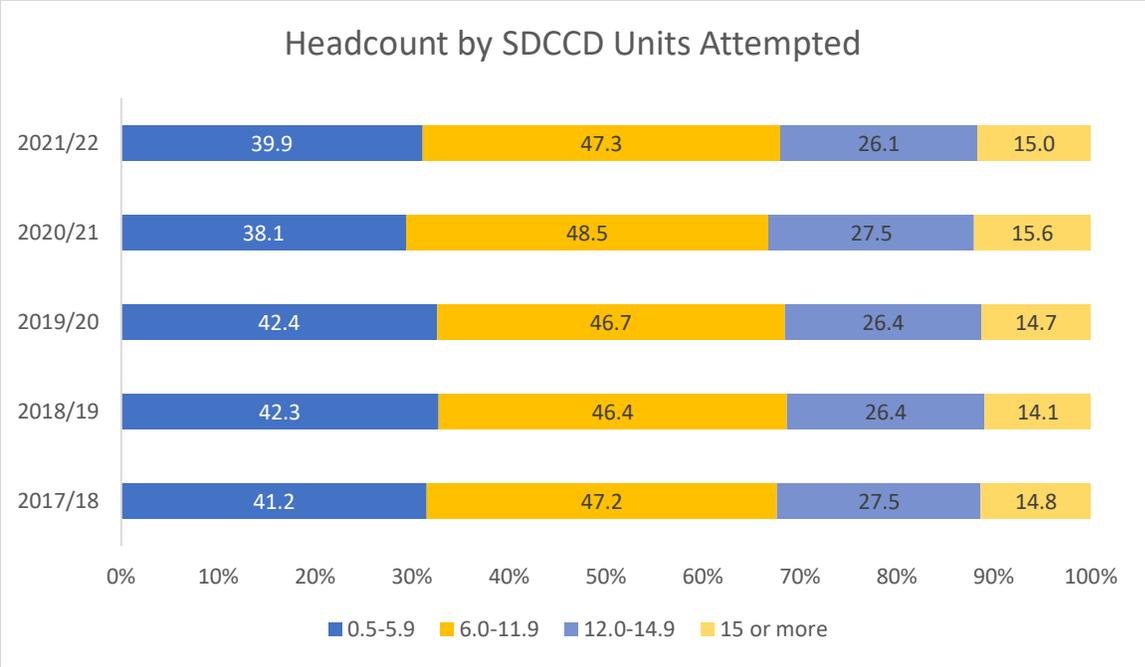
Headcount by Educational Goal



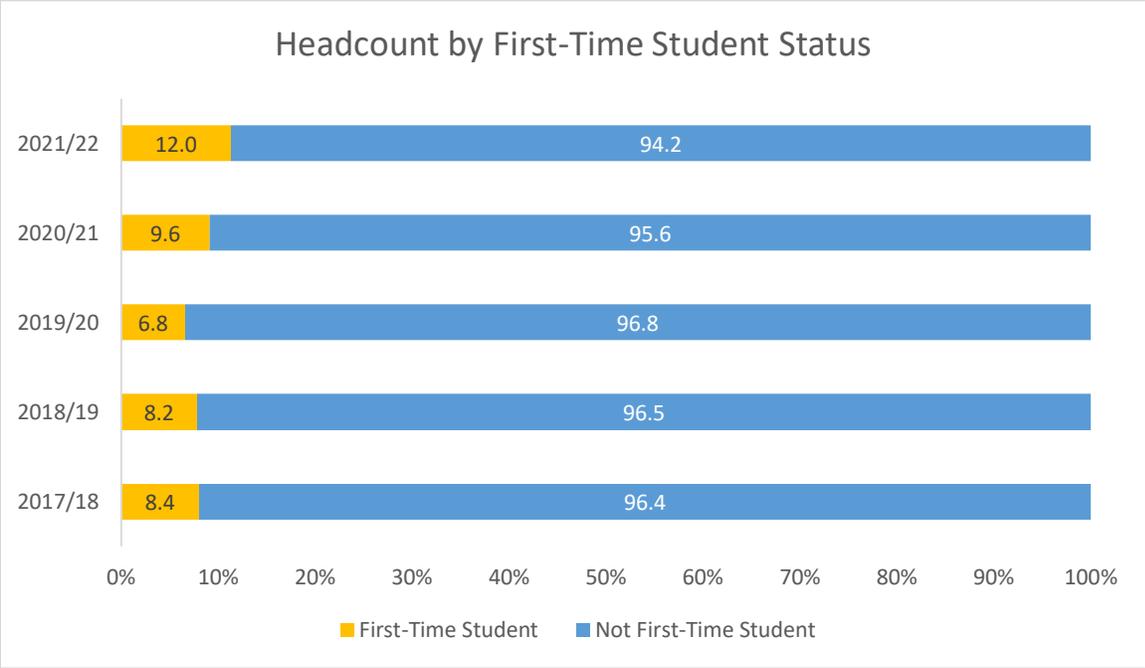
Enrollment Trends: Mesa Units Attempted



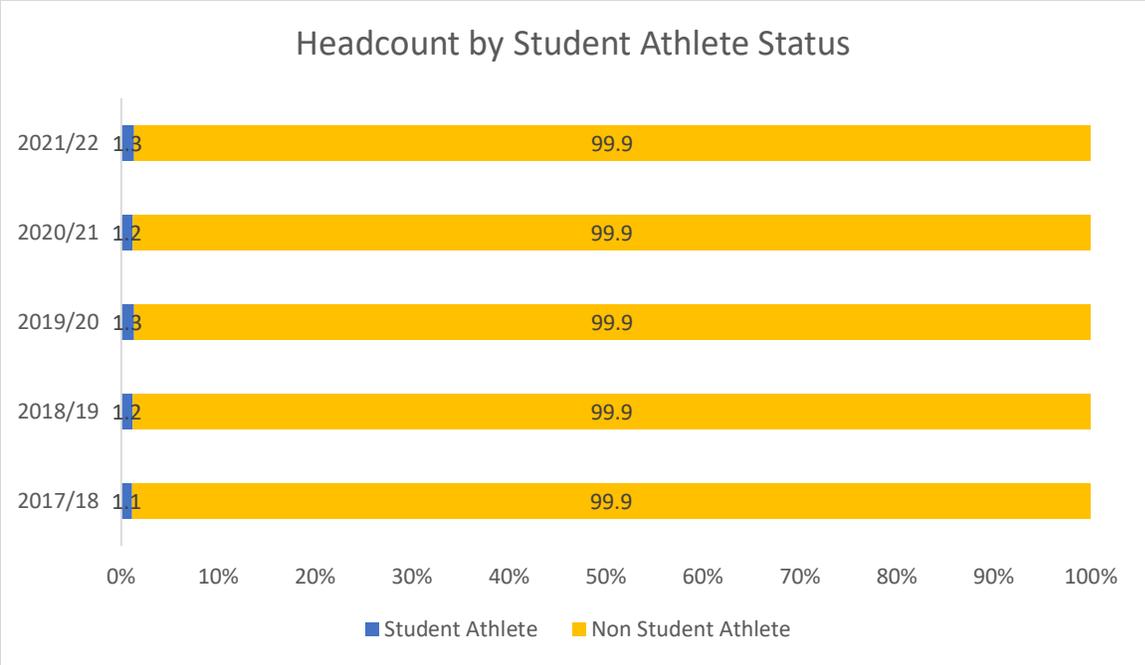
Enrollment Trends: SDCCD Units Attempted



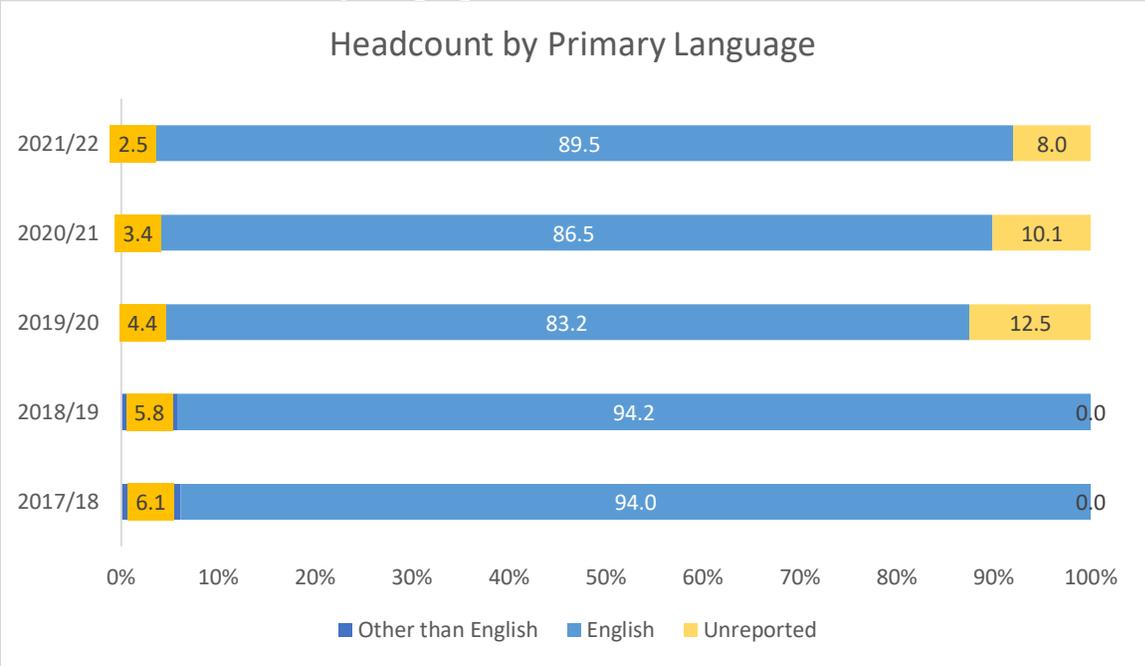
Enrollment Trends: First-Time Student



Enrollment Trends: Student Athletes



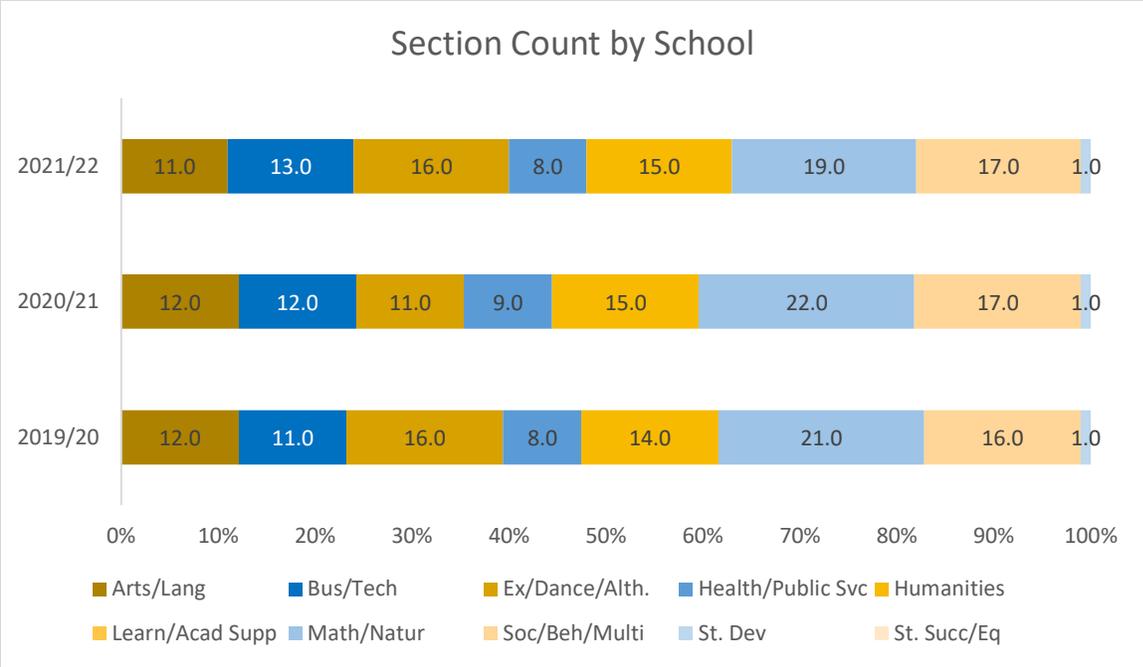
Enrollment Trends: Primary Language



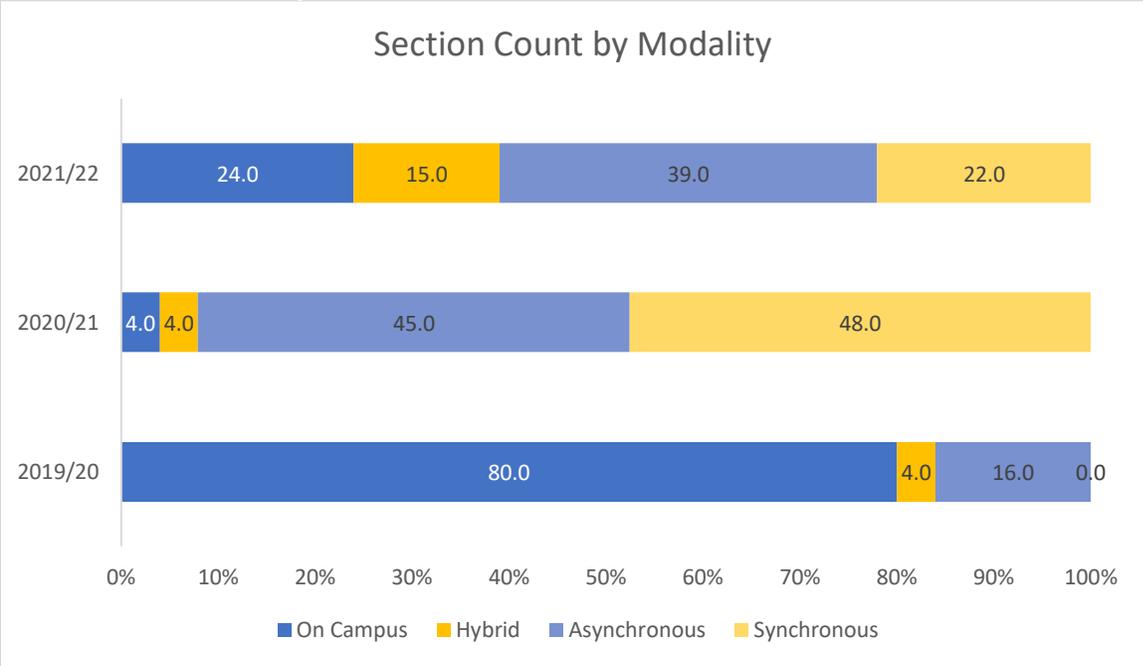
Instructional Offerings

https://public.tableau.com/views/CSSDCCEnrollmentManagement_MesaOnly/EnrollmentManagementDashboard?:language=en-US&:display_count=n&:origin=viz_share_link

Section Count: Overall



Section Count: Modality



Section Count: Transfer Status

N/A

Section Count: CTE Status

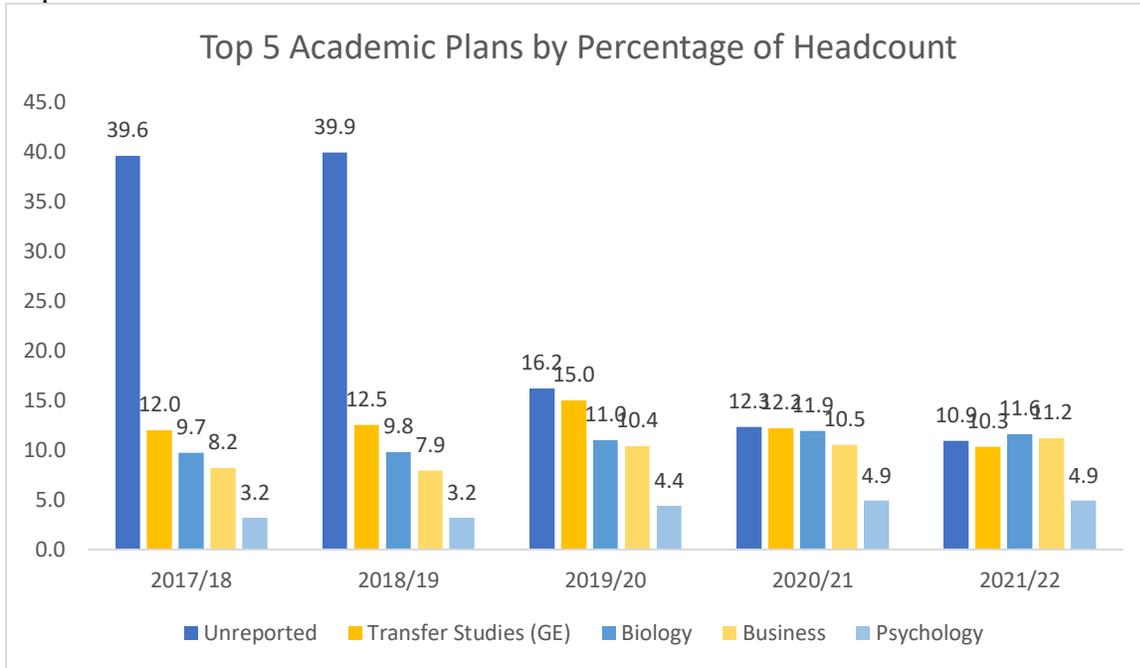
N/A

Section Count: Top 10 Subjects

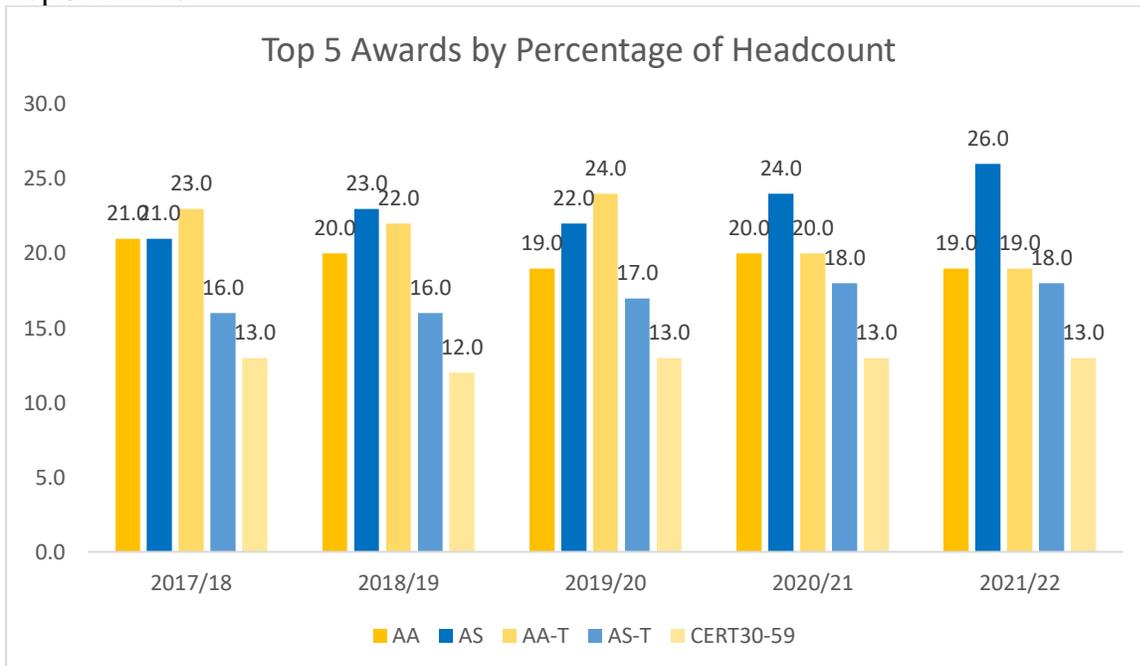
Top 10 Subjects by Section Count

2019-2020	Number of Sections
Exercise Science	563
English	381
Math	381
Art-Fine Art	202
Chemistry	193
Biology	184
Music	168
Computer Science	161
Psychology	153
Dance	104
2020-2021	
English	358
Exercise Science	312
Math	307
Chemistry	191
Biology	175
Computer Science	153
Art-Fine Art	146
Psychology	140
Music	129
History	87
2021-2022	
Exercise Science	490
English	351
Math	272
Computer Science	157
Biology	150
Art-Fine Art	145
Chemistry	144
Psychology	129
Music	110
History	80

Top 5 Academic Plans

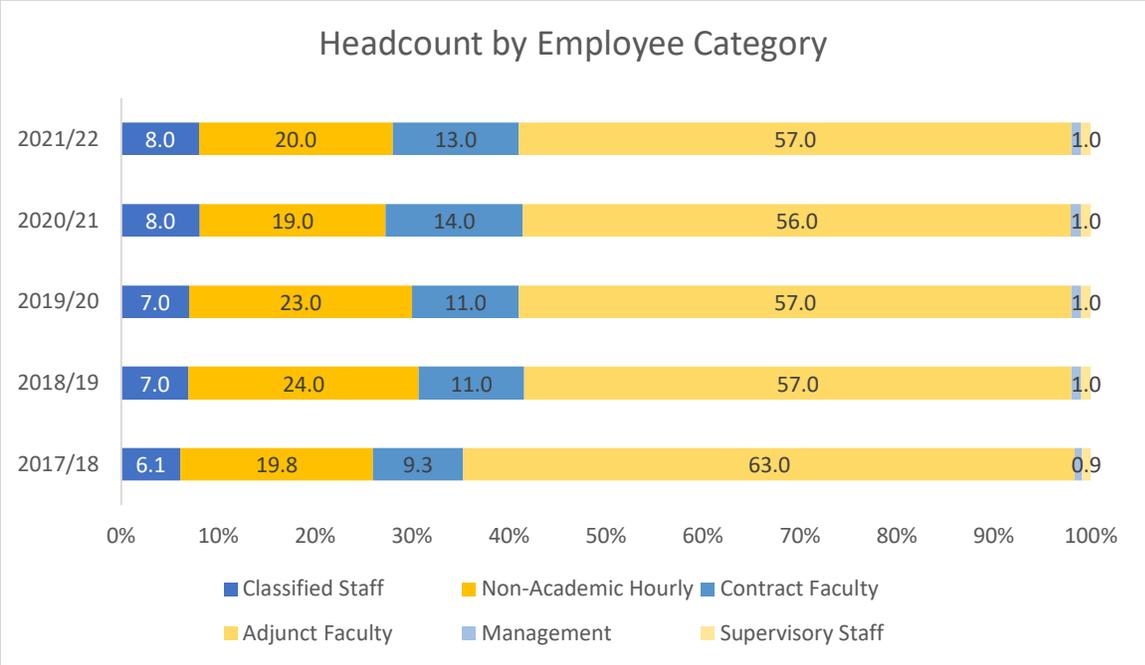


Top 5 Awards

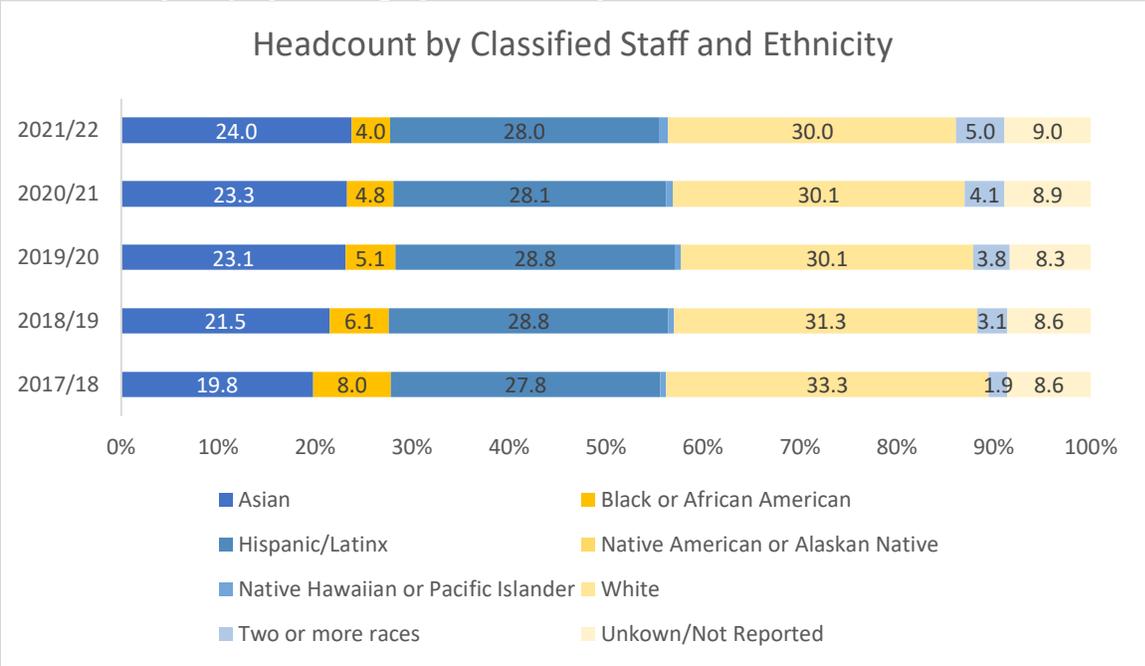


Faculty Demographics: <https://www.sdccd.edu/about/departments-and-offices/student-services-department/institutional-research-and-planning/research-reports/facts-on-file.aspx>

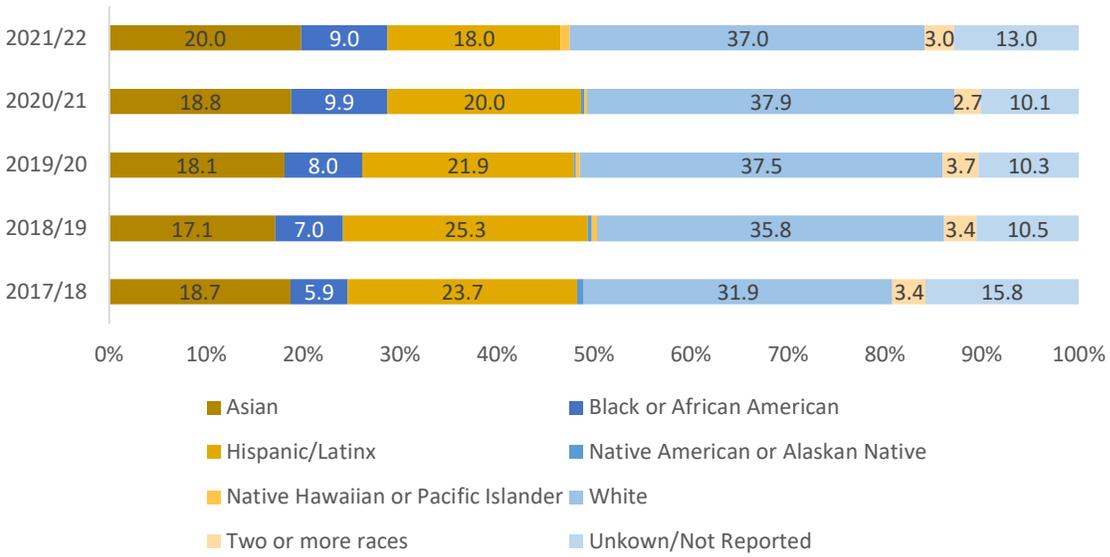
Headcount by Employee Category



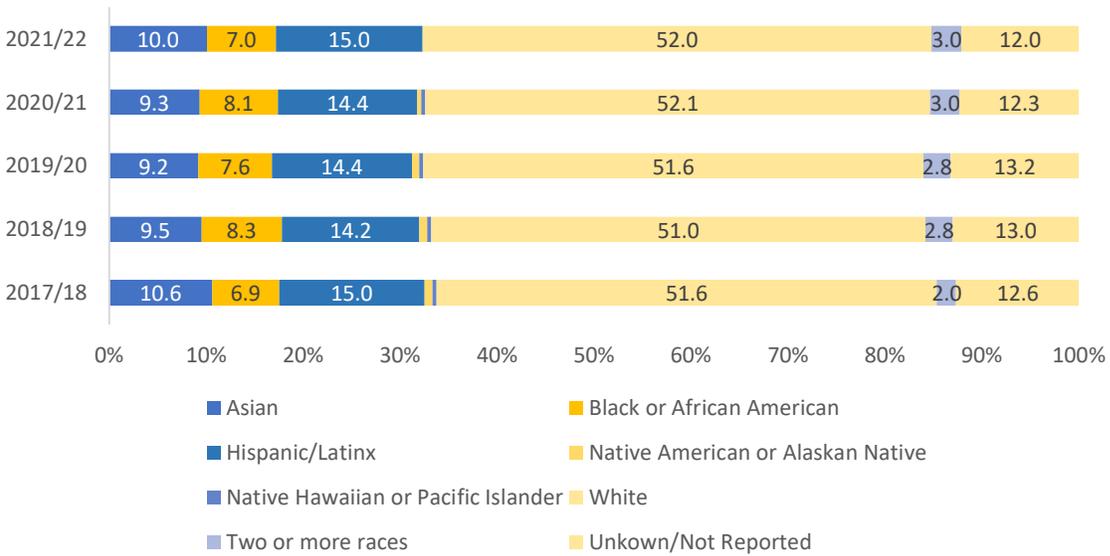
Headcount by Employee Category and Ethnicity



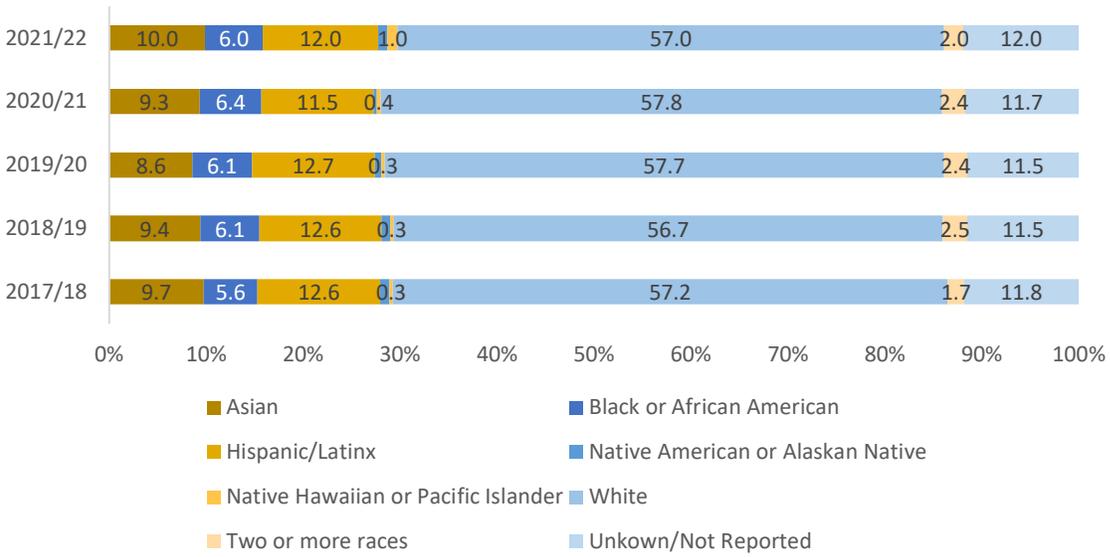
Headcount by Non-Academic Hourly Staff and Ethnicity



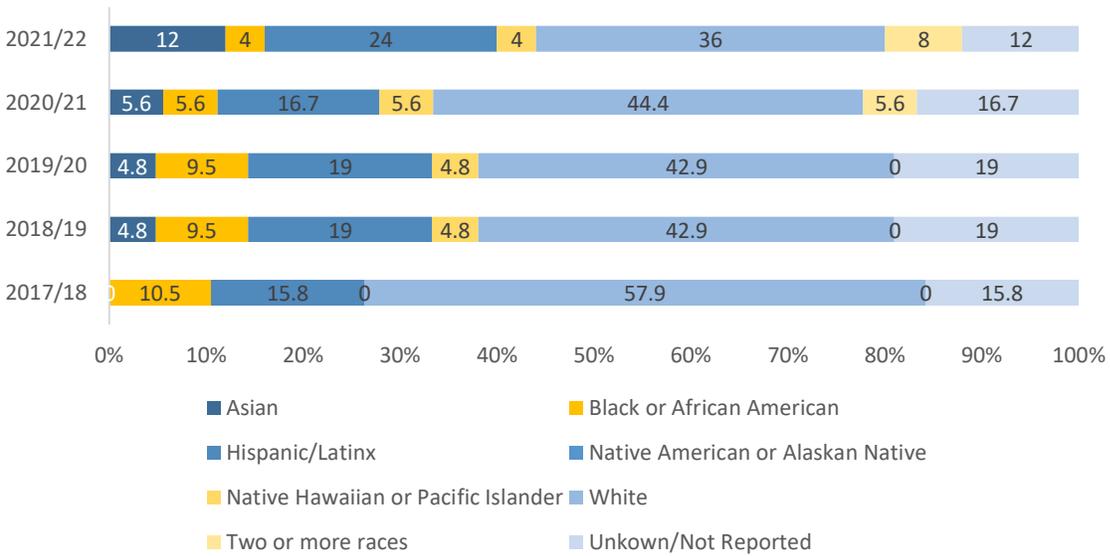
Headcount by Contract Staff and Ethnicity



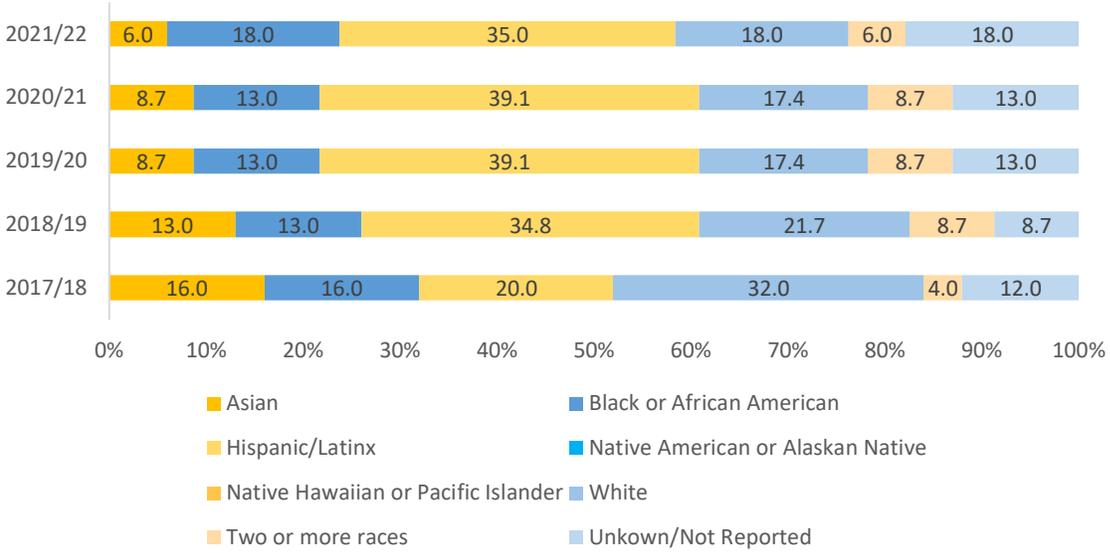
Headcount by Adjunct Staff and Ethnicity



Headcount by Management Staff and Ethnicity

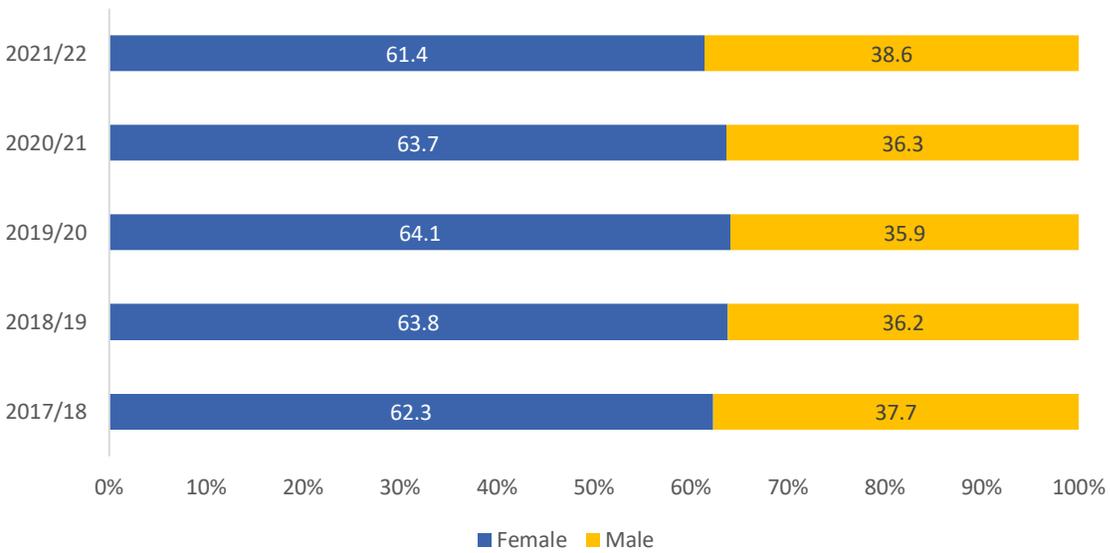


Headcount by Supervisory Staff and Ethnicity

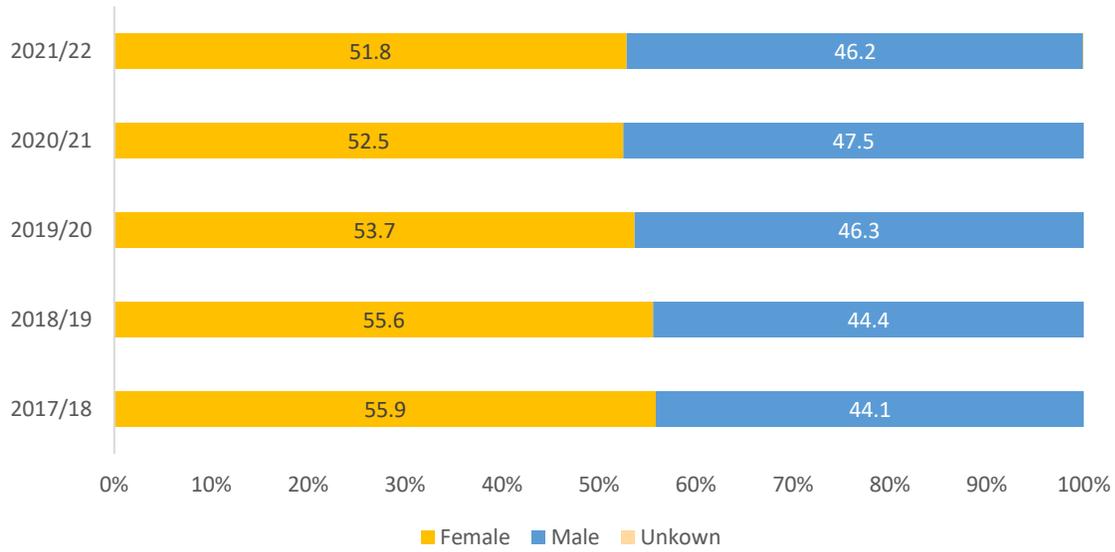


Headcount by Employee Category and Gender

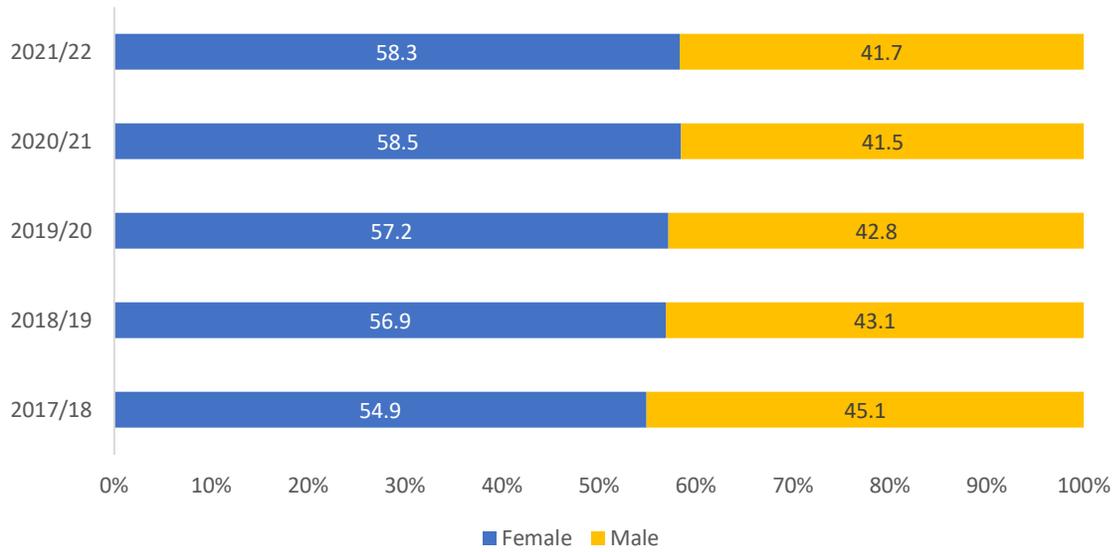
Headcount by Classified Staff and Gender



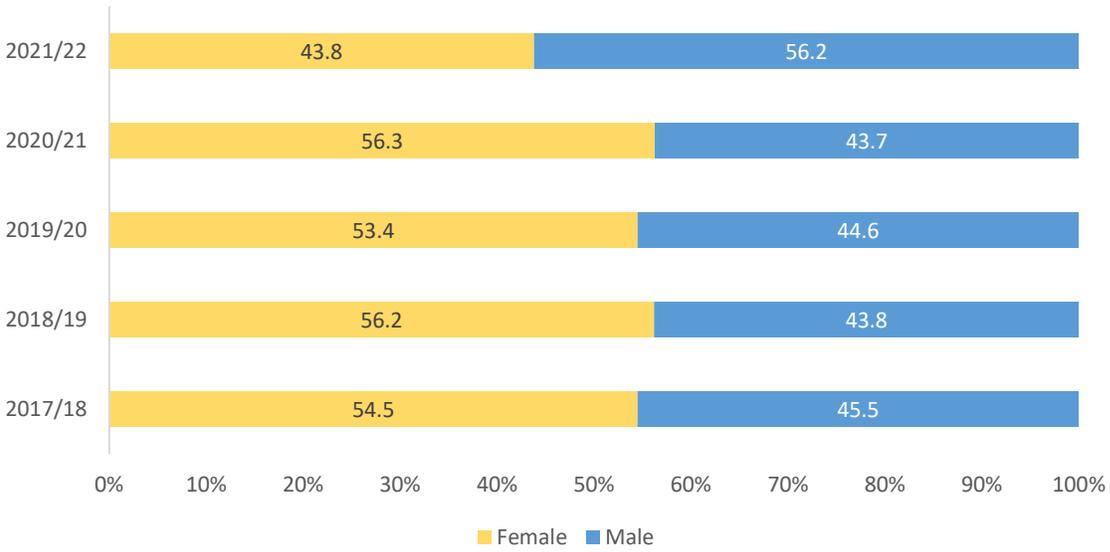
Headcount by Non-Academic Hourly Staff and Gender



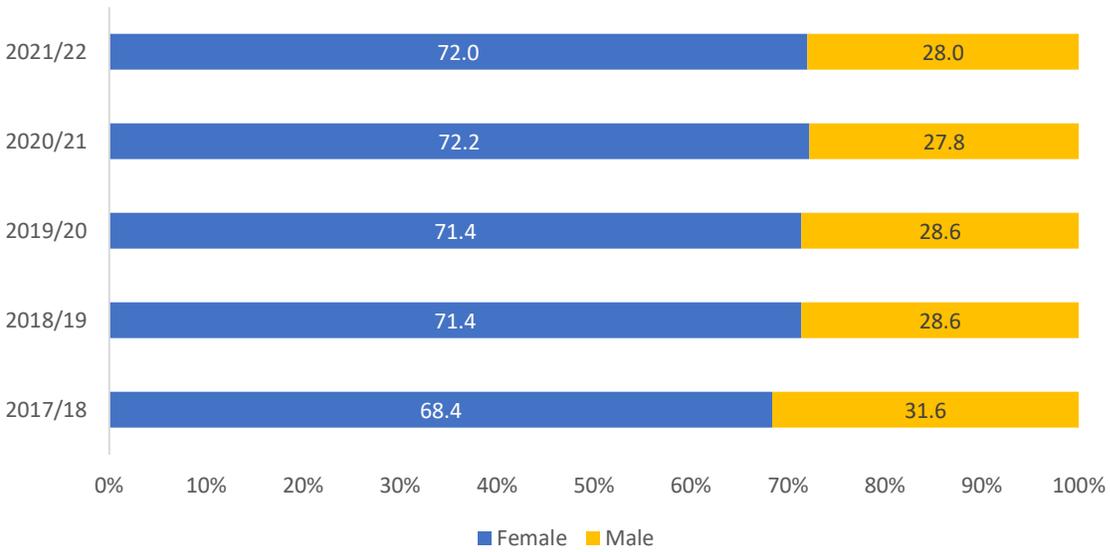
Headcount by Contract Faculty and Gender

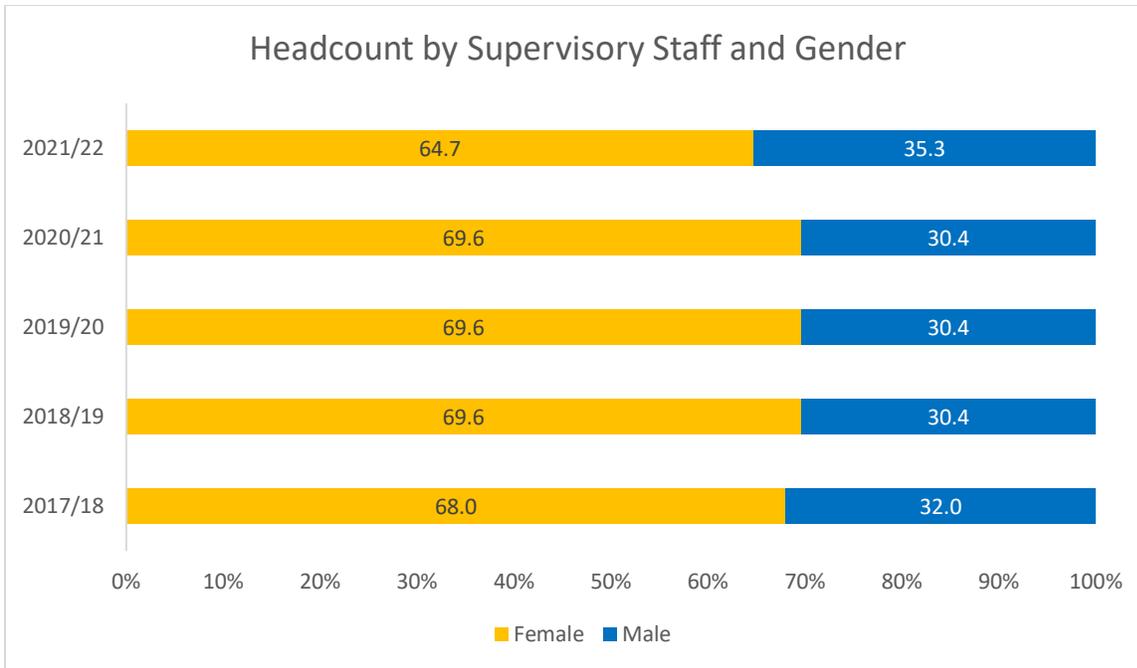


Headcount by Adjunct Faculty and Gender



Headcount by Management Staff and Gender



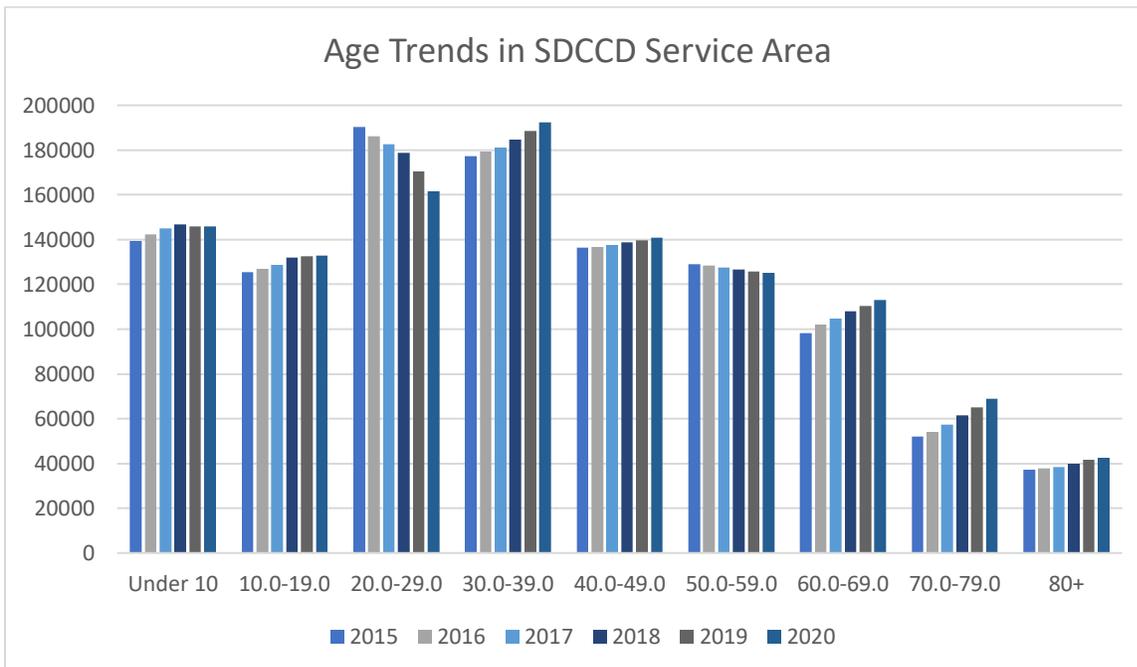


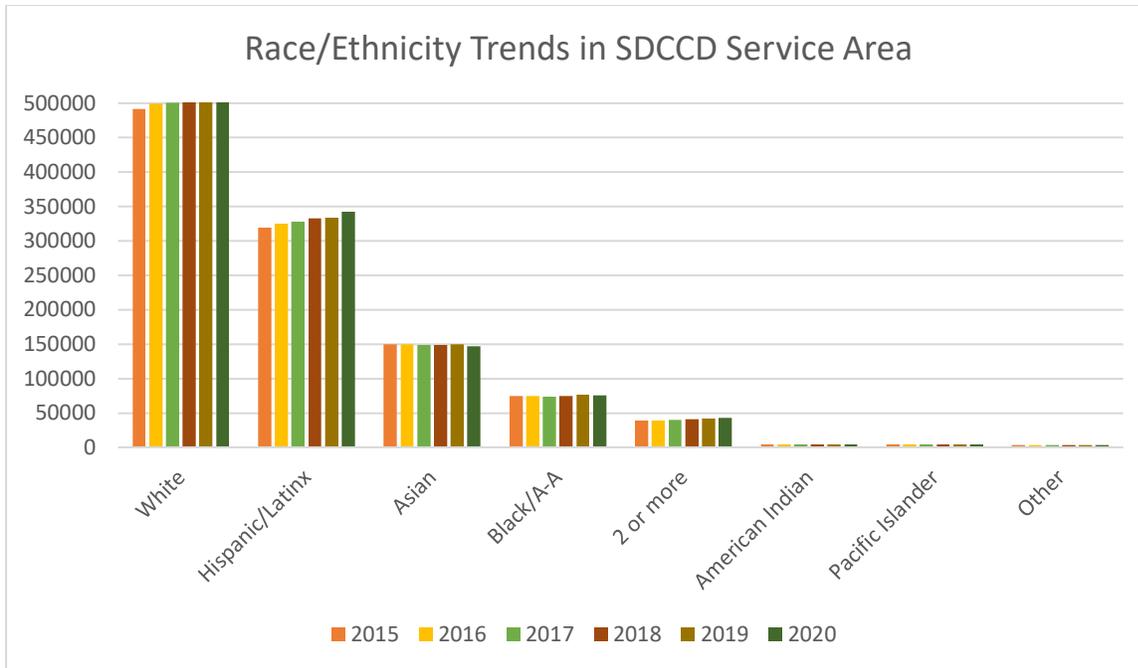
Labor Market Data

[Provide summary-level labor market data for the service area. Disaggregate the data as appropriate for the institution’s mission and service area. Provide brief context if needed.]

Demographic Data

[Provide summary-level demographic data for the service area. Disaggregate the data as appropriate for the institution’s mission and service area. Provide brief context if needed.]





Socio-economic Data

[Provide summary-level socio-economic data for the service area. Disaggregate the data as appropriate for the institution’s mission and service area. Provide brief context if needed.]

Sites

[List names and locations (including addresses) of sites where 50% or more of a program, certificate, or degree is available to students, and any other off-campus sites or centers.]

Specialized or Programmatic Accreditation

[Provide a list of any specialized or programmatic accreditations held by the institution.]

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

[Provide charts or tables containing data for institution-set standards and other student achievement metrics relevant to the institution’s mission and goals. Additional analysis and context for these data and their use should be provided in Standards I.B.3 and I.B.6. Data may be disaggregated for relevant subpopulations of students, as appropriate to the mission. See Section 3.4 of the [Guide to Institutional Self-Evaluation, Improvement, and Peer Review](#) for more information.]

C. Organization of the Self-Evaluation Process

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

Accreditation Steering Committee:

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

Timeline:

Spring 2021/Fall 2021

Events	Time
Accreditation Faculty Co-Chair Announcement sent out	September 15, 2021
Accreditation Faculty Co-Chair Announcement closes	September 27, 2021
District IRP to update the accreditation surveys	September/October, 2021
Appointment of Accreditation Faculty Co-Chair	October 4, 2021
Accreditation training by ACCJC	October 11, 2021
Appointment of Standards Leads	Week of October 18, 2021
Colleges to provide feedback on accreditation surveys-Students	October 15, 2021
Colleges to provide feedback on accreditation surveys-Employees	October 29, 2021
District IRP to Administer Accreditation Survey-Students District IRP to Administer Accreditation Survey-Employees	November 8-28, 2021 Nov. 29-Dec.17, 2021
Accreditation Steering Committee (ASC) Orientation Meeting	November 19, 2022
ASC Co-Chairs meet with Standard Leads for norming	December 6-17
Standards Teams Leads start to collect evidence for the self-evaluation report	November-January, 2022
Functional Mapping with Colleges & District	December 10, 2021

Spring 2022

Events	Time
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Standards Leads collect evidence for the self-evaluation report	January-May, 2022
Monthly ASC Meetings	January-May, 2022
Review of Accreditation survey results	March, 2022
Draft 1 Evidence due	March 14, 2022
Incorporate accreditation survey results into draft	March/April, 2022
Draft 1 review by ASC	April 4-15
Accreditation Self-Evaluation Draft 1 share at President's Cabinet	April 19, 2022
Draft 1 review and feedback by Senates	April 19-29
Standard IV Meeting with Board	Early May, 2022
Feedback from Campus	May 27, 2022

Summer 2022

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

Fall 2022

Events	Time
Continue to collect evidence	Early Fall, 2022
Draft 2 evidence due	September 16, 2022
Incorporate new evidence submissions into draft	September 16-30, 2022
Draft 2 review by ASC	October 3-14, 2022
Accreditation Self-Evaluation Draft 2 to President's Cabinet	October 18, 2022
Draft 2 review and feedback by Senates	October 18-28
Feedback from Campus	November 18, 2022
Incorporate changes and suggestions from campus feedback	November 18-28, 2022
Status Report to District Governance Council (DGC) and Chancellor Cabinet	December 7, 2022
Status Report to Board of Trustees	December 15, 2022

Spring 2023

Events	Time
Continue cataloging evidence for Self-Evaluation report (Draft 3)	January/February 2023
Distribute Draft 3	February, 2023
Draft 3 feedback due to Steering Committee	February 2023
Incorporate changes and suggestions from Draft 3 into Final Draft	February 2023
All Constituency Approval -Academic Senate (2/27/23 & 3/13/2023) -Classified Senate (2/23/23 & 3/9/2023) -Associate Students (2/22/23 & 3/8/2021)	March, 2023
Campus' Approval of Self-Evaluation report	April 4, 2023
Add Final Edits, Cover Art, etc.	April, 2023
Send Final Draft to Vice Chancellor, Ed. Services	April 17-21, 2023
Send 4 print copies of "Final Draft" for Board Subcommittee (formatted)	May 1, 2023
1. Board Subcommittee review of the Final Draft 2. Chancellor Review of Final Draft	2nd week of May
Chancellor's Cabinet summary review of Self-Evaluation report	May 23, 2023
District Governance Council (DGC) final review of Self-Evaluation	June 8, 2023
SDCCD Board approval of Self-Evaluation report	June 9, 2023

Summer 2023

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

Fall 2023

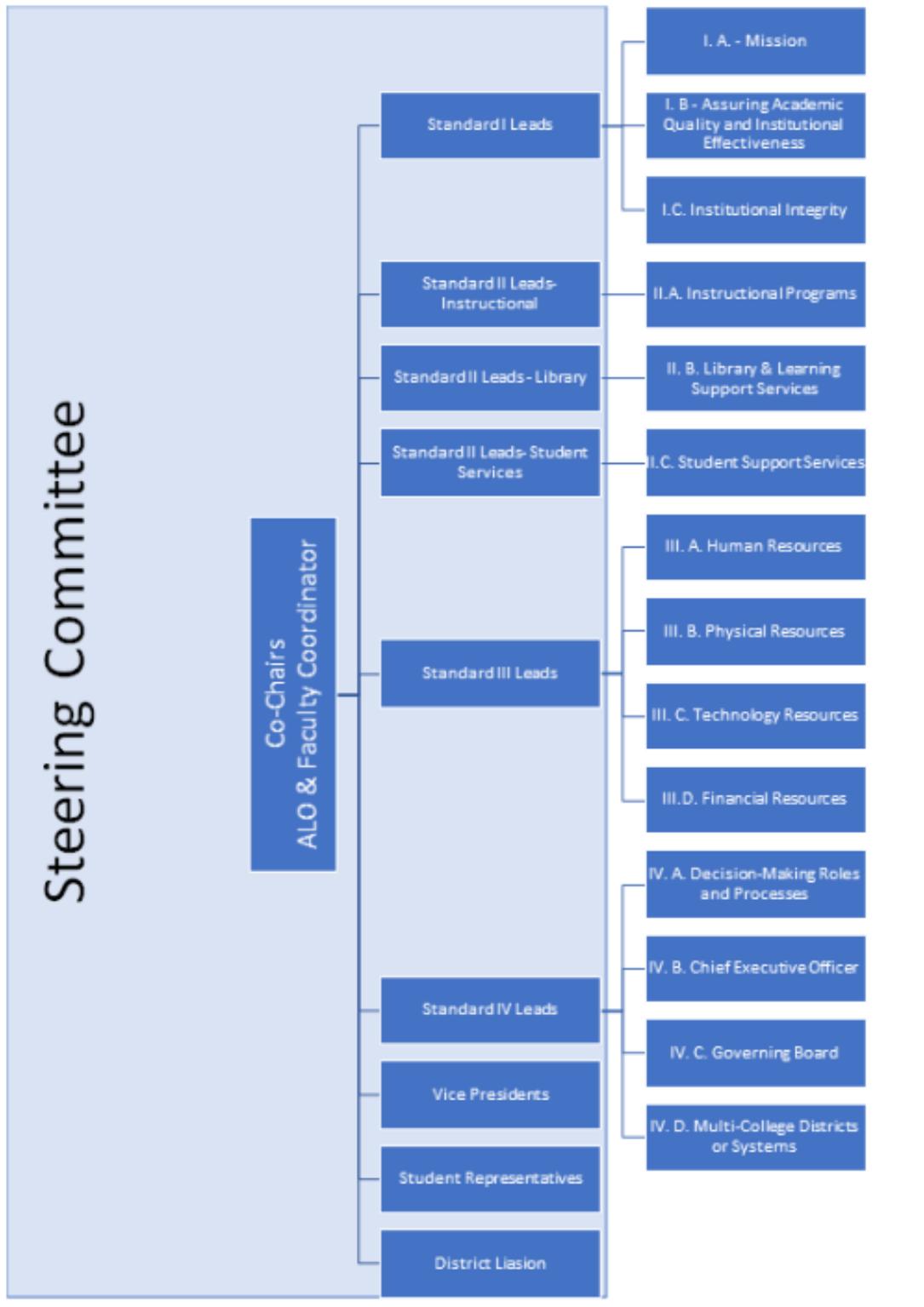
Events	Time
Send ISER to ACCJC	August 1, 2023
Make arrangements for Site Visit	Fall, 2023

Spring 2024

Events	Time
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Make Final arrangements for Site Visit	January/February 2024
Accreditation Site Team visit	March 22, 2024

Steering Committee Structure:



Team Assignments:

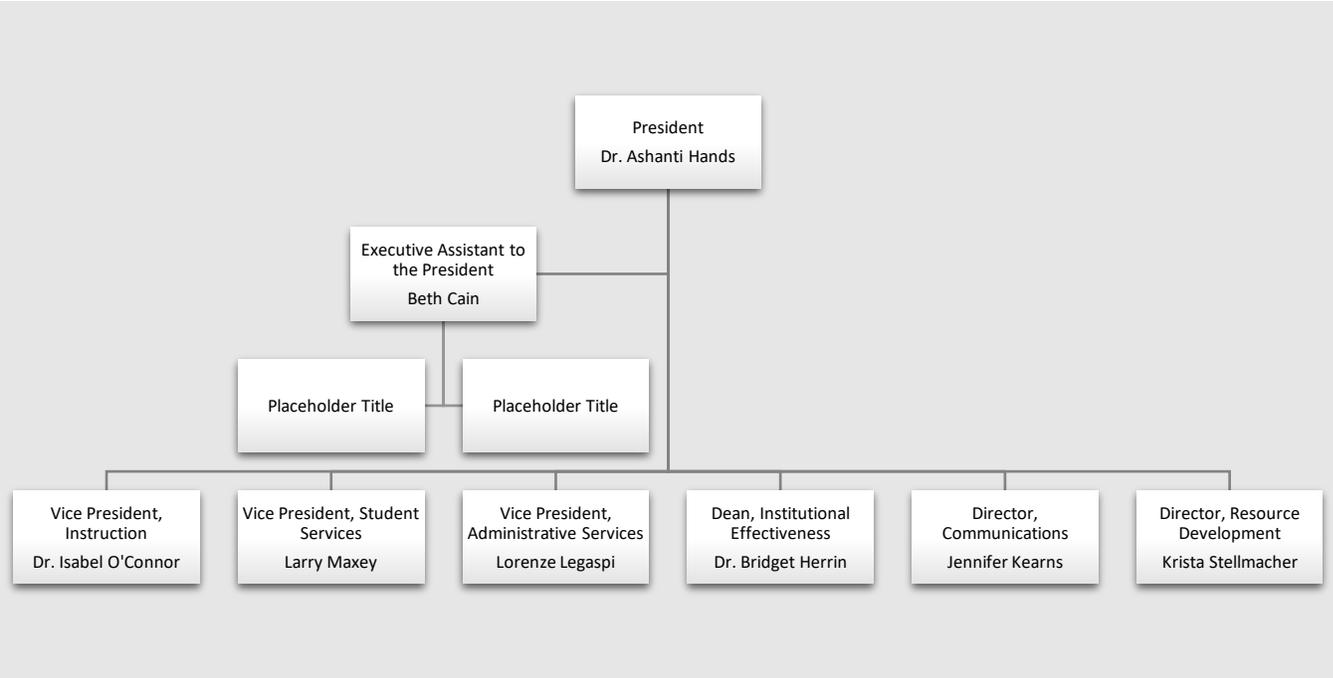
Standard	Leads	Collaborators
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		(not exhaustive list)
Steering Committee Leadership	Lisa Shapiro-Faculty Coordinator Bridget Herrin – Accreditation Liaison Officer (ALO)	
I. Mission, Academic Quality and Institutional Effectiveness, and Integrity a. Mission b. Assuring Academic Quality and Institutional Effectiveness c. Institutional Integrity	Larry Maxey - Admin Hai Hoang-Classified	Bridget Herrin- Admin PIEC PRSC, BARC, FHP, CHP Office of IE COA Committee of Chairs Communications Catalog Committee Sahar King-Classified Anda McComb-Classified
II. Student Learning Programs and Support Services a. Instructional Programs	Jennifer Snyder- Faculty Tina Recalde- Admin Alison Mona- Classified	Barbara Sexton - Faculty Paloma Vargas - Admin Leslie Shmiazaki- Admin Deans Council Academic Senate
II. Student Learning Programs and Support Services b. Library & Learning Support Services	Pearl Ly - Admin Alison Gurganus- Faculty	Andy MacNeill - Admin Mark Mannasse - Faculty LOFT CEL
II. Student Learning Programs and Support Services c. Student Support	Ailene Crakes - Admin Karla Trutna - Classified Cynthia Rico - Faculty	MSSC Ashanti Hands - Admin Victoria Miller - Admin Larry Maxey - Admin Erika Higginbotham (willing to assist with this or other standards) - Faculty Cynthia Rico - Faculty Johanna Aleman - Classified
III. Resources a. Human Resources b. Physical Resources c. Technology Resources d. Financial Resources	Lorenze Legaspi-Admin Alan Goodman-Classified	Facilities & Safety MIT BARC David Fierro Kevin Branson Jacqueline Collins Matt Fay Michael Davis Erica Garcia Carla Grossini-Concha-Classified

		Virginia Enriquez-Classified Marco Chavez-Classified Janue Johnson Katie Palacios
IV. Leadership and Governance a. Decision-Making Roles and Processes b. Chief Executive Officer c. Governing Board d. Multi-College Districts or Systems	Isabel O'Connor- Admin Trina Larson -Classified	Trina Larson-Classified President's Cabinet PIEC Holly Jagielinski John Crocitti- Faculty Natalia Trinh Sahar King Pam Luster
Student Representative	Wencit Hersh, AS VP	
District Liaisons	Susan Topham (District Office) Daniel Miramontez (San Diego Miramar College) Susan Murray (San Diego City College)	

D. Organizational Information

[Insert organizational charts for each major function/division or department at the institution, with a listing of the names of individuals holding each major position. For institutions with a corporate structure, the relationship of the corporation to the accredited college, including roles and responsibilities of both entities, must be included in this section.]



<Insert org chart: Admin, Intr., SS, District>

<insert functional map>

E. Certification of Continued Compliance with Eligibility Requirements

Eligibility Requirement 1: Authority

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

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

Eligibility Requirement 2: Operational Status

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

SDMC has been in full and continuous operation since 1964. Students are actively pursuing certificate and undergraduate degree programs offered by the College. In 2021/22, SDMC enrolled 28,814 credit students (unduplicated and annualized). In 2021/22 314 certificates; 1,507 Associate's degrees, and 34 Bachelor's Degrees were awarded for a total of 1,855 awards <insert evidence>.

Eligibility Requirement 3: Degrees

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

The *Mesa College Catalog* has <#> active credit courses, <#> percent of which are degree-applicable, and <#> educational programs that lead to an associate degree. The *Catalog* lists the requirements for all degrees, and all require a minimum of 60 units; include a General Education component and a concentration within the major. Nearly 2/3 of SDMC students identify transfer or associate degree completion as their primary objective.

Eligibility Requirement 4: Chief Executive Officer

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

SDMC's chief executive officer, Dr. Ashanti Hands, was officially appointed to her role as college president by the SDCCD Board of Trustees in July 2022. As chief executive officer, she holds full time responsibility to the institution. The president oversees all instructional programs, student services and administrative services implemented at the College. The District CEO is Dr. Carlos Cortez, Chancellor, who reports directly to the SDCCD Board of Trustees.

Eligibility Requirement 5: Financial Accountability

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

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

Eligibility Requirements Evidence:

<List Evidence>

F. Certification of Continued Institutional Compliance Commission Policies

G. Institutional Analysis

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

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

A. Mission

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

Evidence of Meeting the Standard

College Mission Statement

San Diego Mesa College is a comprehensive community college committed to access, success, and equity. We honor those commitments as a diverse community of faculty, students, professional staff, and administrators who collaborate to foster scholarship, leadership,

innovation, and excellence in an inclusive learning environment. By promoting student learning and achievement that leads to degrees and certificates, transfer, workforce training, and lifelong learning, we empower our students to reach their educational goals and shape their future.

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

Evidence:

[Mission, Vision, Values](#)

Analysis and Evaluation

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

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

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

Students at Mesa College represent San Diego's diversity. The College has been designated a Hispanic Serving Institution, and an Asian American and Native-American Pacific Islander-Serving Institution. The College is designated as a military friendly campus. The College's student population includes students who are the first in their family to attend college, adults returning to college for workforce and career training, and transfer students.

The College recognizes that many students encounter barriers to success, including

socioeconomic disadvantages and systemic discrimination. The College mission reinforces the College's commitment to equity, including practices that may mitigate these barriers. This includes taking the lead in equity and diversity professional development, student forums and panels, actions in support of Black and African American students, Black Lives Matters, Teaching Men of Color, and participation in discussions and partnerships with equity-focused organizations.

The College is proactive in attracting students into certificate and degree programs. Prospective students may participate in day-long or week-long activities with the opportunity to meet with current Mesa students and faculty. The College maintains a regularly updated website and social media to promote information and awareness in readily accessible formats to students and the broader community. Class schedules are mailed to the community, and outreach is conducted on campus and at area high schools with trained student ambassadors. Community outreach is conducted digitally and face-to-face through campus forums and outreach activities.

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

Evidence of Meeting the Standard

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

The annual Mesa Graduate Survey is designed to gain feedback about the experience of students who successfully graduate with a degree or certificate from Mesa College. Students were asked about campus climate, basic needs, services/program use and satisfaction, transfer plan, employment plan, and assessment of institutional learning outcomes.

Evidence

Office of Institutional Research Data Warehouse & [Dashboards](#)
[Office of Institutional Research Data Warehouse & Dashboards](#)
<https://sdccd0.sharepoint.com/:i:/s/AccreditationSteeringCommittee/Eej-EkEXzxZBtUtJOIOXEQQBAqQd5tauiJESh4phNhUDRQ?e=IDPPdL>
[Participatory Governance Website](#)
Mesa2030 Comprehensive Educational and Facilities [Plan](#)
[Roadmap to Mesa2030](#)
[President's Cabinet Retreat Agendas and Presentations](#)
[Leadership Retreat Data Handout](#)

Analysis and Evaluation

The office of Institutional Effectiveness guides the work of data collection, analysis, and the dissemination of results through a data warehouse and data dashboards. The Institutional Effectiveness Office supports the College's Research Office, whose mission is to "build a culture of inquiry and foster data-informed decision making by providing research services, expertise, and coaching to the Mesa campus community in support of the college's institutional effectiveness." Research Office staff are members of the Research and Planning (RP) Group for the California Community Colleges. The work is guided by the Association for Institutional Research (AIR) Code of Ethics and Professional Practices and the American Evaluation Association Guiding Principles for Evaluators.

The Office of Institutional Research supports the College's culture of inquiry. Institutional Research promotes data-informed decision making through the online data warehouse, which provides publicly accessed visual dashboards illustrating college-wide equity data and program-level student achievement data. Data is used to determine how effectively the College is accomplishing the mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

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

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

In 2021, the Office of Institutional Effectiveness led the work to update the College's ten-year comprehensive educational and facilities plan, Mesa 2030. This comprehensive document includes an analysis of the College's effectiveness in meeting its mission, assesses projected demographics and economic changes, and incorporates feedback from the College's constituencies. This data-driven report is foundational for the development of two long-term guides for future College decisions: Mesa2030 Goals, and Facilities Planning Principles.

Resource requests and allocations are based on data analysis. Each program examines data to identify gaps or disproportionate impacts, and then develops goals and action plans. On this basis, programs are then able to request targeted resources through the College's resource allocation processes.

Annually, at the President's Cabinet Retreat, data is analyzed to assess the effectiveness of the College's mission, including policies, practices, and priorities for student success. The Spring 2021 President's Cabinet Retreat provides an example of how data is used for continual improvement.

The Fall 2020 Leadership Retreat "Addressing Racial Inequality: Our focus on Anti-Blackness" data handout is an example of how the College uses data to determine effectiveness in accomplishing the mission, and whether the mission directs institutional priorities in meeting the educational needs of Black students.

The Office of Institutional Effectiveness will develop a dashboard, updated annually, using the Progress Measures identified in the Mesa2030 document. An Equity Gap Analysis will be conducted for all metrics across race/ethnicity, gender, CCPG/Pel Status, AB540 Status, LGBTQ+ identity, DSPS Status, and any other characteristic identified by the equity planning process. The Planning and Institutional Effectiveness Committee will use the dashboard to assess the Colleges' progress toward achieving the Mesa2030 goals and share a report with the campus each spring.

The annual Mesa Graduate Survey captures a broad range of areas. For example, the Climate information shows that overall students felt valued, cared for, and supported by faculty. The data each year are analyzed and published publicly.

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

Evidence of Meeting the Standard

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

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

The annual Mesa Graduate Survey is designed to gain feedback about the experience of students who successfully graduate with a degree or certificate from Mesa College. Students

were asked about campus climate, basic needs, services/program use and satisfaction, transfer plan, employment plan, and assessment of institutional learning outcomes.

Evidence

Mesa2030 Comprehensive Educational and Facilities Plan

[Roadmap to Mesa2030](#)

Evidence needed:

Mesa Graduate Survey Dashboard

Program Review Report Structure

Resource Allocation Rubric

Mesa2030 board presentation

Analysis and Evaluation

Through 2018-2020, the College developed a ten-year comprehensive educational and facilities plan, combining ongoing updates and evaluations for educational and facilities planning. The process utilized campus-wide input from CTE and non-CTE areas, including administrators, classified professionals, faculty, and students, with specific guidance from Institutional Effectiveness and Administrative Services.

In 2021, the College introduced Mesa2030, a comprehensive ten-year document designed to flexibly guide instruction, services, and programs with data-driven initiatives, while staying true to the College's vision of equity, excellence, and inclusivity.

Mesa2030 creates a cycle of integrated planning that begins with the College mission and focuses on student success and achievement, and is further informed by outcomes and equity. The College mission identifies the intended student population, and describes the programs and services provided to students. The plan takes into account projected demographic and economic changes and allows for feedback from the College's constituents and the community.

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

Mesa2030 is designed to:

- Chart the College's long-term course toward accomplishing its Mission, which describes the College's aspirations for student access, equity, and success
- Engage constituent groups in a dialogue about the future

- Identify current and anticipate future challenges and opportunities in the College’s instructional and student services programs, site, and facilities
- Connect educational needs to site and facilities improvements
- Project the College’s growth over the next decade
- Inform the public of the College’s intentions about instructional programs, support services, and facilities improvements

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

Evidence of Meeting the Standard

The College mission statement, and its vision and values, are posted on the College website, in the catalog, are referenced in the Mesa2030 Comprehensive Educational and Facilities Plan and are clearly labeled and readily accessible to all constituent groups. The College’s mission statement was approved by the SDCCD Board on October 27, 2016.

The April 24, 2018 Planning and Institutional Effectiveness (PIE) minutes demonstrate a periodic review of the mission statement. On that date, PIE reviewed and conditionally approved revisions to the Mission Statement.

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

Evidence:

[Mission Statement](#)

[Governance Handbook](#)

[PIE Committee minutes](#)

[President’s Cabinet minutes](#)

[Mesa2030 Plan Board Approval](#)

[College Mission Statement Board Approval](#)

Analysis and Evaluation

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

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

including administration, faculty, classified professionals, and students.

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

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

Conclusions on Standard I.A: Mission

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

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

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

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

Improvement Plan(s)

Evidence List

Standard I.A folders.

B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

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

Evidence of Meeting the Standard

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

The College utilizes outcomes assessments with quantitative and qualitative data analysis to measure student learning, achievement, and success. The College's Institutional Research Office publishes and updates a data warehouse with data dashboards available through the campus website. This data includes equity gap analyses for all programs.

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

The College Outcomes Assessment process is supported by a Faculty Outcomes Coordinator, the Dean of Institutional Effectiveness, and the Committee on Outcomes Assessment, a representative governance group. Department Outcomes Coordinators (DOCs) are embedded in each department on campus and are responsible for overseeing assessment reporting and facilitating department dialogue during the annual Outcomes Across Campus event. To improve consistency, outcomes meetings are part of flex week activities, and outcomes reporting is integrated into program review.

At Mesa College, Program Review, including Unit Reflections and resource requests, occurs annually. In the first year of the 4-year cycle, every institutional unit completes a Unit Reflection that identifies Unit Goals and Action Plans for the upcoming years. In each subsequent year, units complete an annual update to reflect on progress toward their goals, implementation of their actions plans, and request any resources needed to continue their work.

During the annual review process, units are asked to reflect on data and discuss practices with their unit that impact the data. The data provided focuses on student success, learning assessment, and equity analysis.

In collaboration with Institutional Effectiveness, the LOFT keeps student outcomes and equity at the core of professional learning programming. Constituent committee members help to ensure that professional learning programming aligns with the Mesa 2030 Roadmap and Program Review.

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

Evidence
Program Review

Evidence Needed:
22-23 Outcomes Handbook
COA minutes approving new cycle
ILO Dashboard
Program Review Handbook

Analysis and Evaluation

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

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

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

In 2021, the LOFT offered the first cohort of the Curriculum Equity and Excellence Review (CEER) program, which creates a space for faculty to take a deep dive into course data and explore ways to redesign courses across modalities. As a result of the transition to online teaching, a new team, the Mesa Online Success Team (MOST), was created to focus on student success outcomes specifically in online courses across the campus. The professional learning cohorts (MOST Refresh, FIGs) provide equity-infused opportunities for course redesign. Classified professionals and supervisors' professional learning are aligned with Mesa 2030, and the goal is to increase opportunities for the campus community to participate in Diversity, Equity, and Inclusion sessions for classroom and non-classroom learning experiences.

DISTRICT RESPONSE:

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

- The San Diego Promise program presentations demonstrate an example of dialogue regarding student success and equity in the program. This leads to recommendations for improving the program at all four SDCCD colleges.
- Similarly, the LGBTQ+ presentations demonstrate the preliminary data from the LGBTQ+ student success focus groups, which aim to understand better the experiences of the LGBTQ+ student community across SDCCD. The focus group data are helpful in their own right and are used as foundational Evidence to inform upcoming Climate survey questions for LGBTQ+ students. The presentations similarly facilitated discussions surrounding this little-studied population of students and how to improve services to LGBTQ+ students.
- The SDCCD Journal Club is a conduit for fulfilling this accreditation standard. Colleagues are invited to read articles related to equity, retention, success, and other relevant themes, discuss the papers together, and envision ways to apply lessons learned to their praxis within their positions.
- The District annually reviews enrollment and outcome data in distance education courses. Prior to the pandemic, this informed District-level planning and support services. From Spring 2020 onward, these reporting efforts also included Excused Withdrawal reporting and examining the impact of the transition to online instruction on African American and Latinx student success. The District reviews the Enrollment Management dashboard and disseminates weekly reports on enrollment management efforts.
- In partnership with San Diego Unified School District (SDUSD), SDCCD conducts robust access and outcomes research for early college credit opportunities for students in the SDCCD's service area. SDCCD/SDUSD Joint Partnership Committee utilizes this

research to shape outreach efforts, direct business process revisions, course scheduling, and course design.

- SDCCD CTE Deans review CTE Course Outcomes data as part of Perkins and Strong Workforce compliance. Launch board summaries are similarly examined to assess the CTE Program's progress toward its goal of helping students gain career-specific skills and gain employment.
- AB705 compliance data, as requested by the state, is distributed to Math, English, and ELAC deans around the District. Based on this and supplemental data, decisions regarding course scheduling and compliance with AB705 are made. The impact of the transition to online instruction in response to the COVID-19 pandemic was examined by ethnicity.
- The OIER produces "Facts on File" reports yearly with foundational data.

District Evidence:

[IB1¹](#) [IB1²](#) [IB1³](#) [IB1⁴](#)
[IB1⁵](#) [IB1⁶](#) [IB1⁷](#) [IB1⁸](#)
[IB1⁹](#) [IB1¹⁰](#) [IB1¹¹](#) [IB1¹²](#)
[IB1¹³](#) [IB1¹⁴](#) [IB1¹⁵](#) [IB1¹⁶](#)
[IB1¹⁷](#) [IB1¹⁸](#) [IB1¹⁹](#) [IB1²⁰](#)

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

Evidence of Meeting the Standard

Student learning outcomes are defined and assessed for instructional programs, and for student and learning support services.

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

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

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

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

Evidence

6-year assessment cycle: courses, programs, student services
Program review assessment summary

Analysis and Evaluation

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

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

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

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

Evidence of Meeting the Standard

The College establishes institution-set standards for student achievement that are appropriate to the College's mission. It assesses how well these standards are achieved and plans for continual improvement in student achievement. The College publishes and makes available institution-set standards and data on student achievement.

Institution Set Standards (ISS) and Stretch Goals are recommended by the College's Planning and Institutional Effectiveness Committee in consultation with the Strong Workforce committee, Success, Equity, and Transformation Committee, and Pathways committee. Goals are also established to align with the Vision for Success Goals required by the California Community College Chancellor's Office.

Standards and goals are recommended to the President’s Cabinet and shared with the larger campus via presentations, governance meeting minutes and communication templates. Many of the data are publicly available on the College’s dashboard page. Documents can be located on governance and committee pages.

Evidence

[President’s Cabinet Documents](#)

Governance 101 website

Analysis and Evaluation

At San Diego Mesa College, participatory governance, sometimes referred to as shared governance, permits all stakeholders (faculty, students, staff, and administration) the opportunity to take part in decision-making processes. This process includes collegial consultation and dialogue resulting in suggestions and recommendations that are strongly considered.

The College strives to seamlessly integrate and advance institutional effectiveness practices in a holistic manner that supports the overall mission, vision, and goals of the College and contributes to student success. In support of this, the College cultivates a strong culture of inquiry that extends across campus constituencies.

Shared governance and institutional effectiveness research and practices create an inclusive and transparent working environment in which institutional set standards are formulated, evaluated, and shared with all campus constituents.

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

Evidence of Meeting the Standard

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

Data is embedded in the College’s request portal forms. This ensures that hiring and budgetary requests are data-informed and data-driven. Career and Technical Education programs also track data, accessible through the College’s data warehouse. Faculty, classified professionals, and administrators receive ongoing training in accessing and utilizing the data dashboards.

The Office of Research facilitates the following:

1. Make data accessible, interactive, actionable, and widely distributed.
 - Report Warehouse
 - Tableau Dashboards
2. Integrate equity-minded inquiry and planning into existing systems.

- Guided Pathways
 - Program Review
 - Integrated Student Success Plan
3. Develop a coalition of action researchers dedicated to equity-minded inquiry.
- Flex Workshops/Professional Learning
 - Faculty-led Department Research Projects

Evidence

[Program Review](#)

COA minutes

Outcomes Handbook

Outcomes tracking spreadsheet

Analysis and Evaluation

The Office of Institutional Research supports data-informed decision making by providing research services, expertise, and coaching to the Mesa campus community in support of the College's institutional effectiveness. The Research Office conducts a variety of research activities in support of the college's mission, strategic directions, and initiatives, and responds to ad hoc research and consultation requests from the campus community.

The classified professionals in the Research Office are members of the Research and Planning (RP) Group for the California Community Colleges. The Research Office's work is guided by the Association for Institutional Research (AIR) Code of Ethics and Professional Practices and the American Evaluation Association Guiding Principles for Evaluators.

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

DISTRICT RESPONSE:

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

- The San Diego Promise presentations and the comprehensive report mentioned for the above standard are also relevant here. The data assessed the efficacy of the Promise program through the lens of the program requirements to try and examine possible institutional barriers to student success in the program. Recommendations were provided to support increased student achievement.
- While the LGBTQ+ data are qualitative and not generalizable, the rich voices of students are critical to understanding the experiences of LGBTQ+ students. It also

informs survey instruments and assists SDCCCD leaders in finding other threads of inquiry, critically examining practices and policies that inadvertently impact LGBTQ+ students adversely, and providing insight into additional issues of belonging and success.

- CTE deans throughout the District review CTE Outcomes and enrollment data as part of the dialogue about program effectiveness and pathway planning.
- The District-supported Comprehensive Report findings were used by the SDCCC/SDUSD Joint Partnership Committee to shape outreach efforts in strategically scheduling courses to encourage pathway completion and inform conversations about course modality and course design.
- AB705 compliance data, as requested by the state, is distributed to the District Deans of Math, English, and English Language Acquisition (ELAC). Based on this and supplemental data, decisions regarding course offerings and compliance with AB705 are made. The impact of the transition to online instruction in response to COVID-19 was examined by ethnicity.
- The DSPS program accesses the dashboard to gain insight on services provided and student progress toward degree completion.
- The Black Student Success Workgroup has developed a Research Agenda that fosters a culture of accountability. The research agenda is comprised of six major activities and will serve as a tool to propel conversations and inform additional strategies needed to pivot our institutions. The activities include quantitative and qualitative data through surveys, focus groups, case analysis, and data mining.

District Evidence:

[IB4¹](#) [IB4²](#) [IB4³](#) [IB4⁴](#) [IB4⁵](#)

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

Evidence of Meeting the Standard

The College utilizes program review, evaluation of goals and objectives, and assessments of student learning outcomes in an ongoing analysis of the College's mission to promote student learning, achievement, and success. The College utilizes data, disaggregated by program and demographics, to inform policies and practices. Program review, outcomes assessments, and data analysis are coordinated by the Office of Institutional Effectiveness.

At Mesa, all programs and services undergo an annual reflection process through program review. As part of this process, each program and service reviews its mission statement and goals and discusses how these support the mission and goals of the College. Through the program review process, programs and services map their unit-level goals to institutional strategic goals and to

their own area's SLOs or AUOs. Next, an institutional goal alignment report is prepared, showing how many programs have linked their goals to which of the College's strategic goals, to ensure that all the College's goals are being addressed. Based on an analysis of this data, units identify resources needed to attain each unit level goal. The linkages are documented in program review reports and in resource allocation request forms. The College's mission, therefore, guides planning and resource allocation through the program review and the annual integrated planning cycle.

Evidence

[Program Review](#) Archives

PIEC minutes

Analysis and Evaluation

The College cultivates a strong culture of inquiry that extends across campus constituencies. Program review provides an opportunity for each institutional unit to collect and analyze data, identify opportunities for improvement, and request resources. Program review is a core component of the College's comprehensive master plan, Mesa2030.

DISTRICT RESPONSE:

The Office of Institutional Effectiveness and Research supports quantitative and qualitative data and disaggregation. Examples include:

- The San Diego Promise program research efforts on qualitative and quantitative reports have helped the institutions gain insights about the program and prepare for upcoming cohorts.
- The Honors Committee annually reviews the Honors Report, which tracks enrollments and outcomes to determine whether the program continues to provide support to students to expand their educational opportunities.
- Districtwide, CTE Deans review CTE Course Outcomes data as part of Perkins and Strong Workforce compliance. Launch board summaries are similarly reviewed to assess CTE Programs' progress toward the goal of helping students gain career-specific skills and gain employment. Disproportionate impact rates of students earning 9+ CTE units are monitored by ethnicity.
- Early College Credit data is presented annually to the Joint Boards of SDCCD and SDUSD, which monitors progress toward board-established goals regarding course availability and access for students under-represented in higher education. District and College leadership review CCAP, ACP, and Credit-by-Exam data to monitor program implementation, inform pathway planning, and collaborate on initiatives across institutions.
- Stakeholders in the Textbook Affordability Initiative review OER and ZTC data to lower student costs and decrease barriers to enrollment, course completion, and course success. Annual updates to the Board of Trustees with OER data are given.

District Evidence:

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

Evidence of Meeting the Standard

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

At the program/service level, all program reviews respond to equity data for purposes of planning and resource allocation. Collegewide data linked to the college mission are used to prioritize the resource allocation of faculty, staff, supplies/equipment, and facilities.

Participatory governance committees - the Faculty Hiring Prioritization Committee (FHP), the Classified Hiring Prioritization Committee (CHP), the Budget and Allocation Recommendation Committee (BARC), and the Facilities Planning Committee (FPC) - review resource requests contained in each program review. These are ranked according to rubrics which link to the College mission, program staffing ratios, program and/or labor market needs, among other criteria. The ranked lists are then presented to President's Cabinet with recommendations made to the President. The President reviews the recommendations and reports a decision to the President's Cabinet. Finally, the results are posted with the President's Cabinet meeting notes for collegewide communication.

As new needs are identified through inquiry, assessment, and analysis of internal and external data or as new state-level legislation is introduced, programs and services are adjusted to meet changing needs and requirements.

Evidence

[Office of Institutional Research Data Warehouse and Dashboards](#)

[AANAPISI Scoring Letter DOE](#)

[Longitudinal Study on Black and African American Student Experience](#)

[BARC Request Review Rubric](#)

[ILO Dashboard and Graduate Survey](#)

[San Diego Mesa College Data Warehouse](#)

Analysis and Evaluation

The College's data dashboards provide deeper levels of disaggregation, including ethnicity and gender disaggregation, organized with color-coding, which allow viewers to effectively determine which groups are experiencing equity gaps. Dashboards have unique levels of disaggregation. For example: the Awards dashboard allows the break down by various metrics of efficiency (the time it takes students to complete a degree; the units needed for students to earn a particular degree); the Course Outcomes dashboard allows different views of course modality, terms, academic years, types of outcomes, course length; the Student Characteristics dashboard has the ability to show student information based on sixteen different characteristics.

Due to the College's standing as an HSI College, the Research Office provides dedicated dashboards for HSI and Equity that show profiles of students, majors, top courses, enrollment, equity gaps, persistence, and other factors. The dashboards are regularly used by the HSI teams to learn about the Latinx population and to develop appropriate ways to support this population.

The College recognizes that Asian is a very broad term that includes many sub-ethnicities. Thus, the College has devoted resources to develop the first ever API dashboard that allows a detailed level of disaggregation within the Asian category. The dashboard shows the "hidden" equity gap among subgroups that were previously unseen because they were masked under the big umbrella term "Asian." With support from the College, a team applied for the AANAPISI grant and was awarded the first-ever AANAPISI grant that focuses on supporting Asian American, Native American, Pacific Islander students. The College is the first institution in the San Diego region to ever receive this federal grant.

Recognizing the systemic barriers that inhibit student achievement, particularly the traditionally impacted groups like African American, the College applied for the CCC Foundation grant and was awarded \$5,000 to conduct the first ever longitudinal study on the experience of African American students. Initial results were presented at a statewide event, and the results revealed that this population was experiencing various challenges, with the most commonly stated challenge described as "life challenge." These results provide important information and insight for the College's Student Services and Instruction. The data are being analyzed and will be presented at the end of spring 2022.

DISTRICT RESPONSE:

Office of Institutional Effectiveness & Research:

- The San Diego Promise reports examine outcomes by ethnic/racial groups, former San Diego College of Continuing Education students, and other populations.
- CTE Deans reviewed disproportionate Impact data in earning 9+ CTE units throughout the District and outcomes data available on CCCCO Launchboard to inform conversations about student success.
- Access and Outcomes data for CCAP/ACP and Credit-by-Exam are examined for achievement gaps. Business processes, such as how students petition for credit in CBE courses, are adjusted to address DI for student groups at high schools, and counseling and outreach efforts are focused accordingly. In partnership with SDUSD, SDCCD

engaged in site-level discussions regarding student access to CCAP courses and student-level outcome data, such as completion of 9+ dual enrollment units while in high school.

District Evidence:

[IB6¹](#) [IB6²](#) [IB6³](#) [IB6⁴](#)

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

Evidence of Meeting the Standard

The College engages in an ongoing evaluative process of policies and practices across all academic and service areas, including instruction, student support services, governance, and resource management. This integrative planning is updated and reviewed as part of the College's ten-year educational and facilities comprehensive plan, Mesa2030.

Mesa2030 Goals and strategic objectives guide the allocation of human, physical, and fiscal resources. The annual Progress Assessment consolidates and documents the year's progress toward the achievement of Mesa2030 Goals and Strategic Objectives.

Recognizing the inequitable completion rates among different student groups, the college applied for a regional grant and was awarded with a \$50,000 grant to improve completion outcomes. A cross-departmental team conducted an action-research project, which led to over 200 students applying to receive a degree. This project won the national Bellwether award and is being presented in Texas in 2022.

Evidence

[San Diego Mesa Journey to Completion](#)

Analysis and Evaluation

Utilizing funding from the Regional Strong Workforce Program for Career Technical Education, the first-of-its-kind, cross-divisional team was assembled. The team developed an action-research project to identify students who had completed or were close to completing their award requirements, and then worked with these students to get them to the finish line.

DISTRICT RESPONSE:

Office of Institutional Effectiveness & Research:

- Enrollment management materials such as the outlook, schedule efficiency reports, and

other similar reports are also part of resource and enrollment management.

- The Honors Committee annually reviews the Honors Report to track enrollments and outcomes. Honors course outcomes are combined with qualitative data (interviews and testimonials) from Honors students to advocate for the program's continued support.
- The Early College Credit planning group, comprised of Joint Partnership Committee and Workgroup members - reviews CCAP, ACP, and CBE data to identify areas for program improvement. This includes aligning college-based DSPS services with high school student needs, connecting enrollment trends to planning processes, identifying and remedying pre-requisite discrepancies across the colleges, and identifying components of the course request process that may be contributing to access gaps.

Distance Education:

The District regularly evaluates its policies and practices for defining and classifying a course offered by distance education, aligning with U.S. Department of Education definitions.

Administrative Procedure 5105 Distance Education defines and classifies a course offered through distance education.

There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student's grade) or correspondence education (online activities are primarily "paperwork related," including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed). All courses delivered through distance education are based on the same course outlines of record as face-to-face courses to ensure consistency and academic rigor in all courses offered.

Additional District policy and procedure address the process for awarding credit for distance education programs. Curricula and program standards are consistent for all courses and programs of study regardless of location or mode of delivery. Course credit, degrees, and certificates are linked to student learning and grading standards established through the curriculum review and approval process as stated on the official course outline of record for each course and the approved program requirements for each certificate and degree. Policies and procedures are regularly reviewed on a six-year review cycle. The last reviews of BP 5020 and AP 5020 were in 2019 and 2017.

District Evidence:

[IB7¹](#) [IB7²](#) [IB7³](#) [IB7⁴](#) [IB7⁵](#)

IB7⁶ **IB7⁷**

[IB7⁸](#) [IB7⁹](#) [IB7¹⁰](#) [IB7¹¹](#)

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

Evidence of Meeting the Standard

The College communicates assessment and evaluation results to the campus and broader community through its website, campus forums, and communications. Templates are provided for documenting and posting reports and committee minutes. Data warehouses and dashboards are accessible and transparent. Policies and resource allocation are data-driven. Embedded data in program reviews and outcomes assessments promote shared understanding of student success and achievement.

Results of assessments and evaluations are reported through appropriate channels and committees (such as PIE, COA, President’s Cabinet, Academic Senates, Classified Senates). Data results are also available publicly through the Data Warehouse and Data Dashboards. The College’s dashboard pages include over 30 dashboards, all publicly available, covering topics including Mesa College’s vision for success, enrollment trends and tools for deans, ILOs, the Hispanic Serving Institution (HSI) grant, career and strong workforce data, student success and retention metrics, awards conferred, and other metrics. Faculty, classified professionals, administrators, students, and community stakeholders can find relevant and helpful information on the campus dashboard sites.

To ensure effective and consistent communication, the College developed a uniform template for committees to use. This template is located on the Governance webpage under Resources. The following governance committees are utilizing this template for agendas and meeting notes/minutes:

- Planning and Institutional Effectiveness (PIE)
- Committee on Outcomes and Assessment (COA)
- Program Review
- Student Services Council

Committees follow the college-wide protocol for posting agendas and minutes on their websites. Examples of this can be seen for the following committees:

- Budget Allocation Recommendation Committee
- Facilities Committee
- Safety Committee
- Mesa Technology Committee

Template format choices are located on the Governance webpage under Resources. The final agendas and minutes are posted on the Governance Committee website and are publicly accessible.

The College conducts an annual review of its scholarship process. The first scholarship equity analysis, done in 2019, showed inequitable distribution of resources. The college immediately shared the data broadly to various constituent groups and engaged in deep discussion to enable

changes.

Evidence

[Office of Institutional Research Data Warehouse and Dashboards](#)
[Scholarship Equity Analysis](#)

Analysis and Evaluation

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

The College formed a governance sub-committee to focus on consistency and communication between governance and operational committees. Every committee has a website that displays the mission of the committee, membership, agendas, and minutes.

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

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

Evidence of Meeting the Standard

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

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

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

Evidence

[San Diego Mesa College 2030 Comprehensive Education and Facilities Plan](#)

Analysis and Evaluation

The College's meta-goal is to continually work toward becoming the leading college of equity and excellence. This meta-goal affirms that the College's top priority is to improve the quality of students' experiences by delivering a learning environment characterized by equity and excellence. For San Diego Mesa College, equity is beyond access; it is about equity in student's experiences.

Mesa2030 Goals:

Completion

Mesa College will institutionalize (or *Mesa-nize*) practices that clarify pathways to timely completion for students, with the priority on those practices that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups.

Pathways and Partnerships

Mesa College will leverage pathways and partnerships within its internal and external communities to eliminate barriers and provide support for students entering Mesa College, through to completion, and beyond to transfer and employment.

Community

Mesa College will build a community culture that utilizes antiracist practices to cultivate collaboration, inclusion, diversity, equity, and personal growth so that all students, employees, and members of our external community are valued.

Stewardship

Mesa College will develop and sustain processes that prioritize environmental justice and sustainability, reduce Mesa College's carbon footprint, and allocate its human, physical, technological, and fiscal resources around the goal of increasing student access, success, and parity in outcomes across racial/ethnic groups and all disproportionately impacted groups.

Scholarship

Mesa College will prioritize equity and excellence by fostering innovation and high-quality, culturally relevant teaching/learning experiences with the priority on those practices that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups.

DISTRICT RESPONSE:

The SDCCD engages in integrated planning for every component of operations and is committed to fostering ongoing alignment between the Colleges and all accreditation standards. The integrated planning approach is evidenced in the Strategic Planning process, the Chancellor's Cabinet, and the District Governance Council's practices.

The SDCCD's framework model outlines its integrated strategic planning process, including the participation of stakeholder groups in the development of strategic plan goals, operational planning, budget development and resource allocation, and continuous improvement. The framework in Figure 1 is the proposed overarching system by which ongoing planning in human resources, facilities, finance, technology, student services, and instructional services will collaboratively occur at the District Office in support of the four institutions. The District is reviewing this model as the framework to develop an 8-year Strategic Plan for the San Diego Community College District and its institutions. It was reviewed by the District Governance Council (DGC), Strategic Planning Committee, Chancellor's Cabinet, and multiple constituency groups throughout the District in early Spring 2022.

The Districtwide Strategic Planning Framework Model addresses short-range and long-range needs in developing the eight-year Strategic Plan. This integrated approach builds upon each institution's Comprehensive Educational and Facilities Plan, and Strategic Plans. As outlined in Figure 2, Strategic Plan Development Timeline, the Strategic Planning process involves Research & Data Gathering, Data Collection & Analysis, Environmental Scan, Program Assessment, and multiple drafts refined by feedback received by all constituents. This integrated approach allows for the thorough review and intentional alignment of the Board of Trustees' goals, District priorities, and consideration of District, College, and Continuing Education plans by the Chancellor's Cabinet, resulting in the articulation of broad themes. The Districtwide Strategic Planning Committee, which comprises faculty representatives appointed by the Academic Senates, administrators, and staff, is refining broad themes in goals, objectives, and measures for the eight-year period. The Districtwide Strategic Planning Committee will continue the practice of coordinating a review of the strategic plan objectives and publishing an Annual Update.

The SDCCD's Strategic Planning process demonstrates a framework for integrated planning, resource allocation, and evaluation of short- and long-range objectives.

Strategic Plan Development and Evaluation

The Districtwide Strategic Plan was developed on a four-year cycle in previous years. Under the leadership of the new Chancellor, SDCCD has embarked on a districtwide, integrated Strategic Planning process that will usher SDCCD and its institutions into 2030 with an 8-year Strategic Plan. The District is fully invested in this new approach and has contracted a skilled consulting

agency, MIG, with a multitude of experience working with institutions of higher education and community colleges. The comprehensive Strategic Planning process engaged faculty, staff, administrators, and community members of San Diego City, Mesa, Miramar, and College of Continuing Education.

The comprehensive Strategic Plan comprises three phases (Figure 1).

Phase I: Understanding the Context

The first phase is devoted to identifying key trends and issues impacting the District that the strategic plan should focus on over the next six years. To identify and clarify these issues, MIG conducted extensive focus group meetings with committee members and other stakeholders, facilitated a community-at-large discussion to engage the larger community, and launched an online survey to which over 7,000 students and nearly 800 employees responded. Concurrently, MIG has been compiling and analyzing quantitative data on internal and external conditions in collaboration with the Strategic Planning Committee and the Office of Institutional Effectiveness (e.g., community and student demographics) to inform the planning effort further.

Phase II: Aligning Programs with a Changing Environment

During the second phase, findings from phase I outreach and research were used to develop an initial set of goals. These goals and related phase I findings – issue, challenges, and opportunities – were then presented to a cross-section of the District community during a series of five planning forums/ charrettes (one for each of the District's four colleges) for the District Offices). This structure and that of the preceding outreach in phase I ensured that perspectives of the colleges and those of District staff informed the development of the Strategic Plan. During each charrette, participants were tasked with brainstorming potential strategies and actions for pro-actively addressing critical strategic issues.

Phase III: Developing the Strategic Plan

In the project's third phase, the Strategic Planning Committee, District staff, and MIG consultants collaborated to consolidate results from the first two phases to develop the Districtwide Strategic Plan. As a first step, the priority strategies proposed by charrette participants were refined into a Working Draft of the Strategic Plan. The Working Draft was then vetted with a broad set of campus groups for feedback and commentary, including many of the same committee members and other constituent groups that provided their initial input during phase one. MIG then used feedback from these groups to develop the Draft Strategic Plan. This Draft Strategic Plan was presented to the Board of Trustees for their review and adoption of the Final Districtwide Strategic Plan.

The Strategic Planning Committee is core to this process and ensures the needs and priorities of each College are well represented in every aspect of planning. The representatives are appointed by their respective academic senates, College Presidents, and Vice Chancellors. Meetings are held regularly with representatives from across the District. During the annual planning cycles within a four-year strategic plan period, the District Strategic Planning Committee (SPC) met once a semester during the two semesters of the academic year. When the strategic plan was under development, the committee met more frequently to analyze and align the plans developed in the Colleges and Continuing Education into themes resulting in an overarching set of goals and

objectives that reflect a Districtwide plan.

To facilitate ongoing continuous improvement, the SPC coordinates the District's annual cycle of a) assessing and learning from the year's implementation activities; b) acting to refine objectives for the next year; c) identifying resource needs and allocating resources to the objectives; and d) implementing activities designed to meet planning objectives by collecting results of annual planning efforts from members of the committee into an Annual Update. Annual Updates are developed, reviewed, published, and distributed by the SPC. Data used for the updates include research reports, college and Continuing Education annual reports, District annual reports, and college worksheets provided by the SPC. The SPC reviews internal and external environmental analyses to further inform the Annual Update in the strategic plan development process [Strategic Planning Matrix, Annual Summary Worksheet, District Annual Report, College Annual Report].

The District Strategic Planning Development Timeline is an alignment tool that brings together the divisions, colleges, and campuses in a planning effort to develop the new plan and corresponding future reports. This approach is furthering the District's efforts to align the multiple plans each College may have (e.g., Student Support and Success Plan, Student Equity Plan, and Comprehensive Educational and Facilities Plan, which may overlap the period for the Districtwide Strategic plan; the Districtwide planning cycle ensures an integrated system of planning and alignment across the District, Colleges, and Continuing Education. Districtwide integrated planning is achieved across all divisions, colleges, and Continuing Education through a systematic approach designed to establish Districtwide goals, objectives, measurements, assessments, and improvement.

Office of Institutional Effectiveness:

- The enrollment management materials and reports are relevant here, as is the SDCCD Student-Centered Funding Formula Dashboard.
- CTE Enrollment and Outcomes data is assessed to determine whether current pathway planning fulfills program goals.
- Early College Credit data is regularly and consistently incorporated into CCAP and CBE planning cycles. In CBE, course articulation agreements are partially driven by findings from annual reports. CCAP data provides a summative assessment of program outcomes.
- Outreach and modality planning for online support services is informed by survey data regularly presented to Deans and the Board. District leadership uses survey data to plan future improvements and changes to service-based data.
- The OIER produces an internal dashboard to track Student Center Funding Formula elements.

Distance Education:

Each proposed or existing course offered by distance education is reviewed and approved separately by the college Curriculum Review Committee (CRC). The review and approval of new and existing distance education courses follow the curriculum approval procedures. All distance education courses are approved under the same conditions and criteria as all other courses. Still, they require additional documentation, including how the instructor will maintain regular and

substantive contact to ensure that online sections of courses maintain the quality and rigor of face-to-face sections. Determination and judgments about the quality of distance education under the course quality standards are made with full involvement of faculty per District policy and California regulations, title 5, section 55374.

SDCCD Online Learning Pathways reviews instructional needs in collaboration with online faculty mentors at each College to conduct local and Districtwide surveys. Based on feedback from the surveys, online faculty mentors and the District Distance Education Steering Committee, and the Institutional Effectiveness and Research department, the Online Learning Pathways department reviews, plans, updates, and offers professional development opportunities through workshops. Additionally, faculty must complete the Online Faculty Certification Program before teaching in a distance education modality. Online students are surveyed every other year and annually before 2014.

District Evidence:

[IB9¹](#) [IB9²](#) [IB9³](#) [IB9⁴](#)

Figure 1 **Districtwide Planning Framework**

Figure 2 **Strategic Plan Development Timeline**

[IB9⁷](#) [IB9⁸](#) [IB9⁹](#)

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

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

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

The Office of Institutional Research supports data-informed decision making by providing research services, expertise, and coaching to the Mesa campus community. The Office of Institutional Research maintains and updates the College's data warehouse and data dashboards in support of student learning and achievement. Assessment data is transparent and accessible

to faculty, staff, and classified professionals. Data is embedded in guided pathways, outcomes, program review, and student success initiatives. This allows for the ongoing evaluation of trends with suggestions for improvement in programs and services. The College is able to identify gaps where additional programming and services can have a positive effect on student success and equity.

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

The College President makes use of monthly newsletters and social media, as well as convocation and campus meetings to keep all stakeholders broadly informed of campus activities and policies. The College website is updated regularly so that accurate material can be easily and readily accessed by all stakeholders on and off campus.

Improvement Plan(s)

Evidence List

Standard I.B Folders

C. Institutional Integrity

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

Evidence of Meeting the Standard

The College provides clear and accurate information to students, prospective students, the community, and campus stakeholders through the website, college communications, publications, and forums. With support from the Office of Institutional Effectiveness, the College ensures the accuracy and integrity of information regarding the mission, learning outcomes, educational programs, and support services. Current and past accreditation reports are available on the College website.

Evidence:

[Accreditation information for the Health Information Baccalaureate Degree College Accreditation](#)

Analysis and Evaluation

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

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

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

DISTRICT RESPONSE:

- Regular presentations and campus meetings – periodic meetings held at campus locations to ensure students, faculty, and staff can hear directly from representatives of the District and share their questions and concerns. The most important of these meetings are the college meetings held by the SDCCD Board of Trustees once a year at each of the District's four colleges. In addition, the SDCCD Chancellor has a "Chancellor's Forum" meeting each fall at each of the four colleges. The forums are well promoted, and faculty and staff are strongly encouraged to attend. In many cases, a summary of the meetings is shared, and copies of presentations are provided electronically.
- Board Report – to keep students, faculty, staff, and public members informed of the actions taken by the SDCCD Board of Trustees, a summary report is prepared and distributed electronically and via print copies immediately following each board meeting. This is in addition to regularly publishing the Board agenda, notices of upcoming meetings, and other outreach.
- Safety Information – consistent with the Jeanne Clery Act and other requirements, the SDCCD regularly shares information with members of the District and the public on safety and security. This includes publishing an annual security report entitled "Safe and Sound, A Guide to Safety and Security in the San Diego Community College

District" that provides crime statistics for the previous three years. Copies of the report are available online and at multiple locations across the District. In addition, timely notice and community safety alerts are shared broadly as events dictate. SDCCD Police also regularly hold Town Hall-style meetings at campus locations to provide updates and respond to questions.

- Website Updates – a variety of updated information is maintained by the District Office via the SDCCD's website. This includes content provided by the District's primary divisions: Human Resources, Business and Finance, Student Services, Communications and Public Relations, Instruction Services, College Police, Facilities Planning and Operations, and the Chancellor's Office. In addition, the District is developing a web portal for students, faculty, and staff to use.
- Email: email updates are regularly provided by representatives of the District Office to encourage sharing information with the colleges. This includes subject-specific emails and e-newsletters. In addition, SDCCD NewsCenter is a news site operated by Communications and Public Relations with updated information on Districtwide interest. Launched in August 2015, SDCCD NewsCenter includes an email summary of Districtwide news shared every other week.
- Social Media – the District manages a variety of social media platforms that – in addition to being used by public members – can be a highly effective method of sharing information with the District's students, faculty, and staff. These platforms include official District accounts on Facebook, YouTube, Twitter, LinkedIn, and Instagram. In addition, District Office staff follow similar accounts managed by staff at the colleges and C.E. In this way, updated information is easily shared within the District.

District Evidence:

[IC1¹](#) [IC1²](#) [IC1³](#) [IC1⁴](#)

[IC1⁵](#) [IC1⁶](#) [IC1⁷](#) [IC1⁸](#) [IC1⁹](#)

[IC1¹⁰](#) [IC1¹¹](#)

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

Evidence of Meeting the Standard

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

utilize on their path toward completion and success.

Evidence:

[Online catalog for students and prospective students Academic Catalog page](#)

Analysis and Evaluation

The College makes the catalog available to students and prospective students through the Academic Catalog page, and through a link on the District's website. In addition to providing easy online access to the Catalog, the College makes print copies available to students each year. In 2022, 800 print copies were ordered.

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

The goals of the Catalog Committee are:

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

DISTRICT RESPONSE:

The institution provides a comprehensive academic year catalog in print and electronic formats. Copies are available for purchase in the college bookstore and are furnished to new students during matriculation. An electronic version is available online on Student Web Services, which functions as a one-stop portal for students. A downloadable portable version (PDF) is also available. An electronic version of historical catalogs is available online from 2004-2005. The college catalogs can also be accessed from each college website which points to the District site maintained by Instructional Services.

To ensure accuracy and currency, the catalog undergoes an extensive review each academic year per an agreed-upon production timeline developed and monitored by the District Instructional Services department, which is responsible for the overall production of the college catalogs. Review and updates to the content for the academic programs and course sections of the catalog are coordinated by the District Instructional Services department with the review, input, and campus coordination by the college Vice Presidents of Instruction, relying upon the

college faculty, along with the District evaluators to ensure accuracy. In addition, the Curriculum and Instructional Council's College Catalog Taskforce, composed of faculty and District and college administrators, performs a systematic review of the production of the catalogs.

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

Distance Education:

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

Specifically:

- The College's accreditation status is stated on the college website and catalog. Additionally, the accreditation status of each program that is awarded separate Accreditation is indicated on the program's website and the program pages of the college catalog.
- The College's catalog includes a statement informing students of the availability of courses that may be taken in the distance education delivery mode;
- The college mission statement, learning outcomes, and accreditation status are included in the college catalog, which is available in hard copy as well as a free online version in downloadable portable document format (PDF);
- All curriculum, including associate degrees, the baccalaureate degree, certificates, and courses, are listed and described in the college catalog and CurricUNET;
- Institutional learning outcomes, general education learning outcomes, and program learning outcomes are listed in the college catalog. Student learning outcomes are listed on the course syllabi, and the course report (C.R.), a component of the course outline of record, which is available to students and prospective students, and the public; and
- The college catalog includes the District's BP 4030, Academic Freedom.

The College assures clarity, accuracy, and integrity of information provided in the college catalog. The Curriculum and Instructional Council College Catalog Taskforce, composed of faculty and District and college administrators, perform a systematic review of the production of the catalogs (CIC Catalog Taskforce).

The catalog is revised and updated annually. The catalog is reviewed two times during the production process for accuracy of the college mission; policies and procedures; course, certificate, associate degree, and baccalaureate degree offerings; program learning outcomes; student financial aid information, available learning resources, the names of the members of the

Board of Trustees; and names and degrees of college administrators and faculty. Appropriate college constituents are included in the review process. The District Curriculum Services office maintains the catalog review proof cover letter and sign-off sheets.

District Evidence:

[IC2¹](#) [IC2²](#), [IC2³](#), [IC2⁴](#)
[IC2⁵](#), [IC2⁶](#), [IC2⁷](#) [IC2⁸](#)
[IC2⁹](#) [IC2¹⁰](#) [IC2¹¹](#) [IC2¹²](#)

Catalog Information Page

	City Page	Mesa Page	Miramar Page
1. General Information			
• Official Name, Address(es), Telephone Number(s), and Website Address of the Institution	1	1	1
• Educational Mission	15	13	13
• Representation of accredited status with ACCJC and with programmatic accreditors, if any	5	4	4
• Course, Program, and Degree Offerings	139	145	137
• Institutional Learning Outcomes for Programs and Degrees	14	12	12
• Academic Calendar and Program Length	9	9	9
• Academic Freedom Statement	5	5	5
• Available Student Financial Aid	39	38	77
• Available Learning Resources	45	45	83
• Names and Degrees of Administrators and Faculty	562	563	419
• Names of Governing Board Members	3	3	3
2. Requirements			
• Admissions	17	15	15
• Student Tuition, Fees, and Other Financial Obligations	30	28	28
• Degrees, Certificates, Graduation, and Transfer	96 110 111 113	103 118 119 121	92 106 107 109
3. Major Policies and Procedures Affecting Students			
• Academic Regulations, including Academic Honesty	55	64	32
• Nondiscrimination	88	95	63
• Acceptance and Transfer of Credits	63	71	39
• Transcripts	63	70	38
• Grievance and Complaint Procedures	91	99	67
• Sexual Harassment	88	96	64

	City Page	Mesa Page	Miramar Page
• Refund of Fees	31	29	29
4. Locations of Publications Where Other Policies May Be Found	92	96	67

[\[College Catalog\]](#)

[\[CurricUNET\]](#)

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

Evidence of Meeting the Standard

The College publishes data on student learning, success, retention, achievement, student outcomes, and other metrics to communicate academic quality to all constituencies, including current and prospective students, and the public.

Academic Quality is communicated through the annual College Fact Sheet, created by the Office of Communication. The College’s Fact Sheet provides an overview of the number of students enrolled, degrees awarded, top majors and fields of study, demographic analysis of students served, and the College’s mission, vision, and values.

The Office of Institutional Effectiveness, and Institutional Research publish data on student success, achievement, retention, and learning outcomes through accessible and transparent data dashboards.

Evidence:

[San Diego Mesa College Fact Sheet](#)

[District’s Consumer Information page](#)

[Mesa Governance, Committee on Outcomes and Assessment](#)

Institutional Research [Data Warehouse and Dashboards](#)

Analysis and Evaluation

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

Program dashboards include:

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

Student Services Dashboards Include:

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

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

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

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

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

Evidence of Meeting the Standard

The College describes its certificates and degrees, including Program Learning Outcomes and Transfer information in the catalog section titled, "Degree Curricula and Certificate Programs," which is available in hard copy at the bookstore and online in a downloadable PDF version.

Evidence:
San Diego Mesa College [Catalog](#)

Analysis and Evaluation

The College offers nearly 200 associate degree and certificate programs and is one of fifteen California community colleges offering a four-year baccalaureate degree. Described on the College's Academic Program's page are:

- Certificates of Achievement
- Certificates of Performance
- The Bachelor's Degree
- Associate in Arts for Transfer
- Associate in Science for Transfer
- Associate of Science degrees
- Associate of Arts degrees

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

Evidence of Meeting the Standard

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

Evidence:
See District Evidence

Analysis and Evaluation

Annual goals and objectives are reviewed and updated at the President's Cabinet Retreat, which is attended by constituent groups from across the campus. The forum utilizes question-and-answer sessions with the President, and the vice presidents of each administrative and service area. This feedback is integral to the evaluation and implementation of the College's mission, program, and goals. The structure of shared governance protects the integrity of review and evaluation provided by stakeholders from all campus constituencies.

The College enjoys broad participatory governance, informed and supported by college committees. Committee presentations are made at the Academic and Classified Senates, to the Associated Students, and to the President's Cabinet. The work of the College is shared widely among constituent groups, with feedback presented back to committees.

Administrators, faculty, and classified professionals bring information from state and regional committees to their constituent groups and committees. Committee information is published in meeting minutes, and also aggregated into reports published by the Office of Institutional Effectiveness.

The Office of Institutional Effectiveness reviews assessments reporting and develops assessment plans that can be utilized by many groups across campus. The OIE website was updated to include clear links for resources, reporting examples, templates, newsletters, and archives. The reporting examples and templates provide a uniform system for preparing outcomes reports.

College dashboards are publicly available, providing information on enrollment trends, and student success metrics that can be disaggregated by demographics. Dashboards include tools for deans, institutional learning outcomes, the Hispanic Serving Institution (HSI) grant, career and strong workforce data, awards conferred, and other metrics. Faculty, classified professionals, administrators, students, and other stakeholders have access to the data dashboards, which support the College's mission, programs and services.

The Administrative Services Division oversees the Administrative Services Leadership Group, including supervisors, managers, and classified professionals reporting directly to the Vice President. The group undertakes discussion and problem resolution within administrative services and reports out to administrative services staff.

With oversight from committee chairs, College committees continually evaluate membership and operations to ensure:

- Membership representation is drawn from all constituent groups, including administration, faculty, classified professionals, and students
- The culture of committees at the college is collaborative and inclusive
- Committee operations are ethical, and responsive to the needs of faculty, classified professionals, students, and administration
- Committees across campus are responsive and accountable to stakeholders on campus and in the community
- Accurate recording of committee memberships, recording and publishing of minutes, reporting to oversight committees
- Committee activities are in alignment and in accordance with the committee mission statement.

DISTRICT RESPONSE:

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

Policies and Procedures

The Chancellor and Vice Chancellors ensure that Board Policies and Administrative Procedures that fall under their respective area of responsibility are current and align with state and federal regulations and District business processes per Board Policy 2410 and Administrative Policy 2410. In addition to ongoing review, a comprehensive review of all policies and procedures is conducted every six years.

Changes to policies and procedures undergo a thorough review and consultation by the Districtwide councils, which include college faculty, staff, and students; college constituents; the Chancellor's Cabinet; and the District Governance Council, comprised of the presidents of the academic and classified senates, the student leaders, the college presidents, Vice Chancellors, and representatives from the labor organizations, with final approval by the Board of Trustees.

Under BP/AP 2410, changes to Board Policies undergo two readings at the Board of Trustees meetings before approval. Once approved, they are posted on the District's website.

The Chancellor approves changes to administrative procedures after comprehensive review and consultation by the governance councils and committees, as well as constituent groups throughout the institution.

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

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

Publications

The San Diego Community College District has several publications that support and promote the District's mission. These publications are updated annually to ensure effective communication throughout the organization and the community. All publications are broadly available to the campus/District community, including the Annual Report to the Community; the District Administration and Governance Handbook; Endless Possibilities: A Guide to Majors and Programs of Interest at the San Diego Community College District; Safe and Sound, the District's Annual Safety Report; the WE "With Excellence" the District's news magazine; the Student Veterans Handbook; and the Financial Aid Bulletin. An electronic copy and one hard copy of all significant publications are available for each College.

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

District Evidence:

[IC5¹](#) [IC5²](#) [IC5³](#) [IC5⁴](#) [IC5⁵](#)

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

Evidence of Meeting the Standard

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

Evidence:
See District Evidence

Analysis and Evaluation

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

DISTRICT RESPONSE:

The San Diego Community College District accurately informs all students, including prospective students, of the total cost of education and all required fees and instructional materials. Please note: All Board Policies and Administrative Policies are in the process of updating a 5000s coding system to align with the Community College League of California. Board Policy 3300, *Fees – Direct Costs to Students* specifies that all fees charged to students are established per the Education Code and requires that all fees charged to students be approved by the Board of Trustees. In addition, BP 3300 requires that all fee information be included in the college catalogs and class schedules, including any exemptions to fees and the refund policy. Attachment A of BP 3300 contains the Student Fee Schedule ([link](#)), which includes a detailed listing and description of all mandatory and optional fees, as well as the consumer fees charged to patrons of services for the various Career Technical Programs such as Automotive Technology, Cosmetology, and Furniture Upholstery. The Student Fee Schedule is reviewed by multiple stakeholders and updated each academic year with final approval by the Board of Trustees.

All student fees are printed in the college catalogs, in both print and electronic formats. A comprehensive list of fees is also listed on Student Web Services, the online student portal, and the District website. Various instructional materials fees for specific classes are also listed in the online class schedule.

In accordance with the Higher Education Act, the online class schedule contains a listing and

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

The District fully complies with all state and federal laws and regulations pertaining to accounting fees and informs current and prospective students of the total cost of instruction.

Distance Education:

The College accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials, through the online schedule. The schedule also provides students with a legend and icon to designate courses with zero textbook costs. Following federal gainful employment guidelines, the College discloses this information on the program websites and the gainful employment website.

District Evidence:

[IC6¹](#) [IC6²](#) [IC6³](#) [IC6⁴](#)
[IC6⁵](#) [IC6⁶](#) [IC6⁷](#) [IC6⁸](#) [IC6⁹](#)

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

Evidence of Meeting the Standard

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

Evidence:

[Board Policy Academic Affairs](#)

Analysis and Evaluation

In accordance with District policy, the College is committed to an academic environment that embraces the principles of academic freedom and freedom of expression. This commitment is

based upon the value that free expression is essential to excellence in teaching, learning, critical inquiry, and service to the community.

DISTRICT RESPONSE:

The District honors its policies and procedures on Academic Freedom in distance education. Board Policy 4030 makes clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty, staff, and students. Specifically, the Board policy on Academic Freedom outlines the fundamental rights of faculty within academic freedom and of faculty, staff, and students with respect to freedom of expression. The Board Policy on Academic Freedom is reviewed every six years. The last review was in 2016. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. For example, determination and judgments about the quality of distance education under the course quality standards are made with full involvement of faculty per District policy and California regulations, title 5, section 55374. All distance education courses are approved under the same conditions and criteria as all other courses. Still, they require additional documentation, including how the course will maintain regular and substantive interaction to ensure that online sections of courses maintain the quality and rigor of face-to-face sections. The District encourages the use of open educational resources through an open resource hub, professional development, and the student textbook affordability committee. Online courses demonstrate that faculty use various tools within the course management system to assess student learning. Discussion boards, chat features, quizzes, and assignments are included in their methodology. These online tools are Evidence that faculty teach in an environment that embraces academic freedom and freedom of expression.

District Evidence:

[IC7¹](#)

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

Evidence of Meeting the Standard

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

Evidence:

[Student Affairs Rights and Responsibility Newsletter](#)

[Student Code of Conduct Classroom Poster](#)

Student Services Administrative Procedures, including Grade Challenges, Loan Defaults

Analysis and Evaluation

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

All students have the right to a campus learning environment free from interference or disruption. The Student Code of Conduct is available online and is displayed in posters. Student Rights and Responsibilities are available online and communicated via newsletter.

DISTRICT RESPONSE:

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

- B.P. Policy 3100 – *Student Rights, Responsibilities, Campus Safety and Administrative Due Process*

This policy is under its first review stage and will become Board Policy 5050 under the new coding system. The policy enumerates the rights and responsibilities of all students, including the *Student Code of Conduct*. The *Student Code of Conduct* establishes clear standards and expectations for students, a violation of which is subject to disciplinary action. These standards include expectations for honesty, academic integrity, and overall responsibility. Under the *Student Code of Conduct*, students are subject to charges of misconduct concerning, but not limited to, the following acts:

- a. Academic misconduct or dishonesty
 - b. Forgery, alteration, falsification, or misuse of campus/District documents, records, electronic devices, or identification
 - c. All forms of nonacademic dishonesty, including but not limited to fabricating information, any form of bribery or knowingly furnishing false information, reporting false information, or reporting a false emergency to officials acting in an official capacity.
- Administrative Procedure 5500, *Honest Academic Conduct*

Per Board Policy 3100, students are expected to be honest and ethical at all times in their pursuit of academic goals. AP 3100.3 ensures that honesty and integrity are an integral component of the academic program and provides for both an academic sanction, such as grade modification, and an administrative sanction via the disciplinary process outlined in AP 3100.2.

- Administrative Procedure 3100.2, *Student Disciplinary Procedures*

Provides uniform standards to assure due process when a student is charged with violating the Student Code of Conduct, including charges of academic dishonesty.

Distance Education:

The District promotes academic honesty and integrity in the development and delivery of online courses through student identity and verification processes. SDCCD complies with HEOA, Section 496. SDCCD offers faculty the use of a plagiarism detection tool, requires written work from students, uses various assessments and provides unique student logins. The student information system tracks students who are out-of-state residents. SDCCD has state authorization for 37 states and one U.S. Territory. Students who register from states not authorized are notified. A State Authorization statement is also posted on the web at: http://studentweb.sdccd.edu/docs/Online_StatesNotPermitted.pdf Students have a secure login, and access is restricted to enrolled students or ensuring that student information is protected. There is an **accurate and consistent application of the policies and procedures** for determining if a course is offered by distance education (with **regular and substantive interaction with the instructor**, initiated by the instructor, and online activities are included as part of a student's grade) or correspondence education (online activities are primarily "paperwork related," including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).

District Evidence:

[IC8¹](#) [IC8²](#) [IC8³](#) [IC8⁴](#) [IC8⁵](#)

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

Evidence of Meeting the Standard

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

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

are provided with course syllabi and have access to course teaching objectives and the course outline of record.

Evidence:

[San Diego Community College District Administrative Procedures](#)

[San Diego Community College District Board Policy](#)

Analysis and Evaluation

The faculty evaluation process is rigorous, with continual review and reflection, including self-evaluation, peer evaluation, and manager review. The course outline of record, course descriptions, and course outcomes clearly describe the requirements and components for each course. Instructors are evaluated in the classroom and/or in their Canvas shells (for online courses).

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

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

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

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

10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Evidence of Meeting the Standard

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

Analysis and Evaluation

n/a

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

Evidence of Meeting the Standard

The College does not operate in foreign locations.

Analysis and Evaluation

n/a

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

Evidence of Meeting the Standard

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

Evidence

San Diego Mesa College [Catalog](#)

Analysis and Evaluation

The College has successfully complied with Accrediting Commission standards, policies, and guidelines, and has met the requirements for public disclosure and self-assessment. The College engages in continual review and improvement, with a commitment to implement data-driven policies and procedures, inclusive decision-making, and transparent communication to all campus constituents.

DISTRICT RESPONSE:

The San Diego Community College District complies with all Eligibility Requirements,

Accreditation Standards, Commission policies, guidelines for public disclosure, institutional reporting, team visits, and prior approval of substantive changes.

BP 0005 – *Accreditation* articulates the Board of Trustees' commitment to adhering to all eligibility requirements and Accreditation Standards.

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

- The Board of Trustees has a subcommittee on Accreditation, Student Success, and Equity that reviews periodic reports on the colleges' accreditation progress. The subcommittee comprises two Board members who meet at least once a semester and the Vice Chancellor, Educational Services, who provides staff support to the subcommittee. The committee also receives regular reports on institutional effectiveness, including ongoing reports on student outcomes and Accreditation.
- The Board of Trustees receives periodic reports on Accreditation status at public meetings and Board of Trustees Retreats.
- The October 21, 2021 Board Retreat had an Accreditation Board Training item with Dr. Catherine Webb, Vice President from ACCJC.
- On March 11, 2021, the Board reviewed and approved the spring 2021 midterm reports for all four colleges.
- The Board received an annual update on Accreditation progress through 2020.
- The annual goals for the Board of Trustees are aligned with various Accreditation Standards. Each goal references the ACCJC Accreditation Standard it addresses.
- The District publishes information on Accreditation in its catalogs and on college and District websites. Public notice of disclosure and the student complaint process is also posted online with links to file complaints.
- The March 11, 2021, Board of Trustees meeting included an agenda item on Accreditation where the leadership team had the opportunity to discuss the status of meeting the Accreditation Standards and plan for the team visits.
- The Board of Trustees receives regular reports on various student outcomes and other measures of institutional effectiveness. Reports include student demographics, student and employee diversity, enrollment, transfer, degrees conferred, Student Success Scorecard, graduation rates, student loan defaults, Honors Program outcomes, institution-set standards, anti-racism curriculum, Dreamer Centers, San Diego Promise program, textbook affordability, and distance education student success. Although board agendas do not include standing items, all these reports are posted on the

District website and the District's Institutional Research website for ongoing access and reference.

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

District Evidence:

[IC12¹](#) [IC12²](#) [IC12³](#) [IC12⁴](#) [IC12⁵](#)
[IC12⁷](#) [IC12⁸](#) [IC12⁹](#); [IC12¹⁰](#) [IC12¹¹](#) [IC12¹²](#)

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

Evidence of Meeting the Standard

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

Evidence
District Responsibility

Analysis and Evaluation
District Responsibility

DISTRICT RESPONSE:

The San Diego Community College District is fully compliant with the United States Department of Education regulations regarding all of its accrediting agencies. (*E.R. 21*)

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

Evidence of Meeting the Standard

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

Analysis and Evaluation

n/a

Conclusions on Standard I.C: Institutional Integrity

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

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

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

The College describes its certificates and degrees, including Program Learning Outcomes and Transfer information in the catalog section titled, “Degree Curricula and Certificate Programs,” which is available in hard copy at the bookstore and online in a downloadable PDF version.

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

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

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

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

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

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

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

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

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

Improvement Plan(s)

Evidence List

Standard I.C Folders

Standard II: Student Learning Programs and Support Services

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

A. Instructional Programs

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

Evidence of Meeting the Standard

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

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

The College catalog describes the institutional learning outcomes. The College's data dashboards show how ILOs are tracked and attained.

Evidence:

[Catalog Academic Programs](#)

Institutional Learning Outcomes Dashboard

Awards Dashboard

Program Review

Guided Pathways

Distance Education Committee

Distance Education Instructional Design

Professional Learning

Work Experience

Work Based Learning

Analysis and Evaluation

The College conducts on-campus and distance education courses, including fully online courses with synchronous and asynchronous learning options, and hybrid models that allow for a combination of classroom and online learning environments. All courses are developed in accordance with institutional learning outcomes and are designed to maximize regular substantive interaction between students and their instructors, as well as peer engagement.

All courses undergo rigorous, data-driven planning. The College's program review process, with links to the data dashboards, allows for continuous review and improvement of all courses offered in all modes. The College is committed to student success and utilizes guided pathways to assist with degree and certificate completion, and to achieve alignment with other higher education programs.

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

Evidence of Meeting the Standard

The College's faculty, including full-time, part-time, and adjunct faculty, regularly participate in discussions, procedures, activities, and trainings to ensure that content and methods of instruction meet generally accepted academic and professional standards and expectations. The College's transparent sharing of data metrics, combined with regular program and curriculum review means that faculty exercise collective ownership over the design and improvement of the learning experience. Faculty use student achievement data in order to continuously improve instructional courses and programs. Faculty engage in on-going professional learning to ensure

the currency of programs, and to continuously improve teaching and learning strategies. These ongoing reviews, discussions, and trainings allow for continuous updates and improvements that promote student success.

Evidence:

Data Dashboards

Program Review

Curriculum Review

Professional Learning

Curricunet

Analysis and Evaluation

Faculty complete regular program and curriculum reviews, including a review of course outcomes. The data dashboards allow faculty to access data on student success and achievement, as well as other metrics. Based on data-driven outcomes, changes to curriculum are discussed and implemented.

The College is committed to professional learning, assisting faculty in the process of continual improvement leading to student success. Faculty utilize professional learning development resources to continually improve course design.

The Curriculum Review Committee regularly reviews, assesses, and updates the curriculum with necessary changes and updates made in Curricunet.

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

Evidence of Meeting the Standard

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

Evidence

Needs Upload

Analysis and Evaluation

[Insert response.]

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

Evidence of Meeting the Standard

The College offers pre-collegiate level curriculum, with distinct courses that are clearly distinguished from college-level curriculum. The pre-collegiate curriculum directly supports students in learning the knowledge and skills necessary to advance and succeed in college-level courses.

Co-requisite courses are taught in Math and English in accordance with AB705

Evidence:

About Mesa Office of the President First Monday on the Mesa: Co-requisite courses

Academic Programs, Mathematics: Refresher courses

Academic Programs, English, ELAC course sequence

AB705 Implementation Plan

Student Services, course placement and placement assistance

Challenge Exams

Mesa Pathways

Mesa Journeys

HSI Programs

STEM Center

Avanza Engagement Center

Student Services Presentation

Analysis and Evaluation

The College has established clear pathways for student success that prioritize transfer-level curriculum, while offering pre-transfer level courses in certain instances of identified need, in conjunction with support services.

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

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

Co-requisite math courses include:

X courses (Math 104x, 116x, 119x). Students are enrolled in co-requisite courses that provide additional information and allow them to learn and refresh material that helps them achieve success in the main course. For example, a student may be placed in Math 96x which combines Math 96 with the co-requisite Math 15C.

The College's English department has fully implemented AB705 and offers default placement into transfer-level courses for all students. Based on AB705 regulations, the English department is no longer placing students in pre-transfer courses. All students place into English 101 or above.

College-wide support programs assist students in successfully placing into and completing courses to meet their academic and career goals. Students receive assistance from services such as Pathways and Mesa Journeys that help identify course sequences for degrees and transfer, transfer planning, as well as programs and services that may benefit students with demographically defined needs.

The College's Pathways show curricula to help ensure that students know which classes satisfy degree, certificate, and/or transfer requirements in their discipline. Challenge exams are offered for math, English, and language courses.

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

Evidence of Meeting the Standard

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

Evidence

Academic Requirements

Curriculum Development

Curriculum Review Committee

Course Approval Process

Program and Course Approval Handbook

Analysis and Evaluation

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

1. Facilitate curriculum initiators in the origination and revision of curriculum
2. Facilitate the development of general education requirements
3. Facilitate the development of graduation and certificate requirements
4. Ensure program and course alignment within the District
5. Ensure that the Curriculum that the College presents is in the best interest of students.

DISTRICT RESPONSE:

Distance Education courses follow practices standard in higher education, including the breadth, length, depth, rigor, and synthesis of learning. They are under the purview of the faculty through the curriculum review processes. Although approved through an independent review, distance education courses undergo the same rigorous curriculum approval process as traditional courses. Information required for curriculum review includes techniques to ensure quality, evaluation method, additional resources, and contact type. The department of Curriculum Services ensures that **policies and procedures for defining and classifying** a course as offered by distance education exist and align **with USDE definitions**. Furthermore, the department of Curriculum Services follows Title 5 regulations, Sections 55200, 55202, 55204, 55206, 55208, 2210, and 58003.1. To ensure consistency and academic rigor in courses offered, all courses delivered through distance education are based on the same course outlines of record as face-to-face courses.

Determination and judgments about the quality of distance education under the course quality standards are made with full involvement of the Faculty per District policy and California regulations, title 5, section 55374. Faculty develop competency levels and measurable student learning outcomes for distance education as part of the approved curriculum development process. Courses and/or sections delivered by distance education conform to state regulations and guidelines and have the same standards of course quality applied to them as traditional classroom courses. The College Curriculum Review committees separately approve distance education courses, but they follow the same official course outline of record.

Faculty within the department determines whether the program is offered in DE mode. In addition, faculty from the three colleges participate in the Districtwide Curriculum and Instructional Council (CIC). Faculty within the subject discipline confers and decides which programs/courses to offer at a distance. Each proposed or existing course delivered by distance education is reviewed and approved separately by the college Curriculum Review Committee (CRC). The review and approval of new and existing distance education courses follow the curriculum approval procedures. All distance education courses are approved under the same conditions and criteria as all other courses. Still, they require additional documentation, including how the course will maintain regular and effective contact to ensure that online sections of courses maintain the quality and rigor of face-to-face sections.

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

The college awards course credit, baccalaureate degrees, associate degrees, and certificates in compliance with state and federal laws and accordance with standard practices in higher education. Every credit course and the academic program includes learning outcomes appropriate to the discipline and academic rigor of the course and/or program. Course-level student learning outcomes (SLOs) are recorded on the course report (CR), a component of the official course outline of record. The SLOs are integrated with the course objectives, course content, method of evaluation, and grading standards.

The College determines the appropriate units of credit for each course during the curriculum approval process based on the formula that is compliant with federal regulations (34CFR 600.2) and California Code of Regulations, Title 5, sections 55002.5 and BP 2020 Curriculum Development. The college formula is based on a minimum of a 16-week semester to a maximum of an 18-week semester, assuming that every unit of credit represents a minimum of 48 hours and a maximum of 54 hours of student learning hours, including in-class and outside-of-class hours. Forty-eight hours divided by 16 weeks equals three hours of student learning per week per unit of credit earned. Likewise, fifty-four hours divided by 18 weeks equals a minimum of three hours of student work per week. The tables below provide an example of the calculations for the minimum 48 hours = 1 unit of credit and calculations for the maximum of 54 hours = 1 unit of credit for both lecture and laboratory courses.

1 Unit of Lecture Credit

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

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

1 Unit of Laboratory Credit

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

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

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

District Evidence:

[IIA5¹](#), [IIA5²](#), [IIA5³](#)

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

Evidence of Meeting the Standard

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

The Vice President of Instruction created the Enrollment and Instructional Planning Taskforce for the purpose of bringing together deans and chairs. The work of this taskforce is to:

- Study and analyze local, regional, and statewide issues presently impacting enrollment at the College
- Develop short-term scheduling strategies
- Develop a long-term process for enrollment management

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

The College's Pathways initiative uses existing structures for program planning, and guides students with roadmaps and support to achieve educational goals. Student choice and equitable

practices are inherent to the program.

The goal of Mesa Journeys is to help new or returning students identify programming and co-curricular supports that will allow them to quickly and effectively navigate their journey at Mesa College.

The College provides education plans for each enrolled student. The education plan indicates the number of units that are CSU and UC transferable, the GPA for transferable units, overall requirements for graduation, as well as specific information for obtaining residency, the fulfilment of general education requirements, and lists of electives.

Evidence:

Vice President of Instruction Enrollment and Instructional Planning Taskforce

Campus Solutions Sample Education Plan

Dean's Council Agenda

Mesa Pathways

Mesa Journeys

Planning and Institutional Effectiveness Committee

Strategic Planning Committee

Assessment and Evaluation Cycle Chart

President's Cabinet

Academic Calendar

Analysis and Evaluation

The Office of Institutional Effectiveness oversees an annual assessment and evaluation cycle, and works with governance committees, programs, departments, chairs, deans, Vice Presidents, and the President to ensure that each of these evaluative periods and assessments is completed in a timely manner. The Planning and Institutional Effectiveness Committee is responsible for assuring that the College's planning framework is consistent with accreditation standards. The committee follows a model of sustainable continuous quality improvement, and guides the annual assessment of goals, objectives, priorities, and recommended changes. In this way, the College is assured of integrated planning across the campus.

Instructional Deans meet with the VP of Instruction (Dr. Isabel O'Connor) on a weekly basis to discuss enrollment and scheduling needs (among other topics). School Deans then communicate with department chairs and discuss the needs of each program and determine class offerings with a student-centered lens.

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

Student educational plans can be used in combination with student support services, such as counseling. This helps to ensure that students are better informed and better equipped to

navigate the path to degree/certificate completion and/or transfer, and that they continue to work efficiently and effectively in a timely manner toward the completion of degrees, certificates, and units for transfer.

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

Evidence of Meeting the Standard

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

The College provides and promotes disaggregation of student data by course modality and encourages data analysis through the program review process and schedule development. This work includes careful analysis of factors such as demand, success, and instructional integrity of various instructional modes. Faculty and administration are engaged in ongoing discussions regarding the balance of future offerings post-pandemic.

Comprehensive professional development offerings are designed to equip faculty with a variety of instructional tools and techniques to best meet a wide range of learning styles and needs. Professional learning enables campus employees to develop the knowledge and skills to assist students to be successful in college, and better prepares them to address students' learning challenges. Effective professional learning enables teachers to improve their instruction, administrators to become better leaders, and staff to facilitate pathways toward student achievement.

Campus Employee Learning supports the mission of the College through coordination of a variety of professional learning opportunities for all faculty, classified professionals, and administrators. Professional learning allows campus employees to arrange professional learning into their work schedules. The College supports the flexibility that allows time for professional training, including programs that are self-paced and completed online in order to better meet the needs of faculty, classified professionals, and administrators.

The College remains committed to encouraging and supporting continuous improvement of Distance Education and online instruction and delivery. Faculty are encouraged to participate in peer coaching opportunities and groups such as MOST (Mesa's Online Success Team). Additionally, each semester faculty can apply for funded inquiry opportunities through the FIG (Faculty Inquiry Groups) program. One of two options for focus of FIGS is a Design2Align FIG which uses the CVC Online Courses Design Rubric and/or the Peralta Equity Rubric to redesign courses. A current spring 2022 group has been funded to focus on analyzing, dispelling myths, and identifying best practices for asynchronous delivery of courses. This work supports the ongoing campus discussions and questioning around the merits of online delivery and efforts around continuous improvement.

Quantitative data from the dashboards/surveys as well as qualitative feedback from instructors and counselors directly serving students are used to inform continued dialogue between the Vice President of Instruction, Instructional Deans, and faculty leadership in regard to delivery modes, instructional delivery, and learning support services, and the importance of pro-actively responding to the changing needs of our students. Venues for regular discussion include weekly Deans' Council Meetings (with the Academic Senate President and Chair of Chairs), monthly meetings of the Enrollment Management Taskforce, school Leadership Team meetings, and the college-wide Chairs meetings.

Evidence

Enrollment Management Dashboards

Faculty Professional Learning Committee

Mesa Online Success Teams

Course Redesign

LOFT Badge Program

Teaching Tree

Office of Institutional Research Data Warehouse and Data Dashboards

Deans' Council Agenda

Enrollment Management and Instructional Strategic Planning Workgroup Agenda

Leadership Team Agenda

Analysis and Evaluation

The Faculty Professional Learning Committee is a sub-committee of the Campus Employee Learning Committee. The Faculty Professional Learning Committee was created to:

- Establish a culture that promotes shared ideas
- Develop learning activities based on student success and faculty needs
- Explore relevant methodologies for teaching and learning
- Promote interdisciplinary collaboration
- Use research to inform professional learning programming

The Committee membership represents all schools at the College. It works to identify areas of need and to provide responsive and accessible training and support.

The Loft's Badge Program offers trainings focused on the enhancement of teaching methodology and diversification of delivery modes. Examples of enhanced teaching include:

- Mastering Zoom
- Using Sketchnote
- Captioning videos

The College's Teaching Tree is a space designed to foster peer-to-peer idea-sharing and conversation around equity-minded teaching practices. It is managed through Canvas for easy access. Participants share ideas and engage in professional learning around the theme of equity-based teaching practices.

Mesa's Online Success Team (MOST) fosters a community of colleagues engaged in an ongoing process of continual teaching improvement, including the exploration of new ways to engage in and inspire one another and online learners.

A Faculty Inquiry Group (FIG) is comprised of three to five faculty members, either cross-disciplinary or from the same discipline, who work together to decide on common goals for redesigning their courses. The process is based on a model of continuous teaching improvement that fosters collaboration and peer accountability.

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

Evidence of Meeting the Standard

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

Evidence
n/a

Analysis and Evaluation

n/a

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

Evidence of Meeting the Standard

The ongoing assessment of student learning outcome attainment occurs at the course, program, and institutional levels. The process is conducted on a six-year timeline. During this time period, assessments are performed, data is analyzed, the information is shared, and agreed upon changes are implemented in order to improve student learning.

The College awards course credit, degrees, and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

The Mesa Curriculum Review Committee provides faculty with resources and guidance for curriculum development and revision to ensure that standards are met.

The San Diego Community College District provides resources to support curriculum development and ensure that guidelines are being followed. In addition to the Curriculum

Review Committee (CRC) at Mesa, there is a district Curriculum and Instructional Council (CIC) that reviews all curriculum to ensure that units of credit are calculated and awarded based on the standards for higher education.

The District has also provided resource documents such as the "CurricUNET User Guide Supplement Revised Hours/Units Page Entry" to ensure that information is entered correctly into CurricUNET and aligned with Title 5 requirements. The information is then reviewed by the CRC and CIC before going to the state for approval.

The College awards units and offers courses based on clock hours and follows the standards for clock-to-credit-hour conversions as outlined in the Program and Course Approval Handbook from the California Community Colleges Chancellor's Office.

Evidence:

Guide to Outcomes and Assessment
Outcomes Assessment Webpage
Program and Course Approval Handbook
Resources for Curriculum Development
Curriculum Contact Information

Analysis and Evaluation

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

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

The Committee on Outcomes and Assessment (COA) works to facilitate an equitable, accessible, and meaningful learning experience for students. COA has established and maintains structures and standards for outcomes assessment, including a framework for authentic assessment of learning. COA supports innovation and provides professional learning around outcomes assessment, promotes a culture that integrates outcomes assessment results into the continuous quality improvement cycle, and ensures Institutional Learning Outcomes that reflect the College's mission and curriculum.

Goals of the Committee on Outcomes and Assessment include:

1. Promote a practice of meaningful dialogue around outcomes development and assessment college-wide.
2. Engage the college in meaningful dialogue around the outcomes and assessment process.
3. Provide a forum to generate outcomes and assessment ideas and practices while sharing

- progress and accomplishments.
4. Incorporate outcomes assessment in Guided Pathways and the Integrated Planning Process.
 5. Support faculty and staff to complete the assessment of all outcomes by the end of the current cycle

10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Evidence of Meeting the Standard

The College makes available to its students clearly stated transfer-of-credit policies. The College Transfer Center Team supports students while at the College, and as they continue through the process of transfer to another institution.

The College has developed articulation agreements appropriate to its mission with identified colleges and universities. The Transfer Center provides information on articulation of courses with California Public Universities, University of California (UC) and California State University (CSU). Students can access official articulation agreements for California Public Universities and California independent and private colleges/universities.

San Diego Community College District Policy AP3900.1 allows students to receive credit by examination for specific courses as outlined in the credit by examination 2021-22 Policy and Procedure.

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

Evidence:

San Diego Mesa College Transfer and Articulation
Transfer Services
Checklist for Transfer
Assist program for courses eligible for transfer
Articulation Agreement
Credit by Examination Policy and Procedures
Student Services Council Minutes
District Governance Council Minutes

Analysis and Evaluation

At the Transfer Center, students are supported by five staff members including two (2) counselors and additional support staff. In addition to the in-person and online support of staff, students can access a variety of supports online through the transfer center website. The Transfer Team hosts daily transfer talks to help students plan for transfer to other institutions. Additional resources include workshops, a YouTube channel, a final year transfer checklist, and other materials. Official transfer and articulation agreements are carefully vetted by articulation officers.

Students may gain credit for courses through a variety of methods. Students can gain credit by exam (submitted separately), Credit for Military Experiences, and Credit for Standardized tests. Students must speak to a counselor prior to applying for credit by exam.

DISTRICT RESPONSE:

The San Diego Community College District has a centralized records and evaluations department responsible for evaluating transfer credits. The District records office reviews credits transferred into the District according to District policies and procedures, expected comparable learning outcomes, consultation with faculty discipline experts, and generally accepted practices in higher education. Acceptance of transfer credits also aligns with the CSU and IGETC general education patterns. All credits earned by students at the three colleges of the District – City, Mesa, and Miramar – are posted on a single District transcript to facilitate the mobility of students within the District and transfer institutions.

Transfer of Credit policies and procedures have been developed through a collaborative process relying primarily on the faculty and following all District and state guidelines and generally accepted practices. These policies and practices are regularly reviewed and updated to ensure they remain current and align with state guidelines, District policies, and business practices. One example is a recent change to AP 5235 *Credit for Prior Learning* that was modified to expand the options and clarify the process for Credit for Prior Learning.

Policies and information are included in the college catalog and on Student Web Services, the online portal for students.

Credits from Other Regionally Accredited Institutions

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

Upper Division Coursework

The San Diego Community College District accepts all lower-division courses taken at U.S.

regionally accredited colleges. All lower-division courses deemed equivalent will be counted toward the associate degree. The District does not accept upper-division coursework. Petitions to use upper-division courses from regionally accredited colleges in the United States will only be accepted if needed to meet minimum associate degree requirements for the major or District requirements. The faculty must approve all petitions for exception in the discipline or an appropriate designee and/or college committee.

International Transfer Credit

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

Credit for Prior Learning

Per Administrative Procedure, AP 5235 academic credit may be awarded for validated college-level skills and knowledge gained outside of a college classroom. Credit for prior learning may be earned for eligible faculty-approved courses for students who satisfactorily pass an authorized assessment.

Credit is available through the following:

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

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

The tables in the college catalog indicate the score necessary, the credit allowed, and the area(s) satisfied for each of the examinations accepted for credit. Students may view a full copy of the policy by accessing the policies and procedures website. **IIA102**

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

Students who complete articulated non-credit continuing education courses at San Diego Continuing Education may have these courses accepted for college credit via credit by exam. Students must complete the college application for admission and certification form, successfully complete the articulated Continuing Education course, and pass a college faculty-approved examination. The most up-to-date listing of active agreements and student requirements is available online.

Acceptance and Application of Military Credit

Credit for educational experiences completed during military service is applied toward the associate degree in accordance with the associate/baccalaureate credit recommendations contained in A Guide to the Evaluation of Educational Experiences in the Armed Services, published by the American Council on Education (ACE). **(IIA1013)** Students must submit documentation of educational experiences during military service.

Military service credit may be granted upon verification of six (6) months of continuous active duty or completion of basic training for National Guard/Reservists. Four (4) units of credit may be awarded to meet the District graduation requirements in Health and Physical Education/Exercise Science. Three (3) of those units may also be used to satisfy Area E of the CSU General Education Breadth pattern.

Other educational experiences during military service may also fulfill additional major, general education, or elective degree requirements based upon the ACE Guide and faculty approval. **(IIA103; IIA104; IIA105)**

Articulation Agreements

The colleges have numerous articulation agreements with local institutions and higher education institutions throughout the state and nation, based upon patterns of enrollment between institutions. The Articulation Officer develops articulation agreements at each College in consultation with the faculty.

The College uses ASSIST as the official repository of articulation information for California's public colleges and universities. **(IIA1010)**

Articulated Non-Credit Continuing Education Courses

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

Distance Education:

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

Online students go through the same assessment process as on-campus students. First-time online students are encouraged to take the Online Student Orientation at:

<http://www.sdccdonline.net/students/training>.

The college catalog, District policy BP 3900, and AP 3900.1 through 3900.5 provide specific guidelines for the evaluation of credits from other institutions, international transcripts, military credits, credit by examination, and advanced placement [[BP 3900, Academic Credit for Non-Traditional Education](#); [AP 3900.1 Credit by Examination](#); [AP 3900.3 Credit Available through Military Experiences](#); [AP 3900.4 Credit Available for Standardized Testing Programs](#); [AP 3900.5 Credit Available for Courses Completed Through American Council on Education \(ACE\)/The National College Credit Recommendation Service \(National CCRS\)](#)].

Evaluating credits from other regionally accredited institutions starts with submitting an official transcript, in an official sealed envelope, to the District Student Services office. After District Student Services validate the transcript, each course is evaluated for its transferability. The San Diego Community College District colleges **will not** accept the transfer credits from another institution if the evaluation by the District and college evaluators determines that the credits received from another accredited institution do not meet the equivalent standards for a similar course taken at an SDCCD college [[College Catalog](#)]. An approved agency must evaluate international transcripts.

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

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

District policy and procedures and the college catalog outline the process for students to earn credit through standardized testing programs [[BP 3900, Academic Credit for Non-Traditional Education](#); [AP 3900.4 Credit Available for Standardized Testing Programs](#), and [College Catalogs](#)]. Specifically, to obtain credit, students must request the evaluation of tests and meet the following criteria:

- All official transcripts must be on file.
- Official copies of test scores must be submitted.
- Students must be currently enrolled.

The college catalog includes tables indicating the score necessary, the credit allowed, and the area(s) satisfied for each examination accepted for credit [[College Catalogs](#)].

District procedure and the college catalog outline the limitations on credit by standardized examination in the catalog and District procedures [[BP 3900, Academic Credit for Non-Traditional Education](#); [AP 3900.4 Credit Available for Standardized Testing Programs](#), and [College Catalogs](#)]. These limitations include:

- AP and CLEP examinations may partially be used to clear the American Institutions requirement partially. Detailed charts outlining the acceptance of nontraditional education are included in the college catalog.
- The AP exam can meet the English composition requirement.
- Credit will not be granted for equivalent courses completed.
- Grades are not assigned, nor is the credit used in calculating grade

point average.

- Credit granted by SDCCD does not necessarily transfer to other institutions. The receiving College or university determines the transferability of credit.
- Credit awarded through nontraditional education may not be used for grade alleviation.
- A maximum of 30 cumulative units may be granted for acceptable scores on any combination of AP, CLEP, DANTES, or IB.
- Duplicate credit will not be awarded for nontraditional education sources and completed coursework.

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

Credit by examination forms is available in the college evaluations office. Students may also earn advanced placement credits towards AA/AS, Intersegmental General Education Transfer Curriculum (IGETC), and CSU general education with scores of 3 or higher. The college catalog clearly outlines advanced placement procedures and awarding of credit. The catalog and transfer/articulation websites are important resources for students regarding articulation and transfer [[College Catalogs](#)]. The college articulation officer maintains and works with faculty to coordinate articulation agreements with four-year and independent institutions. For UC and CSU institutions, articulation agreements have been developed for general education requirements and various majors. To ensure quality education, the Articulation Officer ensures the coursework, including coursework done via distance education at the College, will be comparable and accepted by baccalaureate-conferring institutions. The catalog provides information and links to transfer-of-credit information on the Articulation System Stimulating Inter-Institutional Student Transfer (ASSIST), Associate Degrees for Transfer (ADT), and Course Identification Numbering System (C-ID) websites [[College Catalog](#), [ASSIST](#), and [C-ID](#)]. ASSIST is an online student-transfer information system that provides transfer and articulation information among public higher education institutions in California. Likewise, SDCCD colleges submit individual courses to C-ID for articulation with established course descriptors. C-ID is an online statewide numbering system that identifies comparable courses at different community colleges. The Articulation Officer sends courses to C-ID for approval to ensure courses are equivalent and comparable to CSU courses. Students are encouraged to meet with a counselor for up-to-date information regarding the current transfer of credit and articulation agreements.

District Evidence:

(some evidence is linked in text)

[IIA10¹](#), [IIA102](#), [IIA10¹¹](#), [IIA10¹²](#), [IIA10XX](#)

11. The institution includes in all of its programs, student learning outcomes, appropriate to

the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

Institutional Learning Outcomes (ILOs) have been developed and are repeatedly evaluated by the Committee on Outcomes and Assessment (COA). Revisions are vetted through the campus Participatory Governance groups.

The Institution provides accessibility to Program and Student/Course Learning Outcomes. The College assesses the appropriateness to program level and the connection to the Institutional Learning Outcomes through the curriculum review process.

Outcomes are appropriate to each program level in competencies including communication, information, quantitative and analytic inquiry skills, ethical reasoning, engagement with and assessment of diverse perspectives, and other program-specific learning outcomes.

Evidence:

San Diego Mesa College Learning Outcomes
Guide for Outcomes and Assessment
Divisional Outcomes Types
College PLOs and ILOs
Course SLOs and CLOs (Curricunet)
Curriculum Review Committee

Analysis and Evaluation

Mesa ILOs are assessed by the Campus Research Office through the use of an annual Graduate Survey. The ILOs are grouped into 5 areas: Communication, Critical Thinking, Information Literacy, Professional and Ethical Behavior, and Global Consciousness.

Outcome types are identified at various levels of the institution. In the Instructional Division, outcomes include Student (Course) Learning Outcomes, Program Learning Outcomes, and Administrative Outcomes. All are ultimately mapped to the overarching Institutional Level Outcomes through the Program Review process.

The College provides ongoing training and workshops to the instructional division that focus on the development and assessment of SLOs, as well as the mapping and entry of outcomes and assessment results into Taskstream.

12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the

degree level. The learning outcomes include a student’s preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

The College requires all degree programs to include general education components based on a carefully considered philosophy for associate and baccalaureate degrees that are clearly stated in the catalog.

With guidance from the Office of Institutional Effectiveness, and data on outcomes and assessment, the Curriculum Review Committee and faculty determine the appropriateness of each course for inclusion in the general education curriculum. Curriculum review takes into account competencies that are appropriate to the degree level.

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

Data from ILO Global Consciousness Direct Assessment Results shows information from a survey with 83 responses out of 359 students contacted (reduced further to 50 students through verification processes).

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

Evidence

College Catalog

AP 5020 Curriculum Development.

Curriculum Review Committee

Student Services Evaluations

Transfer Center

Committee on Outcomes and Assessment Meeting Minutes

ILO Global Consciousness Direct Assessment Results

Analysis and Evaluation

The College catalog lists District competencies and requirements. The general education program is designed to broaden students’ knowledge and understanding of the methods of gaining knowledge in a variety of disciplines.

Administrative procedure outlines curriculum development for the district. The district will rely

on the academic senate for recommendations about new or revised courses, degrees, and certificates. All recommendation must be approved by the college/Continuing Education Curriculum Committee(s) and the Curriculum Instructional Council (CIC) before approval by the board and submission to the California Community Colleges Chancellor's Office (as required).

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

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

Evidence of Meeting the Standard

The College's degree programs include focused study in one or more areas of inquiry in an established interdisciplinary core. Specialized courses in an area of inquiry or interdisciplinary core are based on student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Programs available for degrees are shown on the Academic Programs page of the College's website. The cores for each degree program are listed, along with program outcomes, demonstrating that the core is based on student learning outcomes.

Evidence:

Academic Programs web page

Analysis and Evaluation

The College offers Associate Degrees in Arts and Sciences, Certificates in Performance and Achievement, one of the highest student transfer rates in California to four-year institutions. Additionally, the College offers a 4-year Bachelor's Degree, academic support programs, and accelerated programs.

14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable

standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

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

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

Evidence

Advisory Committees

Required elements for accreditation

Institutional Planning and Governance Guide

Analysis and Evaluation

Advisory committees study the educational needs of specific occupational programs and make recommendations to College program faculty and administrators. These recommendations may be included in the program review. The College works with the advisory committees to create channels of communication with the community and specific organizations relevant to the academic programs. Advisory committees provide valuable feedback on the quality and preparation of graduates. As students pass courses and earn certificates and degrees, they demonstrate the competencies that meet employment and external agency standards in their respective fields.

The Institutional Planning and Governance Guide includes annual program reviews, and further ensures that courses, certificates, and degrees receive regular updates and peer reviews. The Committee on Outcomes and Assessment and the Curriculum Review Committee also ensure that outcomes, courses, certificates, and degrees are up to date. The College is in compliance with educational code, which states that “every vocational or occupational program . . . shall be reviewed every two years.”

15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Evidence of Meeting the Standard

When programs are eliminated or program requirements are significantly changed, the College makes appropriate arrangements so that enrolled students are able to complete their education

in a timely manner with a minimum of disruption.

Board policy 5021 specifically discusses policies for the discontinuation of courses and programs.

Evidence:

District Administrative Procedures Instructional Program Review and Discontinuance AP 5019, 5021

Analysis and Evaluation

The program review process meets accreditation standards, and Education Code, California Code of Regulations, title 5. It includes procedures for the regular review of instructional programs and ensures that career and technical education programs are reviewed at least every two years. It ensures all other programs are reviewed at least every five years. The Board of Trustees makes the final decision regarding changes to instructional programs.

A program may be discontinued by the Board of Trustees based upon evidence that the criteria for program approval is no longer met, as set forth in California Code of Regulations, title 5, section 55130 and Education Code section 78016.

The procedures for discontinuing a course are established by the College and based in shared governance that recognizes that the responsibility for program discontinuance is shared cooperatively between the Academic Senate and administrators.

The procedure includes:

- Steps to monitor the impact on other areas, including articulation, transfer agreements, as well as student notification, transition and assistance in program completion
- A detailed plan and recommended timeline for phasing out the program with the least impact on students, faculty, staff, and the community
- A plan for currently enrolled students to continue their academic award, such as a teach-out plan, or a plan for them to meet their educational objectives through alternative means.
- A plan for open and transparent participatory governance process in generating recommendation to the Board of Trustees regarding program discontinuance.

The Board of Trustees considers recommendations for program discontinuance from the Chancellor at a meeting of the Board in accordance with its regular processes and procedures. Care is taken to monitor impact on other areas, including articulation, transfer agreements, student notification, transition and assistance in program completion. The College and the District seek to manage opportunities for retraining and reassignment of those who are affected by program discontinuance. Final decisions on program discontinuance are made by the Board of Trustees.

DISTRICT RESPONSE:

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

District Evidence:

[IIA15¹](#), [IIA15²](#)

16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

The College regularly evaluates and improves the quality and currency of instructional programs. The College continually updates and improves all collegiate, pre-collegiate, career-technical, and community education courses and programs, regardless of delivery mode and location. The College systematically strives to continually improve programs and courses to enhance student learning outcomes and student achievement.

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

Evidence

Instructional Program Review

Student Outcomes

Analysis and Evaluation

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

The Program Review Steering Committee has the following responsibilities:

- Review and modify as needed on a regular basis, and disseminate information in the program review handbook and website containing questions, criteria, guidelines and forms.
- Determine and publish the schedule of programs and service areas in the four-year cycle.
- Establish and publish timelines for the program review process.
- Provide training and guidance on a regular and as-needed basis to groups and individuals.
- Provide training workshops at least once annually to describe the program review goals and process.
- Provide structured guidance to and collaboration with lead writers, department chairs, and administrative and service area supervisors through the program review process; program review committee members will be assigned as liaisons to each program/administrative/service area at the start of the process to assist writers in developing their program review.
- At the conclusion of the program review process, prepare final written reports to be presented to the President's Cabinet.

Conclusions on Standard II.A: Instructional Programs

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

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

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

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

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

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

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

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

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

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

Improvement Plan(s)

Evidence List

B. Library and Learning Support Services

- 1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)**

Evidence of Meeting the Standard

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

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

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

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

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

The Mesa Tutoring and Computing Center (MT2C) is located on the first, second, and fourth floors of the LRC and supports multiple modalities of learning assistance, including face-to-face general tutoring, embedded tutoring, and online tutoring. Dedicated math and science

tutoring and computing is located on the first floor of the LRC; writing and language support is located on the second floor; after class embedded sessions are located on the first, second, and fourth floors; and computing and assistance is located on the first and fourth floor.

The LOFT is a full-featured professional learning center for faculty, classified professionals, and administrators. The LOFT includes innovative technologies, tools, and furnishings to encourage collaborative, flexible, and creative thinking and professional learning across modalities. The LOFT team members support collaborative online and face-to-face spaces and services to foster the College's growing professional learning community.

Evidence:

LRC Hours

LRC Floor Plan

Book Collection

EBSCO eBook Page

Gale eBooks

ProQuest e-Books

Stream Databases List

A-Z Databases Page

Library Homepage

Embedded Librarian Course Page

Library Personnel Page

Library Hours Page

LOFT

MT2C

NetTutor

Promise Students

Scholarship Data

STAR-CA

STEM Hours

Tutoring Hours

Computing Hours

ACTLA Certification

CRLA Training

Embedded Tutoring

Humanities Tutoring

Peer Mentor

Analysis and Evaluation

The library supports students through the entire range of scholarship, including the evaluation, selection, organization, retrieval, interpretation, and ethical use of resources, and provides instruction for students and faculty. The library extends its services through collaborative efforts with faculty to serve students' needs through the embedded librarian's program.

Outreach initiatives have transitioned from routine class visits to having an embedded librarian in classes such as Black Studies 116,140A and 140B classes, and by adding the library contact

details in the Learning Management System, Canvas, and Research guides.

MT2C provides Mesa College with multiple computing options equipped with both Windows and Mac workstations, currently consisting of 135 PC & 18 MAC computers/laptops. MT2C also provides printing and scanning support for students. These resources are available to any Mesa student on a walk-in basis after student authentication. There are also quiet areas for independent and group study that enhance and facilitate teamwork and collaborative learning. The hours for computing and independent/group study are Monday through Wednesday from 8:00am to 8:30pm, Thursdays from 8:00am to 6:00 pm and Fridays from 8:00am to 1:00pm.

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

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

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

Embedded Tutoring: MT2C currently offers two types of embedded learning assistance. For English and ESOL, MT2C currently offers graduate tutor support, where graduate students from surrounding San Diego universities are mentored by English/ESOL professors and provide before, during, and after-class assistance. Additionally, MT2C offers embedded peer tutoring, which is modeled after the University of Missouri at Kansas City Supplemental Instruction model. Peer tutors are embedded in classes that they have previously completed with an A or B, often with the same professor with whom they took the course. They offer one-hour review sessions outside of class. In Spring 2022, embedded tutoring supported 32 sections.

Online Tutoring: During the Covid-19 pandemic, all tutoring was conducted remotely. MT2C

partnered with both NetTutor and STAR CA (a California Community College Consortium) to provide additional hours, levels, and subjects to support student success. Students can ask real-time writing questions and asynchronously submit papers for feedback within forty-eight hours.

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

2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard

The College relies on the appropriate expertise of faculty, including librarians and other learning support services professionals, to select and maintain educational equipment and materials that support student learning, and to enhance the achievement of the College's mission.

College librarians follow campus Collection Management Guidelines (IIB210) to inform decisions in the ongoing development and maintenance of the collection for the purpose of empowering the diverse study body to reach educational goals. Materials are prioritized for purchase which support the curricular needs of the college, new programs, and those undergoing accreditation or review.

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

Online resources are accessed through subscriptions with numerous aggregator and reference databases. Through the College library website, every student and employee has full access to the library's electronic materials, 29 research guides, and on-demand video tutorials. For answers to reference questions, students can either call the reference desk during library hours or access 24/7 online reference assistance. A transferrable 1-unit online class, Library Science 101 - Information Literacy and Research Skills, emphasizing information literacy skills, is offered twice a semester as an 8-week course.

The LRC faculty attend national and statewide conferences including the American Library Association (ALA), California Academic and Research Libraries (CARL), Charleston Library, National Conference on Race and Ethnicity (NCORE), and Open Education conferences to

build knowledge, keep up with emerging trends, and to stay current in an ever-changing field. During the transition to the new library services platform, ExLibris classified staff and librarians attended regularly scheduled webinars and workshops specific to their specializations. Library faculty and staff work to stay current with digital media trends, electronic subscriptions, and other means that deepen student experiences and promote easy access to relevant and sound resources.

In Spring 2016, the College hired a full-time faculty instructional learning assistance coordinator to oversee the entire tutoring program. Subsequently, in Spring 2019, another full-time faculty member was hired to coordinate embedded tutoring. Currently, the MT2C program is also supported by faculty from math, biology, English, and ELAC to support tutor development. This team meets once per month to discuss professional learning opportunities and programmatic logistics and needs. The team receives the support of one full-time supervisor, two Instructional Lab Technicians, four full-time Instructional Assistants, and one part-time Media Clerk.

Evidence:

Library Homepage
Ask-A-Librarian Webpage
LIBS 101 – Course Page
Online Resources Research Guide
Virtual Library Instruction
Canvas Library Page
Research Appointments Page
Student Technology Request Form
Covid-19 Item Pickup Process
Collection Development Guidelines
Curriculum Review Committee – Approval Process
GOBI APIA Selections
Library Service and Purchase Request Form
Circulation Statistics
Database Sample Statistics
GOBI Ordering Platform
EBSCO Database Statistic Sample
LRC Mesa 2030 Student Comments
LRC Services Feedback Survey
Professional Learning CARL Registration
Professional Learning ExLibris Training
LOFT
STEM Center
Syllabus
Archived Trainings
Leadership Meetings
Mentor Tutors
Tutoring Philosophy

Analysis and Evaluation

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

<https://docs.google.com/forms/d/e/1FAIpQLSc2ipsNo9wNKak7Qd8eXvvzSeXyBrhDgFRwM51dHDJdYcmmkA/viewform>email, or telephone.

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

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

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

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

The MT2C philosophy recognizes that the professionalization of tutors is an inlet to student success, and this philosophy is reflected in the MT2C logic model, mission statement, values, and theory-of-change statement all created to support student success. All tutors are trained through the EDUC 100 course and learn about the tutoring cycle, including how to greet students, have students self-diagnose why they need assistance, tutor (not edit), have students reflect, and create next steps. This process helps to support the MT2C philosophy of creating independent learning, metacognition, study skills, and student success.

To enhance learning assistance practices, faculty, tutor, and staff professional learning

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

As a result of the COVID-19 global pandemic, while the physical campus and library were closed, services promptly moved to a fully staffed virtual space open over 40 hours per week, including an online research guide, virtual library instruction, and inclusion of library resources directly in the learning management system, Canvas. Virtual reference appointments were also available. The pivot included immediately adding a community college collection of eBooks, circulation of laptops, webcams, sewing machines, musical instruments, and assorted tools needed to support students while studying remotely.

3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The College evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The College uses the results of these evaluations as the basis for improvement.

Surveys, questionnaires, outcomes assessment, and data analysis are various modes of evaluation conducted on an ongoing basis as part of the library's process of continual improvement. Service evaluation is evidence-based.

Evidence:

Student Library Instruction Survey
LRC 2019 Student Survey
Student Embedded Librarian Survey
Student Service Desk Question Tracking System, Gimlet
LibAnswer Student Questions
Research Guide Statistics
SDMC Library YouTube Channel Statistics
LOFT
MT2C Data
Tutor of the Year

Analysis and Evaluation

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

The LOFT, in collaboration with Institutional Effectiveness, administers an annual survey to see how well overall professional learning needs were met across the campus, and to receive input on professional learning needs for the upcoming year. In addition to the annual survey, individual professional learning offerings use survey results to get feedback from participants on how well the training met their needs, as well as what might be changed to improve in the future. Feedback from the previous cohort is used to consider additional learning opportunities. The LOFT keeps student outcomes and equity at the core of programming. Constituent committee members help to ensure that professional learning programming aligns with the Mesa 2030 Roadmap and Program Review.

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

The College's master plan, Mesa 2030, also sought feedback from constituents. Participants of the fall 2019 sharing session were asked to identify their favorite place on campus to focus or study. The results illustrate the following themes: for the majority of students, the LRC was their favorite place to study due to the proximity of resources, friendly staff, and the variety of spaces that offer individual study areas as well as collaboration spaces.

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

- 4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the**

institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence of Meeting the Standard

The College collaborates with and documents the formal agreements that exist with other institutions and sources for learning support services. These resources and services are adequate for the College's intended purposes, are easily accessible, and utilized. The College takes responsibility for and assures the security, maintenance, and reliability of services provided through contractual arrangement, and regularly evaluates these services.

The library makes use of several collaborative relationships, which are secured via formal agreement, in order to better serve the needs of its constituents. The LRC participates with the following organizations, which provide best practices and industry standards for the collaboration and sharing of resources and information:

San Diego/Imperial Counties Community College Learning Resources Cooperative (SDICCLRC)

This cooperative includes nine community college libraries in San Diego and Imperial Counties Community College Learning Resources Cooperative (SDICCLRC). The relationship is secured via a Joint Powers Agreement that is administered through the San Diego County Office of Education.

Community College League (CCL)

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

Library Advisory Group (LAG)

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

The College's Tutoring Center, MT2C, formalized its relationship with the University of San Diego with a Memorandum of Understanding. This has led to a multiyear partnership with graduate tutor support for the College's English and ELAC tutors and students.

Evidence:

LOFT

Teacher Pipeline Development

ACTLA

CRLA

SDICCLRC Website Homepage

CCL Organization Chart/About Page

Alma Sample Procedure
Affiliation Agreement: San Diego Mesa College and USD

Analysis and Evaluation

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

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

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

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

Regional Teacher Pipeline

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

CRLA

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

ACTLA

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

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

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

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

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

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

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

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

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

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

The Mesa Tutoring and Computing Center (MT2C) is located on the first, second, and fourth

floors of the LRC and supports multiple modalities of learning assistance, including face-to-face general tutoring, embedded tutoring, and online tutoring. Dedicated math and science tutoring and computing is located on the first floor of the LRC; writing and language support is located on the second floor; after class embedded sessions are located on the first, second, and fourth floors; and computing and assistance is located on the first and fourth floor.

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

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

Improvement Plan(s)

Evidence List

Folders for Standard II.B

C. Student Support Services

- 1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)**

Evidence of Meeting the Standard

The College regularly evaluates Student Support Services, including the quality and outcome of services, regardless of the means of delivery. Student Support Services contribute to student learning and enhance the accomplishment of the College's mission.

The College's mission statement establishes its commitment to an inclusive and vibrant learning community in support of student success. The Admissions and Records Office actively engages in meeting the goals of the College by working through the student onboarding process in conjunction with the Student Services Division. Students are further supported by Student Services and Student Equity plans in the achievement of their goals. Student Services regularly assesses outcomes, makes continuous improvements, and implements innovations.

Evidence:
AVANZA Engagement Center
DSPS Services – Clockwork
Cooperative Agencies Resources for Education (CARE)
Concurrent Enrollment Process
Transfer Center
Dreamer Resource Center
Counseling Department Meeting
Evaluations
Financial Aid
FAST and NextUp
Promise Students
Stand – Basic Needs Resource Center
UMOJA
CalWorks
Career Center
EOPS
KAPWA
Puentes
Rising Scholars
STAR TRIO

Analysis and Evaluation

The AVANZA Center, Peer Navigators program, and Summer Cruise support students through the matriculation process by providing onboarding transitional supportive services. The AVANZA Engagement Center (AVANZA) is an established campus space that supports student engagement and is committed to student success. AVANZA has provided support both in-person and online over Zoom. Peer Navigators offer mentorship and support to first-year students. They are committed to student success and achievement. CRUISE, a transitional onboarding program, is committed to access and support for incoming first-year students. Before the pandemic, CRUISE held multiple sessions on-campus. At the start of the pandemic, the program moved to hold its sessions online/virtually over Zoom.

CalWORKs is a support service for students who are receiving cash-aid county benefits. The CalWORKs department at the College supports applicants and holds benefits and workshops to assist students in navigating county services with regard to accessing housing.

The Cooperative Agencies Resources for Education (CARE), under the umbrella of EOPS, provides students with specialized workshops, welcome back events, grants, gas cards, and meal cards. Appointments are offered via Zoom and phone. The Dream Resource Center and Borderless Scholars program fosters the success of undocumented students through unique services and resources that address their specific needs.

The Career Center's programs and services are offered through various modalities, including in-person, phone, and virtual (remote). Student support services and events include Career & Major

Exploration Counseling, Career Assessment and Interpretation, Job and Internship Preparation, Unemployment Resources, and Job Fairs.

Clockwork, implemented by DSPS, allows for online registration and student records management, with reporting and data components. Students may access DSPS services across the four colleges. DSPS Courses are offered in a hybrid modality with a face-to-face component and access to a Canvas shell.

Counseling services are provided in several modalities, including on-campus, face-to-face, virtual (remote), and via e-mail. Delivery of services is continually assessed, updated, and adapted to changing circumstances, such as the pandemic.

The Evaluations Office provides services through various modalities, including in-person, phone, email, the online portal, and virtual (via Zoom). From spring 2020 through spring 2021, the Evaluations Team worked collaboratively with the District Office to implement the online portal system for student petitions. A cohort of students was surveyed, and the responses helped shape updates and improvements to make services more student-friendly.

The College's Financial Aid website highlights ways the FA department collaborates with students while providing remote and on-campus supportive services and equity-minded practices leading to student success.

KAPWA provides support to Asian-Pacific Islander students by providing a variety of services intended to increase access and success for this student population. Students are connected to faculty in the program through remote and on-campus mediums.

NextUp and FAST Scholars programs are supportive services designed to meet the needs of student scholars who have experienced foster care. In addition to the FAST Center, the program offers onboarding support and a variety of workshops and material supportive services.

The Promise and Outreach programs are designed to support student access through various workshops, events, and other supportive services online and on campus. Puente is a learning community that engages full-time Latinx students interested in transferring to four-year universities. The website serves as a point of contact for prospective and active students. The College supports partnerships and referrals to community resources, including Rising Scholars Welcome Back events, Wellness Workshop series, newsletters, partnerships with SDSU Project Rebound, and UCSD Underground Scholars. Students may also receive referrals to The Stand and other on-campus services. Programs are developed to intentionally meet students' basic needs through various modalities, on campus and online, with a process of continual improvement that ensures effective service delivery, outcomes, and a sense of community.

STAR TRIO, as a federally funded TRIO Student Support Service program, conducts Annual Performance Reporting to the federal government to ensure grant objectives are met, including student learning. The program focuses on improved student retention and graduation, in alignment with the College's mission for student achievement in transfer and degree attainment.

UMOJA is a Learning Community that supports Black and African American students or students connected to the diaspora. UMOJA courses seek to increase student success and enhance student experiences.

The Transfer Center offers robust services to support students who are preparing and interested in transferring to four-year universities. Students receive support throughout the complex transfer application and exploration process.

Extended Opportunity Programs and Services (EOPS) provides workshops and wrap-around counseling, retention, and support services to students. EOPS has extended counseling hours to better support students' scheduling needs. Students can complete the EOPS application online, meet with counselors online and receive text messages with reminders of their appointments.

DISTRICT RESPONSE:

The District provides support to the College's regular evaluation of the quality of their support services through discussions at District Student Services Council, and regular workgroup meetings with the following departments:

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

The District provides support and assistance to help students succeed in online education courses by directing them to the District's "Online Learning Pathways" website whenever enrolled in an online class. The Online Learning Pathways provides support and ongoing services to students before and after registering and faculty to support student success in the online environment. The colleges' program review processes also monitor and track student success in online programs.

District Evidence:

[II C1¹](#), [II C1²](#)

- 2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.**

Evidence of Meeting the Standard

The College identifies and assesses learning support outcomes for students and provides appropriate student services and supportive programs to achieve those outcomes. The College uses assessment data to improve student support programs and services continuously.

In Spring 2020, the Career Center created a Student Needs Survey with the intention of researching possible improvements in outreach, support, and services to students within a remote campus environment. Responses were received from 105 students, including feedback on preferred communication and service modalities. This immediately informed adjustments, allowing for continuous student outreach and service improvements.

From spring 2020 through spring 2021, the Evaluations Team surveyed students for qualitative data on why students did not apply for graduation. Student responses provided valuable information. With this feedback, communication with students became more intentional, with improved processes for educating and guiding students through the application to graduate. Communication also included the value of earning a degree. Data from the Regional Strong Workforce Completion Project influenced program development.

The Counseling Department is multidimensional in its services and thus multidimensional in how it ultimately contributes to student success. The department evaluates outcomes in the following diverse capacities: Course Learning Outcomes (CLO), Student Service Program Outcomes (SSPO), and Student Service Outcomes (SSO).

The Counseling Department SSPOs are assessed for the following Counseling Student Service Programs: International Students Program, Mesa Academics and Athletics Program, Mesa Academy/Umoja, and Puente. Outcomes for these programs are identified, assessed, and tracked in their respective individual program reviews.

The Counseling Department SSOs are as follows:

- Utilize intellectual growth in decision-making to develop personal, educational, and career goals
- Justify major and career choices based on accumulated information or data
- Adopt behaviors of satisfying and productive lifestyles and communicate the effects of these behaviors on goal accomplishment
- Display enhanced self-respect, positive self-image, and effective self-advocacy

Evidence:

Career SSO Survey

EOPS Exit Survey

Transfer Student Survey

The Stand

Outreach Survey

Meeting Minutes

STAR TRIO

Peer Navigator

Evaluations (includes link)

Borderless Scholars

Analysis and Evaluation

The CRUISE and Peer Navigator programs, housed within the AVANZA Engagement Center, receive data annually from the Office of Institutional Effectiveness on programs and students. Data is used to assess learning support outcomes, inform decision-making, and continuously improve programs and services. Additionally, the Peer Navigators program internally assesses student needs.

The Transfer Center assesses the Transfer SLOs during the campus assessment cycle. SLOs have been revised and mapped to the greater campus outcomes. Data is collected and evaluated. This process drives enhancements made to improve programs and services offered by the Transfer Center.

STAR TRIO is guided by its federal grant objectives and aligned with the College's mission. STAR TRIO is completing the standard in three ways:

- 1) Participate in the TRIO Annual Performance Review process
- 2) Annual Program Review and Outcomes Evaluation (as tracked in Taskstream)
- 3) Students participate in a semester evaluation, delivered through the Canvas shell, tracked in Google Drive, and evaluated by the program at the beginning of each subsequent semester.

The Stand regularly surveys students to ensure that their voice is part of the catalyst for program creation. The Office of Institutional Effectiveness also conducts surveys to assess the percentage of students with basic needs insecurity.

Continuous assessments and evaluations are conducted to increase student success, enhance student experiences, and scale the NextUp and FAST programs to meet the needs of all student scholars who have experienced foster care. Data is identified that informs program development and continuous improvements.

The EOPS program conducts student surveys each semester, including an evaluation of the program that asks students to assess their experiences.

COVID-19 created many challenges for the College's undocumented students. To determine the effectiveness of services and resources, a survey identified some of the existing struggles of these students so that continuous improvements can be made to services.

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

Evidence of Meeting the Standard

The College assures equitable access to all of its students by providing appropriate,

comprehensive, and reliable services to students regardless of service location or method of delivery.

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

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

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

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

All students are given placement levels, either during the application process, or through the Placement Assistant or the ELAC GO! self-assessment.

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

Evidence:

Student Services and Admissions Policies, Procedures, and Programs

Analysis and Evaluation

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

The Admissions application is available to students on the CCCApply system, which has made it easier for students to complete this vital first step. In addition, the application allows students to receive placement levels upon application completion.

Admissions has updated the student identification process, making it more equity-minded. This includes attention to the overall environment, including background and lighting. Students are provided with adjusted lighting (with a total of nine options from lighter to darker), and they can review their photos before printing the identification cards.

DISTRICT RESPONSE:

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

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

Placement Assistant and ELAC GO are self-guided placement tools accessible online. These systems can be used both in-person and online and do not require physical access to campus.

Forms for most campus services are available through our online service desk JIRA. Students can complete and submit documents online and obtain other support services online through the mySDCCD Support Desk. The District provides colleges with training and support in using these online systems through the mySDCCD Info Hub.

District Evidence:

[IIC3¹](#), [IIC3³](#), [IIC3²](#), [IIC3⁴](#), [IIC3⁵](#), [IIC3⁶](#), [IIC3⁷](#), [IIC3⁸](#)

- 4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.**

Evidence of Meeting the Standard

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

Evidence:

Co-curricular Athletics

Analysis and Evaluation

Athletics

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

Art

The Museum Studies (MS)/Art Gallery conducts two to three shows per semester that allow MS students to apply classroom skills and knowledge toward executing all stages of a real exhibit. One student show per semester allows the College's fine arts students to submit and prepare work for an exhibit. Diversity and equity are emphasized through the selection of diverse artists, artwork, and topics. Internships help students gain experience and prepare for work in the industry.

Theater

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

Music

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

- 5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.**

Evidence of Meeting the Standard

The College provides counseling and academic advising programs to support student development and success. The College prepares faculty and professional staff for counseling and advising roles. Students are oriented to ensure that they understand requirements related to their programs of study. Students receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

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

Evidence:

Counseling Center Resources, Workshops, and Professional Development

Transfer Center

Counseling Department Meeting Minutes

CTE Faculty and Counselor Conversations

Borderless Scholars/Dreamer Resource Center

Employment Services Resources/CalWORKs

DSPS Counselors/Professional Learning and Collaboration to benefit DSPS Students

STAR TRIO program services request form

Foster Care Resources and Awareness

Analysis and Evaluation

The College's transfer center team regularly sends weekly e-mails to the campus and counseling faculty titled "Transfer Tuesdays." The Transfer Center web page includes current transfer resources for counseling faculty. The counseling department also has an internal page of existing counseling resources, including petitions, transfer and associate degree general education requirements, and critical timelines for students regarding transfer and graduation.

The California State University and the University of California System offer yearly training for all counseling faculty titled Ensuring Transfer Success. This is a free training focused on annual updates to transfer policies, entrance requirements, student support programs, and new majors.

STAR TRIO is a federally funded TRIO Student Support Services program that provides counseling and academic advising for eligible first-generation, low-income, and/or disabled

students. Faculty preparation is supported by annual UC and CSU transfer training conferences. Additionally, STAR TRIO faculty attend annual professional development TRIO trainings through the Western Association of Educational Opportunity Personnel and the Council for Opportunity in Education. New adjunct faculty receive an initial comprehensive counseling training, followed by ongoing professional development with an area faculty mentor.

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

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

- **Accessible Parking:** For students with an observable disability, DSPS can give a 2-week temporary disabled parking permit. This provides the student with the time to apply for a DMV application (disabled).
- **Alternate Media for Print - Disability Related:** Students who feel that alternate print media would be a reasonable accommodation for their disability must first meet with a DSPS counselor to arrange for authorization of appropriate services. Students eligible for this service are encouraged to visit the High Tech Center in the Learning Resource Center (LRC) Room 110 to explore the resources available and determine the most appropriate formats.
- **Temporary Disabilities:** Students with a temporary medical condition or who are pregnant qualify for DSPS Services and are encouraged to contact the DSPS office to discuss their specific circumstances. Students who need access to a Lactation Room will find one in G-212 (on the 2nd floor of the Humanities and Multicultural Studies Building). Students can visit A-101 to gain access.
- **Community Agency Referrals**
- **Disability Management Counseling**
- **Mobility Orientation**
 - NCR Paper for Note Taking
 - Note Taking Assistance
 - Priority Registration
 - Readers (limited)
 - Speech to Text Services
 - Sign Language Interpreting
 - Test Proctoring
 - Tutoring

- WorkAbility III - Job Placement services for students with disabilities
- Other services available based on individual needs
- **Computer Access and Assistive Devices**
 - Adaptive Computer Software and Hardware (High Tech Center)
 - Voice Recognition and Screen Readers
 - Computer Assisted Learning Support
 - Braille (loan)
 - Closed Circuit TV
 - Assistive Listening Device
 - Print Magnifier
 - Digital Recorders/Players (loan)
 - Wheelchair Loan

The Transfer Academy is an academic year-long program aimed to enhance FAST Scholars with high-quality supportive services regarding application to 4-year universities, scholarships, and/or transition into the workforce. This academy was developed to address the reality that many students who experience foster care may drop out of their college studies as they near the end of their degree programs. More specifically, this academy is grounded in community building and supporting the mental, spiritual, and emotional well-being of students during a time of transition, which may be anxiety inducing, retraumatizing, and isolating. This program strives to facilitate life transitions and celebrate student successes in a ceremonial way.

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

6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

Evidence of Meeting the Standard

The College has adopted and adheres to admission policies that are consistent with the College's mission and values. Policies specify student qualifications that are appropriate for programs. The College further defines admissions criteria and advises students on clear pathways for degree and certificate completion and for meeting transfer goals.

The College adheres to District Policies for student admissions and international student admissions, including requirements for students applying for associate-level degrees and transferring to a four-year college or university. The College publishes application information and guidelines for high school students applying for concurrent enrollment in college courses.

The College follows policies and guidelines established by medical, dental, radiologic technology, health information fields, and other workforce areas, which specify qualifications and requirements for students applying to those programs.

Student support services are embedded throughout the application process, with information to help students plan for certificate and degree completion and transfer. The College works to help students “jump start” their success on campus and in their chosen field and career. From campus orientation to guided pathways, including career counseling and transfer workshops, students receive ongoing support and continuous, up-to-date information to help them succeed.

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

Evidence:

SDCCD Board Policy 5010 – Admission of College Students

College Admission Criteria and Process

SDCCD Administrative Procedures AP 3000.4 – International Students

Application Checklist

International Students Website

Admission FAQs

Supplemental Application – Special Part-Time High School Student

San Diego Mesa College Dental Assisting Program Policy Manual

San Diego Mesa College Health Information Technology Handbook

San Diego Mesa College Medical Assisting Policy Manual

San Diego Mesa College Radiologic Technology Student Handbook

Student Success Guide

San Diego Mesa College Counseling – Let’s Begin – Let’s Finish

Jump Start Welcome Message

CRUISE Program

Transfer Center

JIRA Portal for petitions

Analysis and Evaluation

Jump Start Your Success is an event designed to introduce prospective Mesa College students to the faculty, staff, and the San Diego Mesa College community. Faculty, administrative staff, and classified professionals are "all in" for student success. The event introduces students to student services, support programs, workshops, and various college-level exercises. Students have an opportunity to meet professors and take a campus tour through several of the College’s state-of-the-art facilities.

The Mesa College CRUISE Program – Creating Rich Unique Intellectual Student Experiences

– prepares and engages new, incoming students through an on-campus experience. Participants will successfully identify resources necessary to excel academically, connect with a Peer Navigator, and get to know other first-year students leading to a sense of belonging.

Let's Begin, Let's Finish is a rack card designed to provide students with clear information on the steps for successful matriculation, enrollment, and completion at San Diego Mesa College. The card includes specific information and links to financial aid, advising services, orientation, education planning, successful enrollment, student support services, career and major exploration, goal setting, and degree completion.

The San Diego Mesa College Transfer Center website provides students with access to resources for transfer planning, workshops and events, university representative visits, CA public universities, articulation, and transfer guides, and SDSU and UCSD Transfer Information.

Programs that provide additional information on policies and requirements specific to their field include the Dental Assisting Program, Health Information Technology, Medical Assisting, Mesa Radiologic Technology, and the Bachelor's degree in Health Information Management. These programs provide students with handbooks and guidelines on program policies and procedures.

International Students complete a checklist and application packet, including

- International Student Application Checklist
- International Student Application Form
- Financial Statement
- Health Examination Report
- Application Fee Payment Form
- Transfer Clearance Form

Students enrolling in College courses while still in High School receive information on concurrent enrollment. The District website contains information for high school students who want to take a college class at their high school or on campus. Students receive Supplemental Application and Certification of Special Part-Time High School Students. Petitions are submitted and processed through the JIRA portal.

DISTRICT RESPONSE:

The San Diego Community College District has adopted and adheres to admission policies consistent with its mission. Admissions policies comply with state regulations and are published in the college catalog and on college and District websites. In accordance with Board Policy 5010, admission is open to all persons who possess a high school diploma or California High School Proficiency exam certificate, or high school equivalency certificate. Persons 18 years of age or older or emancipated minors who do not possess a diploma or equivalent are provisionally admitted. The District also has several policies and procedures specific to the admission of special categories of students:

Special Admission High School Students

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

- Students must have completed the 10th grade.
- High school students must satisfy course prerequisites and eligibility requirements.
- The course is advanced scholastic or technical (college degree applicable).
- The course is not available at the school of attendance.
- Students are given college credit for all courses. Grades will be part of the student's permanent college record.
- Concurrently enrolled high school students whose college grade point average falls below 2.0 or who do not complete 60% of all units attempted will not be permitted to re-enroll without approval from a college counselor.

Concurrently enrolled high school students must complete a special admissions form signed by the parent and high school principal.

F-1 Visa Students

The College accepts applications from international students who wish to study in the United States. Students must provide all required evidence as noted in the college catalog. Admission is granted based upon the following criteria: before acceptance into a college program and subsequent issuance of a Form I-20 by the United States Citizenship and Immigration Service; minimum TOEFL score; demonstrated financial independence, health clearance, and program of study.

Special Program Admission

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

District Evidence:

[HC¹](#), [HC²](#), [HC³](#), [HC⁴](#)
[HC⁵](#), [HC⁶](#), [HC⁷](#), [HC⁸](#), [HC⁹](#)

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

Evidence of Meeting the Standard

The College regularly evaluates admissions and placement instruments and practices to validate

their effectiveness while minimizing biases.

District placement practices and enrollment and outcome patterns in English and Math courses, are reviewed by deans and other instructional staff at the College. In compliance with AB1805 and reporting required by the CCCCCO under AB705, the District and College leadership review completion and throughput rates by placement level and ethnicity in English and Math courses.

Evidence

The SDCCD employs a multiple measures survey (Placement Assistant) to assess students' preparation levels. These multiple measures are self-reported and include:

- 1) High school educational background
- 2) Year of graduation (if from a U.S. high school)
- 3) High school GPA (if from a U.S. high school)
- 4) Name of last math class completed with a C- or above.
- 5) Name of last English class completed with a C- or above.

Summary of AB705 reporting AB705 Improvement Plan

SDCCD Reporting for AB705 and Placement of Students into Math and English Reporting templates submitted to CCCCCO

“AB1805 Reporting [by college]” (Excel)

- Includes first-time students in 2019-20 in lowest GPA band (M30 and/or R30/W30)
- Includes throughput for all first-time students in Math or English
- Includes disaggregation by skill level and ethnicity

Submitted to CCCCCO in January 2021

“Fall 2019 CCCCCO Throughput Reporting” (PDF)

Based on AB1805 reporting

- Includes first-time students in all GPA bands

Not submitted to CCCCCO. Distributed to Districtwide Assessment Committee Members at SDCCD

“3.AB705 Improvement Plan Data Addendum” (Excel)

- Throughput data for first time students enrolled since Fall 2019
- Produced as part of AB705 Improvement Plans submitted to CCCCCO in early 2022
- Also see “AB705 January 2022 Summary Tables” which make data in these tables more accessible

SDCCD reporting on entry-level Math and English

- Document titled: Preliminary Outcomes in Entry-level Courses (PDF), college-level data available in appendix

Dashboard – contains Fall 2019 data but will be updated with Fall 2020 and Fall 2021 in May 2022

- Includes success rate data by skill level
- Includes co-requisite and non-corequisite outcomes
- Planned update with Fall 2020 and Fall 2021 in May 2022

ELAC Reporting, August 2021

Preliminary Reporting on ELAC success rates by ethnicity. Reviewed by DWAC ELAC members internally.

- Student and Employee survey conducted in Fall 2020
- Includes placement level and enrollment level

Evidence:

Milestones

Test Results

AB 705 Implementation Workflow

Analysis and Evaluation

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

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

DISTRICT RESPONSE:

To comply with AB 705, the San Diego Community College District colleges have adopted the guided and self-placement methods in compliance with Title 5 Section 55522 and Chancellor's Office AB 705 guided and self-placement rules.

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

Placement Assistant

The online placement assistant tool asks the same questions as those on CCCApply (). The Placement Assistant tool asks the following questions:

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

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

Distance Education:

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

District Evidence:

[IIC7¹](#), [IIC7²](#), [IIC7³](#),

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

Evidence of Meeting the Standard

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

The College complies with all state and federal laws and District policy regarding confidentiality, classification, retention, release, and destruction of student records. Access to student records is strictly monitored, and all student records are maintained in a secured database, including nightly backups and off-site storage.

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

The District adheres to procedures that provide expectations and guidelines for classifying, storing, and destroying student records. The District produces the *Student Records Classification, Retention, and Disposal Manual* in consultation with the colleges that contain a listing and classification for all student records. The manual is maintained in the District Student Services office and is strictly adhered to. All Class 1 records are stored electronically, and a backup is stored in an off-site location as described previously. In some cases, the College maintains paper records on campus.

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

Evidence:

Secure Storage

Confidentiality

AP5040 – Student Records, Release, Correction and Challenge

AP6550.20 – Storage and Disposition of Records

FERPA Training

Analysis and Evaluation

The release of student records is strictly monitored and enforced per BP 3001 Student Records and AP 3001.1 Student Records, Release, Correction, and Challenge. Board policies and procedures are fully compliant with the Family Education Rights and Privacy Act (FERPA) and the California Education Code. The District does not classify any student records information as directory information.

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

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

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

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

Confidentiality Pre-July 2018 - User and department passwords are changed annually. All users

are required to reaffirm their understanding of the confidentiality of student records and sign a new confidentiality statement (IIC84; IIC85). In addition, module security administrators are required to review and request the deletion of inactive users on an ongoing basis.

Confidentiality Post-July 2018 - user passwords conform to a \geq 10-character complex password requiring at least 3 of the following: one uppercase letter, one lower case letter, one number, and/or one unique character. All users are required to reaffirm their understanding of the confidentiality of student records and sign a new confidentiality statement. In addition, module security administrators are required to review and request the deletion of inactive users on an ongoing basis, and Human Resources uses a PeopleSoft automated job to inactivate weekly inactive employees from Campus Solutions. The Vice-Chancellor of Student Services provides periodic training on the confidentiality of student records at department meetings and zoom workshops.

Secure Storage

Pre-July 2018

The District used Tivoli Storage Manager (TSM) to schedule and catalog all student records' backups written to a Luminex's virtual tape device, a high-speed disk device with a redundant fiber connection. Student records were permanently maintained by Ellucian's ISIS (Student System) Cobol application and its secured IBM's DB2 database, which supported full-page and row security. The DB2 database was backed up multiple times during the day and critical steps in nightly batch processing updates. The daily backups also included all copies of flat files, program libraries, VSAM files (Student Aid Module), archives, and transaction logs. The entire mainframe volumes, including complete operating system files, were backed up weekly. All backups were first written to the virtual tape device and then to two simultaneous LT06 Ultrium tape drives. One of those tapes was kept in the local data center safe, and the other was sent off-site to Corodata's digital media storage vault. All backup tapes are numbered and electronically cataloged before being sent off-site to Corodata's local, climate-controlled vault storage facility specially built for long-term electronic media storage. Corodata also provides daily secure tub pickup and delivery services to and from the District's data center for safe tape rotations, as scheduled by Data Center Operations.

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

Secure Storage

Post-July 2018

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

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

DISTRICT RESPONSE:

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

SDCCD complies with all state and federal laws and District policy regarding confidentiality, classification, retention, release, and destruction of student records. Access to student records is strictly monitored, and all student records are maintained in a *secured database, including nightly backups and off-site storage*. The District's Student Records policy identifies the various classifications of student records and the process for disposition and destruction according to state

regulations. Information about the release of student records is published in college catalogs, websites, and District Student Website.

Secure Storage

Pre-July 2018

The District used Tivoli Storage Manager (TSM) to schedule and catalog all student records' backups written to a Luminex's virtual tape device, a high-speed disk device with a redundant fiber connection. Student records were permanently maintained by Ellucian's ISIS (Student System) Cobol application and secured IBM's DB2 database, which supported full-page and row security. The DB2 database was backed up multiple times during the day and critical steps in nightly batch processing updates. The daily backups also included all copies of flat files, program libraries, VSAM files (Student Aid Module), archives, and transaction logs. The entire mainframe volumes, including complete operating system files, were backed up weekly. All backups were first written to the virtual tape device and then to two simultaneous LT06 Ultrium tape drives. One of those tapes was kept in the local data center safe, and the other was sent off-site to Corodata's digital media storage vault. All backup tapes are numbered and electronically cataloged before being sent off-site to Corodata's local, climate-controlled vault storage facility specially built for long-term electronic media storage. Corodata also provides daily secure tub pickup and delivery services to and from the District's data center for safe tape rotations, as scheduled by Data Center Operations.

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

Secure Storage

Post-July 2018

The PeopleSoft Campus Solutions application permanently maintains student records, supported with full-page and row-level security and its secure Oracle database. The District used Tivoli Storage Manager (TSM) to schedule and catalog all student records' backups written to a Luminex's virtual tape device, a high-speed disk device with a redundant fiber connection. The Oracle database is backed up multiple times during the day and critical steps in nightly batch processing updates. The daily backups also included all copies of flat files, program libraries, Financial Aid data, archives, and transaction logs. The data within PeopleSoft, including full operating system files, are backed up weekly. All backups were first written to the virtual tape device and then to two simultaneous LT06 Ultrium tape drives. One of those tapes was kept in the

local data center safe, and the other was sent off-site to Corodata's digital media storage vault. All backup tapes are numbered and electronically cataloged before being sent off-site to Corodata's local, climate-controlled vault storage facility specially built for long-term electronic media storage. Corodata also provides daily secure tub pickup and delivery services to and from the District's data center for safe tape rotations, as scheduled by Data Center Operations. The PeopleSoft Campus Solutions application is integrated with a records Imaging System provided by ImageSource. It maintains critical document images indexed by the corresponding student identification number or the course reference number. These images are official class rosters, student transcripts from other institutions submitted for transfer credit, official grade and attendance forms, and various Student Aid Management forms (Financial Aid related). The ImageSource system is on an imaging application server used to scan, save or search for the electronic images and a backend Microsoft SQL Server that stores and serves up the images to the application server. The imaging system servers are backed up every night on high-speed LT06 tape drives. The tapes are numbered, electronically cataloged, and then picked up by Corodata to be stored in their digital media storage vault, like the PeopleSoft Campus Solutions tape backups. These backups would allow the District IT staff to perform a complete server (or entire image system) restore for either server should any server hardware or software fail. The backup tapes are rotated as scheduled by Data Center Operations using Corodata's secure pickup and delivery services.

Confidentiality

Student record information is contained in a centralized student information system accessible to users, with approved access throughout the District. Users are granted access based on role and responsibilities and must have the approval of their supervisor. The Vice Chancellor of Educational Services maintains requests for user access per District policy. All users must sign a Confidentiality Acknowledgement before they are given access to the student records systems. Student workers are not provided online access to student records information other than data that would otherwise be classified as directory information.

Pre-July 2018 - User and department passwords are changed annually. All users must reaffirm their understanding of the confidentiality of student records and sign a new confidentiality statement (IIC84; IIC85). In addition, module security administrators must review and request the deletion of inactive users on an ongoing basis.

The Vice-Chancellor of Educational Services provides periodic training on the confidentiality of student records at department meetings, workshops, and at the leadership development academies offered by Human Resources.

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

Single Sign-On and Multi-Factor Authentication

Login with complex credentials through the PeopleSoft portal, Interaction Hub (IH) also allows properly provisioned faculty and staff access to the Campus Solutions application through PeopleSoft Unified Navigation.

SDCCD will leverage Multi-Factor Authentication before the end of 2022 for all faculty, staff, and students.

Release of Student Records

The release of student records is strictly monitored and enforced per BP 3001 Student Records and AP 3001.1 Student Records, Release, Correction, and Challenge. Board policies and procedures are fully compliant with the Family Education Rights and Privacy Act (FERPA) and the California Education Code. The District does not classify any student records information as directory information.

Student Records Classification and Destruction

The District adheres to procedures that provide expectations and guidelines for classifying, storing, and destroying student records. The District produces the *Student Records Classification, Retention, Disposal Manual* in consultation with the colleges that contain a listing and classification for all student records. The manual is maintained in the District Student Services office and is strictly adhered to. All Class 1 records are stored electronically, and a backup is stored in an off-site location as described previously. In some cases, the College maintains paper records on campus.

Analysis and Evaluation

The District's procedures for classifying, retaining, releasing, and destroying student records fully comply with state and federal law. All permanent records are securely maintained, backed up nightly, and stored in a secure off-site facility.

The confidentiality of student records is closely monitored. Students must provide a written request to access their records to a third party, following federal and state law. Staff is granted access based on a "need to know" basis with the approval of the appropriate manager. All employees must acknowledge the confidentiality of student records when receiving access to the student records database annually. Training on the confidentiality of student records is provided periodically by the Vice-Chancellor of Student Services, who serves as the custodian of student records in the District. The District broadly publishes policies and procedures for releasing student records in all publications and on the District and college websites.

District Evidence:

[IIC8¹](#), [IIC8²](#), [IIC8³](#), [IIC8⁴](#),

[IIC8⁵](#), [IIC8⁶](#), [IIC8⁷](#), [IIC8⁸](#)

Conclusions on Standard II.C: Student Support Services

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

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

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

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

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

The College complies with all state and federal laws and District policy regarding confidentiality, classification, retention, release, and destruction of student records. Access to student records is strictly monitored, and all student records are maintained in a secured database, including nightly backups and off-site storage.

Improvement Plan(s)

Evidence List

Folders II.C.

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

A. Human Resources

- 1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.**

Evidence of Meeting the Standard

The College assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified with the appropriate education, training, and experience necessary to provide and support the institution, its programs, services, and students. Job descriptions include desirable qualifications and related duties that are clearly stated including specifics of appropriate education, training, and experience.

Evidence:

[District Classification Descriptions](#)

Analysis and Evaluation

The San Diego Community College District Employment Department facilitates all new employment, promotions, reinstatements, and voluntary transfers related to Academic, Adjunct, Classified, and Non-Academic-Non-Classified job opportunities within the multi-campus district. The District's Human Resources classifications page describes employee groups. The Employment Opportunities page lists resources for minimum qualifications.

DISTRICT RESPONSE:

The Institution assures the integrity and quality of its programs and services by employing qualified personnel through appropriate education, training, and experience. As defined in Administrative Procedure 4001.1 *Personnel Administration*, all positions are created by the Board, and the Board makes all appointments.

Minimum qualifications for faculty positions are established by the State Chancellor's Office and reaffirmed through Board Policy 7120 *Recruitment and Hiring*, including those job descriptions for faculty teaching within baccalaureate degree programs or positions teaching within distance education and Continuing Education. Throughout the entire recruitment and hiring process, these qualifications are upheld as the benchmark for programmatic needs and processes following AP 4200.1 *Employment of College Faculty* and AP 4200.5 *Continuing Education Contract Faculty Hiring Procedure*. These procedures mandate the inclusion of faculty in the assessment and screening of applicants for all faculty positions. All job announcements are developed by screening committees to include these minimum qualifications as well as criteria specifically related to the program's needs. All job announcements include these minimum qualifications as well as information related to Equivalency by the applicant. Requests for Equivalency follow formal protocols outlined in Education Code 87359, Assembly Bill 1725 (1988), and AP 7211 *Equivalency Determination Procedure*, as developed by the Academic Senates, as a means for discipline college faculty, as part of the Equivalency Subcommittee, to determine equivalency based upon a strict set of criteria. Under AP 7211 *Equivalency Determination Procedure*, the governing Board relies on the "advice and judgment of the Academic Senate to determine that each individual employed under the authority granted by the regulations possesses qualifications that are at least equivalent to the applicable minimum qualifications."

In addition to minimum qualifications, job postings include specific qualifications, such as licensure or certification needed to meet specific programmatic needs.

There is a consistent process whereby an applicant is required to have their foreign degree evaluated by an agency approved by the National Association of Credential Evaluation Services (NACES). The screening committee can use that evaluation in the same manner as a transcript to determine if the applicant meets the minimum qualifications or equivalency.

In the case of adjunct faculty, hiring is done by the college per AP 4200.2 *Employment of Instructional Staff - Adjunct*. The District accepts applications via the Human Resources (HR) website and compiles a file for use by the college deans and chairs who screen the applications for program or service area needs and minimum qualifications. Once the hiring department makes the determination and recommends a candidate for hire, the District HR department verifies the minimum qualifications and processes the employment.

Classified positions are defined in BP 7230 *Classified Employees*. Job classifications are based on duties and responsibilities in relation to the programs and services the position serves. In direct support of the hiring process for classified positions, Human Resources assures that qualifications for each position are closely matched to the specific programmatic needs by relying on: requirements identified by the hiring manager; requirements contained in bargaining agreements; review of work to be performed; and review of the job description. As duties and responsibilities change, the position may be reviewed and reclassified.

The hiring for vacant management positions is guided by District procedures and the provisions of the Management Employees Handbook. Like other academic positions, minimum qualifications, and equal employment opportunity principles, along with specially developed

job descriptions are used for the recruitment of qualified candidates. Applications are submitted to the District's Employment Office and then reviewed by a College Screening Committee. Qualified candidates are forwarded for a second interview by the college president who makes a recommendation to the Chancellor, with the successful individual confirmed by the Board of Trustees.

All job announcements and the employment website include the minimum qualifications, as well as information related to requests for equivalency. Each recruitment process follows a comprehensive approach by providing worldwide Internet access to our online job postings. In addition, the District routinely utilizes a broad advertising campaign for each position that targets diverse populations; advertising sources focused on employment in higher education; and niche advertising for highly specialized and hard-to-fill disciplines. Further encouragement for qualified academic applicants is provided in the form of travel reimbursement for interviewees, and potential relocation reimbursement for selected candidates. This comprehensive approach is in support of reaching the most qualified candidates for all positions within the District. There is no difference between distance education and face-to-face faculty qualifications.

District Evidence:

[IIIA1¹](#), [IIIA1²](#), [IIIA1³](#), [IIIA1⁴](#), [IIIA1⁵](#), [IIIA1⁷](#),

[IIIA1⁸](#), [IIIA1⁹](#), [IIIA1¹⁰](#), [IIIA1¹¹](#), [IIIA1¹²](#)

- 2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)**

Evidence of Meeting the Standard

Faculty qualifications include knowledge of the subject matter and requisite skills for the school and program, including all services to be performed. Qualifying factors include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and the potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning.

Evidence:

[SDCCD Classification Description](#)
[Recruitment and Hiring Policy](#)

Analysis and Evaluation

The hiring process includes the implementation of an Equal Employment Opportunity Plan in accordance with Title 5 and BP 3420 titled Equal Employment Opportunity. Academic employees possess at least the minimum qualifications prescribed for their positions by the Board of Governors and the San Diego Community College District Board of Trustees.

The College's Academic Senate has an established role in decision-making for hiring academic employees in accordance with board policies and procedures. The College's classified organizations have an opportunity to participate in decision-making for hiring classified employees in accordance with the Board's policies regarding local decision making.

DISTRICT RESPONSE:

The Institution assures the integrity and quality of its academic programs and services by employing faculty who meet the qualifications for academic positions that are either tenure-track, restricted or adjunct, and who are qualified through appropriate education, training and experience. As defined in BP 7120 *Recruiting and Hiring*, all academic employees shall possess the minimum qualifications for their positions. Each faculty member, regardless of if classroom or non-classroom, is required to meet the qualifications as prescribed in the State Minimum Qualifications Handbook and adopted by the Board of Governors and San Diego Community College District Board of Trustees. Per the initial salary placement rules, vocational positions are required to provide a minimum of six years of professional experience plus the appropriate license or certificate, if required for that discipline or Bachelor's degree or equivalent foreign degree.

FOR MESA COLLEGE ONLY Qualifications of faculty hired to teach in a baccalaureate degree must possess a master's degree or above as prescribed in the State Minimum Qualifications Handbook and adopted by the Board of Governors and San Diego Community College District Board of Trustees.

As an alternative to meeting the specific qualifications outlined in the State Minimum Qualifications Handbook, the Academic Senates developed AP 7211 *Equivalency Determination Procedure*, whereby an applicant who requests a review for equivalency must provide conclusive evidence that he or she has qualifications that are equivalent to the required minimum qualifications. The request is reviewed for consideration by the College Equivalency Committee. Approved equivalency requests are forwarded to Human Resources for a secondary procedural review, initial salary placement determination, and placement in the personnel file.

All applications of the job posting are forwarded to the screening committee for assessment and evaluation of adequate and appropriate knowledge of their subject matter which includes faculty teaching within baccalaureate degree programs or positions teaching within distance education and Continuing Education. Screening committees evaluate applicants for effective

teaching through application evaluation, interviews, and teaching demonstrations.

Throughout the entire recruitment and hiring process, these qualifications are upheld as the benchmark for programmatic needs and processes following AP 4200.1 *Employment of College Faculty*, AP 4200.5 *Continuing Education Contract Faculty Hiring Procedure*, and AP 4200.2 *Employment of Instructional Staff - Adjunct*. The District strongly encourages faculty to continue their education in pursuit of higher degrees, certification, licensure, and any measures that enable the faculty member to be a life-long learner, and well prepared to serve the academic needs of our student population.

Distance Education:

Faculty are hired according to their expertise within their fields and other criteria set out by the hiring committees. There is no difference between distance education and face-to-face criteria. When hired, faculty are then assigned distance education courses at the discretion of their department chairs. Faculty who are assigned to teach at a distance are encouraged to complete the Online Faculty Certification Program.

District Evidence:

[IIIA2¹](#), [IIIA2²](#), [IIIA2³](#), [IIIA2⁴](#), [IIIA2⁵](#), [IIIA2⁶](#)

[IIIA2⁷](#), [IIIA2⁸](#)

3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard

The College assures the integrity and quality of its academic programs and services by employing administrators who meet the qualifications through appropriate education, training, and experience, as defined in BP 7120 Recruiting and Hiring.

Evidence:

[Recruitment and Hiring Policy](#)

Analysis and Evaluation

The District's Human Resources Office makes available an overview of minimum qualifications and requirements for faculty and administrators, including an update of discipline lists. The College complies with recommendations and regulations regarding minimum qualifications.

DISTRICT RESPONSE:

The Institution assures the integrity and quality of its academic programs and services by employing administrators who meet the qualifications through appropriate education, training and experience for academic and classified positions as defined in BP 7120 *Recruiting and Hiring*, all academic and classified employees are hired in accordance with the criteria and procedures for their positions. Each administrator, who may be an executive manager, manager, or supervisor, is required to meet the qualifications as stated in the job announcement. BP 7250 *Educational Administrators* specifically addresses the employment process for academic administrators, and with specific reference to academic employment contracts. BP 7260 *Classified Supervisors and Managers* specifically addresses the employment process for classified supervisors and managers.

The process of annual performance evaluations and careful review of renewal of employment contracts is held in high regard with the goal of sustaining institutional effectiveness and academic quality. This process of evaluations and contracts is outlined in the Management Employees Handbook. Like faculty, all administrators are encouraged to continue life-long learning and to pursue higher education, and licensure or certification, as appropriate. The District supports this quest through professional study leave and, separately, pre-authorized paid management leave for the purpose of study or other projects which would directly benefit the District's mission, all of which are provided in the Handbook.

If an individual has a foreign degree, there is a consistent process whereby an applicant is required to have their foreign degree evaluated by an agency approved by the National Association of Credential Evaluation Services (NACES). The screening committee can use that evaluation in the same manner as a transcript to determine if the applicant meets the academic qualifications for the position.

Each recruitment process follows a comprehensive approach by providing Internet access to [online job postings](#). In addition, the District routinely utilizes a broad advertising campaign for each position that targets diverse populations; advertising sources focus on employment in higher education; and niche advertising for highly specialized and hard-to-fill positions. Further encouragement for qualified management applicants is provided in the form of travel reimbursement for interviewees, and potential relocation reimbursement for selected candidates. This comprehensive approach is in support of reaching the most qualified candidates for administrative positions within SDCCD.

District Evidence:

(includes links in text)

[IIIA3¹](#), [IIIA3²](#), [IIIA3³](#), [IIIA3⁴](#), [IIIA3⁵](#), [IIIA3⁶](#)

- 4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.**

Evidence of Meeting the Standard

District Primary Responsibility

Analysis and Evaluation

District Primary Responsibility

DISTRICT RESPONSE:

The institution assures the integrity and quality of its academic programs and services by employing administrators and other employees who meet the qualifications through appropriate education, training and experience for academic and classified positions.

As defined in BP 7120 *Recruitment and Hiring*, all academic and classified employees are hired in accordance with the criteria and procedures for their positions.

Required degrees held by faculty, administrators and other employees must be from a U.S. accredited institution. The resource used by the District to insure compliance is the [U.S. Department of Education Database of Accredited Postsecondary Institutions and Programs](#). If an applicant states on their application that they possess a degree, even if a degree is not a requirement for the position, they are notified that the selected candidate must be prepared to submit the official transcript to evidence possession of the degree upon hire.

If an individual has a foreign degree, there is a consistent process whereby an applicant is required to have their foreign degree evaluated by an agency approved by the [National Association of Credential Evaluation Services \(NACES\)](#). The screening committee can use that evaluation in the same manner as a transcript to determine if the applicant meets the academic qualifications for the position.

Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Faculty who are involved in offering distance education courses meet the same standard degree requirements as those who teach on-campus. SDCCD Online Learning Pathways offers an Online Faculty Certification Program. Upon completion of the program, faculty will be able to identify strategies to promote academic integrity, communication strategies, and best practices in instructional design. The Online Faculty Certification Program is designed using various research on best practices in the field, pedagogy, and implementation of state and accreditation requirements.

Requests for Equivalency follow formal protocols outlined in Education Code 87359, Assembly Bill 1725 (1988), and AP 7211 *Equivalency Determination Procedure*, as developed by the Academic Senates. These protocols are a means for discipline college faculty, as part of the Equivalency Subcommittee, to determine equivalency based upon a strict set of criteria. Under AP 7211 *Equivalency Determination Procedure*, the governing Board relies on the “advice and judgment of the Academic Senate to determine that each individual employed under the authority granted by the regulations possesses qualifications that are at least equivalent to the applicable minimum qualifications.”

Analysis and Evaluation:

The District utilized the U.S. Department of Education Database of Accredited Postsecondary

Institutions and Programs to ensure required degrees held by faculty are from a U.S. accredited institution. In the event an applicant states that they possess a degree, they are notified that the selected candidate must be prepared to submit the official transcript to evidence possession of the degree.

Foreign degrees held by individuals are evaluated by an agency approved by the National Association of Credential Evaluation Services. The District uses that evaluation in the same manner as a transcript to determine if the applicant meets the academic qualifications for the position.

District Evidence:
(includes links in text)

[IIIA4¹](#), [IIIA4²](#), [IIIA4³](#), [IIIA4⁴](#), [IIIA4⁵](#)

[IIIA1²](#), [IIIA1³](#), [IIIA1⁴](#), [IIIA1⁵](#), [IIIA1⁶](#)

- 5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.**

Evidence of Meeting the Standard

DISTRICT RESPONSE:

The District assures the effectiveness of its human resources through formal evaluation. Evaluations are determined by District policies and procedures, the Human Resources Instruction Manual, the various collective bargaining agreements, and the Meet and Confer Handbooks. Performance evaluations are a constructive, ongoing process which focuses on performance effectiveness and encourages improvement. The parameters governing each evaluation are dependent, in part, upon the classification of the individual and the permanency of the position. Evaluation procedures for academic employees employed as faculty are codified in Article XV – Evaluation of Faculty of the AFT Faculty Collective Bargaining Agreement and implemented as part of the evaluation process. The evaluation of faculty, as detailed in Article XV, outlines committee coordination, timelines, frequency and evaluation instruments. In addition, mandatory student evaluations are completed on a yearly basis. Faculty are evaluated using different domains and criteria depending upon whether they are teaching faculty, counselors, or librarians. Teaching faculty are reviewed using fifteen criteria within five domains, which include Subject Matter Mastery, Preparation for Teaching, Teaching, Coaching and Counseling Skills, and SDCCD Knowledge and Involvement. The Teaching domain includes the criteria of Presentation Skills, Adaptability/Flexibility, Facilitation Skills, Testing and Measurement; Assessment of Student Learning Skills; Skill in

Creating the Learning Environment, Skill in Managing Class Time, and Skill in Making Content Relevant. All faculty are evaluated using the same evaluation instruments whether they teach in the classroom, online, or by using a combination of both instructional modes.

Evaluation procedures for classified employees employed in Office Technical, Food Service and Maintenance and Operation positions are codified in Article XVI of the AFT Guild, Local 1931 American Federation of Teachers AFL-CIO Classified Staff Bargaining Unit Agreement. Although timelines for evaluation differ between probationary and permanent employees, the evaluation and appraisal forms remain consistent for all unit members. Unit members are evaluated using the Performance Appraisal Report Form, which encompasses both a self-appraisal and supervisor/manager appraisal.

Procedures for supervisory and professional employees are outlined in Chapter XVIII of the Supervisory and Professional Administrators Association Handbook utilizing both an evaluation instrument (Supervisory and Professional Administrators Association Evaluation Form) and adhering to stated timelines.

In contrast, Management employees follow a survey process outlined in Chapter XVII and Appendix 4-A of the Management Employees Handbook. The process utilizes an external firm to disseminate and collect survey results based on twenty-three statements listed on the Management Feedback Survey. The survey is disseminated to a list of individuals developed by the manager in collaboration with their supervisor. The results are provided to the manager and the employee for discussion. The manager's supervisor completes a comprehensive evaluation, consistent with the guidelines and time frames in the Management Employees Handbook.

Results of formal evaluations are used as mechanisms for growth, to assess effectiveness and identify measures necessary to correct deficiencies in areas needing improvement.

District Evidence:

[IIIA5¹](#), [IIIA5²](#), [IIIA5^{2a}](#), [IIIA5^{2b}](#), [IIIA5³](#), [IIIA5^{3a}](#)

[IIIA5⁴](#), [IIIA5^{4a}](#), [IIIA5^{4b}](#), [IIIA5^{4c}](#), [IIIA5⁵](#)

[IIIA5⁶](#), [IIIA5^{6a}](#), [IIIA5^{6b}](#), [IIIA5^{6c}](#)

~~**6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.**~~

Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.

DISTRICT RESPONSE:

The District assures that evaluation results relating to teaching and learning outcomes are identified in Article XV – Evaluation of Faculty of the AFT Faculty Collective Bargaining Agreement and implemented as part of the evaluation process. One of the purposes in evaluating faculty is to assess teaching effectiveness. The evaluation of faculty, as detailed in Article XV, outlines committee coordination, timelines, frequency, and evaluation instruments. In addition, mandatory student evaluations are completed on a yearly basis. Faculty are evaluated using different domains and criteria depending upon whether they are teaching faculty, counselors, or librarians. Teaching faculty are reviewed using fifteen criteria within five domains, which include Subject Matter Mastery, Preparation for Teaching, Teaching, Coaching and Counseling Skills, and SDCCD Knowledge and Involvement. The Teaching domain includes the criteria of Presentation Skills, Adaptability/Flexibility, Facilitation Skills, Testing and Measurement; Assessment of Student Learning Skills; Skill in Creating the Learning Environment, Skill in Managing Class Time, and Skill in Making Content Relevant.

Evidence of effectiveness is determined through class visit and observation, careful reading and evaluation of current syllabi, updated vita, self-evaluation, statistical profiles, and written comment sheets from student evaluations. All class syllabi are required to contain student learning outcomes. Other materials provided by the faculty member may include a brief description of all courses taught since initial assignment, course materials, description of teaching methods, description of grading practices, and description of committee professional and public service activities.

An Evaluation Committee is assembled to review the action and the Performance Review Files of the faculty member. All tenure/tenure-track and/or promotional recommendations are further reviewed by the Tenure and Promotional Review Committee (TPRC). The purpose of the TPRC is to verify that recommendations are procedurally correct and meet general college and District standards. Any action taken is based on the outcomes of the evaluation. In cases where the decision is to recommend a denial of promotion, or when the committee's overall summary rating is less than competent, a development plan is established.

The District assures that evaluation results relating to teaching and learning outcomes are identified in Article XVII A – Manager Evaluation of the Management Employees Handbook and implemented as part of the evaluation process. The Management Feedback Survey includes assessment of learning outcomes as one of the items listed for feedback. One of the purposes in evaluating managers is to assess managers' effectiveness. The evaluation of management employees, as detailed in Article XVII, Appendix 3 Management Evaluation Form, and Appendix 4 Management Feedback Survey Procedures outlines timelines, frequency and evaluation instruments.

Distance Education:

The evaluation of faculty is according to the Contract Bargaining Agreement. Faculty are evaluated in the physical classroom and in their online classes when appropriate. When requested, the Dean, Online and Distributed Learning, provides resources for online pedagogy and if the faculty are referred for training, SDCCD Online Learning Pathways staff will assist

faculty in improving their online course.

District Evidence:

[IIIA6¹](#), [IIIA6²](#), [IIIA6³](#)

[IIIA6⁴](#), [IIIA6⁵](#), [IIIA6⁶](#)

- 7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)**

Evidence of Meeting the Standard

The College maintains a sufficient number of qualified faculty to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. This is evidenced by the Instructional and Student Services Structure. The College also employs part-time adjunct instructors whose job description includes instructional duties and desirable qualifications.

Evidence:

Instructional Structure Spreadsheet

District Classification Description

Analysis and Evaluation

The Instructional and Student Services Structure delineates sufficient and qualified administrators and classified professionals for instructional programs and service areas, under the office of the Vice President of Instruction, including:

- Social/Behavior Sciences and Multicultural Studies
- Learning Resources and Academic Support
- Mathematics and Natural Sciences
- Health Sciences and Public Service
- Business and Technology
- Arts and Languages
- Exercise Science, Health Education, Dance and Athletics
- Humanities
- Student Services
 - Student Development
 - Student Success and Equity
 - Student Affairs
- Institutional Effectiveness

The District Classification Description provides definitions and examples of duties for instructional/curriculum faculty, including qualifications and requirements for professional

development.

DISTRICT RESPONSE:

BP 7210 *Academic Employees* requires compliance with its goals under the Education Code regarding the ratio of full-time faculty to be employed by the District with a goal of making progress toward the standard of 75% of total faculty workload hours taught by full-time faculty.

Human Resources provides an annual analysis to the Chancellor's Cabinet using data from the Full Time Faculty Obligation (FON) Report. The California Code of Regulations (CCR) Title 5, section 51025 requires the District to increase the number of full-time faculty over the prior year in proportion to the amount of growth in funded credit FTES.

Distance Education:

The institution maintains enough qualified faculties including full-time and part-time to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve the institutional mission and purposes. Qualified faculty, both full-time and part-time, are assigned courses delivered via the distance education mode as appropriate within the program.

District Evidence:

[IIIA7¹](#), [IIIA7²](#), [IIIA7³](#), [IIIA7⁴](#), [IIIA7⁵](#)

[IIIA7⁶](#), [IIIA7⁷](#), [IIIA7⁸](#)

- 8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.**

Evidence of Meeting the Standard

The College provides orientation, oversight, evaluation, and professional development for all faculty, including part-time, adjunct faculty. The College makes available activities and programs that provide opportunities for the integration of part-time and adjunct faculty into campus life and culture.

The College LOFT (Learning Opportunities for Transformation) is the hub for campus professional learning activities.

Examples of LOFT activities include:

- Meetings, seminars, speakers, and trainings
- Cross-discipline conversations
- Committee work

- Special projects
- Training for technology skills
- Curriculum updates
- Assessments of student engagement and learning

Evidence

Training Table – [add to folders](#)

<https://docs.google.com/spreadsheets/d/155iGXt4lOjdzzp5MXaolaOXQDjEf0DLY80Izn1F-ee/edit?usp=sharing>

Analysis and Evaluation

The LOFT provides a space specifically designated for employee training and development on a daily basis. Technology and workspaces provided in the LOFT are designed to support faculty activities, including part-time and adjunct faculty. These include small and large group training spaces, soft-seating, collaborative work stations, computer stations and quiet rooms. The furniture in the LOFT is designed to be flexible and transformative to meet the different needs of the campus faculty and administrators. It is an ideal space for allowing the integration of part-time and adjunct faculty into the collaborative work of the campus.

9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Evidence of Meeting the Standard

DISTRICT RESPONSE:

The District supports the colleges by assuring the integrity and quality of its academic programs and support services by employing a sufficient number of staff members at the campuses and administrative offices who meet the qualifications for the non-academic positions. The District recognizes that providing a high quality of instruction and non-instructional support for the students necessitates a team of employees for daily operations and long-term planning. In addition, there are numerous non-academic staff members who directly serve the needs of the current students, potential registrants and general public.

At each campus and administrative office division, the administrators regularly review current staff vacancies submitted by programs and service areas, requests for reorganization by administrators, and requests for reclassification and reallocation submitted by individual employees, to ensure that staffing levels are sufficient to meet the evolving needs from throughout the District. If necessary, any employee may be transferred to another location at the discretion of the Chancellor, in order to balance the service needs and workload for the programs.

In August 2016, the Chancellor led the effort to articulate a systematic process for adding new positions and allocating additional resources in the District divisions. Working with the Vice Chancellors and Director of Communications and Public Relations, the process was documented and agreed upon. The process includes linking all requests for additional resources, both one time and continuous, including requests for new positions, to the respective Division's annual Action Plans and assessment, which is similar to the colleges' program review. Requests are also linked to the District mission and strategic goals. In addition, requests for additional funding also must include the identification of other possible funding sources, as appropriate. All requests are reviewed by the Chancellor, Vice Chancellors and Director of Communications and Public Relations, as well as the Chancellor's Cabinet, with final approval by the Chancellor.

As defined in BP 7120 *Recruitment and Hiring*, all classified and academic employees shall possess the qualifications for their positions. BP 7230 *Classified Employees* further defines the category defined as the Classified Service. Each staff member is required to meet the qualifications as stated in the job announcement. A careful and balanced review of qualifications is conducted by the screening committee in accordance with Equal Employment Opportunity (EEO) policy and procedures and mission statement.

If an applicant states on their application that they possess a degree, even if a degree is not a requirement for the position, they are notified in the application process that the selected candidate must be prepared to submit the official transcript to evidence possession of the degree upon hire.

If an individual has a foreign degree, there is a consistent process whereby an applicant is required to have their foreign degree evaluated by an agency approved by the National Association of Credential Evaluation Services (NACES). The screening committee can use that evaluation in the same manner as a transcript to determine if the applicant meets the academic qualifications for the position.

Each recruitment process follows a comprehensive approach by providing Internet access to online job postings. In addition, the District routinely utilizes a broad advertising campaign for all District staff positions identified for recruitment. The advertising targets diverse populations, sources focused on employment in higher education, and niche advertising for highly specialized and hard-to-fill positions. This comprehensive approach is in support of reaching the most qualified candidates for positions within SDCCD.

Analysis and Evaluation:

In August 2016, the Chancellor led the effort to articulate a systematic process for adding new positions and allocating additional resources in the District divisions. Working with the Vice Chancellors and Director of Communications and Public Relations, the process was documented and agreed upon. The process includes linking all requests for additional resources, both one-time and continuous, including requests for new positions, to the respective Division's annual Action Plan and assessment, which is similar to the colleges' program

review. Requests are also linked to the District mission and strategic goals. In addition, requests for additional funding also must include the identification of other possible funding sources, as appropriate. All requests are reviewed by the Chancellor, Vice Chancellors and Director of Communications and Public Relations, as well as the Chancellor's Cabinet, with final approval by the Chancellor.

District Evidence:

[IIIA9¹](#), [IIIA9²](#), [IIIA9³](#), [IIIA9⁴](#)

[IIIA9⁵](#), [IIIA9⁶](#), [IIIA9⁷](#), [IIIA9⁸](#), [IIIA9⁹](#)

10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

Evidence of Meeting the Standard

DISTRICT RESPONSE:

The District assures the integrity and quality of its academic programs and support services by employing a sufficient number of administrators, both managers and supervisors, at the campuses and administrative offices, who meet the qualifications for the academic and classified positions. The District recognizes that providing high quality of instruction and non-instructional support for the students necessitates strong and effective leadership from responsible administrators capable of directing the activities of teams of employees for daily operations and long-term planning.

The executive leadership within the Chancellor's Cabinet, regularly reviews current administrative staffing levels to make it a priority to minimize administrator vacancies, and effectively and efficiently address the workload responsibilities for vacant positions currently under recruitment, all in order to meet the evolving needs of the District.

As defined in BP 7120 *Recruitment and Hiring*, all classified and academic employees shall possess the qualifications for their positions. BP 7250 *Educational Administrators* specifically addresses the employment process for academic administrators, and with specific reference to academic employment contracts. BP 7260 *Classified Supervisors and Managers* specifically addresses the employment process for classified managers and supervisors.

The hiring for vacant management positions is guided by District procedures and the provisions of the Management Employees Handbook. Like other academic positions, minimum qualifications, desired qualifications, and equal employment opportunity principles along with specially developed job descriptions are used for the recruitment of qualified candidates. Applications are submitted to the District's Employment Office and then reviewed by a College Screening Committee. Qualified candidates are forwarded for a second interview by the

college president or Vice Chancellor who makes a recommendation to the Chancellor.

Similar to faculty, all administrators are encouraged to continue life-long learning and to pursue higher education, and licensure or certification, as appropriate. The District supports this quest through professional study leave and, separately, pre-authorized paid management leave for the purpose of study or other projects which would directly benefit the District's mission, all of which is also noted in the Handbook.

Appropriate preparation and expertise to provide continuity and effective leadership and services is further supported and enhanced by the District's attention to succession planning. This has materialized in the development of a customized leadership development program for all SDCCD employees, with particular emphasis on the Management Leadership Development Academy. Among the many components of the academy are interactive modules with leadership facilitators, presentations by SDCCD leaders about the challenges and opportunities in their various roles as managers in our public institution of higher learning, and a mentorship program. The progressive leadership series provides numerous ongoing resources and opportunities for attendees to serve as the learner, as well as the presenter of their expertise in a positive environment of shared learning and networking.

District Evidence:

[IIIA10¹](#), [IIIA10²](#), [IIIA10³](#), [IIIA10⁴](#), [IIIA10⁵](#)

11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

District holds primary responsibility.

Analysis and Evaluation

District holds primary responsibility.

DISTRICT RESPONSE:

San Diego Community College District systematically establishes, publishes and adheres to personnel policies and procedures that are available for information and review. Personnel policies and procedures are initially developed and subsequently updated by the Human Resources Department, in compliance with changing laws and regulations. Draft policies and procedures are reviewed via a participatory governance process. Specifically, they are reviewed by the Chancellor's Cabinet and discussed and evaluated by the District Governance Council. The District Governance Council is a standing council comprised of students, faculty, and staff representatives from throughout the District. One of the charges of the Council is to advise the Chancellor on the development and effects of policy implementation. Final approval of policies is via action by the Board of Trustees.

The policies and procedures are readily available to students, staff and members of the public. Policies and procedures had previously been available in print format in the President's Office and via the District intranet. However, to increase access to the students, staff and members of the public, policies and procedures were moved to open Internet access in summer 2009 via the District's website. In addition, when a policy or procedure is implemented or changed, it is consistently communicated to the college by way of notice to the Academic and Classified Senates, as well as the District's Governance Council. The District also periodically sends out notices, via the Vice Chancellor of Human Resources, to all employees highlighting various personnel policies and procedures.

The District makes every effort to administer its personnel procedures equitably and consistently. In support of that, the District has Board Policy 3410 *Nondiscrimination* and Administrative Procedure 3410 *Nondiscrimination* that require equity in its employment and personnel matters. In addition, the District provides periodic training to managers and supervisors on the appropriate and equitable application and implementation of personnel policies and procedures. Finally, the District has Board Policy 3430 *Prohibition of Harassment* and Administrative Procedure 3435 *Discrimination and Harassment Investigations* in a place that allows faculty and staff to file complaints if they feel that they have been treated unfairly, as well as grievance procedures in the collective bargaining agreements and employee handbooks.

District Evidence:

[IIIA11¹](#), [IIIA11²](#), [IIIA11³](#), [IIIA11⁴](#)

[IIIA11⁵](#), [IIIA11⁶](#), [IIIA11⁷](#), [IIIA11⁸](#)

[IIIA11⁹](#), [IIIA11¹⁰](#), [IIIA11¹¹](#), [IIIA11¹²](#), [IIIA11¹³](#), [IIIA11¹⁴](#)

12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

DISTRICT RESPONSE:

San Diego Community College District and the college create and maintain appropriate programs, practices and services that support its diverse personnel. The District offers extensive professional development opportunities, programs and training through the Employment and Professional Development department in Human Resources. The District has

established a Leadership Development Academy Series available to employees, which includes the following: Management Leadership Development Academy, Supervisor Leadership Development Academy, Classified Development Academy; and Faculty Leadership Development Academy. The Academy series also offers a corresponding mentoring program for Academy graduates.

Human Resources offers and provides mandated training, core workshops, customized training programs, personal enrichment topics, online training and a lending library. Examples of some of the types of topics offered include: Legal Updates; Interpersonal Communication Skills; Customer Service; Respect and Positive Interaction in the Workplace; Managing Stress; Computer Skills; Health and Nutrition; Safety in the Workplace; Conflict Resolution; EEO Processes; Prohibition of Harassment; Cultural Competency; and Diversity and Emotional Intelligence.

The District provides incentives for personnel to take classes and further their education, in that staff receive reimbursement for tuition for completed course work and are eligible for advancement on the salary schedule based on units completed as stipulated in collective bargaining agreements for faculty and staff.

The District also provides a variety of services to its personnel through its Employee Assistance Program (EAP). Services are confidential and available 7 days a week, 24 hours a day and include support, assistance and referrals in the areas such as: relationships; finance; legal; parenting and family issues; childcare and eldercare; substance abuse; depression, anxiety and stress.

In addition, the College offers programs, workshops and staff development through Instructional Improvement (FLEX) events and college specific offerings.

The District has an active Campus and Diversity Advisory Council (CDAC) that includes members from all of the colleges and Continuing Education diversity committees. CDAC meets regularly and its members share ideas and the council offers support to the individual Diversity Committees at the colleges and Continuing Education. The college has its own separate diversity committee that supports its diverse personnel by providing a variety of educational and cultural events on campus.

The San Diego Community College District and the college regularly assess their record in employment equity and diversity consistent with their missions. The college regularly reviews and analyzes the statistical data regarding the ethnic and gender diversity of its staff. The Fact Book annually details this information. In addition, the Chancellor's Cabinet reviews quarterly the statistical diversity data for all of the colleges, Continuing Education and the District Office. This information is presented annually to the governing Board.

In order to ensure continued best practices in employment equity and diversity, the Site Compliance Officers provide EEO & Diversity Training for screening committees at each of the colleges, Continuing Education and the District Office. Per the District's EEO Plan, this training is mandatory for all persons who participate in screening committees. The training

provides the attendees with relevant information pertaining to the requirements of equal employment opportunity, federal and state anti-discrimination laws, the District's policies and procedures on nondiscrimination, the value of diversity in the workforce, cultural competency, and recognizing bias.

District Evidence:

[IIIA12¹](#), [IIIA12²](#), [IIIA12³](#), [IIIA12⁴](#),

[IIIA12⁵](#), [IIIA12⁶](#), [IIIA12⁷](#), [IIIA12⁸](#), [IIIA12⁹](#)

[IIIA12¹⁰](#), [IIIA12¹¹](#), [IIIA12¹²](#), [IIIA12¹³](#)

[IIIA12¹⁴](#), [IIIA12¹⁵](#), [IIIA12¹⁶](#)

13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

DISTRICT RESPONSE:

San Diego Community College District has long had policies that address professional ethics. These may differ slightly from group to group and in some cases have been developed according to the underlying subject matter. The District has adopted BP 7800 (formerly BP 4460) *Conflict of Interest* and AP 7800 (formerly 4460.2) *Conflict of Interest*. These policies and procedures apply to all District employees and specify activities which are inconsistent, incompatible, or conflicting with an employee's duties and require action by supervisory/management personnel. The District also established and adopted BP 7150 *Civility and Mutual Respect*, which applies to all members of the District community. The policy describes what types of behavior is unacceptable and unethical and how it will be addressed. The AFT Guild College Faculty Agreement, Appendix I, includes a code of Professional Ethics specific to all faculty members. The Board of Trustees has also adopted a code of ethics specific to its members, BP 2715 *Code of Ethics/Standard of Practice*.

Professional ethics are also integrated into the District's hiring processes. All screening committees include an EEO Representative who is responsible for ensuring that the screening committee members engage in the screening process in accordance with appropriate professional ethical standards. In addition, all members of the screening committee must be EEO certified and have taken EEO training within the past three years.

In addition, professional ethics are addressed through professional development workshops,

which have included Workplace Ethics, and MEET on Common Ground: Respect in the Workplace. The college has a rich history of supporting professional ethics among all its personnel.

District Evidence:

[IIIA131](#), [IIIA132](#), [IIIA133](#), [IIIA134](#), [IIIA135](#)

[IIIA137](#), [IIIA138](#)

14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The College, through its LOFT (Learning Opportunities for Transformation), plans for and provides faculty, administrators, and classified professionals with ongoing professional development opportunities. Trainings, workshops, speakers, and other learning opportunities are consistent with the College's mission. These resources and opportunities are based on evolving pedagogy, technology, and the learning needs of administrators, faculty, and classified professionals. The College systematically evaluates professional development programs and updates learning opportunities in a process of ongoing improvement.

The College's New Faculty Institute provides a robust year-long professional development program for new tenure-track faculty members. With its comprehensive curriculum and the pairing of new faculty with faculty mentors from outside of their school, the program is designed to welcome faculty to Mesa, share the values, priorities, and directions of the campus, and create cross-disciplinary solid communities amongst the participants.

Evidence

New Faculty Institute

Mesa LOFT

Governance Website

Analysis and Evaluation

The LOFT is dedicated to providing College faculty, administrators, and classified professionals with opportunities for professional learning. The LOFT makes available resources, trainings, and materials covering a broad range of topics. Resources are available for self-paced and collaborative learning.

Technology and workspaces provided in the LOFT to support faculty activities, including part-

time and adjunct faculty:

- Laptops, Tablets, iPads to use in the LOFT
- Portable media monitors that interact and display from any USB equipped device
- Movable white boards
- Collaboration stations
- Small private and workgroup rooms
- 10 computer stations: 8 Windows and 2 iMAC
- Scantron Machine
- iClickers, including the instructor's kit are available for check out

Resources and Communities for Instructional Design include

- Mesa LOFT Online: a collection of professional learning resources
- Teaching Tree: a space for synchronous and asynchronous idea-sharing around equity-minded teaching
- Faculty Inquiry Groups (FIGs): opportunities to work collaboratively with colleagues on course redesign projects
- InPractice at Mesa: a collection of Distance Education (DE) course design ideas and practices created with Mesa DE colleagues
- Instructional Design Template Worksheets
- LOFT YouTube Channel

The New Faculty Institute planning team, which consists of faculty, administrators, and classified staff, continually works to refine and refresh the curriculum for the program. Evaluative feedback from participants and discussions about campus priorities ensure a relevant focus on topics and activities related to equity and excellence.

A New Faculty Institute Canvas shell was developed to provide a central place where faculty can collaborate and access resources. Below are examples of information available through this shell:

- Syllabus
- Amazing Race Tutorial
- Flex
- Resources
 - College Technology Services
 - Faculty Appraisal Process
 - Performance Review File
 - Employee Discount Programs
 - Events and Reservations Portal
 - Faculty and Staff Handbook
 - Printing and Mail Services
 - Flex Information
- District Resources
 - mySDCCD Faculty Portal
 - SDCCD Online Learning Pathways

- Presentations
 - Community College 101
 - All About Student Services
 - Student Discipline
 - Student Success and Equity, Basic Needs, Food Insecurities
 - Mentor/Mentee Presentations
 - Tutoring
 - Library
 - Professional Learning
 - LOFT – Learning Opportunities for Transformation
 - Difficult Conversations
 - After the First Year – Committees, Involvement, Faculty Leadership Opportunities

DISTRICT RESPONSE:

In support of the vision of the Chancellor and Board of Trustees for succession planning and continuity of leadership for the future of the District, San Diego Community College District’s 2009-2012 Strategic Plan stated as Strategic Goal #4: Establish Leadership Development Program/Academy in support of succession planning. The Strategic Plan Annual Update – 2010 stated for Goal #4: The establishment of the Professional Development Office has resulted in several initiatives related to staff development and succession planning.

SDCCD’s 2017-2021 Strategic Plan states as Strategic Goal #2: Strengthen institutional effectiveness through integrated planning, innovation, internal collaboration, professional development, continuous process, and systems improvement. This Strategic Goal has as one of its specific objectives to “expand the continuum of professional development opportunities for all faculty, staff, and administrators to be best prepared to respond to the evolving student needs and measures of student success.”

SDCCD has put this objective into action by creating the Leadership Development Academies in 2009. These Academies continue to offer training in communication, self-management, leadership, team-building, time-management, diversity and inclusion, conflict management, ethics, strategic thinking and planning, and performance management. Four versions of the Academies are specifically designed for: Management, Supervisors, Classified Staff, and Faculty.

The San Diego Community College District Board of Trustees Self-Evaluation and Accomplishments for 2020-2021 outlines in further detail the District’s accomplishments in relation to its commitment to professional development, through its leadership development and succession planning, with over 500 graduates of the Leadership Academies to date. In addition, the Leadership Academy Mentoring Program continues to create successful teams of mentors and mentees to further enhance graduates’ professional development.

In addition to the Leadership Development Academies, training is available to all employees online through the Cornerstone platform, in coordination with the California Community

Colleges Chancellor's Office and the Vision Resource Center. The District also utilizes the Keenan SafeColleges program to provide OSHA-approved courses, inter-personal and work related courses, sexual harassment prevention training, and many other topics. Employees have free access to these courses.

Individual workshops are also provided to respond to specific departmental needs such as computer training, evolving pedagogy, learning needs, health improvement workshops, communication, and customer service.

In addition to training sponsored by SDCCD, staff are offered a tuition reimbursement program as well as educational incentive for completing higher education courses.

Faculty are offered a Professional Development program that supports sabbatical leave for research, classes, travel, or other work to enhance their knowledge in their discipline. Professional Development may also be sought by Faculty members through Travel and Conference addressed in Section 18.3 of the AFT Guild Faculty Agreement. Professional Development for Continuing Education Adjunct Faculty is outlined in Section 18.6 of the AFT Guild Faculty Agreement. Article VIII, Section A4.3, outlines salary step and class movement based on successfully completed Educational Plans. Article VIII, Section A4.4 outlines salary class advancement based on an approved professional development plan.

District Evidence:

[IIIA14¹](#), [IIIA14²](#), [IIIA14³](#)

[IIIA14⁴](#), [IIIA14⁵](#), [IIIA14⁶](#), [IIIA14⁷](#)

[IIIA14⁸](#), [IIIA14⁹](#), [IIIA14¹⁰](#), [IIIA14¹¹](#), [IIIA14¹²](#)

15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard

DISTRICT RESPONSE:

In accordance with California Education Code (§87031) and California Labor Code (§1198.5), every employee has a right to inspect his/her personnel records. In addition, employees have a right to be notified of and to review and comment on information which is added to their permanent personnel file.

San Diego Community College District secures and keeps confidential all personnel records. The Director of Employee Services is responsible for safekeeping the District's personnel records in the Payroll Office of the District Human Resources Department. A personnel file is

maintained on each employee in a secure, locked room in the Payroll Office. Information contained within the personnel file is considered confidential and as such is shared only as required and to those with a need for access to such information. The personnel file room is open to Human Resources/Payroll Department employees from 8:00 a.m. through 5:00 p.m. during the work week and remains locked during all other times.

Faculty evaluations are maintained on campus and are kept secured. Consistent with Education Code Section 87031, every employee has the right to inspect personnel records pursuant to Section 1198.5 of the Labor Code. College administrators oversee the security and confidentiality of all staff and faculty records or portfolios at the local level.

All personnel files are kept in confidence and are available for inspection only to authorized administrative employees of the District when necessary in the proper administration of the District's affairs or supervision of the employee.

Employees must initiate this process with a request for an appointment to view their file by contacting the Payroll Department. During the appointment, a member of the Payroll Department inspects the file with the employee, and copies can be requested at this time.

In addition, the District has agreements with its bargaining units regarding provisions for employees to view their files. This process works well for the employees of the District. Every effort is made to secure and keep confidential District personnel files. The language addressing the maintenance of personnel file contents and access to them are addressed in each of the District's Classification Collective Bargaining Agreements.

Procedures exist in the Human Resources Desk Manual for inspection of the file by those administrative employees with a need to inspect and for employees to access their personnel file. Checks and balances remain in place to assure the integrity of the file.

District Evidence:

[IIIA15¹](#), [IIIA15²](#), [IIIA15³](#), [IIIA15⁴](#), [IIIA15⁵](#)

[IIIA15⁶](#), [IIIA15⁷](#), [IIIA15⁸](#), [IIIA15⁹](#)

Conclusions on Standard III.A: Human Resources

The San Diego Community College District Employment Department facilitates all new employment, promotions, reinstatements, and voluntary transfers related to Academic, Adjunct, Classified, and Non-Academic-Non-Classified job opportunities within the multi-campus district. The District's Human Resources classifications page describes employee groups. The Employment Opportunities page lists resources for minimum qualifications.

The College assures the integrity and quality of its academic programs and services by employing administrators who meet the qualifications through appropriate education, training, and experience, as defined in BP 7120 Recruiting and Hiring.

The College maintains a sufficient number of qualified faculty to assure the fulfilment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. The College also employs part-time adjunct instructors whose job description includes instructional duties and desirable qualifications.

Faculty qualifications include knowledge of the subject matter and requisite skills for the school and program, including all services to be performed. Qualifying factors include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and the potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning.

The College provides orientation, oversight, evaluation, and professional development for all faculty, including part-time, adjunct faculty. The College makes available activities and programs that provide opportunities for the integration of part-time and adjunct faculty into campus life and culture.

The College, through its LOFT (Learning Opportunities for Transformation), plans for and provides faculty, administrators, and classified professionals with ongoing professional development opportunities. Trainings, workshops, speakers, and other learning opportunities are consistent with the College's mission. The College systematically evaluates professional development programs and updates learning opportunities in a process of ongoing improvement. The College's New Faculty Institute provides a robust year-long professional development program for new tenure-track faculty members.

Improvement Plan(s)

Evidence List

Folders III.A

B. Physical Resources

- 1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.**

Evidence of Meeting the Standard

DISTRICT RESPONSE:

The San Diego Community College District ensures that all institutions within the District are provided safe and sufficient physical resources necessary to execute their educational mission. This includes support for all modalities to include distance education. They are constructed and maintained to assure access, safety, security and a healthful learning and working environment. Through the below activities both fiscal resources and the allocation of campus police resources are leveraged in the most effective way possible.

The first is through the Management Services Council. This Council serves as the forum where Districtwide staff meet to review matters concerned with the District's management services. Through these meetings, recommendations can be made to Cabinet and other governance organizations regarding the allocation of resources to meet District requirements.

The second is the use of facility master plans. At the beginning of the District's bond capital improvement program, a facility master plan was created for each campus. The facility master plan identifies the facility requirements to meet the educational mission but is not directly linked to the campus Educational Master Plans. These plans, which were created with participation from faculty and staff, have provided the blueprints for the facility modernization. Additionally, the plan looks at existing space utilization to ensure space is allocated to support programs and services. At the end of the bond program the new facilities master plan will be tied to each campus' Educational Master Plan.

The third is the bond capital improvement program mentioned above. This program allocated \$1.5 billion to build and renovate facilities to support the educational mission. This money, coupled with the facilities master plan, allows the District to ensure that the facilities it builds are in compliance with all codes and regulations. In an effort to maintain transparency and keep our constituents informed, the rainbow report is provided as a quick reference document. The rainbow report is posted on the bond webpage and allows anyone who is interested in the progress of our bond projects to see our current status. Additionally, the District utilizes an Americans with Disabilities Act Transition Plan created for the District to identify deficiencies that need to be addressed to ensure access to our campuses.

The fourth is through a Districtwide security plan and annual safety report, which identifies measurable metrics, processes and procedures to be assessed and followed to ensure the safety and security of all who frequent the campuses. The documents also offer a phased approach to further enhancing both safety and security. These documents identify areas of risk that need to be addressed. They also aid in mapping out plans to achieve improvements in the identified risk areas. These documents allow decision makers to evaluate information and make decisions that will facilitate the best allocation of resources.

The fifth is the District safety website. In an effort to standardize the safety plans across the District, a comprehensive plan was developed that addressed District requirements as well as the unique activities that take place at each campus. The plan identifies policies and procedures that create a synergy of responsibilities and reporting across the District while recognizing the uniqueness of each campus. Additionally, the plan clearly identifies requirements necessary for an effective plan so that resources can be allocated properly. This website is overseen by the

District Safety Coordinator.

The sixth is through the automated work order process employed throughout the District. Megamation, the automated work order tool used by the District, provides faculty and staff a portal to submit work orders and allows the facility staff to prioritize requirements based on established parameters. The highest priority is allocated to work orders that address issues that threaten life safety, and ensures there are always proper resources allocated to these types of issues.

The seventh is through an annual inspection process for District offsite locations. This process was implemented this year for our offsite facilities, and provides a documented site visit to our active offsite locations.

District Evidence:

IIIB1-1, IIIB1-2, IIIB1-3, IIIB1-4, IIIB1-5
IIIB1-6, IIIB1-7, IIIB1-8, IIIB1-9
IIIB1-10, IIIB1-11, IIIB1-12

- 2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.**

Evidence of Meeting the Standard

DISTRICT RESPONSE:

The San Diego Community College District is constantly assessing the physical resources necessary to accomplish its educational mission. This includes support for all modalities including distance education. This assessment includes the planning, acquisition, construction, maintenance, refurbishing and replacement of physical resources. The assessment looks at facilities, equipment, land and other assets in a manner that assures effective utilization and the continued quality necessary to support the District's services and programs to achieve its educational mission. The bond program has delayed the need for a comprehensive replacement plan because the bond provided new equipment throughout the District. As this equipment ages, the District is in the process of formalizing a more sustainable equipment replacement strategy. This is accomplished in many ways.

The first is through the Management Services Council. This Council serves as the forum where Districtwide staff meet to review matters concerned with the District's management services. Through these meetings, recommendations can be made to Cabinet and other governance organizations regarding the allocation of resources to meet the District's upgrade and replacement needs.

The second is the use of campus facility master plans. At the beginning of the District's bond capital improvement program, a facility master plan was created for each campus. The facility master plan identifies the facility requirements to meet the educational mission but is not directly linked to the campus Educational Master Plans. These plans were created with participation from faculty and staff and have provided the blueprints for the facility modernization. Additionally, the plans look at existing space utilization to ensure space is allocated to support programs and services. At the end of the bond program, the new facilities master plans will be tied to each campus Educational Master Plan. The plan, when coupled with each campus' master education plan, provides the road map for success to meet current and future educational goals.

The third is the bond capital improvement program mentioned above. This program allocated \$1.5 billion to build, renovate and provide equipment for facilities to support the District's educational mission. The bonds provide the fiscal resources which, coupled with the facilities master plan, allow the District to ensure that the facilities it builds and outfits with equipment are in compliance with all codes, regulations, services and program requirements.

The fourth is the District's five-year capital improvement plan. Required by the State Chancellor's Office, this plan highlights the District's planned capital improvements over the next five years. Currently this plan highlights the bond program's planned five-year outlook. The District submits this plan every year to the state, but because of the bond capital improvement program, eligibility for additional state funding associated with the five year capital improvement plan is limited. The resources allocated for capital improvement are exercised by the Vice Chancellor of Facilities Management.

The fifth method is the state scheduled maintenance program. This program allocates state resources to scheduled maintenance requirements levied by the District. Each year the District submits to the State Chancellor's Office a list of scheduled maintenance projects that it would like to accomplish in the coming year. Most years funding is allocated to the District to support its scheduled maintenance efforts. Though these resources are limited, the District is successful at providing the proper resource allocations to maintain and replace assets as required.

The sixth item is the operations and maintenance outlook. This document is updated annually, and projects future operational cost based on assigned parameters that ensure the District is getting the best value for the resources it allocates. The District uses the Association of Physical Plant Administrators (APPA) metrics and standard when evaluating programs. This is most evident in the analysis of custodial manning levels. Additionally, an annual survey is sent out to the community college population which allows direct feedback on the effectiveness of maintenance efforts and operations.

The seventh item is the District Equipment Replacement Plan. Because the plan is in its early stages, the immediate funding available to support equipment replacement has been one-time money from the state which is allocated to each campus to offset the cost of its instructional equipment. The plan will continue to be developed through the governance process.

Distance Education:

Access to distance education classes is provided through computer labs, libraries, and WIFI access for personal devices at each campus. Students accessing computers follow the same maintenance and processes as outlined above. The institution contracts with Instructure (Canvas), a learning management system, for distance education. In 2016, Canvas was selected as the state's LMS by the state Common Course Management System selection committee comprised of faculty, management, and staff. SDCCD adopted Canvas as the new platform in February 2016. The contract with Canvas includes cloud hosting whereby Canvas has its own servers that will load balance server demand dependent on student usage. Canvas also schedules security maintenance adhering to ISO 27001. [Evidence](#) SDCCD, through the IT department, securely uploads instructional student and course information to Canvas every four hours. In this way, systems are regularly updated and maintained to help ensure students' privacy and quality of services.

The process for selecting Canvas included DDESC discussions, selection of pilot faculty, meetings with stakeholders, meetings with District IT personnel, and review and testing of the selected host. DDESC and SDCCD Online Learning Pathways periodically review the performance of Canvas during its monthly meetings.

District Evidence:
(includes links in text)

[IIIB2-1](#), [IIIB2-2](#), [IIIB2-3](#), [IIIB2-4](#), [IIIB2-5](#),

[IIIB2-6](#), [IIIB2-7](#), [IIIB2-8](#), [IIIB2-9](#)

[IIIB2-14](#), [IIIB2-15](#), [IIIB2-16](#), [IIIB2-17](#)

[IIIB2¹⁸](#), [IIIB2¹⁹](#), [IIIB2²⁰](#)

- 3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.**

Evidence of Meeting the Standard

To assure the feasibility and effectiveness of physical resources in support of institutional programs and services, the College plans and evaluates its facilities on a regular basis. As part of Mesa2030, the College's long comprehensive educational and facilities plan, the College assessed facilities with specifics on growth forecast, space inventory, space capacity, capacity load ratios, and facilities space program. The plan includes developed concepts, linked to goals, for the future campus (pages 66-90).

Evidence: **needs to be uploaded into folders**

Institutional Effectiveness Comprehensive Educational and Facilities Plan

https://www.sdmesa.edu/about-mesa/institutional-effectiveness/educational-master-plan/documents/2021-06-11_Mesa2030_CMP.pdf

Analysis and Evaluation

The purpose of the comprehensive educational and facilities plan is to:

- Chart the College's long-term course toward accomplishing its Mission, which describes the College's aspirations for student access, equity, and success
- Engage constituent groups in a dialogue about the future
- Identify current and anticipate future challenges and opportunities in the College's instructional and student services programs, site, and facilities
- Connect educational needs to site and facilities improvements
- Project the College's growth over the next decade
- Inform the public of the College's intentions about instructional programs, support services, and facilities improvements

Mesa2030 is the College's ten-year educational and facilities comprehensive plan. The development of this document includes an analysis of the College's effectiveness in meeting its mission, projected demographics and economic changes, and feedback from college constituencies. This data is foundational for the development of two long-term guides for future College decisions:

Mesa2030 Goals and Facilities Planning Principles.

Strategic Plan: Roadmap to Mesa2030, the College's five-year plan, presents Strategic Objectives that describe how the College intends to achieve the Mesa2030 Goals. An annual assessment of progress on achieving the Strategic Objectives contributes to the development of the College's subsequent Comprehensive Plan and Strategic Plan.

DISTRICT RESPONSE:

The San Diego Community College District is a complex organization in a very dynamic environment. To ensure accomplishment of its educational mission, the District uses data driven tools to provide critical information to decision makers. In its continual assessment of physical resources, the District uses established metrics to measure its effectiveness and a process using total cost of ownership ideals to establish the feasibility of resource allocation. This includes support for all modalities to include distance education and all levels of courses taught. This is accomplished in many ways.

The first is through the Management Services Council. This Council serves as the forum where Districtwide staff meet to review matters concerned with the District's management services.

Through these meetings, recommendations can be made to Cabinet and other governance organizations regarding the allocation of resources to meet District requirements.

The second is through the automated work order process employed throughout the District. Megamation, the automated work order tool used by the District, provides faculty and staff a portal to submit work orders and allows the facility staff to prioritize requirements based on established parameters. The highest priority is allocated to work orders that address issues that threaten life safety, and the process ensures there are always proper resources allocated to these types of issues.

The third method is the state scheduled maintenance program. This program allocates state resources to scheduled maintenance requirements levied by the District. Each year the District submits to the State Chancellor's Office a list of scheduled maintenance projects that it would like to accomplish in the coming year. Most years, funding is allocated to the District to support its scheduled maintenance efforts. Though these resources are limited, the District is successful at providing the proper resource allocations to maintain and replace assets as required.

The fourth item is the operations and maintenance outlook. This document is updated annually, and projects future operational cost based on assigned parameters that utilize principles that ensure the District's assessment includes all identifiable costs. Additionally, the District uses the Association of Physical Plant Administrators (APPA) metrics and standards when evaluating its programs and conducts an annual survey which is sent out to the community college population to allow direct feedback on the effectiveness of its maintenance efforts.

The fifth is the District Services Survey that is sent out on an annual basis. This survey allows the campus population to respond to a series of questions, the answers to which allow the District to assess its effectiveness at accomplishing its service mission and provide a metric to base resource allocation.

District Evidence:

IIIB3-1, IIIB3-2, [IIIB33](#)

IIIB3-4, IIIB3-5, IIIB3-6, IIB3-7

4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

District holds primary responsibility.

Analysis and Evaluation

District holds primary responsibility.

DISTRICT RESPONSE:

The San Diego Community College District utilizes a facility master plan to help guide resource allocation. This includes support for all modalities to include distance education. The facilities master plan, when coupled with the individual campus Educational Master Plans, provides a framework for long range capital planning. Once an agreed upon direction is approved, a cost analysis is conducted. The District uses processes and procedures that ensure it captures all related costs so an informed decision can be made. The Board of Trustees, through its Sustainability Policy promotes this type of sustainable activity. In principle we have looked at the following:

Purchase Cost + Maintenance Cost + Hidden Cost = Actual Cost

Some of the hidden costs are listed below:

- Acquisition costs: the costs of identifying, selecting, ordering, receiving, inventorying, or paying for something.
- Upgrade/Enhancement/Refurbishing costs
- Reconfiguration costs
- Set up/Deployment costs: the costs of configuring space, transporting, installing, setting up, and integrating with other assets, outside services
- Operating costs: for example, human (operator) labor, or energy/fuel costs
- Change management costs: costs of user orientation, user training, and workflow/process change design and implementation
- Infrastructure support costs: costs brought by the acquisition for heating/cooling, lighting, or IT support
- Environmental impact costs: costs of waste disposal/clean up, pollution control, or the costs of environmental impact compliance reporting
- Insurance costs
- Security costs
- Physical security: security additions for a building, including new locks, secure entry doors, closed circuit television, and security guard services
- Electronic security: security software applications or systems, offsite data backup, disaster recovery services, etc.
- Financing costs: loan interest and loan origination fees
- Disposal/Decommission costs
- Depreciation expense tax savings (a negative cost)

Additionally, long term planning and the allocation of physical resources are compared to the sustainability goals established by the District. This is accomplished in many ways.

The first is the use of campus facility master plans. At the beginning of the District's bond capital improvement program, a facility master plan was created for each campus. The facility master plan identifies the facility requirements to meet the educational mission but is not directly linked to the campus Educational Master Plans. These plans, which were created with participation from faculty and staff, have provided the blueprints for the facility modernization that has occurred throughout the District. At the end of the bond program, the new facilities master plan will be tied to each campus Educational Master Plan.

The second is the District's five-year capital improvement plan. Required by the State Chancellor's Office, this plan highlights the District's planned capital improvements over the next five years. Normally when this plan is created, it uses data driven metrics to identify projects. Currently, this plan highlights the bond program's planned five-year outlook. Because of the bond capital improvement program, eligibility for additional state funding associated with the five-year capital improvement plan is limited.

The third item is the operations and maintenance outlook. This document is updated annually, and projects future operational cost based on assigned parameters that ensure all costs are identified. Additionally, the District uses the Association of Physical Plant Administrators (APPA) metrics and standards when evaluating its programs and conducts an annual survey, which is sent out to the community college population to allow direct feedback on the effectiveness of maintenance efforts.

The fourth item is the District Equipment Replacement Plan. Because the plan is in its early stages, the immediate funding available to support equipment replacement has been one-time money from the state which is allocated to each campus to offset the cost of its instructional equipment. The plan will continue to be developed through the governance process.

Online students are surveyed every other year (annually prior to 2014). See surveys at: <http://research.sdccd.edu/Research-Reports/surveys.cfm>

District Evidence:
(includes text links)

IIIB4-1, IIIB4-2, IIIB4-3, IIIB4-4, IIIB4-5

IIIB4-6, IIIB4-7, IIIB4-8, IIIB4-9

Conclusions on Standard III.B: Physical Resources

The San Diego Community College District utilizes a facility master plan to help guide resource allocation. This includes support for all modalities to include distance education. The facilities master plan, when coupled with the individual campus Educational Master Plans, provides a framework for long range capital planning.

Mesa2030 is the College's ten-year educational and facilities comprehensive plan. The development of this document includes an analysis of the College's effectiveness in meeting its mission, projected demographics and economic changes, and feedback from college constituencies. This data is foundational for the development of two long-term guides for future College decisions:

Mesa2030 Goals and Facilities Planning Principles.

Mesa2030, the College's long range educational and facilities master plan, includes an assessment of facilities with specifics on growth forecast, space inventory, space capacity, capacity load ratios, and facilities space program. The plan includes developed concepts, linked to goals, for the future campus.

Improvement Plan(s)

Evidence List

Folders III.B

C. Technology Resources

- 1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.**

Evidence of Meeting the Standard

The College's technology services, professional support, facilities, hardware, and software are appropriate and adequate to support management and operational functions, academic programs, teaching, learning, and support services.

The Mesa Information Technology Committee (MITC) is the governing body that provides the strategic direction for all campus technology, which includes classroom technology, distance learning, professional development, technological support, and administrative efficiency.

The Technology Strategic Plan is part of the college's integrated institutional planning and is designed to assist the College in accomplishing goals and objectives as stated in the College's Education Master Plan. The Technology Strategic Plan provides a foundation for addressing technology prioritization and key issues in the deployment of technology for instructional, student services, and administrative functions.

District Information Technology provides support for the District's administrative computing environment, the network and telecommunications infrastructure, and core network and Internet services. The SDCCD Distance Education Handbook provides faculty with guidelines in developing online courses following best practices and to provide resources regarding Federal and State Regulations, ACCJC Standards for Distance Education, and the related

SDCCD Board Policies and Procedures.

Evidence

College Technology Services
MIT Committee
Technology Strategic Plan
District Information Technology
[Technology Request Form](#)
AV Services Request
Online Learning Pathways
Distance Education Handbook

Analysis and Evaluation

The Mesa Information Technology Committee is a participatory governance committee with the purpose of assessing the current status of information technology in the delivery of services to employees and students, and to develop, implement, and assess the strategic technology plan. The committee serves in an advisory capacity to faculty, staff, and administration on matters pertaining to instructional, administrative, student computing, telecommunications, and other technologies. The College strategically plans for upgrades and replacement of campus technology that support institutional effectiveness, instructional pedagogy, and student success.

College Technology Services provides technical (academic computing and audio-visual) support to enhance student learning outcomes and student services. College Technology Services fosters information literacy in the classroom and academic computing labs across the campus. District Information Technology Service and IT Help Desk supports employee computing and technological needs.

Online Learning Pathways provides support and assistance for students and faculty as they explore the world of online education through guides, tutorials, and other online resources. AV request forms may be used by employees to request audio-visual and multimedia production needs. Technology request forms may be used by employees to request technology.

- 2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.**

Evidence of Meeting the Standard

District holds primary responsibility – not yet provided

Analysis and Evaluation

District holds primary responsibility – not yet provided

- 3. The institution assures that technology resources at all locations where it offers courses,**

programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

The College assures that technology resources at all locations where courses and programs are offered and services are implemented are maintained for the provision of reliable access, safety, and security.

College employees are provided instruction and support in the use of technology through a robust variety of professional learning opportunities. Campus Employee Learning supports the mission of the College through coordination of a variety of professional learning opportunities for all faculty, staff, and administrators to experience and enjoy in their roles as lifelong learners and educators.

Evidence

Technology Request Form

Professional Learning

Analysis and Evaluation

Professional learning enables campus employees to develop the knowledge and skills to assist students to be successful in college and address students' learning challenges. It enables teachers to improve their instruction, administrators to become better leaders, and staff to facilitate pathways toward student achievement. Creating professional learning opportunities on diversity, learning styles, and innovative teaching techniques are important components in order for all campus employees to grow and develop in their profession. The College strives to provide campus employees with professional learning that dovetails with their work schedules so that they have the flexibility for professional training. In this way, the College strives to continually provide and improve supportive personal and professional growth for faculty, classified professionals, and administrators.

Online Learning Pathways provides support and assistance for students and faculty as they explore the world of online education through guides, tutorials, and other online resources. College Technology Services fosters information literacy in the classroom and academic computing labs across the campus. Requests for technology improvements, modifications, and new installations are made to College Technology Services via software or hardware request forms. AV request forms may be used by employees to request audio-visual and multimedia production needs.

- 4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.**

Evidence of Meeting the Standard

The College provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to programs, services, and institutional operations.

The Campus Employee Learning Committee (CEL) oversees the use of professional development fiscal resources for event programming and the use of the LOFT. Learning Opportunities for Transformation (LOFT) is the campus hub for professional learning activities. Professional learning and training opportunities and events are ongoing, and updated for continuous improvement.

CEL also supports the work of other campus groups with their professional development activities, and guides the work of its subcommittees. CEL evaluates the professional development activities conducted during the year and reports outcomes to the campus.

Professional learning includes five Instructional Improvement (flex) days for all classroom faculty. Flex is defined in Title 5 as "in lieu of instruction." It is designed for faculty to conduct staff, student, and instructional improvement activities.

Evidence

Campus Employee Learning Committee

About the LOFT

Training Events

Professional Learning Resources

Mesa's Teaching Tree

LOFT FIGs

LOFT Canvas

Canvas Support

Catalyst

Instructional Design

Professional Learning Requests

Flex Handbook

Analysis and Evaluation

The LOFT Canvas page provides online professional learning resources and support for employees. LOFT Instructional Design utilizes technology to support equitable online teaching through internal and external resources. Professional learning resources including the Vision Resource Center, inLearning with Lynda, @ONE, Teaching Tree, and other training resources available through the College and from the District Office of Information Technology. Canvas guides and support are offered through Mesa, SDCCD training opportunities, Canvas Help Menu, and The Online Network of Educators (@ONE).

The Mesa College Teaching Tree fosters peer-to-peer idea sharing and conversation around equity minded teaching practices at the College. Course redesign Faculty Inquiry Groups (FIGs) provide a collaborative approach to equity-infused course redesign. Catalyst, a teaching

conference held every spring during Flex week, is hosted by the College's Faculty Professional Learning Committee (FPLC). Catalyst provides just-in-time support to faculty preparing courses and creates a space for teaching conversations across disciplines. Catalyst takes place over two days with live Zoom sessions and asynchronous activities available in Canvas.

The flex program is an active, vibrant, and user-friendly way for faculty to enhance instructional quality. Professional learning requests include technology requests, information, links and forms for flex, conference and travel, professional learning activity funds, and reserving a private room in the LRC/LOFT.

5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

San Diego Mesa College has policies and procedures that guide the appropriate use of technology in teaching and learning.

The Mesa Information Technology Committee (MITC) is the governing body that provides the strategic direction for all campus technology, which includes classroom technology, distance learning, professional development, technological support, and administrative efficiency.

The MITC assesses the current status of Information Technology (IT) in the delivery of services to students. It develops, implements, and assesses the Technology Strategic Plan, which is part of the college's integrated institutional planning, and is designed to assist the College in accomplishing goals and objectives as stated in the College's Comprehensive Facilities and Education Plan. The Committee provides prioritization and other technology recommendations to the College.

The College, in coordination with the District, provides continuous and updated training to all faculty, including the online Faculty Certification Program. This program covers essential information and guidelines for good practices, including the Online Education Initiative (OEI) Rubric.

The Online Faculty Certification Program ensures that all online course instructors are aware of and comply with State and Federal regulations, and WASC accreditation distance education guidelines, and are proficient in the tools and techniques for effective online teaching.

Analysis and Evaluation

The College's Technology Strategic Plan 2019-2022 guides the appropriate use of technology for teaching and learning.

AP 5105 describes the policy of secure credentialing/login and passwords, proctored examinations, and new or other technologies and practices that are effective in verifying student identification. Additionally, AP 5105 details course quality standards including distance

learning, discussion boards and live chat, and remote meetings with students.

BP 5020 describes curriculum development and approval procedures of all courses of instruction and of all educational programs, including all modalities of delivery, that satisfy the requirements of the Education Code and the California Code of Regulations, Title 5. Additionally, BP 5020 provides for training opportunities for persons involved in aspects of curriculum development.

OnDemand@SDCCCD contains resources and instructional technology tutorials to guide faculty and students in their use of technology in the teaching and learning processes.

Evidence:

Open On Demand – Open Educational Resources
Online Faculty Certification Program
Curriculum Development
Distance Education
Technology Strategic Plan
Mesa Information Technology Committee

Conclusions on Standard III.C: Technology Resources

The College provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to programs, services, and institutional operations. The Campus Employee Learning Committee (CEL) oversees the use of professional development fiscal resources for event programming and the use of the LOFT. Learning Opportunities for Transformation (LOFT) is the campus hub for professional learning activities. Professional learning and training opportunities and events are ongoing, and updated for continuous improvement.

The Mesa Information Technology Committee (MITC) is the governing body that provides the strategic direction for all campus technology, which includes classroom technology, distance learning, professional development, technological support, and administrative efficiency. The Technology Strategic Plan is part of the college's integrated institutional planning and is designed to assist the College in accomplishing goals and objectives as stated in the College's Comprehensive Facilities and Education Plan. The Technology Strategic Plan provides a foundation for addressing technology prioritization and key issues in the deployment of technology for instructional, student services, and administrative functions.

College Technology Services provides technical (academic computing and audio-visual) support to enhance student learning outcomes and student services. College Technology Services fosters information literacy in the classroom and academic computing labs across the campus. District Information Technology Service and IT Help Desk supports employee computing and technological needs.

College employees are provided instruction and support in the use of technology through a robust

variety of professional learning opportunities. Campus Employee Learning supports the mission of the College through coordination of a variety of professional learning opportunities for all faculty, staff, and administrators to experience and enjoy in their roles as lifelong learners and educators.

The flex program is an active, vibrant, and user-friendly way for faculty to enhance instructional quality. Professional learning requests include technology requests, information, links and forms for flex, conference and travel, professional learning activity funds, and reserving a private room in the LRC/LOFT.

Improvement Plan(s)

Evidence List

Folders III.C

D. Financial Resources

Planning

- 1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)**

Evidence of Meeting the Standard

District holds primary responsibility.

Analysis and Evaluation

District holds primary responsibility.

District has not yet submitted.

- 2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

Fiscal Responsibility and Stability

- 4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.**

Evidence of Meeting the Standard

District holds primary responsibility.

Analysis and Evaluation

District holds primary responsibility.

District has not yet submitted.

- 6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.**

Evidence of Meeting the Standard

District holds primary responsibility.

Analysis and Evaluation

District holds primary responsibility.

District has not yet submitted.

7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

District holds primary responsibility.

Analysis and Evaluation

District holds primary responsibility.

District has not yet submitted.

8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

District holds primary responsibility.

Analysis and Evaluation

District holds primary responsibility.

District has not yet submitted.

9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

Liabilities

11. The level of financial resources provides a reasonable expectation of both short- term

and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard

District holds primary responsibility.

Analysis and Evaluation

District holds primary responsibility.

District has not yet submitted.

12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

District holds primary responsibility.

Analysis and Evaluation

District holds primary responsibility.

District has not yet submitted.

13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard

District holds primary responsibility.

Analysis and Evaluation

District holds primary responsibility.

District has not yet submitted.

14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

Contractual Agreements

- 16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.**

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

Conclusions on Standard III.D: Fiscal Resources

[Insert response.]

Improvement Plan(s)

Evidence List

Folders III.D.

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work

together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

A. Decision-Making Roles and Processes

- 1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.**

Evidence of Meeting the Standard

College leadership works to create an environment of learning, assessment, and success that is equitable for all stakeholders. Administrators, faculty, classified professionals, and students engage in ongoing dialogue and review, and take innovative actions that lead to institutional excellence. Innovation may be directed through policies and procedures, and/or they may be grassroots in nature. All campus stakeholders have the opportunity to improve College practices, programs, and services. Improvements are planned and implemented systematically. Recommendations with implications for policy and institution-wide impact are addressed through shared governance and the College's culture of participatory processes

Evidence:

San Diego Mesa College Course Redesign [Institute Outcomes Report](#)

HSI and Equity Professional Development

[Curriculum Equity and Excellence Review Program Data Reflections](#)

Student Services Call to Action

Committee for Diversity, Action, Inclusion, and Equity [13-point strategic plan](#)

[Promising Practices for Equity](#)

Analysis and Evaluation

San Diego Mesa College Course Redesign Institute (CRI) was held for three consecutive summers (2016-18) and provided faculty with an opportunity to learn about enhanced tools and practices and to improve academic outcomes. The report evaluates the impact of this program by examining the outcomes of the redesigned courses before and after faculty members attended CRI. Additionally, outcomes of redesigned courses are compared to the outcomes of the same course taught by faculty members that did not attend any of the CRI sessions.

HSI & Equity related professional learning was held from 2019-2021, presented by leaders in the Equity, HSI, and professional learning departments to members of President's Cabinet in order to share previous and upcoming projects related to these initiatives.

CEER (Curriculum Equity & Excellence Review) was a weeklong program offered in summer

2021. This program was designed by faculty and administrators from multiple areas of campus as an innovative way for faculty to examine their teaching through the lens of cultural competence, antiracist practices, equity, and excellence in order to create greater success for students. Faculty re-imagined classroom activities and assignments and developed strategies for changing their syllabi to be responsive to students while maintaining academic excellence.

The Student Services Call to Action was a direct response to the spark felt around the world following the murder of George Floyd. Current events highlighted issues of structural racism, and inspired administrators, faculty, and students at the College to pursue dialogue and actions to create more equitable outcomes and opportunities for Black students. The College recognizes a responsibility to provide equitable structures in an environment that allows students to thrive.

Student Services Call to Action is a response to structural racism that sets goals designed to remove barriers and create clearer pathways for students to succeed. The Call to Action addresses equity issues for all students, and Black students in particular.

The 13-point Strategic action plan proposed by the Committee for Diversity, Action, Inclusion, and Equity (CDAIE) was presented to multiple constituent groups on campus. The plan proposes innovative actions for the campus and the district in order to innovate equity practices. The committee is composed of employees from all areas and classifications of the College.

- 2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.**

Evidence of Meeting the Standard

The College practices participatory leadership at all levels, including administration, faculty, classified professionals, and students. Student participation is part of shared governance, and student views are part of the decision-making processes for policies and matters impacting students and student interests.

The Constitution for the Associated Student Government includes the mission statement, membership composition, organizational structure, and election process for this governance body. The Bylaws for Associated Student Government describe dues, duties of members, rules for meetings, student judicial review board, amendments, veto power, pay rates, officer limitations and responsibilities, finance and budget code, and other guidelines.

The San Diego Mesa College Classified Senate Constitution details the purpose, membership composition, parliamentary procedures, and amendments for this governance group. The San

Diego Mesa College Classified Senate Bylaws detail the duties and responsibilities of the Senate, election rules and process, eligibility requirements to run and serve on senate, term limits, responsibilities of executive council, financial guidelines, meeting schedule, and how committee membership is appointed.

Evidence:

[Classified Senate Bylaws](#)

[Classified Senate Constitution](#)

[Classified Senate Mission, Vision, Values](#)

[Student Government Bylaws](#)

[Associated Students Constitution](#)

Analysis and Evaluation

Institutional governance includes administration, faculty, classified professionals, and students. Each group has its own governance structure, with representation in college-wide governance. The College's governance structure is inclusive and participatory. All vested interest groups or individuals have the opportunity to voice opinions.

College administration is represented in institutional governance through membership on the Deans' Council, leadership of the schools, and representation on the President's Cabinet and other participatory governance committees.

College faculty are represented in institutional governance through the Academic Senate and its committees, President's Cabinet, school meetings, and other participatory governance committees.

College Classified Professionals are represented in institutional governance through the Classified Senate, Classified Professional Learning, President's Cabinet, the Classified Equity Taskforce, Mesa Pathways, Student Equity, HSI, Promise, the Mesa Foundation, school meetings, hiring committees, other participatory governance committees, and through accreditation, institutional effectiveness, resource allocation, outcomes assessment, strategic planning and Mesa Student Services Council.

The San Diego Mesa College Classified Senate represents classified professionals in governance and in the life of the college to create an engaged, inclusive, and equitable environment for classified professionals, students, and faculty.

The Associated Students (AS) is the representative body of students in the participatory governance process. The Associated Students President and Vice President represent students on the President's Cabinet. Student participation in campus affairs is also strengthened by membership on many college committees.

DISTRICT RESPONSE:

The San Diego Community College District has a long-standing commitment to administrator, faculty, staff, and student participation in decision-making processes. Board Policy 2510 and Administrative Procedure 2510 *Participation in Local Decision-Making* ensures that faculty, staff, and students have the right to participate in District governance effectively. The policy specifies that the Board will consult collegially with representatives of the Academic Senates and rely primarily on the advice and judgment of the faculty in curricular and other academic matters. Further, BP/AP 2510 allows students to participate effectively in District governance. It affirms that the Board will not take any action on a matter having a significant effect on students until a representative body of students, designated as the United Student Council, has had the opportunity to participate in the development of recommendations and formulation of policies and procedures. The policy also allows staff to participate in the formulation of matters significantly affecting staff by directing that they be included in appropriate committees, councils, advisory groups, and other structures at all colleges.

Board Policy 0210 *Academic Senate* authorizes the formation of academic senates within the District, ensuring the opportunity for meaningful participation by faculty in decision-making processes.

BP 2310 *Regular Meetings of the Board* demonstrates a commitment to faculty, staff, and student participation in governance and decision making. Included in the policy is a statement that: *the president of the faculty senates and classified senates at each college and Continuing Education, and the presidents/representatives from all District unions and the president of the associated students at each college and a student representative from Continuing Education shall be invited to attend regular meetings of the Board.*

The membership of the District Governance Council, the primary Districtwide governance body, demonstrates the District's commitment to faculty, staff, administrator, and student participation in decision-making. The Council comprises the chairs of all of the District Governance Councils, the college and Continuing Education presidents, Academic Senate representatives from all four institutions, classified senate representatives from all four institutions, the Student Trustees, and representatives of the labor organizations. The District Governance Council meets once or twice a month, depending on the Board of Trustees' meeting schedule, to review the Board of Trustees' meeting agenda and address District operational matters, including changes to policies and procedures; Council and task force reports; state budget updates; and significant changes to business processes. The Council also periodically appoints special task forces to address a specific topic. Examples of Task Forces include Task Force on Textbook Affordability and the Threat Assessment Task Force.

The overall composition of the other District governance councils and committees also demonstrates the vital role faculty, staff, students, and administrators play in institutional governance, including policy and procedure review and updates, planning, and budget development. The membership and roles of each council are described in the District Administration and Governance Handbook, which is communicated throughout the District. The Handbook defines the role of each District Governance Council and committee's role and the constituency representation for each. The Handbook is available electronically on the District website and in print format.

District Evidence:

[IVA2¹](#), [IVA2²](#), [IVA2³](#), [IVA2⁴](#)

[IVA2⁵](#), [IVA2⁶](#), [IVA2⁷](#), [IVA2⁸](#), [IVA2⁹](#)

- 3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.**

Evidence of Meeting the Standard

The College's administrators and faculty have substantive and clearly defined roles in institutional governance. These roles are defined through policy and procedures. Administrators and faculty exercise a substantial voice in planning and enacting the College's policies, including the budget, as it relates to their areas of responsibility and expertise.

The constitution for the academic/faculty senate describes the name, purpose, authority, membership, duties, and election process of the academic senate group. This group represents faculty in the shared governance process for the College.

Evidence:

[Academic Senate Constitution](#)

Analysis and Evaluation

The Academic Senate has purview over academic and professional matters, including curriculum, grading, and other areas as established in the Community College Reform Act. College faculty exercise a voice in academic program, curricula, and faculty personnel through committees such as Student Services Council, Curriculum Review Committee, Academic Affairs Committee, Program Review Committee, and through the faculty hiring process.

DISTRICT RESPONSE:

The San Diego Community College District has policies and procedures that ensure faculty and administrators have substantive and clearly defined roles in institutional governance. The Board of Trustees is responsible for establishing policies that govern all activities related to conducting the business of the District, the colleges, and Continuing Education. The Chancellor is the District's Chief Executive Officer and is responsible for the administration of the District in accordance with the policies established by the Board of Trustees.

Development and review of policies and procedures are collegial efforts involving various

governance groups. For policies and procedures that affect academic and professional matters, the Board relies primarily on the Academic Senates; on matters defined as within the scope of bargaining interests, the Board follows the requirements of negotiations. For administrative matters, the Board relies primarily on staff recommendations with input from various constituencies in the development and review process. The Board agenda includes a standing item titled *Call for Academic Senates' Agenda items for Discussion* intended to allow the academic senate presidents to identify items on the agenda they wish to address, including policy matters. In addition, the general public may comment at public Board meetings on any policy consideration before the Board.

Board Policy 2510 and Administrative Procedure 2510 *Participation in Local Decision-Making* ensures that faculty, students, and staff have the right to participate in District governance effectively. The policy specifies that the Board will consult collegially with representatives of the Academic Senates and rely primarily on their advice and judgment for educational matters. The policy also provides students the opportunity to participate effectively in District governance, including not taking any action on a matter having a significant effect on students until a representative body of students, designated as the United Student Council, has had the opportunity to participate in the development of recommendations and formulation of policies and procedures.

In addition, the policy allows staff to participate in the formulation of matters significantly affecting staff by directing them to be included in appropriate committees, councils, advisory groups, and other structures at all campuses.

Board Policy 0210 *Academic Senate* authorizes the formation of academic senates within the District, ensuring the opportunity for meaningful participation by faculty in decision-making processes.

BP 2310 *Regular Meetings of the Board* also demonstrates a commitment to faculty, staff, and student participation in governance. It describes the format and structure of Board of Trustees meetings and a commitment to participation. Included is a statement that *the president of the faculty senates and classified senates at each college and Continuing Education, and the presidents/representatives from all District unions and the president of the associated students at each college and one student representative from Continuing Education shall be invited to attend regular meetings of the Board.*

Regarding budget and fiscal matters, the District is primarily responsible for developing and administering all policies and procedures related to the expenditure of funds, internal controls, audit compliance, and fiscal accountability. Once a budget is developed and approved by the Board of Trustees, the colleges and Continuing Education have autonomy in determining campus expenditures in accordance with their Integrated Planning framework to fulfill their mission within the scope of their budget allocation. The District's participatory governance council entrusted with the task of reviewing and making recommendations related to Districtwide budget planning and development is the *Budget Planning and Development Council*.

The District Administration and Governance Handbook guide the organization and delegation of function of the various departments and District governance structures. The Handbook clearly illustrates the District's commitment to participatory governance. It includes a comprehensive delineation of District and college operations function, a description of Board policies and procedures pertaining to governance, and a description of the membership and role of all of the governance councils and committees, as well as special Board of Trustees committees.

Shared Governance Councils and Committees – as part of the District's commitment to shared governance, a variety of Districtwide councils and committees meet regularly. In addition to contributing to governance, these groups provide an essential venue for sharing information and updates. The meetings are open to anyone from the District to attend. Summaries are prepared following each meeting (Evidence: Agendas and Reports).

District Evidence:

[IVA3¹](#), [IVA3²](#), [IVA3³](#)

[IVA3⁴](#), [IVA3⁵](#), [IVA3⁶](#)

4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

College faculty and administrators utilize policies, procedures, and clearly defined structures to facilitate the ongoing, transparent review of curriculum, and student learning programs and services. Faculty and administrators take responsibility for reviewing curriculum and recommending changes.

Evidence:

Curriculum Review Committee and Committee Purpose

[Curriculum Review Subcommittee Meeting Minutes](#)

[San Diego Mesa College Checklist for Curriculum Review](#)

Curriculum Review Committee Resources

Analysis and Evaluation

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

Committee duties include:

- Facilitate curriculum initiators in the origination and revision of Curriculum.
- Facilitate the development of General Education requirements.
- Facilitate the development of Graduation and Certificate Requirements.
- Ensure program and course alignment within the SDCCD.
- Ensure the Curriculum that San Diego Mesa College presents is in the best interest of students.

5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard

The College ensures that relevant perspectives receive appropriate consideration through board and institutional governance. Decision-making is aligned with expertise and responsibility. Institutional plans, policies, curricular change, and other key considerations receive timely action.

DISTRICT RESPONSE:

The San Diego Community College District’s system of governance and organization demonstrates the District’s commitment to participatory governance that ensures broad input and dialog, and consideration of relevant perspectives in decision-making throughout the District.

Chancellor’s Cabinet – the SDCCD Chancellor’s Cabinet meets weekly. The group consists of campus presidents, District vice chancellors, the director of communication, and other staff. The agenda for these meetings varies but generally includes various items of Districtwide importance and interest. Members of the Chancellor’s Cabinet are expected to share relevant information within their respective organizations. Conversely, important items of Districtwide interest are expected to be shared with other members of the Chancellor’s Cabinet. Staff prepares an agenda in advance and a summary following each meeting. A “Cabinet Update” is prepared monthly during the academic year. This report is shared with the colleges and CE electronically and via print copies **BROKEN LINKS** (Evidence: Agendas and Reports).

The Chancellor’s expectation for timely action on institutional plans, policies, and other matters is illustrated by the Chancellor’s Cabinet agendas and action items that follow the meeting. Each action item includes a timeline and specific follow-up items. Another example is the annual Chancellor’s Cabinet retreat, where the agenda consists of the goals and accomplishments of the Cabinet members and the planning agenda for the year.

Board Policy 2510 *Participation in Local Decision-Making* clarifies the Board of Trustees’ commitment to collegial governance. It ensures faculty, students, and staff have the right to participate effectively in District governance.

Board Policy 0210 *Academic Senate* ensures faculty have meaningful participation in the formation of policies and procedures on academic and professional matters. The policy formalizes the input process and the responsibilities and recognition of the Academic Senate.

BP 2510 also maintains rights and responsibilities of the Academic Senate which are not specified in statute or regulations, including the right to appear before the Board as evidenced by a standing agenda item on the Board meeting agenda. In addition, the policy specifies the process for committee assignments by the faculty and students, as well as an affirmation that the Board will not take action on a matter significantly affecting students until the representative body of students, designated as the United Student Council, has had the opportunity to participate in the development of the recommendations.

Section 6.7 of Article VI of the AFT Guild Faculty Contract contains a commitment to faculty participation in committees based upon their expertise. The contract specifies that: *Tenure/tenure track faculty shall attend all District meetings, functions, and activities that require the presence of the faculty members during their regularly scheduled on-campus work week.*

BP and AP 2510 specify the faculty's role in planning for educational programs and services, including all curricular and educational matters. BP and AP 2510 also affirm the Board of Trustees' commitment to staff input in the formation of matters that affect them by ensuring staff representation on committees, councils, and advocacy groups to participate in the formation and development of matters that affect staff.

The institutional governance structure of the organization is outlined in the District Governance Handbook, which is widely published each academic year. The handbook describes the role and responsibilities of the various governance councils and committees and District administrative divisions and departments. The handbook is designed to effectively communicate the District's system of institutional governance, commitment to participation by all constituents, and the organizational structure to the District community.

District Evidence:

[IVA5¹](#), [IVA5²](#), [IVA5³](#)

[IVA5⁴](#), [IVA5⁵](#), [IVA5⁶](#), [IVA5⁷](#)

6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

The College's process for decision-making, and resulting decisions, are documented and widely communicated to all constituent groups.

Each year, the Planning and Institutional Effectiveness Committee updates the Governance Handbook, previously referred to as the Institutional Planning and Governance Guide (IPGG). The Handbook is approved by the committee and sent to President's Cabinet for final review. The Handbook includes information regarding our governance structure, committee list, and district policies regarding constituency group roles. The handbook is posted to our website and shared via our Governance 101 workshop in the first President's Cabinet meeting of the Fall term.

Evidence:

[Governance Handbook](#)

Analysis and Evaluation

San Diego Mesa College's institutional governance structure encourages the process of independent and critical thinking based on good observation, questioning, and research protocols. This governance process is participatory, meaning that all vested interest groups or individuals have the opportunity to voice opinions. When decisions are formulated based on these standards, the College benefits from the creativity of participating groups.

College administration is represented in institutional governance through membership on the Deans' Council, leadership of the schools, and representation on the President's Cabinet and other participatory governance committees.

College faculty are represented in institutional governance through the Academic Senate and its committees, President's Cabinet, school meetings, and other participatory governance committees. The Academic Senate has purview over "academic and professional matters" including curriculum, grading, and other areas as established in the Community College Reform Act. College faculty exercise a voice in academic program, curricula, and faculty personnel through committees such as Student Services Council, Curriculum Review Committee, Academic Affairs Committee, Program Review Committee, and through the faculty hiring process.

College Classified Professionals are represented in institutional governance through the Classified Senate, Classified Professional Learning, President's Cabinet, the Classified Equity Taskforce, Mesa Pathways, Student Equity, HSI, Promise, the Mesa Foundation, school meetings, hiring committees, other participatory governance committees, and through accreditation, institutional effectiveness, resource allocation, outcomes assessment, strategic planning and Mesa Student Services Council.

The Associated Students (AS) is the representative body of students in the participatory governance process. The Associated Students President and Vice President represent students on the President's Cabinet. Student participation in campus affairs is also strengthened by membership on many college committees. The AS provides students with practical leadership experience in the areas of budget/financial planning, parliamentary procedures, and in the development of programs and services which are designed to meet student needs.

The engaged Mesa College population brings different points of view to the table, which encourages robust discussions. The central focus is on students and student success.

DISTRICT RESPONSE:

The Chancellor is committed to effective and timely communication on all critical matters. The Chancellor and Board of Trustees use many communication vehicles to document and communicate decisions and important information that impact the organization.

Examples of communication include the following:

- ***Board of Trustees Reports*** – provide a summary of all reports and actions by the Board of Trustees at public Board meetings. The report is distributed electronically throughout the organization and to key community leaders after each Board of Trustees meeting. The reports are available electronically on the District website and in printed form in various offices of the District.
- ***Chancellor’s Cabinet Updates*** – provides a monthly report summarizing the significant discussion and decisions of the Chancellor’s Cabinet. The Chancellor’s Cabinet is comprised of the Chancellor, the Presidents, the Vice Chancellors, the District Director of Communications and Public Relations, and the Executive Assistant to the Chancellor. The Chancellor’s Cabinet meets weekly to collectively plan and provide leadership for the business of the District to meet its mission effectively.
- ***Chancellor’s Open Forums*** – The Chancellor, holds an open forum at each college and Continuing Education campus and the District Office each year. The purpose of the Chancellor’s open forum is to present the District’s annual plans, priorities, enrollment, and budget outlook for the year. The forums are widely attended by staff, faculty, management, and students.
- ***Chancellor’s Messages on Major Areas of Interest*** – The Chancellor sends periodic updates to the District community and various community members on significant areas of interest. Updates have included: the State Budget, the Baccalaureate Degree, Enrollment Updates, and Facilities Updates. The Chancellor’s Messages are available electronically on the District website and in printed format.
- ***The WE (With Excellence)*** – A semesterly report showcasing significant programs, events, and accomplishments of students, faculty, and staff throughout the District. The report is widely distributed throughout the community and is available in print and electronic copy on the District website.
- ***NewsCenter*** – NewsCenter is the District’s online news outlet that reports on various events, activities, and significant accomplishments. NewsCenter aims to ensure that the District community is apprised of the many exemplary ways the District accomplishes its

mission. In addition, NewsCenter provides an opportunity for the community to remain informed of the many celebrations and events throughout the District.

In addition, the District Vice Chancellors and presidents are expected to communicate on important matters to various constituencies broadly. Communication includes emails, newsletters, and various ongoing updates. These communiqués are distributed broadly to both the internal and external community electronically and in print format.

District Evidence:

[IVA6¹](#) [IVA6²](#)

[IVA6³](#), [IVA6⁴](#), [IVA6⁵](#), [IVA6⁶](#), [IVA6⁷](#), [IVA6⁸](#)

[IVA6⁹](#), [IVA6¹⁰](#), [IVA6¹¹](#), [IVA6¹²](#), [IVA6¹³](#), [IVA6¹⁴](#)

[IVA6¹⁵](#), [IVA6¹⁶](#), [IVA6¹⁷](#), [IVA6¹⁸](#), [IVA6¹⁹](#)

7. Leadership roles and the institution’s governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

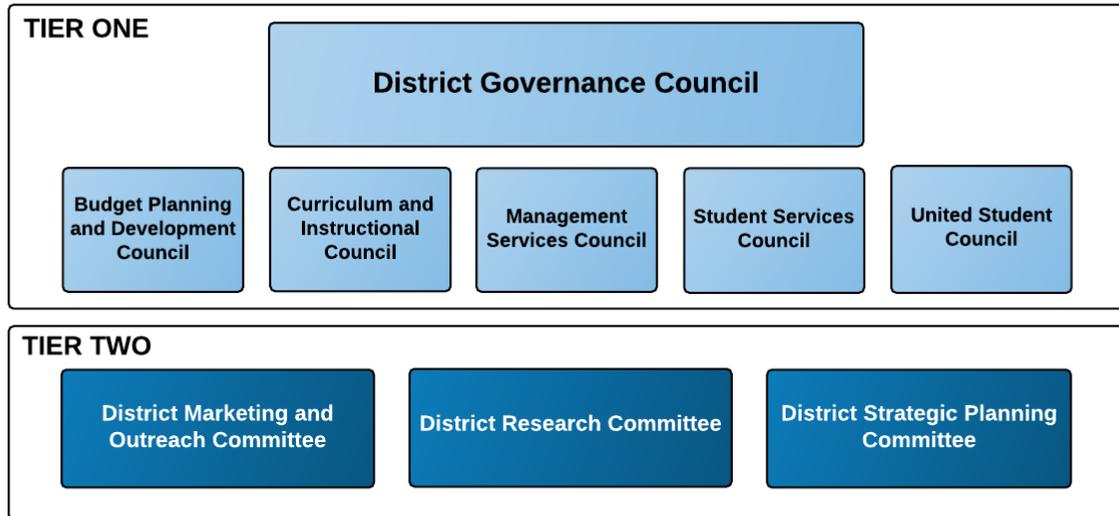
Evidence of Meeting the Standard

The College’s governance, decision-making policies, procedures, and processes are evaluated regularly to assure their integrity and effectiveness. Leadership roles are regularly evaluated. The College makes the results of evaluations available to constituent groups. The evaluation process forms the basis of the College’s process for continual improvement.

DISTRICT RESPONSE:

Leadership roles and the institution’s governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The District currently has nine Districtwide participatory governance councils and committees divided into two tiers. *Tier one* consists of six governance councils with broad oversight and each chaired by one of the District Vice Chancellors. *Tier two* consists of three governance committees that are more narrowly focused and are chaired by either a Chancellor’s Cabinet member or a manager that reports to one of the Cabinet members. All of the governance councils and committees have a defined set of functions and responsibilities consistent with Board Policy 2510 *Participation in Local Decision-making*. These functions and responsibilities are reviewed annually and published in the *SDCCD Administration and Governance Handbook*.

Districtwide Participatory Governance Committee Evaluation and Planning



Note: Ad hoc groups are periodically convened for a specific task or issue until resolved

The District Governance Councils conduct a formal self-assessment of how each contributes to the overall effectiveness of Districtwide governance. The comprehensive evaluation of the Districtwide participatory governance councils and committees is on a six-year cycle. The first formal evaluation was conducted in Spring 2010, with a subsequent evaluation in Fall 2015/Spring 2016. The evaluation consists of an online survey that is distributed to members of the respective District Governance Councils and committees by the District Office of Institutional Research and Planning. The survey seeks feedback on the contributions each of the Districtwide participatory councils, and committees make within four focus areas: 1) Participation in Policy and Procedure Development, 2) Communication, 3) Participatory Governance, and 4) Effectiveness in Meeting Goals. Summary reports of the survey results are distributed to each group so that they can assess their effectiveness in contributing to Districtwide governance and improve their operations accordingly. The summary reports are published online on the District's Institutional Research website.

Based on the assessment results, the DGC and the individual councils improve communications, processes, and membership. For example, the assessment process and survey instrument were refined in 2014 after feedback from the District Governance Council. The District Budget Committee changed its name to reflect its role better. The Student Services Council met periodically with the Deans of Student Development and Equity for planning and improved communication. The results of the Districtwide Participatory Governance Assessment are published on the District Accreditation website and communicated in meeting minutes and on department websites.

Below is the annual timeline of the process for the comprehensive assessment of the governance structures.

- Fall – Refine the Evaluation Rubric

Working with the Director of Institutional Research and Planning (IRP), the District Governance Council reviews and refines the evaluation rubric for all committees and councils that comprise the Districtwide participatory governance structure. The evaluation rubric is based on context and behavioral anchors extracted from Board Policy 2510, Accreditation Standard, and the functions and responsibilities of the nine Districtwide participatory governance committees and councils.

- February – Administer the Self-Assessment

Each of the Districtwide participatory governance committees (including the District Governance Council) engages in a self-assessment process facilitated by the Director of IRP using the survey based on the evaluation rubric.

- April – Report Outcomes and Begin Action Planning

Each of the Districtwide participatory governance committees and councils discuss their assessment results and revise their functions and responsibilities accordingly. The revised functions and responsibilities are reflected in council/committee operations changes. Significant changes are included in the Administration and Governance Handbook for the following academic year.

In addition to the formal self-assessment, the councils conduct formative assessments where members periodically bring forth recommendations from constituent groups to address concerns or improve processes. Ongoing, formative assessment is also important to ensure continuous quality improvement and facilitate an effective governance structure.

The District Administrative Divisions also conduct a formal self-assessment that includes establishing goals and objectives in an annual action plan. Although the intent of the self-assessment was to be on an annual cycle, due to administrative changes, the timeline has varied by Division. In 2015-2016 the leadership team committed to resuming the annual self-assessment cycle and added an employee perception survey of the services of the District Administrative Divisions that was distributed to all employees in the District. The results show an overall high level of satisfaction with the District services. The survey results were incorporated into the various Divisional Action Plans and Self-Assessments. The comprehensive results are posted on the Division web pages.

District Evidence:

[IVA7¹](#), ; [IVA7²](#), [IVA7³](#), [IVA7⁴](#) [IVA7⁵](#), [IVA7⁶](#)

[IVA7⁷](#), [IVA7⁸](#), [IVA7⁹](#), [IVA7¹⁰](#)

Conclusions on Standard IV.A: Decision-Making Roles and Processes

The San Diego Community College District has policies and procedures that ensure faculty and

administrators have substantive and clearly defined roles in institutional governance. The Board of Trustees is responsible for establishing policies that govern all activities related to conducting the business of the District, the colleges, and Continuing Education. The Chancellor is the District's Chief Executive Officer and is responsible for the administration of the District in accordance with the policies established by the Board of Trustees.

College leadership continuously works to create an environment of learning, assessment, and success that is equitable for all stakeholders. Administrators, faculty, classified professionals, and students engage in ongoing dialogue and review, resulting in innovative actions that lead to institutional excellence.

The College practices participatory leadership at all levels, including administration, faculty, classified professionals, and students. Constituent groups have substantive and clearly defined roles in institutional governance. Administrators and faculty exercise a significant voice in planning and enacting the College's policies, including the budget, as it relates to their areas of responsibility and expertise.

College administration, classified professionals, and faculty are represented in institutional governance through membership on councils, with representation on the President's Cabinet, and through participatory governance committees, and through accreditation, institutional effectiveness, resource allocation, outcomes assessment, and strategic planning.

College faculty and administrators utilize policies, procedures, and clearly defined structures to facilitate the ongoing, transparent review of curriculum, and student learning programs and services. Student participation is part of shared governance, and student views are part of the decision-making processes for policies and matters impacting students and student interests.

Each year, the Planning and Institutional Effectiveness Committee updates the Governance Handbook, previously referred to as the Institutional Planning and Governance Guide (IPGG). The Handbook is approved by the committee and sent to President's Cabinet for final review. The Handbook includes information regarding our governance structure, committee list, and district policies regarding constituency group roles.

Improvement Plan(s)

Evidence List

Folders IV.A.

B. Chief Executive Officer

- 1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing,**

budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

The CEO's responsibility is broadly identified in the job description as being under the direction of the Chancellor, with primary responsibility to plan, organize, and direct the administration of a college. In conjunction with constituent and community leaders, the CEO is responsible for guiding and leading the implementation of Board policy and legal mandates as they relate to instruction, finance, and student services, while upholding the College's mission. The CEO has primary responsibility for the quality of the institution while maintaining oversight of the budget, personnel development, and institutional effectiveness.

Anticipated evidence includes:

Human Resources Classifications

Leadership/District Governance

Office of the President

Leadership Cabinet and Cabinet Documents

Program and Institutional Effectiveness Committee Purpose and Minutes

Analysis and Evaluation

San Diego Mesa College's President is a member of the San Diego Community College's District Chancellor's Cabinet, which functions as the senior administrative team charged with planning and implementing policies and goals that advance the mission of the District. The President represents the interests of the college while ensuring effective communication and collaborative planning between the College, the District, and each of the District campuses.

The College President chairs regular meetings with Vice Presidents, the Executive team, administrators, Academic Senate leadership and Classified Senate leadership. These meetings foster open communication, collegial relationships, and transparency as part of the planning process. The College President chairs all meetings of the President's Cabinet.

The President's Cabinet is comprised of members from all participatory bodies on the campus and serves as the major recommending body of the College. It is the centralized hub for recommendations, including integrated resource planning and institutional effectiveness. At each President's Cabinet meeting, the President receives the data and inputs to make informed decisions. These outcomes are communicated back to all participatory governance bodies.

Each semester, the President's Cabinet holds a retreat to evaluate the College's mission and goals with respect to institutional effectiveness. In the fall, the retreat focuses on the College's processes and practices, an analysis of "how we do what we do." In the spring, the College assesses the outcomes of all processes, and analyzes key performance indicators to make data-informed decisions. Based on this regular analysis and discussion, the College has an ongoing and inclusive system for reviewing and revising processes and policies.

The President presents College initiatives and plans at Convocation, a gathering of College

administrators, faculty, and classified professionals that marks the start of the fall and spring semesters. Convocation includes presentation of data from the prior semester, which is disaggregated through an equity lens. Participants are asked to reflect on the data as part of the College's continuous improvement efforts, and to identify issues, actions, and strategies regarding student success.

The College President serves on the Program and Institutional Effectiveness (PIE) Committee as a consultant. The President attends all meetings of the PIE Committee, which is the organizing and oversight body for the College's institutional planning processes. As a consultant on PIE, the President provides direction to College planning processes, and the establishment and assessment of annual goals and performance indicators.

The College President participates on all second-level hiring interviews for faculty and administrators.

- 2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.**

Evidence of Meeting the Standard

The President oversees the College's administrative structure and evaluates administration, faculty, and classified professionals to ensure that the structure reflects the College's purpose, size, and complexity while fulfilling the ongoing vision to be the leading college of equity and excellence.

The College President delegates authority to other administrators and shared governance bodies as illustrated by the College's organizational chart.

Evidence

Needs upload

Analysis and Evaluation

The College's institutional governance structure is participatory, with all vested interest groups sharing in planning and decision-making. College administration is represented in institutional governance through membership on the Deans' Council, leadership of the schools, and representation on the President's Cabinet and other participatory governance committees.

The faculty is represented in institutional governance through the Academic Senate, President's Cabinet, Chairs Committee, school meetings, and other participatory governance committees. The faculty exercises a voice in academic programs and curricula. Faculty participate through committees such as Academic Review Committee, Student Services Council, Curriculum Review Committee, Academic Affairs Committee, Academic Program Review Committee, and

through the faculty hiring process.

Classified professional staff are represented in institutional governance through the Classified Senate, President's Cabinet, school meetings, hiring committees, and other participatory governance committees.

The Associated Students Government is the representative body of the students in the participatory governance process. The Associated Students President and Vice President represent students on the President's Cabinet. Student participation in campus affairs is also strengthened by membership on many college committees.

3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring the college sets institutional performance standards for student achievement;**
- **ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;**
- **ensuring that the allocation of resources supports and improves learning and achievement; and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.**

Evidence of Meeting the Standard

The President guides the College in institutional effectiveness and oversees ongoing improvements in the teaching and learning environment. The President ensures that the College's values, goals, and priorities are established through a collegial process of shared governance, and that institutional set standards address ongoing student success and achievement. The President ensures that evaluation and planning are data-driven, including an analysis of factors internal and external to the College. The President oversees the integration of educational planning with resource planning and allocation. The President oversees the evaluation of institutional planning, and the implementation of policies and practices that support the College mission and ensure ongoing achievement in student learning and success.

The president participates in the program review process, serves on the Committee on Outcomes and Assessments in an advisory capacity, and is involved in the development of the College's Educational Master Plan, which incorporates goals and reviews progress towards achieving outcomes to ensure continuous improvement.

Anticipated Evidence

President's Cabinet meeting agendas and minutes
Program Review

Analysis and Evaluation

President's Cabinet is comprised of members from all participatory bodies on the campus and serves as the major recommending body of the College and the centralized hub for recommendations including integrated resource planning and institutional effectiveness. At each President's Cabinet meeting, the President receives data and inputs to make informed decisions. These outcomes are communicated back to all participatory governance bodies.

Each semester, the President's Cabinet holds a retreat to evaluate the College's mission and goals with respect to institutional effectiveness. In the fall, the retreat focuses on the College's processes and practices, an analysis of "how we do what we do." In the spring, the College assesses the outcomes of all processes, and analyzes key performance indicators to make data-informed decisions. Based on this regular analysis and discussion, the College has an ongoing and inclusive system for reviewing and revising processes and policies.

The program review process is the central component of unit-level planning. Instructional programs, student service areas, and administrative areas use program review to evaluate purpose, strengths, and challenges. Each unit makes resource requests that are linked to student achievement and success.

The program review process is on a four-year cycle and is linked to the College mission and the Educational Master Plan. Program review requires each administrative, program, and service unit to set and evaluate goals, and to request resources. Data, which can be disaggregated for the analysis, informs goals and resource requests.

As part of the process of continual improvement, the College is updating and redesigning the program review cycle to better integrate and streamline resource allocation, campus planning, and large campus initiatives such as the HSI program, Pathways, and Career Education. The College plans to align the program review cycle with the Mesa 2030 ten-year time frame.

- 4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.**

Evidence of Meeting the Standard

The President has the primary leadership role for accreditation, ensuring that the College meets and exceeds all eligibility requirements, accreditation standards, and commission policies at all times. Through the ongoing process of shared governance, faculty, administrators, and classified professionals also have responsibility for the College's ongoing compliance with accreditation standards and requirements.

The President serves as team chair for accreditation visiting teams on a regular basis. The President appoints the Accreditation Liaison Officer, and maintains regular contact with the ALO. The President serves as a consultant on the PIE committee

Anticipated Evidence

Governance Committee Planning and Institutional Effectiveness

Analysis and Evaluation

The Planning and Institutional Effectiveness Committee (PIE) is a participatory governance committee that reports directly to the President's Cabinet. The committee is designed to advance the overall planning for the College.

Following the sustainable continuous quality improvement model, the PIE Committee is responsible for assuring that the College's planning framework is consistent with accreditation standards. The committee guides the annual assessment of progress on stated goals, objectives and priorities, and recommends changes as indicated by data and informed feedback. The committee oversees the integration of planning across the campus.

5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

The President assures the implementation of statutes, regulations, and governing board policies. The President assures that the College's institutional practices are consistent with the College's mission and policies. The President assures that the College's practices are data-driven and include effective controls for budget and expenditures.

The president attends annual Community College District and Unified School District Board meetings, presenting on issues affecting San Diego Mesa College.

Anticipated Evidence

Board agendas and minutes

Mesa2030

Program review and Budget Allocation Process

Analysis and Evaluation

The Board of Trustees of the San Diego Community College District is committed to collegial governance. In accordance with Title 5, Sections 51023.7, 51023.5, and 53200-53204, and the mission of the San Diego Community College District, the Board provides accessible, high quality learning experiences to meet the diverse educational needs of the community. The

District adopts policies for appropriate delegation to the Academic Senates, and provides students and staff with an opportunity to participate in the formulation and development of policies and procedures that have or will have a significant effect on students and staff.

Board Policy 2510 was adopted with the intent of ensuring that faculty, students and staff have the right to participate effectively in the governance of the District. The policy also ensures the right of the Academic Senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.

College, faculty, classified professionals, and administrators share a responsibility to continuously improve the teaching and learning process based on the College's mission and values. Program review serves as a process and mechanism to facilitate continuous improvement of teaching and learning at the College. The purpose of program review is to assess the effectiveness and viability of a given institutional unit. Program review provides an opportunity for each institutional unit to collect and analyze data, identify opportunities for improvement, plan ahead, and request resources. Program review enhances institutional effectiveness, fosters continuous improvement of educational quality, and is central to the College's integrated educational master planning and budgeting decisions. The College strives to cultivate a strong culture of inquiry that extends across campus constituencies.

6. The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

The President's service includes membership on several local, state and national boards including San Diego Youth Services (SDYS), San Diego Mesa College Foundation, CCC Athletics Association, the American Association of Community Colleges Commission for Diversity, Equity and Inclusion, the CEOCCC Board representing Region X and Co-chair for the CEOCCC Task Force on Affordability, Food and Housing.

The President hosts a President's Breakfast for the San Diego Mesa College Foundation, which is attended by elected officials, members of the community, and members of the College. The president hosts a roundtable breakfast with high school principals.

The College publishes an annual report, posted on the website and widely shared with the community. The President publishes a monthly newsletter, First Monday on the Mesa, to keep the college community informed about college events and initiatives.

President Luster served as Chair of the San Diego and Imperial Counties Community College Association and was an adjunct lecturer at San Diego State University in the Community College Leadership doctoral program.

Anticipated Evidence

Mesa College Foundation

Analysis and Evaluation

The College engages in ongoing outreach and activities to build a community culture that emphasizes collaboration, inclusion, diversity, equity, and personal growth in which all students, employees, and members of the community are valued. The College develops and utilizes antiracist practices in keeping with its vision to be the leading college of equity and excellence.

The College seeks to leverage pathways and partnerships within its internal and external communities to eliminate barriers and provide support for students at every stage of their College experience, from entry through completion and beyond to transfer and employment. The College allocates its human, physical, technological, and fiscal resources to increase student access, success, and parity in outcomes across racial/ethnic groups and all disproportionately impacted groups.

The College is engaged in efforts to develop and sustain processes that prioritize environmental justice and sustainability, and reduce the College's carbon footprint.

Conclusions on Standard IV.B: Chief Executive Officer

The CEO's responsibility is broadly identified in the job description as being under the direction of the Chancellor, with primary responsibility to plan, organize, and direct the administration of a college. In conjunction with constituent and community leaders, the CEO is responsible for guiding and leading the implementation of Board policy and legal mandates as they relate to instruction, finance, and student services, while upholding the College's mission.

The President guides the College in institutional effectiveness and oversees ongoing improvements in the teaching and learning environment. The President ensures that the College's values, goals, and priorities are established through a collegial process of shared governance, and that institutional set standards address ongoing student success and achievement.

The President oversees the College's administrative structure and evaluates administration, faculty, and classified professionals to ensure that the structure reflects the College's purpose, size, and complexity while fulfilling the ongoing vision to be the leading college of equity and excellence.

The President assures the implementation of statutes, regulations, and governing board policies. The President assures that the College's institutional practices are consistent with the College's mission and policies. The President assures that the College's practices are data-driven and include effective controls for budget and expenditures.

The President has the primary leadership role for accreditation, ensuring that the College meets and exceeds all eligibility requirements, accreditation standards, and commission policies at all times. Through the ongoing process of shared governance, faculty, administrators, and classified professionals also have responsibility for the College's ongoing compliance with accreditation standards and requirements.

President's Cabinet is comprised of members from all participatory bodies on the campus and serves as the major recommending body of the College and the centralized hub for recommendations including integrated resource planning and institutional effectiveness.

As part of the process of continual improvement, the College is updating and redesigning the program review cycle to better integrate and streamline resource allocation, campus planning, and large campus initiatives such as the HSI program, Pathways, and Career Education. The College plans to align the program review cycle with the Mesa 2030 ten-year time frame.

Improvement Plan(s)

Evidence List

Folders IV.B.

C. Governing Board

- 1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)**

Evidence of Meeting the Standard

DISTRICT RESPONSE:

The San Diego Community College District is governed by a five-member locally elected board and one student member in accordance with the California Education Code. The Board of Trustees is well known for its stability and a strong commitment to students and the community, which contribute significantly to its overall effectiveness in governing the District. The five trustees are elected to four-year terms in even-numbered years. Trustee candidates first run in District-only elections, and the two top candidates in each Trustee District run city-wide in a general election. The Associated Students presidents, elected by the students at each college, collectively share the role of Student Trustees. They rotate as the "sitting Trustee" representing the student voice at Board meetings. In addition, the Student Trustees collectively plan and work to advocate on behalf of students. The Student Trustees also collectively prepare for matters before the Board that affect students through the United Student Council comprised of student leaders from each college and Continuing Education, which is the

designated District governance council for students.

The Board of Trustees, through a number of policies and actions, exercises oversight of academic quality and effectiveness of the student learning programs and services, including regular reports at Board meetings on various student outcomes and accountability measures such as enrollment strategies, commitment to student and faculty diversity, changes to policies, ongoing review of fiscal matters, and reports on various academic programs and services. The agenda items for the Board retreats also reflect the Board's commitment to academic quality.

The Board's commitment to academic quality and institutional effectiveness is also evident in the Board's annual goals that reflect a focus on the quality of programs and institutional effectiveness. Each goal is linked to various Accreditation Standards as well as the District's Strategic Planning Goals.

Several Board policies and procedures require sound fiscal and budget management practices, which help to ensure the financial stability of the District. The Board has a standing subcommittee, the Budget Study and Audit Subcommittee, consisting of two board members. The sub-committee meets with the Chancellor and the Executive Vice Chancellor, Business and Technology Services, to review in detail the annual proposed, tentative and final adopted budgets prior to either of them being finalized and submitted for full Board approval at a public Board meeting. The subcommittee also meets with the Chancellor, Executive Vice Chancellor, Business and Technology Services, the Controller, and representatives of the external auditing firm to review the five District audits, which have been prepared by the independent external auditors under contract with the District.

Analysis and Evaluation:

The San Diego Community College District has a stable, deeply committed, locally elected governing board that has authority over and responsibility for policies and practices that assure academic quality, integrity, and effectiveness of student learning programs and services, as well as financial stability of the institution.

The quality of programs and integrity of institutional actions and effectiveness is a top priority of the Board, as demonstrated through the District mission statement, Board policies, and actions. The Board of Trustees consistently monitors outcomes and exercises oversight over the academic quality and effectiveness of student learning programs and services. The Board receives routine reports on student outcomes and establishes goals to strengthen institutional effectiveness. The Board's subcommittee on Budget Study and Audit provides the Board with detailed information on the annual budget and audits, as well as regular updates on fiscal matters, including the construction bond program to ensure effective oversight.

District Evidence:

[IVC1⁵](#), [IVC1⁶](#), [IVC1⁷](#), [IVC1⁸](#)

[IVC1⁹](#), [IVC1¹⁰](#), [IVC1¹¹](#), [IVC1¹²](#), [IVC1¹³](#)

[IVC1¹⁴](#), [IVC1¹⁵](#), [IVC1¹⁶](#), [IVC1¹⁷](#), [IVC1¹⁸](#), [IVC1¹⁹](#)

[IVC1²⁰](#), [IVC1²¹](#), [IVC1²²](#), [IVC1²³](#)

- 2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.**

Evidence of Meeting the Standard

DISTRICT RESPONSE:

The Board of Trustees is comprised of five Board members who are committed to the mission of the District and the communities it serves. The Board members are collegial and highly regarded in the community. The Board members have varied backgrounds and perspectives, which contribute to a thorough discussion on matters before the Board. Once a decision is reached, all Board members act in support of the decision and speak with one voice. The Board's commitment to high standards and acting as a whole is reflected in Board Policy 2715, *Code of Ethics/Standards of Practice*. Specifically, the policy states that: *Board members recognize that legal and effective functioning is by the Board as a whole*. Further, the policy states that: *When speaking to members of the public, Board members should always clarify whether they are speaking as a member of the Board or as a private citizen*. BP 2715 also establishes an expectation of Board members for high ethical conduct and addresses managing conflicts of interest and handling special interest groups.

In addition, BP 2715 establishes an expectation that the Board supports its policies and procedures. For example, the policy states: *Board members respect their elected position and in no way misuse their authority. Trustees keep informed about educational programs and fiscal and legal responsibilities... They strive to promote the highest quality educational opportunities to all members of the community while ensuring fiscal stability, institutional integrity, and operational efficiency*.

The Board of Trustees meetings are conducted in a manner that ensures Board members can engage in a thorough discussion before taking decisive action on an item before the Board. Board members receive all materials well in advance of meetings and are expected to come to Board meetings prepared for discussion. Once a decision is made, the full Board supports the decision.

The governing Board demonstrates support for its own policies and procedures by ensuring they are carefully followed. The Board ensures that Board Policies and Administrative Procedures are regularly reviewed in accordance with BP 2410 as well as AP 2410 so that they are current and align with state and federal laws. In addition, all Board policies and Administrative procedures undergo a comprehensive review every six years to ensure they are current.

Analysis and Evaluation

The District governing board is highly stable and effective. Three Board members have served more than ten years—one of whom has served for thirty-two years—one member for five years, and one member for two years. As a result, Board members act collectively in support of decisions. In addition, Board members are active statewide and nationally, which contributes to innovation and effective Board relations. The Board of Trustees has authority over and responsibility for Board policies that ensure academic quality and the integrity and effectiveness of student learning programs and services, as well as the fiscal integrity of the District.

District Evidence:

[IVC2¹](#), [IVC2²](#)

[IVC2⁸](#), [IVC2⁹](#)

3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard

DISTRICT RESPONSE:

The Board follows Title 5 of the California Code of Regulations; the California Education Code; and Board Policy 2431 - *Chancellor Selection*, Board Policy 2432 – *Chancellor Succession* in the selection of the Chancellor; and Board Policy 2436 and Board Policy 7250 – *Educational Administrators* in the selection of college presidents and other academic administrators. The Board follows Board Policy 2435 regarding the evaluation of the Chancellor and Board Policy 2437 pertaining to the evaluation of presidents. The Board takes its responsibility for selecting and evaluating the Chancellor very seriously, following a set selection and evaluation process. In turn, the Chancellor is responsible for selecting and evaluating those who directly report to him/her (including college Presidents, the Executive Vice Chancellor, Vice Chancellors, and members of the Chancellor’s Cabinet).

The Board of Trustees designates a Board sub-committee to oversee the search process to fill the Chancellor position in the event of a vacancy. The search committee includes members of District governance groups and appropriate representatives from the community. The search committee reviews application materials, conduct initial interviews, and makes recommendations concerning all aspects of the search process. The Board interviews finalists in closed session, and the final selection is announced in open session and voted on for approval pursuant to Title 5 and relevant Government Code regulations.

Evaluation of Chancellor

The Chancellor's contract includes a provision for an annual evaluation to be conducted by the Board of Trustees. Board Policy 2435 outlines the requirements for the evaluation of the Chancellor.

Board Policy 2435 indicates that the Board may solicit input from various constituents, typically including the college presidents, District senior staff, the Academic Senate presidents, union representatives, outside agencies, and others as designated by the Board of Trustees. It also states the Chancellor will prepare and submit a written Self-Evaluation and Accomplishments each academic year, based upon his or her stated goals. Thorough consideration would be given to the performance of the Chancellor as it relates to the responsibilities referenced in Board Policy 2430 – *Delegation of Authority to the SDCCD Chancellor*.

The Human Resources Division is the designated District entity that works with the Board during this process and follows the Management Association Handbook Ch. XVII – Manager Evaluations, Management Association Handbook Appendix 3 – Evaluation Form, Management Association Handbook Appendix 4a – Management Feedback Survey Procedures, and Management Association Handbook Appendix 4b – Management Feedback Survey.

The Board Subcommittee on Chancellor Evaluation discusses drafts of the evaluation utilizing the Management Evaluation Form in a closed session. When their assessment is complete, the Board meets with the Chancellor, and s/he is provided the final, written document. A signed copy of the Chancellor's evaluation is maintained in the Office of Human Resources.

Selection of College Presidents

The Board shares responsibility with the Chancellor for hiring and evaluating the performance of college presidents. Board Policy 2436 specifies the President Selection procedures and involves national searches.

Board action is required to initiate the presidential search process, directing the Chancellor to begin the process pursuant to Board Policy 2436. Recent Board actions authorizing president searches include Miramar College (2020) and Continuing Education (2022).

Per the timeline set by Board action, the Chancellor convenes a Presidential Search Committee comprised of representatives of all stakeholder groups. After consultation with the Board and Presidential Search Committee of the applicable College, the Chancellor oversees the recruitment and advertising plan, which may include the retention of a search firm upon Board approval. The Presidential Search Committee forwards at least three unranked semifinalists to the Chancellor.

After conducting interviews, the Chancellor compiles information from the background and reference checks and forwards the names of a minimum of two finalist(s) to the Board of

Trustees for consideration. The Board holds closed Board sessions on presidential selection when interviewing candidates, per Board Policy 2436.

Evaluation of College Presidents

As detailed in Board Policy 2437 – *Evaluation of President (College/Continuing Education)*, contracts for college presidents include a provision for an annual evaluation conducted by the Chancellor. College presidents complete an annual Presidential Self-Assessment, update their goals for the following year, and meet with the Chancellor to review both documents. In addition, presidents undergo a comprehensive evaluation annually for the first four years and every three years thereafter. In this process, the president’s self-evaluation is supplemented by the results from the management feedback survey, which collects input from Classified Staff, Faculty, Supervisory, Management, as well as outside agencies, and others as designated by the Chancellor. The Chancellor then prepares a summary evaluation using the Management Evaluation Form, which is shared with the college president. This process follows Management Association Handbook Ch. XVII – Manager Evaluations, Management Association Handbook Appendix 3 – Evaluation Form, Management Association Handbook Appendix 4a – Management Feedback Survey Procedures, and Management Association Handbook Appendix 4b – Management Feedback Survey.

Analysis and Evaluation:

The Board of Trustees has authority over and the responsibility for the selection and evaluation of the Chancellor following a set selection and evaluation process. Accordingly, the Chancellor is responsible for selecting and evaluating those who directly report to him/her (members of the Chancellor Cabinet, including college Presidents, Executive Vice Chancellor, Vice Chancellors, the Director, Communications and Public Relations, and the Executive Assistant to the Chancellor). With the assistance of the Human Resources Division, the Chancellor and Board have followed selection and evaluation requirements for its senior administrators.

The Board of Trustees designates a Board sub-committee to oversee the search process to fill the Chancellor position in the event of a vacancy. The search committee includes members of District governance groups and appropriate representatives from the community. The search committee reviews application materials, conduct initial interviews, and makes recommendations concerning all aspects of the search process. The Board interviews finalists in closed session, and the final selection is announced in open session and voted on for approval pursuant to Title 5 and relevant Government Code regulations.

The last Chancellor search occurred in 2021 and resulted in the selection of the current sitting Chancellor, who has provided stability, leadership, and guidance to the San Diego Community College District. Board Policy 2431 and Board Policy 2432 were adopted on 12/14/06 and would be adhered to for any future vacancies in the Chancellor classification.

District Evidence:

[IVC3¹](#), [IVC3²](#), [IVC3³](#), [IVC3⁴](#), [IVC3⁵](#), [IVC3⁶](#), [IVC3⁷](#)

[IVC3⁸](#), [IVC3⁹](#), [IVC3¹⁰](#), [IVC3¹¹](#), [IVC3¹²](#),

[IVC3¹³](#), [IVC3¹⁴](#)

- 4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)**

Evidence of Meeting the Standard

DISTRICT RESPONSE:

The Board of Trustees consists of five members elected to four-year terms by voters of the Trustee areas composing the San Diego Community College District. The Board also has a Student Trustee, elected by students for a one-year term. The Associated Students Presidents, elected by the students at each college, collectively share the role of Student Trustee. The Student Trustee has an advisory vote on actions and has the right to attend all meetings of the Board, with the exception of closed sessions. Board members work together collaboratively to advocate for and defend the interests of the District and execute its mission and achieve its strategic goals.

Public input on the quality of education and college operations is facilitated through open session comments at Board meetings and through the Board's consistent adherence to open meeting laws and principles. The District's service area is very diverse, and constituents advocate strongly for their respective interests. Members of the public have the opportunity to express their perspectives during the public comments section of each Board meeting when individual agenda items are under consideration and through direct correspondence with the Board. Such input contributes to the Board's understanding of the public interest in institutional quality and is taken into consideration during deliberations.

In addition, Board members engage with local communities across the District. They receive a wide range of input from community and constituent groups by holding meetings annually at the three colleges and Continuing Education campuses, in addition to the regularly scheduled meetings at the District Office. This practice helps broaden Board members' perspectives on issues affecting individual colleges and the communities they serve.

The Board has also established a Trustee Advisory Council to facilitate communication among citizens, Board members, and educators, as well as to serve as an advocate for the community. The stated role of the Trustee Advisory Council is twofold: advise the Board on community attitudes, opportunities and needs; and advise the Board on whether the programs are meeting the needs of the citizenry.

The Board maintains its independence as a policy-making body by studying all materials in

advance of meetings, being well-informed before engaging in District business, and asking questions and requesting additional information as needed. In carrying out its duties, the Board maintains the highest standards of ethics. The Board adopted and complied with an ethics policy applicable to its members. This policy provides guidance on areas such as managing conflicts of interest, monitoring compensation and expense accounts, handling special interest groups, using appropriate channels, maintaining appropriate conduct at Board meetings, exercising authority, and handling administrative matters. The Board has also adopted and complies with a specific conflict of interest policy to ensure actions in accordance with the public's interest.

The Board engages in advocacy efforts on behalf of the District in particular and community colleges in general through its legislative advocacy in Sacramento and in Washington, DC. Annually, the Board sets its policy and legislative priorities in consultation with the Chancellor and their state legislative consultant. The Board regularly discusses and takes action, either in support of or against, state and federal legislation with the potential to affect the District, the surrounding community it serves, and its students.

The Board of Trustees remains focused on its role as an independent policy-making body and diligently supports and furthers the interests, educational mission, and goals of the colleges and District in the face of external pressure. It carries out its role and appropriately reflects the public's interests while adhering to the highest ethical standards.

Analysis and Evaluation:

The Board of Trustees carries out its role and appropriately reflects the public interests while adhering to the highest ethical standards. The Board maintains its independence as a policy-making body by studying all materials in advance of meetings, being well informed before engaging in District business, and asking questions and requesting additional information as needed. Through its legislative advocates in Sacramento and in Washington, DC, the Board engages in advocacy efforts on behalf of the District in particular and community colleges in general.

District Evidence:

[IVC4¹](#), [IVC4²](#), [IVC4³](#), [IVC4⁴](#), [IVC4⁵](#), [IVC4⁶](#), [IVC4⁷](#)

- 5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.**

Evidence of Meeting the Standard

DISTRICT RESPONSE:

The Board of Trustees establishes policies consistent with the District's mission to ensure the quality, integrity, and improvement of student learning programs and services. All Board policies are vetted through the respective governance councils, Chancellor's Cabinet, and the District Governance Council, comprised of the leadership from the various constituencies throughout the District. The Board's commitment to and expectations for quality, integrity, and improvement are demonstrated in a number of ways:

- The Board of Trustees' meeting agenda regularly includes a report on various programs and student outcomes, including Degrees and Certificates awarded, Transfer, Student Demographic Trends, Enrollment Trends, Noncredit to Credit Transition, and Honors Program Outcomes.
- The Board of Trustees' annual goals references the respective Accreditation Standards, as well as the District's Strategic Planning Goals.

The following Board of Trustees 2021-2022 goals illustrated the Board's commitment to quality and ongoing improvement:

- Support the District's efforts to promote social justice and racial equity and the success of students of color who have historically been disadvantaged through the support and refinement of existing programs and through the creation of new programs (ACCJC Accreditation Standards IV.C.4-5, IV.C.7)
- Continue to monitor the impact of the coronavirus (COVID-19) pandemic on student success and equity (ACCJC Accreditation Standards IV.C.1, IV.C.5)
- Provide support and direction for the new Chancellor to ensure his successful transition into this position (ACCJC Accreditation Standards IV.C.3)
- Ensure the availability of adequate classes and services to meet student needs (ACCJC Accreditation Standards IV.C.1; IV.C.4-5, IV.C.8)
- Support the expansion of full-time faculty to serve students at all District colleges (ACCJC Accreditation Standards IV.C.4)
- Continue to provide leadership and support for the San Diego Promise Initiative (ACCJC Accreditation Standards IV.C.1; IV.C.4-5, IV.C.8)
- Continue to support the expansion of Open Educational Resources (OER) to reduce escalating textbook costs for students in the San Diego Community College District (ACCJC Accreditation Standards IV.C.1; IV.C.4-5, IV.C.8)
- Ensure that the District maintains a strong Leadership Development program and Succession Plan (ACCJC Accreditation Standard IV.C.1; IV.C.4-5; IV.C.8)

- Provide leadership and support to ensure continuing progress in student success measures and in equity in student outcomes (ACCJC Accreditation Standard IV.C.1; IV.C.4-5; IV.C.8)
- Ensure Community Connectivity (ACCJC Accreditation Standard IV.C.4.)
- Increase interaction with local and regional businesses and agencies to promote the District's impact on economic development (ACCJC Accreditation Standard IV.C.1; IV.C.4-5)
- Continue joint planning with the San Diego Unified School District and conduct an annual joint Board meeting to monitor the joint Goals (ACCJC Accreditation Standard IV.C.1; IV.C.4-5, IV.C.8)
- Review key accreditation standards and practices for good governance and use them as part of the Board's annual self-evaluation process (ACCJC Accreditation Standards IV.C.1-13)

The District's Strategic Goals demonstrate the Board's strong focus on quality programs, student support services, and institutional effectiveness as follows:

- Provide all students, especially those with the greatest needs, with access to a full suite of support services, including but not limited to student housing solutions, mental health counseling, food and nutrition, financial literacy, and other basic needs.
- Provide resources and support to help all students meet the academic standards established for all educational programs while ensuring that all students are on track to succeed in achieving their educational goals.
- Build alternative educational program delivery models to reach adult learners through flexible, short-term programs, enabling students to obtain high-demand, high-wage jobs.
- Develop and implement a student enrollment management plan that maximizes the Student-Centered Funding Formula (SCFF) by offering pathways for serving both traditional and nontraditional student populations.
- Diversify the District's ongoing operating revenue stream by pursuing other revenue generation strategies in addition to state and local public funding, such as by expanding the District's contract and fee-based program offerings.
- Examine all District processes through the lens of equity and environmental justice with the aim of reducing any disproportionate negative impacts on underserved communities.

A number of Board Policies reflect a commitment to quality of programs and services, financial

integrity, and institutional effectiveness.

- BP 2200 *Board Duties and Responsibilities* illustrates the Board's ongoing focus on quality. The policy states the *Board's commitment to fulfilling its responsibilities to govern on behalf of the citizens of the District, including establishing policies that define the institutional mission and set prudent, ethical, and legal standards for college operations; monitoring institutional performance and educational quality; assure fiscal health and stability.*
- The Board's mission statement is contained in BP 1200 *District Mission: The mission of the San Diego Community College District is to provide accessible, high-quality learning experiences and undergraduate education at an affordable price to meet the educational needs of the San Diego community and the state.* In addition, the District's statement on shared values – shared vision states: *...teaching and learning are our highest priority as we move forward in the 21st century.*
- BP 3050 *Student Success and Support Program; and Student Equity* articulates the Board's commitment to educational opportunity and academic success.
- BP 5025 *Philosophy and Criteria for Associate Degree and General Education* establishes academic standards for awarding the Associate Degree and general education courses.
- BP 5020 *Curriculum Development* establishes standards for course and program approval.
- BP 5100 *Graduation Requirements for Degrees and Certificates* establishes standards for degree and certificate requirements for graduation.

Legal Matters

- The Board has ultimate responsibility for legal matters, and BP 2200 *Board Duties and Responsibilities* sets forth the Board's responsibility for the establishment of policies that define the institutional mission and set prudent, ethical, and legal standards for college operations.
- The Board is regularly briefed by the Chancellor regarding ongoing and potential legal matters and, pursuant to BP 2315 *Closed Sessions*, the Board also regularly receives the advice of counsel on pending and anticipated litigation in closed session so that the Board may take appropriate action on all legal matters.

Financial Integrity and Stability

- The Board's standing Subcommittee on Budget Study and Audit is charged with carefully reviewing fiscal matters for the District, including

the annual independently prepared external audits, the District's tentative and adopted annual budgets, and compliance with state and federal regulations.

- The Board also reviews in detail any long-term obligations as a result of collective bargaining and “meet and confer” agreements with employee units prior to approval.
- The Board maintains sufficient cash reserves to meet all short-term obligations and to address any unforeseen emergency situations that may occur. In addition, adequate reserves are maintained in order to address long-term obligations, including funding of retiree future health benefits, vacation accruals, insurance deductibles, and the significant increases all Districts anticipate to the employer contribution rate expenses for CalSTRS and CalPERS pension obligations.
- BP 6300 *Fiscal Management* assures sound fiscal management, including adequate internal controls, accurate, timely, and reliable fiscal information, and that responsibility and accountability for fiscal management are clearly defined.
- BP 6250 *Budget Management* describes the approval and management of the budget, including Board approval for changes between major expenditure classifications.

Analysis and Evaluation:

The Board of Trustees of the San Diego Community College District is committed to educational quality, as well as financial integrity and stability in accordance with state and federal laws and regulations. This is evident in the Board's annual goals, policies, and procedures. The Board holds the Chancellor responsible for the overall operation of the District in accordance with District policy to ensure quality academic programs and services, sound fiscal practices, and prudent ethical and legal standards for the operation of the institution. The Board establishes and regularly updates policies consistent with the mission of the District to ensure quality, integrity, and improvement of student learning programs and services. A number of Board policies address quality and integrity of academic programs as well as financial integrity and stability. All Board policies are thoroughly reviewed through the District participatory governance structures. Board actions and policies reflect the Board's commitment to ensuring resources are provided to support student learning, programs, and services. The Board's commitment and expectation for quality and continuous improvement is also evidenced by its regular reports on student and program outcomes, the budget, and the construction bond program.

District Evidenced:

[IVC5¹](#), [IVC5²](#), [IVC5³](#)

[IVC5⁴](#), [IVC5⁵](#), [IVC5⁶](#), [IVC5⁷](#)

[IVC5⁸](#), [IVC5⁹](#), [IVC5¹⁰](#), [IVC5¹³](#), [IVC5¹⁴](#), [IVC5¹⁵](#)

6. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

DISTRICT RESPONSE:

The Board of Trustees’ policies pertaining to Board composition, responsibilities, and operational procedures are published electronically on the District webpage. Print copies are also available upon request. The Board’s webpage contains a description of the composition of the Board, guidance for communicating with the Board, Board policies, and Board goals, along with the Board meeting schedule, agenda, minutes, and reports.

The following Board policies address membership, responsibilities, and operating procedures:

- BP 2010 *Board Membership* describes the Board membership in accordance with the California Education Code Sections 72023, 72103, 72104.
- BP 2015 *Student Membership(s)* specifies the criteria and responsibilities of the student member(s) of the Board.
- BP 2100 *Board Elections* assigns responsibility for elections to the Board of Trustees, along with the criteria for participation and conduct of the Trustee elections.
- BP 2105 *Election of Student Member(s)* describes the criteria and process for the election of the student member(s) of the Board.
- BP 2110 *Vacancies on the Board* addresses the process for filling a vacancy on the Board.
- BP 2200 *Board Duties and Responsibilities* describes the responsibilities of the Board of Trustees, including representing the public interest, establishing policies that define the institutional mission and set prudent, ethical, and legal standards for college operations, hiring and evaluating the CEO, delegating power and authority to the chief executive to effectively lead the District, assuring fiscal health and stability, monitor institutional performance and educational quality, and advocate and

protect the District.

- BP 2210 *Officers* describes the process for electing officers of the governing board as well as the term of office. The policy also provides the process for filling the vacancy of an officer; the succession plan for the presiding officer(s) in his/her absence at a Board meeting; and the role of the Chancellor as Secretary of the Board of Trustees.
- BP 2220 *Committees of the Board* provides authority for the Board to establish committees, along with the authority of the committees.
- BP 2310 *Regular Meetings of the Board* provides for the structure and operation of Board meetings.
- BP 2315 *Closed Session Meetings* and BP 2320 *Special and Emergency Meetings* establish the requirements and conditions for closed session and special meetings of the Board. These policies also establish parameters for the conduct of the meetings.

In addition, a number of Board Policies address the specific conduct of the Board meetings, including:

BP 2330 Quorum and Votes; BP 2340 Agendas; BP 2345 Public Participation at Board Meetings; BP 2350 Speakers; BP 2355 Decorum; BP 2360 Minutes; BP 2365 Recording; BP 2710 Conflict of Interest; BP 2715 Code of Ethics/Standards of Practice; BP 2716 Political Activity; BP 2717 Board of Trustees Personal Use of Public Resources; BP 2720 Communications among Board Members; BP 2725 Board

Member Compensation; BP 2730 Board Member Health Benefits; BP 2735 Board Member Travel; BP 2740 Board Education; BP 2745 Board Self-Evaluation

Analysis and Evaluation:

The District publishes and maintains a Board of Trustees webpage containing a description of the composition of the Board, guidance for communicating with the Board, Board Policies, and Board goals, in addition to the Board meeting schedule, agenda, minutes, and reports.

Board Policies pertaining to the size, District's responsibilities, structure, and operating procedures are published on the District's webpage and available to the public. The Board consistently adheres to its policies and ensures they remain current through ongoing review.

District Evidence:

[IVC6¹](#), [IVC6²](#), [IVC6³](#), [IVC6⁴](#), [IVC6⁵](#), [IVC6⁶](#)

[IVC6⁷](#), [IVC6⁸](#), [IVC6⁹](#), [IVC6¹⁰](#), [IVC6¹¹](#)

[IVC6¹²](#), [IVC6¹³](#), [IVC6¹⁴](#), [IVC6¹⁵](#), [IVC6¹⁶](#), [IVC6¹⁷](#)

[IVC6¹⁸](#), [IVC6¹⁹](#), [IVC6²⁰](#), [IVC6²¹](#), [IVC6²²](#)

[IVC6²³](#), [IVC6²⁴](#), [IVC6²⁵](#), [IVC6²⁶](#), [IVC6²⁷](#), [IVC6²⁸](#)

- 7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.**

Evidence of Meeting the Standard

DISTRICT RESPONSE

The San Diego Community College District Board of Trustees consistently acts in accordance with its policies and procedures. All new Board members participate in a comprehensive orientation, along with attending statewide Trustee training to ensure a thorough understanding of their role as Trustees, as well as an understanding of the Board's policies and procedures pertaining to Board operations. All Board of Trustees meetings are conducted in accordance with Board policy.

The Board of Trustees conducts regular meetings at least once each month. Board meetings are scheduled in accordance with a meeting schedule approved by the Board of Trustees at a regular meeting. The Board of Trustees also schedules special retreats each semester where it addresses specific policy and operational matters such as college policies, college operations, and student loan default, and establishes annual goals.

Minutes and formal Board Reports reflecting all of the actions of the Board are published after each meeting. The conduct of the meetings, meeting minutes, and Board Reports demonstrate the Board's actions are consistent with its policies.

All regular and closed session meetings, as well as special and emergency meetings, are conducted in accordance with Board Policies (BP 2310 – BP 2365). Board Policies are established and revised in accordance with Board Policy 2410 and Administrative Procedure 2410. As part of its ongoing commitment to educational quality and transparency, the Board of Trustees conducts a regular Board meeting on campus at each of the four colleges. These meetings provide the colleges an opportunity to showcase their programs and interact directly with the Board.

The Board actively engages in ongoing review and assessment of its policies to ensure effectiveness in fulfilling the District's mission. All Board Policies and Administrative Procedures undergo a comprehensive review every six years to ensure that they align with state and federal law as well as District business processes. Board Policies and Administrative Procedures also are updated periodically based upon changes in state or federal law or

organizational needs in accordance with Board Policy 2410, and Administrative Policy 2410. The review process includes broad input from all of the governance groups throughout the organization, including the District Governance Council, the District's primary participatory governance body.

The District is a member of the Community College League of California Policy and Procedures services. Through this membership, the District receives recommended updates to policies and procedures twice a year based on changes to state and federal regulations. The Chancellor and Vice Chancellors are responsible for ensuring that the policies and procedures under their respective areas of responsibility remain current and accurate.

Analysis and Evaluation:

As new Board members, Trustees participate in a comprehensive orientation, as well as attend statewide Trustee training to ensure a thorough understanding of their role as Trustees. Additionally, training is conducted to provide an understanding of the Board's Policies and Administrative Procedures pertaining to Board operations. Board Policies are regularly reviewed and updated in accordance with BP 2410 and AP 2410 and based upon changes to state and federal law. In addition, all Board Policies and Administrative Procedures undergo a comprehensive review every six years to ensure their accuracy.

District Evidence:

[IVC7¹](#), [IVC7²](#), [IVC7³](#), [IVC7⁴](#)

[IVC7⁵](#), [IVC7⁶](#), [IVC7⁷](#)

- 8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.**

Evidence of Meeting the Standard

DISTRICT RESPONSE:

The Governing Board has a long-standing deep commitment to student success and equity. This commitment is reflected in the District's mission statement, Board policies, and the Board annual goals, as well as ongoing practices. The Board carefully monitors key indicators of student success and remains informed about student learning on an ongoing basis. The Board receives regular reports at its public meetings on various student outcomes and achievements, including transfer outcomes, annual degrees and certificates awarded, enrollment trends, student demographic trends, basic skills outcomes, student success planning, student support services including outcomes indicators, diversity, assessment and placement data, Honors Program outcomes and Black Student Success. The Board also reviews the curriculum after review and approval by the faculty, including new and revised courses and academic programs. In addition, the Board periodically schedules workshops on particular topics to facilitate dialog

about student learning and achievement and institutional effectiveness.

The Board's Annual Goals also reflect a commitment to academic excellence and to the importance of the role of the Governing Board in accreditation. Goal sixteen states:

- Review key accreditation standards and practices for good governance and use them as part of the Board's annual self-evaluation process.

The Board's goals reference the relevant Accreditation Standards, as well as the District's Strategic goals. The Board of Trustees' annual goals serves as the foundation of the Board's Annual Self-Evaluation.

Another important component of the Board's commitment to ensuring student success is the creation of a Board Subcommittee on Student Success and Accreditation that meets regularly to review student outcomes data in detail and prepare for accreditation. The Board Subcommittee was established in 2009 and is comprised of two Board members. The subcommittee is staffed by the Vice Chancellor, Educational Services.

Periodically, the Board Subcommittee on Student Success and Accreditation invites the Chancellor and presidents to meet to dialog on a specific area of interest, such as enrollment management and accreditation. The Board Subcommittee members make periodic reports at public Board meetings on information discussed at the subcommittee meetings to keep the full Board informed about student achievement and institutional effectiveness.

The Board's commitment to monitoring student achievement is also demonstrated by the Board's practice of scheduling public Board meetings on each of the campuses each year to encourage the college community to participate in meetings, interact with Board members, and learn more about the Board's role. Moreover, campus meetings include a special meeting segment, generally one hour in length, where the colleges showcase academic programs and services with a specific focus on student learning and academic achievement. These meetings have become an important mechanism to highlight the excellent work of the institutions in meeting their mission.

Another indication of the Board's commitment to ensuring student success is to collaborate with the Board of Education of the San Diego Unified School District, which is the governing body for all of the District's K-12 feeder schools. Each year, the two boards hold a joint board meeting where they review outcomes of first-time high school students transitioning to City, Mesa, and Miramar Colleges, as well as the various concurrent enrollment partnership programs and support services between the two Districts. An important outcome of the joint board meetings is the establishment of joint goals focused on student outcomes and services. Each year, the boards receive a report on the Districts' progress in accomplishing the prior year's goals. Examples of joint goals that focus on key indicators of student learning and achievement include assessment and placement data for high school students transitioning to college; Retention and Success of First Time Students, Career Technical Program alignment; and partnership programs between the colleges and feeder high schools in the Districts.

This commitment between the two Districts has resulted in a number of improvements to programs and services. For example, a Master Memorandum of Understanding (MOU) Agreement was developed to formalize the many academic and support services partnerships between the two Districts. The MOU delineates responsibility for academic program structure, student support services, data sharing, student safety, and facility use. The MOU is reviewed by both Districts and updated by the boards annually. Another significant outcome of this collaborative effort is an expansion of partnership programs to additional high schools to provide greater access to college classes for students seeking pathways to higher education. The Districts collaboration has resulted in many accomplishments, including:

- The visual representation of the partnership and committee commitments ([District Resource Page](#))
- Pathway alignment ([Pathway Alignment – Internal Planning Tool](#))
- Improved early college credit reporting and data integration - our use of data on access and outcomes to inform interventions and improve collaborative planning for student success.
- Comprehensive CCAP report (link to report) and process mapping
- Strengthened collaboration on outreach and parent engagement (link to event flyers, videos)

Analysis and Evaluation:

The Board is fully engaged in discussions about student outcomes and institutional effectiveness and is committed to student success and academic quality, as evident in its policies, practices, processes, and ongoing collaboration with the Board of its feeder high school District.

The Board of Trustees establishes clear expectations for student success and equity and regularly reviews key indicators of student learning and achievement with a focus on continuous improvement of academic programs and services to ensure the District is accomplishing its goals for student success.

The Board is informed of student outcomes through its Subcommittee on Student Success and Accreditation, which was created in 2009, as well as through regular reports on student outcomes at Board meetings and Board retreats. The Board of Trustees' annual goals also reflects an expectation for institutional effectiveness and student success, along with the Board's commitment to accreditation.

District Evidence:
(includes text links)

[IVC8⁶](#), [IVC8⁷](#), [IVC8⁸](#)

[IVC8⁹](#), [IVC8¹⁰](#), [IVC8¹¹](#), [IVC8¹²](#), [IVC8¹³](#)

[IVC8¹⁴](#), [IVC8¹⁵](#), [IVC8¹⁶](#), [IVC8¹⁷](#), [IVC8¹⁸](#)

- 9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.**

Evidence of Meeting the Standard

DISTRICT RESPONSE:

The District has a clear process for orienting Board members, which includes an overview of District operations, a review of ethical rules and responsibilities, a briefing on compliance with the Ralph M. Brown and Fair Political Practices act, a review of the roles of auxiliary organizations and employee organizations, and a discussion about preparing for and conduct during Board meetings. The Chancellor, in consultation with the president of the Board, facilitates semi-annual Board retreats and schedules regular educational presentations to the Board throughout the year. Board members participate in both mandated training such as Ethics Training required under AB1234 and engage in training through attendance at conferences like the Community College League of California and the Association of Community College Trustees, where leadership development training is provided. Board members have demonstrated a commitment to fulfilling their policy and oversight role and responsibility for ensuring educational quality. The Board has followed policy in ensuring continuity of Board membership when vacancies have occurred. The staggering of Board elections provides continuity of governance.

Analysis and Evaluation

In addition to the orientation of new Trustees, Board members participate in an annual retreat facilitated by the Chancellor in consultation with the President of the Board. The Board of Trustees also participates in mandated ethics training and engages in training through attendance at conferences where leadership development training is provided. The Board follows policy ensuring continuity of Board membership when vacancies occur.

District Evidence:

[IVC9¹](#), [IVC9²](#), [IVC9³](#), [IVC9⁴](#), [IVC9⁵](#), [IVC9⁶](#)

- 10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.**

Evidence of Meeting the Standard

DISTRICT RESPONSE:

The Board of Trustees consistently adheres to its self-evaluation policies. Board members routinely assess their practices, performance, and effectiveness in promoting and sustaining academic quality and institutional effectiveness. The Board's annual self-evaluation is published and adopted at an open meeting of the Board of Trustees and is available as part of the Board's published agenda. The Board's self-evaluation informs their goals, plans, and training for the upcoming year. The Board also publishes the Board of Trustees Goals on the District's website.

The Board's self-evaluation process has facilitated a focus on appropriate roles and responsibilities in the policy-making and accreditation activities of the District; and in helping promote and sustain educational quality, institutional effectiveness, and student success. All Board members regularly participate in training, orientation, goal-setting, and self-evaluation activities, which increase their knowledge of appropriate engagement in policy-making and oversight of student success and educational quality outcomes. The Board and Chancellor are committed to continuously improving the Board's self-evaluation process to ensure the District achieves better outcomes in promoting and sustaining academic quality, institutional effectiveness, and student success.

Analysis and Evaluation:

The Board of Trustees routinely assesses their practices, performance, and effectiveness in promoting and sustaining academic quality and institutional effectiveness. The Board's annual self-evaluation is published and adopted at an open meeting of the Board of Trustees and is available as part of the published agenda.

District Evidence:

[IVC10¹](#), [IVC10²](#), [IVC10³](#), [IVC10⁴](#), [IVC10⁵](#), [IVC10⁶](#), [IVC10⁷](#)

11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Evidence of Meeting the Standard

DISTRICT RESPONSE:

The Board of Trustees has both a code of ethics and a conflict of interest policy that includes a clearly defined process for dealing with behavior that violates the code. BP 2715, *Code of Ethics/Standards of Practice*, documents the expected behavior of Board members in terms of (1) recognizing their role as a member of the Board and the ramifications of being part of a governing body, (2) managing conflicts of interest and not intentionally using their position for personal gain, (3) monitoring compensation and expense accounts, (4) addressing special interest groups, (5) using appropriate channels of communication and supporting District personnel, (6) maintaining appropriate conduct at Board meetings, (7) exercising their authority as Trustees in a proper manner, and (8) addressing administrative matters, assuring that they refrain from involving themselves in matters delegated to the Chancellor. It further states that possible violations of the Code of Ethics will be addressed by the Board President, who will review the matter with the Board member in question and may establish a process to review the matter further if warranted. In instances where it is the President of the Board's behavior that is in question, the Executive Vice President will address the matter.

In addition to the Code of Ethics, there are other policies relating to the behavior of Board members, which include BP 2710 Conflict of Interest, BP 2716 Political Activity, BP 2717 Personal Use of Public Resources, and BP 2720 Communication Among Board Members.

The Board also has numerous policies that specify how Trustees should conduct themselves in an appropriate and legal manner, as well as policies to assure that Trustees understand their duties and responsibilities, including BP 2200, and numerous policies regarding meetings and practices compliant with the Brown Act. Board members complete a Conflict of Interest form (California 700, *Statement of Economic Interest*) each year that ensures there are no conflicts of interest with Board members. Annual completion of these forms is conducted under the leadership of the Risk Management Office, and completed forms are maintained on file for public inspection. The Board members have no employment, family ownership, or other personal financial interest in the District.

Analysis and Evaluation:

The Board of Trustees has numerous policies that specify how Trustees are to conduct themselves in an appropriate and legal manner, as well as policies to ensure that Trustees understand their duties and responsibilities, and numerous policies regarding meetings and practices in compliance with the Brown Act. Trustees annually complete a Conflict of Interest form that ensures there is no conflict of interest among Board members.

District Evidence:

[IVC11¹IVC11²IVC11³ IVC11⁴IVC11⁵IVC11⁶](#)

12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

DISTRICT RESPONSE:

The Board of Trustees delegates full authority to the Chancellor, who, in turn, has responsibility for oversight of District operations and the autonomy to make decisions without interference. Per Board Policy 2430, Trustees specifically agree to participate in the development of District policy and strategies while respecting the delegation of authority to the Chancellor and presidents to administer the institution. Trustees pledge to avoid involvement in day-to-day operations.

The Chancellor and the Executive team continue to support the training and focus of the Board on its policy-making role. The Board adheres to existing policies when evaluating the performance of the Chancellor and appropriately holds him/her, as their sole employee, accountable for all District operations. These practices have effectively empowered the Chancellor to manage the operations of the District and provide a structure by which the Board holds the Chancellor accountable.

Analysis and Evaluation:

The Board of Trustees delegates full authority to the Chancellor and pledges to avoid involvement in day-to-day operations, effectively empowering the Chancellor to manage the operations of the District and provide a structure by which the Board holds the Chancellor accountable.

District Evidence:

[IVC12¹](#), [IVC12²](#), [IVC12³](#)

13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

DISTRICT RESPONSE:

The Governing Board is deeply committed to the importance of its role in accreditation and the need to be informed. One indication of this commitment is the Board's annual goals. Each goal references the relevant Accreditation Standard as well as District Strategic Goals. The Governing Board also receives regular updates on accreditation, including eligibility requirements, Accreditation Standards for both the colleges and Continuing Education,

Commission policies, accreditation processes, and progress reports on the institutions' Self-Evaluation Reports. Updates are provided to the Board by the Chancellor and through the Board Subcommittee on Student Success and Accreditation, which is comprised of two Board members who meet to review accreditation matters as well as student success and equity outcomes data. Updates are also provided to the Board at the public Board meetings.

Another indication of the Board's commitment to its role in accreditation is the establishment of a Board Subcommittee on Student Success and Accreditation in 2009. One of the responsibilities of the subcommittee is to engage in the accreditation process and monitor progress and compliance with the Accreditation Standards. The Board Subcommittee on Student Success and Accreditation closely monitors progress on accreditation throughout the accreditation cycle, including periodically inviting the presidents and the Chancellor to dialog on the Standards and institutional effectiveness. Further, the Board Subcommittee reviews and discusses the colleges' and Continuing Education Self-Evaluation Reports in detail, with a special focus on recommendations for self-improvement. The Self-Evaluation Reports are also reviewed by the full Board in advance of submission to the Commission.

The Governing Board participates in the evaluation of the Governing Board roles and functions in a number of ways. Each year, the Board conducts a comprehensive self-evaluation by soliciting feedback from all constituent groups through an online survey which includes items pertaining to accreditation, the District mission, and fiscal oversight. The results are reviewed and discussed in detail by the Board Subcommittee on the Board Self-Evaluation, comprised of two board members. The subcommittee compares the results with the previous year's evaluation as well as the expectations of Standard IV and the District's strategic goals. Based upon the feedback and expectations of accreditation, the subcommittee establishes the Board of Trustees' goals for the next academic year.

The results of the annual Board Self-Evaluation are distributed to each Board member for review. The District's strategic goals and Standard IV both provide an important framework for the Board's planning priorities. The results of the self-evaluation, as well as the Board's goals, are discussed at a public meeting of the Board and posted on the Board's webpage. Based upon the feedback, the Board develops plans for improvement and acts upon them. The Board also participates in the evaluation of the Governing Board roles and functions through the Board Subcommittee on Student Success and Accreditation. In preparation for the Self-Evaluation reports, a meeting was held with the Board Subcommittee on Student Success and Accreditation and Standard IV Co- and Tri-Chairs from all four institutions to discuss the role of and function of the Board in the accreditation process, as well as the Districtwide governance structure and assessment of its effectiveness.

The Board also encourages feedback from governance leaders through informal discussions and direct communication. The agendas for the Board of Trustees meetings include a standing agenda item titled: *Call for Academic Senates' Agenda Items for Discussion* to allow for the academic senate to address any matter before the Board. The Board schedules open door sessions before each Board meeting scheduled on the campuses (four times/year). Through these open campus sessions, the Board invites the campus community to meet with them individually and provide feedback. The Board directs the individual feedback to the Chancellor

for follow-up. The Chancellor follows up with the individual and shares the response with Board members. In addition, the Board holds a Board Retreat each semester where it focuses on planning matters and institutional effectiveness. The agenda includes reports from the presidents along with candid discussions about operational matters such as the state and District budget, student success planning, enrollment management, and various operational matters. The Board Retreat also serves as an important mechanism for the Board to establish expectations for excellence and ensure adequate support for effective operations of the institutions in accordance with the Accreditation Standards. All Board of Trustees meeting agendas and minutes are posted on the District webpage under Board of Trustees.

Analysis and Evaluation:

The Board of Trustees' annual goals includes the relevant Accreditation Standard, as well as District Strategic Planning Goals. The Board's commitment to its role in accreditation is evidenced by the establishment of a Board Subcommittee on Student Success and Accreditation, with a responsibility to engage in the accreditation process and monitor progress and compliance with the Accreditation Standards. The Board informs itself through individual meetings with constituents at open campus sessions where the Board invites the campus community to provide comments and feedback. Feedback from a yearly online survey conducted by the Board is reviewed and discussed by the Board Subcommittee on the Board Self-Evaluation. Based on feedback and expectations of accreditation, the subcommittee establishes the Board of Trustees' goals for the next academic year.

The Board of Trustees is actively engaged in the accreditation process, including evaluation of the Board's role and function in accreditation. The Board's Subcommittee on Student Success and Accreditation, along with periodic reports at public Board meetings and retreats, provide systematic mechanisms for the Board's active involvement in accreditation and facilitate the Board's review of information about eligibility requirements, Accreditation Standards, Commission policies, and accreditation processes to ensure that Board policies support excellence. The Board reviews all accreditation reports and the self-assessment reports, as well as changes to the Accreditation Standards.

District Evidence:

[IVC13³](#), [IVC13⁴](#), [IVC13⁵](#); [IVC13⁶](#)

[IVC13⁷](#), [IVC13⁸](#), [IVC13⁹](#), [IVC13¹⁰](#)

Conclusions on Standard IV.C: Governing Board

The San Diego Community College District has a stable, deeply committed, locally elected governing board that has authority over and responsibility for policies and practices that assure academic quality, integrity, and effectiveness of student learning programs and services, as well as financial stability of the institution.

The Board of Trustees of the San Diego Community College District is committed to educational quality, as well as financial integrity and stability in accordance with state and federal laws and regulations. The Board of Trustees remains focused on its role as an independent policy-making body and diligently supports and furthers the interests, educational mission, and goals of the colleges and District in the face of external pressure. It carries out its role and appropriately reflects the public's interests while adhering to the highest ethical standards.

The Board of Trustees, through a number of policies and actions, exercises oversight of academic quality and effectiveness of the student learning programs and services, including regular reports at Board meetings on various student outcomes and accountability measures such as enrollment strategies, commitment to student and faculty diversity, changes to policies, ongoing review of fiscal matters, and reports on various academic programs and services.

The Board of Trustees meetings are conducted in a manner that ensures Board members can engage in a thorough discussion before taking decisive action on an item before the Board. Board members receive all materials well in advance of meetings and are expected to come to Board meetings prepared for discussion. Once a decision is made, the full Board supports the decision.

The Governing Board has a long-standing deep commitment to student success and equity. This commitment is reflected in the District's mission statement, Board policies, and the Board annual goals, as well as ongoing practices. The Board carefully monitors key indicators of student success and remains informed about student learning on an ongoing basis. The Board receives regular reports at its public meetings on various student outcomes and achievements, including transfer outcomes, annual degrees and certificates awarded, enrollment trends, student demographic trends, basic skills outcomes, student success planning, student support services including outcomes indicators, diversity, assessment and placement data, Honors Program outcomes and Black Student Success.

The Board of Trustees is actively engaged in the accreditation process, including evaluation of the Board's role and function in accreditation. The Board's Subcommittee on Student Success and Accreditation, along with periodic reports at public Board meetings and retreats, provide systematic mechanisms for the Board's active involvement in accreditation and facilitate the Board's review of information about eligibility requirements, Accreditation Standards, Commission policies, and accreditation processes to ensure that Board policies support excellence.

The Board of Trustees has authority over and the responsibility for the selection and evaluation of the Chancellor following a set selection and evaluation process. Accordingly, the Chancellor is responsible for selecting and evaluating those who directly report to him/her (members of the Chancellor Cabinet, including college Presidents, Executive Vice Chancellor, Vice Chancellors, the Director, Communications and Public Relations, and the Executive Assistant to the Chancellor).

Improvement Plan(s)

Evidence List

Folders IV.C

D. Multi-College Districts or Systems

- 1. In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.**

Evidence of Meeting the Standard

DISTRICT RESPONSE:

SDCCD welcomed a new Chancellor in 2021. He has considerable teaching and leadership experience and has taught consistently for the past 23 years. Additionally, he served as an administrator for 16 years and as CEO for 11 years. The Chancellor provides strong leadership in establishing and communicating expectations of educational excellence and integrity throughout the District and consistently assures support for the effective operations of the institution. At the beginning of each academic year, the Chancellor holds a retreat with the Executive Cabinet to plan and establish priorities and expectations for the year. In addition, he shares his annual goals, which serve as the broad planning framework for the year. The Chancellor's annual goals consistently focus on institutional excellence and a demonstrated commitment to the effective operation of the institutions. For example, the Chancellor's 2021-2022 goals included: strengthening the financial health of the District to support student success; establishing solid relationships with SDCCDs leadership team, and building the trust and confidence of SDCCD employees, students, and members of the community; facilitate the development of a comprehensive strategic plan for the District to support student success; Collectively form and implement protocols to strengthen public health and safety to support student success; and engage in various public service and professional development opportunities to strengthen connection to various institutions throughout the region, state, and nation. Each year, the Chancellor's evaluation conducted by the Board includes an assessment of the Chancellor's major goals and objectives. The Chancellor's 2021-2022 goals reflect the same commitment to institutional excellence and effective operations of the institutions.

Another mechanism the Chancellor uses to establish and communicate expectations of educational excellence is through Chancellor's Forums scheduled on each campus and the District Office at the beginning of the fall semester. The date, time, and location of the forums are widely communicated throughout the colleges and District community. The purpose of the

forums is for the Chancellor to provide updates and communicate planning priorities for the academic year. The presentation routinely includes items on enrollment, including FTES targets for the year, student demographic highlights, and a detailed discussion on the budget and District budget priorities, among other items. The forums are attended by hundreds of faculty, staff, and students each year.

The Chancellor also establishes expectations of excellence in his Chancellor Messages, which serve as regular written communication to the entire District on enrollment, the budget, and various major planning items such as the new Baccalaureate Degree Pilot. The Chancellor's Messages are clear examples of the Chancellor's commitment to communicating the excellent work of the District in fulfilling its mission, as well as the Chancellor's expectations for the exemplary operation of the organization.

The Chancellor also communicates expectations of educational excellence through the Chancellor's Cabinet Updates. Each month the Chancellor publishes and widely disseminates a Chancellor's Cabinet Update, which reports on Districtwide matters discussed and decisions made at the Chancellor's Cabinet meetings. The Chancellor's Cabinet Updates are posted online and available in print format. The Chancellor also routinely communicates to the entire District in his Chancellor's Messages. The goal of these updates is to ensure good communication so that employees are informed about local and statewide matters that affect the District. The Chancellor's Messages always include information about the state budget and student enrollment. Other items have included the Strategic Planning, Summer Session, Emergency Planning/Communication, Commitment to Civil Discourse, and Commencement.

The Chancellor has established clearly defined roles and responsibilities of the District Administrative departments through the District's *Delineation of Function Map*, which is published in the District's Administration and Governance Handbook. The map is reviewed and updated annually, reflecting changes in the roles and responsibilities of the District and Institution. The Chancellor also initiated a functional map specifically addressing the roles of the District and colleges for each Accreditation Standard to facilitate the self-evaluation process. The map was reviewed and approved by all of the constituency groups.

Analysis and Evaluation:

The Chancellor provides exemplary leadership in establishing and communicating expectations for educational excellence and integrity throughout the organization. Through careful planning and weekly meetings, along with an annual retreat with her Executive Cabinet, comprised of the Presidents, Vice Chancellors, Director of Communications and Public Relations, and Executive Assistant to the Chancellor, the Chancellor ensures the effective operation of the District and its institutions. Working with his Executive Cabinet, the Chancellor has established clearly defined roles and responsibilities between the colleges and District administrative departments. This delineation of function is published annually and communicated throughout the organization.

District Evidence:

[IVD1-1](#), [IVD1²](#), [IVD1³](#), [IVD1⁴](#)

[IVD1⁵](#), [IVD1⁶](#), [IVD1⁷](#), [IVD1⁸](#), [IVD1⁹](#)

[IVD1¹⁰](#), [IVD1¹¹](#), [IVD1¹²](#)

- 2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.**

Evidence of Meeting the Standard

DISTRICT RESPONSE:

As the Chief Executive Officer of the District, the Chancellor clearly delineates, documents, and communicates operational responsibilities and functions of the District from those of the colleges and consistently adheres to this delineation in practice. A *Delineation of Function Map* that describes the operational responsibilities and functions of the District departments and the colleges/Continuing Education was first produced in 2004 and is routinely updated each year. It is widely disseminated Districtwide through the Administration and Governance Handbook, as well as posted on the District's Accreditation webpage. The District's Administration and Governance Handbook are also available on the District website. In addition, the District has created a functional map for the Accreditation Standards that delineate responsibility for meeting the Standards between the colleges and the District.

The Chancellor holds each President responsible for the operation of their respective institution as articulated in the *Delineation of Function map* and the presidents' job description. The Chancellor ensures that the colleges receive effective and adequate services provided by the District to assist them in achieving their mission in a number of ways. One example is that the Chancellor meets regularly with each college president to discuss operational matters. Another mechanism is through the Chancellor's Cabinet, which is comprised of the Executive leadership of the District, including the Presidents, Vice Chancellors, Director of Communications and Public Relations, and Executive Assistant to the Chancellor. The Cabinet meets weekly to address operational and policy matters and includes clear expectations for follow-up on matters before the Cabinet. The Chancellor's Cabinet meetings also serve as an important forum for the presidents to provide feedback on the services of the District divisions and departments, as well as the effectiveness of operational responsibilities.

The weekly Chancellor's Cabinet agenda includes the following major operational areas:

- Instruction and Student Services
- Board Agenda
- Development and Entrepreneurship
- Health and Safety
- Finance and Operations
- Human Resources, Collective Bargaining, and Legal
- Facilities and Police
- Communications, Marketing, & Legislation
- Conference, Events, and Information
- Roundtable

Under each major heading, there are standing and new items each week. For example, standing items under Instruction and Student Services include: Enrollment Report and Accreditation Planning, and under Finance and Operations, a standing item includes Budget Update. New weekly items have included The San Diego Promise, Student Success, Policy & Procedure Review, and Student-Centered Funding.

Further, periodically the Chancellor's Cabinet agenda includes a Policy and/or Major item for discussion where the meeting time is extended for significant dialog on an important policy matter. Items have included: accreditation, enrollment management, Districtwide communication strategic planning, and funding for the San Diego Promise. After each meeting, a list of action items, including expected completion dates, is distributed to all cabinet members for follow-up. Another example of the Chancellor's commitment to effective operations and support for the colleges in achieving their mission is that the Chancellor meets each semester informally with the Academic Senate presidents, where she receives direct feedback on operations. The Chancellor also holds an open forum at each college, Continuing Education, and the District Office each year. The purpose of the forums is to present the District's annual plans, priorities, enrollment, and budget outlook for the year. The forums are widely attended by staff, faculty, management, and students.

Each month the Chancellor also publishes and widely disseminates a Chancellor's Cabinet Update, which reports on Districtwide matters discussed and decisions made at the Chancellor's Cabinet meetings. The Chancellor's Cabinet Updates are posted online and available in print format. The Chancellor also routinely communicates to the entire District in her Chancellor's Messages. The goal of these updates is to ensure good communication so that employees are informed about local and statewide matters that affect the District. The Chancellor's Messages always include information about the state budget and student enrollment. Other items have included the Strategic Planning, Summer Session, Emergency Planning/Communication, Commitment to Civil Discourse, and Commencement.

The Chancellor also holds *open office hours* at both the colleges/Continuing Education and the District office, where employees can meet directly with her to discuss concerns and provide feedback on institutional effectiveness, including operations both at the District office and the campus.

To assess the ongoing effectiveness of District services provided to the colleges and support their effectiveness, a Districtwide survey is conducted to obtain feedback on the effectiveness of the District divisions and departments in supporting the institutional priorities, mission, and functions. The results are provided to the Chancellor, the presidents, the Vice Chancellors, well as the colleges. The results have been published on the District website. The results show overall high satisfaction levels with the services provided by the District divisions and departments. The District divisions also develop annual goals and undergo an assessment of those goals each year. The annual plans and assessment will be relied upon by the Chancellor to determine future needs and requests for additional funding.

Resources are allocated to each college through the District budget model that includes resources for fixed costs (i.e., personnel), enrollment (FTES) targets, and other contractual commitments (i.e., reassigned time). In addition, resources are allocated to each District administrative unit to fulfill their responsibilities to the overall organization and the colleges, including IT resources, student records maintenance, and legal services.

Several Board policies and procedures address budget preparation, budget, and fiscal management, along with several others related to asset management, inventory of records and property, disposal of property, investments, purchasing, and contract services, to name the most commonly relevant to related fiscal operations. The previously referenced policies and procedures clearly delineate the responsibility of the District with regard to fiscal-related functions and allocations. And each college has a Business Services office responsible for budget allocation at the college level in support of its programs and operations.

District fiscal-related operational responsibilities are clearly communicated and consistently adhered to by the District's Fiscal Services office. As part of the tentative and adopted budget development process each year, the District's Fiscal Services office calculates projected revenues for the next fiscal year based upon the state's prior years' estimated earned and funded FTES for the District. In addition, a 1% unfunded FTES is included in the Districtwide targeted FTES to allow the District to fully serve student demand.

The targeted FTES is included in the General Fund Unrestricted (GFU) Budget Allocation Model (BAM), which estimates state apportionment revenue, and other state and local funding to arrive at available continuous resources to be considered in the budget development process. The Campus Allocation Model (CAM) is used to convert FTES targets for each college into FTEF funding for noncontract personnel costs, contract personnel costs, and other contractual commitments (e.g., reassigned time), which are added to other discretionary funding allocations in order to arrive at a GFU continuous budget expense allocation.

The continuous college costs are added to the District Office and Districtwide support costs along with other reserves and set-asides, including collective bargaining agreements, to arrive at the Districtwide expenses required to support the projected Districtwide revenue. In the event of a shortfall, it is offset by the estimated beginning balance. Conversely, an excess might be added to a GFU reserve fund or provide one-time funds for any expense not previously considered in the BAM. The colleges are then responsible for allocating their

available resources identified in the CAM to college operations.

A systematic process for adding new positions and allocating additional resources in the District divisions linked to the annual Action Planning and Program Review is in place and includes linking all requests for additional resources, both one-time and continuous, including requests for new positions, to the respective Division's annual Action Plans and assessment, which is similar to the colleges' program review. Requests are also linked to the District's mission and strategic goals. In addition, requests for additional funding also must include identification of other possible funding sources, as appropriate. All requests are reviewed by the Chancellor, Vice Chancellors, and Director of Communications and Public Relations, as well as the Chancellor's Cabinet, with final approval by the Chancellor.

The Districtwide Budget Planning and Development Council meets monthly with the campus representatives to discuss state and District budget updates. In addition, information is shared with the Chancellor's Cabinet, the District Governance Council, and the Board's Budget Study and Audit Subcommittee.

The District is responsible for identifying and calculating Districtwide revenue resources and allocation of those resources to the colleges and District operations in support of student access. Planning occurs at both the District and college level with an ongoing emphasis on integrating planning to resource allocation based upon projected revenues and expenses in support of the mission of the colleges and the community served by the District.

Analysis and Evaluation:

The Chancellor clearly delineates, documents, and communicates operational responsibilities and functions of the District administrative units from those of the colleges. This delineation of roles and responsibilities is consistently adhered to and reviewed periodically to ensure effective operation. The Chancellor holds the President responsible for the overall operation of the college and ensures the college has adequate resources and support to achieve its mission. The administrative divisions of the District – Business and Technology Services, Educational Services, Facilities Management, Human Resources, and Communication and Public Information provide resources and support to the colleges in achieving their missions. The administrative divisions conduct annual planning and assessment of the effectiveness of operations in supporting the mission and functions of the institutions. Since 2016, a survey of the effectiveness of services was added to the annual self-assessment to gather feedback from the institutions. The results of the survey are included in the division's Action Plans for the following year. This continuous feedback loop contributes to the overall effectiveness of District programs and services.

District Evidence:

[IVD2¹](#), [IVD2²](#), [IVD2³](#), [IVD2⁴](#), [IVD2⁵](#), [IVD2⁶](#), [IVD2⁷](#), [IVD2⁸](#)

[IVD2⁹](#), [IVD2¹⁰](#), [IVD2¹¹](#), [IVD2¹²](#), [IVD2¹³](#), [IVD2¹⁴](#), [IVD2¹⁵](#), [IVD2¹⁶](#)

[IVD2¹⁷](#), [IVD2¹⁸](#), [IVD2¹⁹](#), [IVD2²⁰](#), [IVD2²¹](#), [IVD2²²](#), [IVD2²³](#), [IVD2²⁴](#), [IVD2²⁵](#), [IVD2²⁶](#)

[IVD2²⁷](#), [IVD2²⁸](#), [IVD2²⁹](#), [IVD2³⁰](#), [IVD2³¹](#), [IVD2³²](#), [IVD2³³](#), [IVD2³⁴](#), [IVD2³⁵](#), [IVD2³⁶](#)

[IVD2³⁷](#), [IVD2³⁸](#), [IVD2³⁹](#), [IVD2⁴⁰](#), [IVD2⁴¹](#), [IVD2⁴²](#), [IVD2⁴³](#), [IVD2⁴⁴](#), [IVD2⁴⁵](#), [IVD2⁴⁶](#)

3. The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.

Evidence of Meeting the Standard

DISTRICT RESPONSE:

The District has several Board Policies and Administrative Procedures related to the allocation of resources to support the effective operations and sustainability of the colleges, Continuing Education, and the District. Board Policies and associated Administrative Procedures, which mostly relate to the allocation of resources and the effective control of expenditures, are the following:

BP 6100 and AP 6100.1: *Delegation of Authority*, which delegates to the Chief Business/Fiscal Officer of the District the authority to supervise, administer and ensure adequate controls exist to ensure compliance with all laws and regulations and with the California Community College Budget and Accounting Manual, and with Title 5 regulations with appropriate periodic reporting to the Board regarding the financial status of the District. This delegated authority is also subject to the condition that certain types of transactions be submitted to the Chancellor for review and approval as determined by the Chancellor.

BP 6200: *Budget Preparation* and
AP 6200.3 *Campus Budget Model*
AP 6200.4 *Revenue and Expense Projections*

BP 6250: *Budget Management* and
AP 6250.2 *Budget Transfers*

BP 6300: *Fiscal Management* and
AP 6300.1 through AP 6300.12, which address various fiscal-related items.

Each of the previously stated Board Policies and Administrative Procedures clearly defines the roles, responsibilities, and allocation process related to resources and expenditures within the budget development process. Annual resource allocation is primarily based upon state revenue apportionment funding, state restricted funds, and all federal, state, and local grants and contracts in any given fiscal year. The District estimates apportionment revenue based upon the prior year's state-funded FTES increased by system-wide Growth and COLA as defined in

the state's adopted budget for any given fiscal year plus 1% unfunded FTES.

Allocation of the estimated revenue resources is considered in the Budget Allocation Model (BAM), which projects the Districtwide Revenue and Expense Allocations to be used in the development of the District's annual budget and to provide effective control of expenditures. The allocation of resources adequacy is based upon FTES targets for the college and Continuing Education to be translated into FTEF funding for each entity, which then covers contract compensation costs for filled and vacant positions to support the targeted FTES to be generated and other discretionary costs.

The colleges, Continuing Education, Districtwide support service operations (e.g., Campus Police, IT, facility maintenance, and operations), and the District Offices are then responsible for the resource allocation within their areas of responsibility according to their own operational needs and planning efforts based upon the Budget Allocation Model.

Analysis and Evaluation:

The District's BP 6200 Budget Preparation, BP 6250 Budget Management, and BP 6300 Fiscal Management require that the budget preparation, as well as the budget and fiscal management of the District, are in accordance with Title 5 and the California Community College Budget and Accounting Manual required of all 72 community college Districts in the state. The previously referenced policies establish how resources are allocated and reallocated at the District in accordance with the State of California's enacted annual budget, which funds all 72 Districts based upon a funding formula that provides the base and FTES apportionment funding for each District. While state funding of the 72 Districts is not based upon a true cost of education formula, the adequacy of the funding is tied to each District's targeted annual funded FTES. The District funds the colleges and Continuing Education based upon each entities proportional share of the District's state-targeted annual funded FTES. Therefore, the colleges and Continuing Education are adequately funded to support effective operations and sustainability as determined by the state. BP 6300 Fiscal Management also requires adequate internal controls to exist, and BP 6250 Budget Management, in accordance with Title 5, regulates budget and expenditure limitations and policy.

District Evidence:

[IVD3¹](#), [IVD3²](#), [IVD3³](#), [IVD3⁴](#); [IVD3⁵](#); [IVD3⁶](#), [IVD3⁷](#), [IVD3⁸](#)

[IVD3⁹](#), [IVD3¹⁰](#), [IVD3¹¹](#), [IVD3¹²](#), [IVD3¹³](#), [IVD3¹⁴](#), [IVD3¹⁵](#), [IVD3¹⁶](#)

[IVD3¹⁷](#), [IVD3¹⁸](#), [IVD3¹⁹](#), [IVD3²⁰](#), [IVD3²¹](#)

- 4. The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.**

Evidence of Meeting the Standard

DISTRICT RESPONSE:

The Chancellor delegates full responsibility and authority to the college presidents and supports them in implementing District policies at their respective colleges. College presidents are held accountable for their college's performance by the Chancellor, the Board, and the communities they serve. College presidents are expected to strictly adhere to all District policies, and the Chancellor asks that communication between the college and the District be thorough and regular.

District policy clearly specifies the roles and responsibilities of the Chancellor and presidents. According to policy, "The President is a key position of educational leadership and is responsible for the total program assigned. He/she shall be responsible to the Chancellor. The authority of the presidents is delegated to them by the Chancellor, who in turn has received authority from the Board. The overall responsibility is to provide leadership and coordination which will encourage the staff, the community, and the students to work together toward the best program which they can conceive."

Analysis and Evaluation:

Board Policy 0010 Governance – District Administrative Organization stipulates the President is responsible for the total program assigned. The authority of the presidents is delegated to them by the Chancellor, who in turn has received authority from the Board. College presidents are expected to strictly adhere to all District Policies, and the Chancellor expects that all communication between the College and the District be thorough and regular.

District Evidence:

[IVD4¹](#), [IVD4²](#), [IVD4³](#), [IVD4⁴](#)

5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

Evidence of Meeting the Standard

DISTRICT RESPONSE

The SDCCD engages in integrated planning for every component of operations and is committed to fostering ongoing alignment between the Colleges and all accreditation standards. The integrated planning approach is evidenced in the Strategic Planning process, the Chancellor's Cabinet, and the District Governance Council's practices.

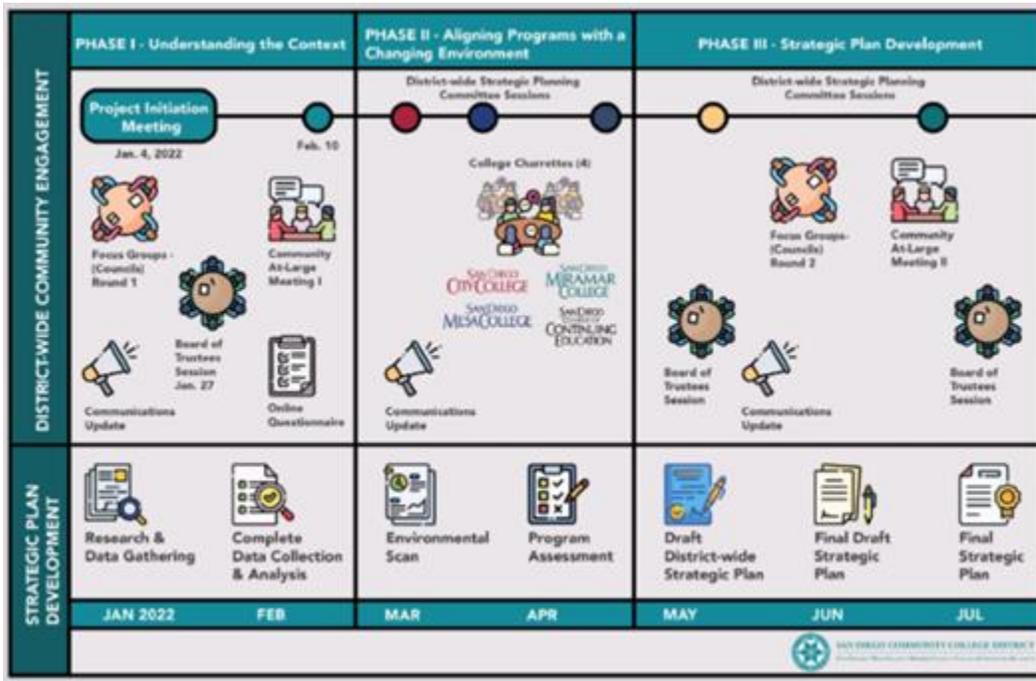
The SDCCD’s framework model outlines its integrated strategic planning process, including the participation of stakeholder groups in the development of strategic plan goals, operational planning, budget development and resource allocation, and continuous improvement. The framework in Figure 1 is the proposed overarching system by which ongoing planning in human resources, facilities, finance, technology, student services, and instructional services will collaboratively occur at the District Office in support of the four institutions. This model is being reviewed by the district as the framework by which to develop an 8-year Strategic Plan for the San Diego Community College District and its institutions. It was reviewed by the District Governance Council (DGC), Strategic Planning Committee, Chancellor’s Cabinet, and multiple constituency groups throughout the District in early Spring 2022.

Figure 1. Potential District-Wide Planning Framework



The Districtwide Strategic Planning Framework Model addresses short-range and long-range needs in the development of the eight-year Strategic Plan. This integrated approach builds upon the Facilities Master Plan, Educational Master Plan, Technology Master Plan, and Strategic Plans for each institution. As outlined in Figure 2, Strategic Plan Development Timeline, the Strategic Planning process involves Research & Data Gathering, Data Collection & Analysis, Environmental Scan, Program Assessment, and multiple drafts refined by feedback received by all constituents. This integrated approach allows for a thorough review and intentional alignment of the Board of Trustees goals, District priorities, and consideration of District, College, and Continuing Education plans by the Chancellor’s Cabinet, which results in the articulation of broad themes. The Districtwide Strategic Planning Committee, comprised of faculty representatives appointed by the Academic Senates, administrators, and staff, is refining broad themes in goals, objectives, and measures for the eight-year period. The Districtwide Strategic Planning Committee will continue the practice of coordinating a review of the strategic plan objectives and publishing an Annual Update.

Figure 2. Strategic Plan Development Timeline



The SDCCD’s Strategic Planning process demonstrates a framework for integrated planning, resource allocation, and evaluation of short-range and long-range objectives.

Strategic Plan Development and Evaluation

The Districtwide Strategic Plan was developed on a four-year cycle in previous years. Under the leadership of the new Chancellor, SDCCD has embarked on a district-wide, integrated Strategic Planning process that will usher SDCCD and its institutions into 2030 with an 8-year Strategic Plan. The District is fully invested in this new approach and has contracted a skilled consulting agency with a multitude of experience in working with institutions of higher education and community colleges specifically. MIG brings 40+ years of experience in inclusive and participatory planning informed by research-based practices (Attachment-migcom.com). The comprehensive Strategic Planning process engages faculty, staff, administrators, and community members of San Diego City, Mesa, Miramar, and College of Continuing Education.

The comprehensive Strategic Plan comprises three phases (Figure 1).

Phase I: Understanding the Context

The first phase is devoted to identifying key trends and issues impacting the District that the strategic plan should focus on over the next six years. To identify and clarify these issues, MIG conducted an extensive series of focus group meetings with committee members and other stakeholders, facilitated a community at large meeting to engage the larger community, and launched an online survey to which over 7,000 students and nearly 800 employees responded. Concurrently, MIG has been compiling and analyzing quantitative data on both internal and external conditions in collaboration with the Strategic Planning Committee and the Office of

Institutional Effectiveness (e.g., community and student demographics) to further inform the planning effort.

Phase II: Aligning Programs with a Changing Environment

During the second phase, findings from phase I outreach and research were used to develop a preliminary set of goals. These goals, along with related phase I findings – issue, challenges, and opportunities – were then presented to a cross-section of the District community during a series of five planning forums/ charrettes (one for each of the District’s four colleges and for the District Offices). This structure, as well as that of the preceding outreach in phase I, ensured that the perspectives of the colleges, as well as those of District staff, informed the development of the Strategic Plan. During each of the charrettes, participants were charged with the task of brainstorming potential strategies and actions for pro-actively addressing key strategic issues.

Phase III: Developing the Strategic Plan

In the third phase of the project, the Strategic Planning Committee, District staff, and MIG consultants will work collaboratively to consolidate results from the first two phases to develop the Districtwide Strategic Plan. As a first step, the priority strategies proposed by charrette participants will be refined into a Working Draft of the Strategic Plan. The Working Draft will then be vetted with a broad set of campus groups for feedback and commentary, including many of the same committee members and other constituent groups that provided their initial input during phase one. MIG will then use feedback from these groups to develop the Draft Strategic Plan. This Draft Strategic Plan will emerge for further internal review prior to presentation to the Board of Trustees for their review and adoption of what will be the Final District-Wide Strategic Plan.

The Strategic Planning Committee is core to this process and ensures the needs and priorities of each college are well represented in every aspect of planning. The representatives are appointed by their respective academic senates, College Presidents, and Vice Chancellors. Meetings are held regularly with representatives from across the District. During the annual planning cycles within a four-year strategic plan period, the District Strategic Planning Committee (SPC) met once a semester during the two semesters of the academic year. When the strategic plan was under development, the committee met more frequently to analyze and align the plans developed in the Colleges and Continuing Education into themes resulting in an overarching set of goals and objectives that reflect a Districtwide plan.

To facilitate ongoing continuous improvement, the SPC coordinates the District’s annual cycle of a) assessing and learning from the year’s implementation activities; b) acting to refine objectives for the next year; c) identifying resource needs and allocating resources to the objectives; and d) implementing activities designed to meet planning objectives by collecting results of annual planning efforts from members of the committee into an Annual Update. Annual Updates are developed, reviewed, published, and distributed by the SPC. Data used for the updates include research reports, college and Continuing Education annual reports, District annual reports, and college worksheets provided by the SPC. Internal and external environmental analyses are reviewed by the SPC to further inform the Annual Update and in the strategic plan development process [Strategic Planning Matrix, Annual Summary

Worksheet, District Annual Report, College Annual Report].

The District Strategic Planning Development Timeline is an alignment tool that brings together the divisions, colleges, and campuses in a planning effort to develop the new plan and corresponding future reports. This approach is furthering the district's efforts to align the multiple plans each College may have (e.g., Student Support and Success Plan, Student Equity Plan, and Educational Master Plan), which may overlap the time period for the Districtwide Strategic plan; the Districtwide planning cycle ensures an integrated system of planning and alignment across the District, Colleges, and Continuing Education. Districtwide integrated planning is thereby accomplished across all divisions, colleges, and Continuing Education through a systematic approach designed for the establishment of Districtwide goals, objectives, measurements, assessment, and improvement.

Strategic Planning Committee

The District Strategic Planning Committee will serve as the districtwide vehicle for initiation and coordinating districtwide strategic planning in order to ensure good communication and effective oversight of planning processes, as well as an effective, complementary balance in planning activities between the District as a whole and the colleges.

The District Strategic Planning Committee is a standing committee composed of individuals who will function as a knowledgeable, collegial planning group that will support and review the outcomes of the institutional planning processes of the colleges; will review the needs of the San Diego community and region in relationship to districtwide planning; and will recommend planning outcomes that should be related to annual budgets, both at the institutional and districtwide levels. The District Strategic Planning Committee will report to the District Governance Council and the Chancellor's Cabinet.

Specifically, the committee will:

1. Develop a coordinated timeline for institutional planning processes throughout the District;
2. Review the planning outcomes of the colleges/Continuing Education planning processes so that common elements, themes, and needs can be identified, reviewed, and addressed;
3. Conduct periodic environmental scans and community needs assessments so that evidence of community/regional needs can be identified, reviewed, and addressed as ongoing components of planning;
4. Review and make available information from external groups and agencies that relate to planning opportunities within the District colleges;
5. Conduct research and analyze the need for new or revised programs, delivery methods, and services within the District;
6. Sponsor forums or workshops to discuss planning options in conjunction with other organizations, e.g., the District Governance Council, the Chancellor's Cabinet, and the Board of Trustees;
7. Develop and disseminate short-term and long-term planning strategies; and
8. Provide recommendations and reports to the District Governance Council and Chancellor's Cabinet for further consideration by the Districtwide Budget Development Council and the Board of Trustees.

[Administration & Governance Handbook 2021-22, pps.36-37].

The Budget Planning and Institutional Development Council

The Budget Planning and Development Council shall be entrusted with the task of reviewing and making recommendations to the Chancellor on districtwide budget and planning issues. This council shall be comprised of representatives from students, faculty, classified professionals, and administration. The council shall not address matters which are negotiable. Specifically, the council:

1. Shall limit its charge to budget and fiscal matters only and excludes personnel matters, Board-approved capital construction, and contractual matters; and
2. Shall establish cooperative working relationships with other college and District standing councils/committees, as is necessary in order that it may carry out its prescribed functions and fulfill its prescribed responsibilities.

The main task of the council is to meet the needs of the students by reviewing and making recommendations, as appropriate, to the Chancellor on districtwide fiscal and strategic issues, such that:

1. District and College Educational Master Plans shall provide the underlying guidelines for budget development and institutional planning.
2. Current revenues should finance current expenditures and general contingency reserves.
3. Districtwide budget development shall be a decentralized process, thus allowing maximum input in the budget development of the districtwide community. Participation in the operating unit shows evidence of the parties involved.
4. Operating units shall be responsible for preparing and budgeting their unit operational budgets.
5. Budget development and planning should be viewed as a year-round activity.
6. The District's fiscal planning shall provide for contingencies and reserves as required by law and sound fiscal management.

[Administration & Governance Handbook 2021-22, pps.22-23].

District Evidence:

[IB9¹](#), [IB9²](#), [IB9³](#), [IB9⁴](#)

- 6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.**

Evidence of Meeting the Standard

DISTRICT RESPONSE:

The San Diego Community College District values strong communication between the District Office and its colleges/Continuing Education. To be effective, communication must be two-way. The District Office employs a variety of methods to ensure strong two-way communication exists, allowing for information to be shared easily. These methods include:

- Chancellor’s Cabinet – the SDCCD Chancellor’s Cabinet meets weekly. The group consists of campus presidents, District vice chancellors, the director of communication, and other staff. The agenda for these meetings varies but generally includes a variety of items of Districtwide importance and interest. Members of the Chancellor’s Cabinet are expected to share relevant information within their respective organizations, and, conversely, important items of Districtwide interest are expected to be shared with other members of the Chancellor’s Cabinet. Staff prepares an agenda in advance and a summary following each meeting. A “Cabinet Update” is prepared monthly during the academic year. This report is shared with the colleges and CE electronically and via print copies (Evidence: Agendas and Reports).
- Shared Governance Councils and Committees – as part of the District’s commitment to shared governance, a variety of Districtwide councils and committees meet regularly. In addition to contributing to governance, these groups provide an important venue for sharing information and updates. The meetings are open to anyone from the District to attend. Summaries are prepared following each meeting (Evidence: Agendas and Reports).
- Regular presentations and campus meetings – meetings are periodically held at campus locations to ensure students, faculty, and staff have the opportunity to hear directly from representatives of the District and share their questions and concerns. The most important of these meetings are the four-campus meetings held by the SDCCD Board of Trustees once a year at each of the District’s three colleges and Continuing Education (Evidence). In addition, the SDCCD Chancellor holds a “Chancellor’s Forum” meeting each fall at each of the three colleges and Continuing Education. The forums are well promoted, and faculty and staff are strongly encouraged to attend. In many cases, a summary of the meetings is shared, and copies of presentations made are provided online (Evidence).
- Board Report – to keep students, faculty, staff, and members of the public informed of the actions taken by the SDCCD Board of Trustees, a summary report is prepared and distributed electronically and via print copies immediately following each board meeting. This is in addition to regular publishing of the Board agenda, notices of upcoming meetings, and other outreach.
- Safety Information – consistent with the Jeanne Clery Act and other requirements, the SDCCD regularly shares information with members of the District and the public on safety and security. This includes publishing an annual security report entitled “Safe and Sound, A Guide to Safety and Security in the San Diego Community College District” that includes crime statistics for the previous three years. Copies of the report are available online and at multiple locations across the District. In addition, timely notice and community safety alerts are shared widely as events dictate. SDCCD Police also regularly hold Town Hall-style meetings at campus locations to provide updates and respond to questions (Evidence).
- Website Updates – a variety of updated information is maintained by the District Office via the SDCCD’s website. This includes content provided by each of the District’s primary divisions: Human Resources, Business and Finance, Student Services, Communications and Public Relations, Instruction Services, College Police, Facilities Planning and Operations, and the Chancellor’s Office. In addition, the District is developing a web portal for use by students, faculty, and staff. IVD6⁹

- Email: e-mail updates are regularly provided by representatives of the District Office to encourage the sharing of information with the colleges and Continuing Education. This includes subject-specific emails and e-newsletters. In addition, SDCCD NewsCenter is a news site operated by Communications and Public Relations with updated information on Districtwide interests. Launched in August 2015, SDCCD NewsCenter includes an email summary of Districtwide news shared every other week.
- Social Media – the District manages a variety of social media platforms that – in addition to being used by members of the public – can be a highly effective method of sharing information with the District’s students, faculty, and staff. These platforms include official District accounts on Facebook, YouTube, Twitter, LinkedIn, and Instagram. In addition, District Office staff follow similar accounts managed by staff at the colleges and CE. In this way, updated information is easily shared within the District.

District Evidence:

IVD6¹, IVD6², IVD6³, [IVD6⁴](#), IVD6⁵, [IVD6⁶](#), [IVD6⁷](#), IVD6⁸

[IVD7¹⁰](#), [IVD7¹¹](#), [IVD¹²](#), [IVD7¹³](#), [IVD7¹⁴](#), [IVD7¹⁵](#)

- 7. The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.**

Evidence of Meeting the Standard

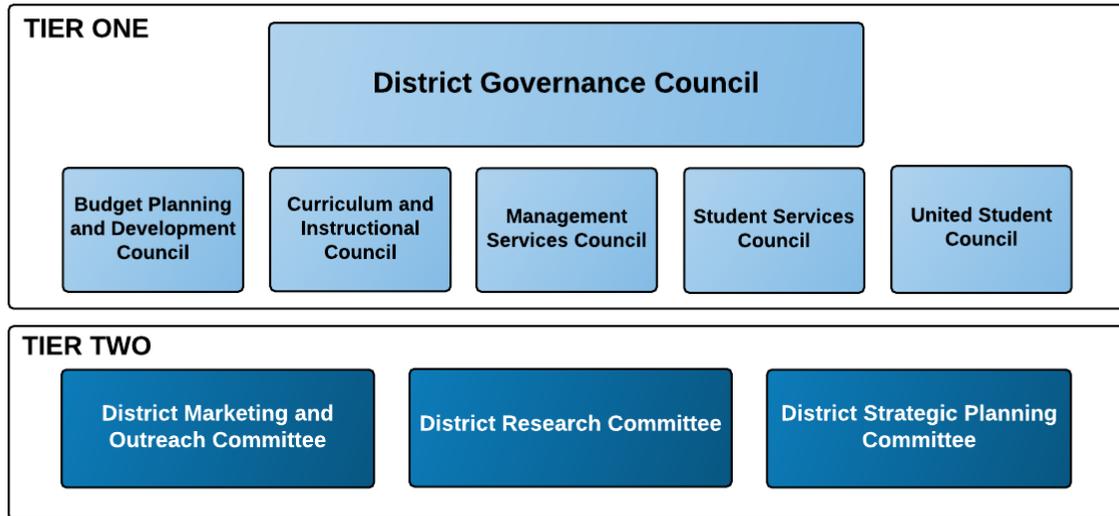
DISTRICT RESPONSE:

The Chancellor relies on both summative and formative assessments of the organization, governance, and decision-making processes to ensure integrity and effectiveness in meeting goals for student achievement and learning. The Chancellor relies on input from his Executive Cabinet and meets weekly to address operational matters, governance, and decision-making. Summary reports from these meetings are published monthly and communicated throughout the organization. The Chancellor’s Cabinet is comprised of leaders with responsibility for each administrative department and institution in the District that has expertise in their respective areas of responsibility. The Cabinet works together as a cohesive team to accomplish the mission and goals of the District within the delineation of roles. Matters before the Cabinet fall within the following broad areas: Instruction and Student Services; Board of Trustees Items; Development and Entrepreneurship; Health and Safety; Finance and Operations; Human Resources, Collective Bargaining, and Legal; Facilities and Police; Communications, Marketing, and Legislation; Conferences, Events, and Information; Roundtable.

Each of these agenda topics includes various subtopics each week. Any cabinet member can add a particular agenda item, often focused on new initiatives, assessment of business processes, operational challenges, and policy matters. After each meeting, the Chancellor's staff produces a list of meeting action items and expected completion dates.

The Chancellor also has established an expectation that the leadership team routinely communicate with the various constituent groups to ensure that students and employees are informed of new initiatives and progress on various activities, as well as offered the opportunity to provide feedback on operational matters. Moreover, the Chancellor expects that the Executive team provides regular updates on important matters, as well as any concerns that may be surfacing.

Districtwide Participatory Governance Committee Evaluation and Planning



Note: Ad hoc groups are periodically convened for a specific task or issue until resolved

The San Diego Community College District currently has eight Districtwide participatory governance councils and committees that are divided into two tiers.

Tier one consists of five governance councils—Budget, Planning and Development Council, Curriculum and Instructional Council, Management Services Council, Student Services Council, and United Student Council-- that have broad oversight and are each chaired by one of the vice-chancellors.

Tier two consists of three governance committees—District Marketing and Outreach Committee, District Research Committee, and District Strategic Planning Committee—that are more narrowly focused and are chaired by either a Chancellor’s Cabinet member or report to one of the Cabinet members.

All of the governance councils and committees have a defined set of functions and responsibilities which are consistent with Board Policy 2510 on participatory governance. These functions and responsibilities are reviewed and reported annually in the *SDCCD Administration and Governance Handbook*.

In addition to committees, Task Forces are convened on an ad hoc basis to address specific districtwide issues until resolved. The following is a description of the councils, committees, and task-forces:

Governance Council: Representative body of individuals with expertise in a related area, delegated to deliberate and make decisions as well as policy recommendations to the Chancellor’s Cabinet.

Governance Committee: Convened to deliberate, research, coordinate and/or perform a specific function or make recommendations on matters related to a specific area. Committees are

organized to be subordinate to the Governance Councils, who are the primary governance bodies.

Task Force: Ad hoc groups periodically convened for a specific task or issue until resolved.

The District Governance Councils and Committees conduct formal self-assessments to improve the alignment between the Board policy on governance and the Accreditation Standards and to ensure integrity and effectiveness. This summative assessment is intended to be an ongoing process and includes a formal review of the assessed outcomes, as well as action plans for continuous improvement. The development of the assessment plan was guided by the Director, Office of Institutional Effectiveness and Research, working with the District Governance Council, the District’s primary participatory governance body.

The evaluation of these Districtwide participatory governance councils and committees is on a five-year cycle. The first formal evaluation was in Spring 2010, with a subsequent evaluation in 2015-2016. The evaluation comprises an online self-assessment survey that is distributed to members of each council and committee. The survey seeks feedback on the contributions each of the Districtwide participatory councils and committees makes within four focus areas: 1) Participation in Policy and Procedure Development, 2) Communication, 3) Participatory Governance, and 4) Effectiveness in Meeting Goals. Summary reports of the survey results are distributed to each group so that they can revise their functions and responsibilities and make improvements accordingly. The summary reports are posted on the Institutional Research webpage.

Figure 1. District Office—Division/ Department Planning and Assessment Cycle



The District Division/Departments conduct ongoing planning and assessment. This process provides each division and department an opportunity to define or redefine a clear purpose or mission, establish department and division goals along with key activities for achieving these goals and determine ways in which to measure progress toward achieving the goals. The planning process also includes an evaluation of the outcomes for stated activities and recommendations for future action.

The self-assessment process that is used at the District Office includes a framework for establishing goals and associated annual action steps or activities, as well as measures for evaluating the progress made toward these goals. Each department within the various divisions provides updated plans on a cyclical basis, including reports on the outcomes from the previous year(s), as demonstrated in Figure 1.

From 2015-2016, the District divisions/departments incorporated a feedback survey as part of their self-assessment. The *District Offices Employee Feedback* survey is administered in Spring to all employees in the District, Continuing Education, the District Offices, and the District Service Center. The purpose of the survey is to assess employees' satisfaction and perception of the services provided by the various departments at the District Office. The information will be used to help inform the department's self-assessments and assist the District divisions' planning and improvement efforts to ensure their effectiveness in assisting the colleges. The results have been posted on the division/department websites as well as the District's Accreditation webpage.

In 2016 a systematic process was developed for adding new positions and allocating additional resources in the District divisions linked to the annual Action Planning and Program Review. Working with the Vice Chancellors and Director of Communications and Public Relations, the process was documented and agreed upon. The process includes linking all requests for additional resources, both one-time and continuous, including requests for new positions, to the respective Division's annual Action Plans and assessment, which is similar to the colleges' program review. Requests are also linked to the District's mission and strategic goals. In addition, requests for additional funding also must include identification of other possible funding sources, as appropriate. All requests are reviewed by the Chancellor, Vice Chancellors, and Director of Communications and Public Relations, as well as the Chancellor's Cabinet, with final approval by the Chancellor.

Evaluation of the Effectiveness of Integrated Planning

Analysis and Evaluation:

The Chancellor relies on several assessments of the effectiveness of roles and responsibilities, District governance, and District operations to ensure their integrity and effectiveness in assisting the colleges to meet educational goals for student achievement and learning. These assessments include executive leadership meetings that have a feedback loop and formal annual assessments of the District divisions and governance councils, and committees. All of the District governance councils and committees undergo a self-assessment process, the results of

which are shared with the groups through facilitated discussions and posted on the District institutional research website. The results of these assessments are used to make improvements in operations, membership, and responsibilities. The District divisions also undergo annual action planning and self-assessments of the effectiveness of their respective services in support of the mission of the colleges and the District. To further enhance this self-assessment, from 2015-2016, the District leadership included a survey of all District employees to ascertain the effectiveness of the various services in supporting the colleges as a component of their annual self-assessments.

In addition, a systematic process was developed for adding new positions and allocating additional resources in the District divisions linked to the annual Action Planning and Program Review. Working with the Vice Chancellors and Director of Communications and Public Relations, the process was documented and agreed upon. The process includes linking all requests for additional resources, both one-time and continuous, including requests for new positions, to the respective Division's annual Action Plans and assessment, which is similar to the colleges' program review. Requests are also linked to the District's mission and strategic goals. In addition, requests for additional funding also must include identification of other possible funding sources, as appropriate. All requests are reviewed by the Chancellor, Vice Chancellors, and Director of Communications and Public Relations, as well as the Chancellor's Cabinet, with final approval by the Chancellor.

District Evidence:

[IVD7¹](#), [IVD7²](#), [IVD7³](#), [IVD7⁴](#), [IVD7⁵](#), [IVD7⁶](#), [IVD7⁷](#)

[IVD7⁸](#), [IVD7⁹](#), [IVD7¹⁰](#), [IVD7¹¹](#), [IVD5¹²](#)

Conclusions on Standard IV.D: Multi-College Districts or Systems

SDCCD welcomed a new Chancellor in 2021. He has considerable teaching and leadership experience and has taught consistently for the past 23 years. Additionally, he served as an administrator for 16 years and as CEO for 11 years. The Chancellor provides strong leadership in establishing and communicating expectations of educational excellence and integrity throughout the District and consistently assures support for the effective operations of the institution.

As the Chief Executive Officer of the District, the Chancellor clearly delineates, documents, and communicates operational responsibilities and functions of the District from those of the colleges and consistently adheres to this delineation in practice.

The Chancellor delegates full responsibility and authority to the college presidents and supports them in implementing District policies at their respective colleges. The Chancellor relies on both summative and formative assessments of the organization, governance, and decision-making processes to ensure integrity and effectiveness in meeting goals for student achievement and

learning.

The SDCCD's framework model outlines its integrated strategic planning process, including the participation of stakeholder groups in the development of strategic plan goals, operational planning, budget development and resource allocation, and continuous improvement. The District is responsible for identifying and calculating Districtwide revenue resources and allocation of those resources to the colleges and District operations in support of student access.

Planning occurs at both the District and college level with an ongoing emphasis on integrating planning to resource allocation based upon projected revenues and expenses in support of the mission of the colleges and the community served by the District. District fiscal-related operational responsibilities are clearly communicated and consistently adhered to by the District's Fiscal Services office.

Improvement Plan(s)

Evidence List

Folders IV.D

District Addendum to Evidence

Compliance with Commission Policies

Policy on Credits, Program Length, and Tuition

District policies regarding credits, program length, and tuition for baccalaureate degrees, associate degrees, and certificates of achievement are in compliance with commission policies.

Credit hour assignments and the length of a baccalaureate degree, associate degree, and certificate of achievement follow standards guidelines and good practice in higher education.

The assignment of credit hours and the length of the baccalaureate degree, associate degrees, and certificates of achievement are verified by the institution and are reliable and accurate across classroom-based courses, laboratory courses, distance education, and directed clinical practice.

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

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

In compliance with state legislation, students enrolled in upper-division baccalaureate degree courses are charged enrollment fees, health fees, and \$84 per unit tuition [[College Catalog](#), [District Policies](#)].

Commission Policy on Student and Public Complaints Against the Institution

The San Diego Community College District has clear policies and procedures for addressing various student and public complaints. A description of the student complaint process, along with an online form to file a complaint, is posted on Student Web Services ([CCP¹](#)), which functions as a one-stop student portal. Information about filing a complaint is also contained under the Student Consumer Information link on the District website in compliance with the Higher Education Act. ([CCP²](#)) The District Accreditation webpage contains a direct link to the ACCJC webpage for filing a complaint. ([CCP³](#))

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

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

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

Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations

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

Commission Policy on Institutional Compliance with Title IV

The District carefully monitors and manages student loan default rates to ensure compliance with federal requirements. The District Office is responsible for ensuring federal funds are used appropriately and that funds are not drawn down in excess of cash received by the agencies through regular review of the Student Financial System. The District Student Services

office coordinates a bi-monthly meeting of Financial Aid Officers from all three colleges – City College, Mesa College, and Miramar College – to coordinate and address the financial aid system and business processing needs, including monitoring program balances, compliance with the Higher Education Act and loan defaults. ([CCP⁴](#))

In 2014, as a result of an increase in the loan default rate at one of the colleges, the team created an administrative plan that included proactive steps to reduce the percentage of students in default. ([CCP⁵](#)) The plan included the requirement that all students who intend to pursue student loans complete an entrance counseling session in accordance with federal regulations and college financial aid policy. In addition, the individual colleges have incorporated various other measures to proactively reduce students' risk of defaulting on their loans. Measures include: contracting with a third-party agency for assistance with case management of students who are delinquent; adding staff in the financial aid offices to focus on providing assistance to students delinquent on their loans; and a plan to conduct a series of workshops on student loans and academic success.

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

- Creation of Student Loan Default Report; ([CCP⁵](#))
- Creation of a Consumer Information website in compliance with the Higher Education Re-Authorization Act; ([CCP⁶](#))
- Creation of Drug and Alcohol Prevention Program (DAAPP) website, including online training; ([CCP⁷](#))
- Creation of Title IX website, including online student training; ([CCP⁸](#))
- Creation of a streamlined online complaint process ([CCP⁹](#))

Commission Policy on Transfer Credits

The San Diego Community College District is in full compliance with the Commission's policy on transfer credits. Board policies and procedures for transfer credits, including advanced placement exams, International Baccalaureate, CLEP and Dantes, international coursework, high school articulated credits, upper-division coursework, and credits for military experience, are published in the college catalogs and on Student Web Services, the District's student portal. ([CCP¹⁰](#); [CCP¹¹](#); [CCP¹²](#)) The colleges have numerous articulation agreements with other institutions of higher education where there are mutual patterns of student enrollment. These agreements are developed under the leadership of the college articulations offices with broad input from faculty. The catalogs and websites contain a Transfer Guide section that includes comprehensive information about articulation agreements as well as various transfer agreements. In addition, information about transfer and articulation is posted on the college department websites ([CCP¹³](#); [CCP¹⁴](#); [CCP¹⁵](#)) and Student Web Services. ([CCP¹⁶](#)) The colleges have Transfer Centers that provide students assistance with navigating the complex transfer pathway. The Transfer Center staff routinely holds transfer workshops and events to inform students about the many transfer opportunities and provide assistance with applications, requirements, and processes.

Transfer Policies

District transfer policies are compliant with Commission policies. Transfer policies are appropriately disclosed to students and the public. Policies contain information about the criteria the institution uses to accept credits for transfer [[BP 3900 Academic Credit for Non-Traditional Education](#), [AP 3900.1 Credit by Examination](#), [AP 3900.3 Credit Available through Military Experiences](#), [AP 3900.4 Credit Available for Standardized Testing Programs](#), [AP 3900.5 Credit Available for Courses Completed Through American Council on Education \(ACE\)/The National College Credit Recommendation Service \(National CCRS\)](#), [College Catalog](#)].

Commission Policy on Distance Education and Correspondence Education

Distance education courses follow practices that are common in higher education, including the breadth, length, depth, rigor, and synthesis of learning, and are under the purview of the faculty through the curriculum review processes. Distance education courses go through the same rigorous curriculum approval process as traditional courses, although approved through a separate review. Information required for curriculum review includes techniques to ensure quality, evaluation method, additional resources, and contact type. The department of Curriculum Services ensures that **policies and procedures for defining and classifying** a course as offered by distance education exist and are in **alignment with USDE definitions**. Furthermore, the department of Curriculum Services follows Title 5 regulations, sections 55200, 55202, 55204, 55206, 55208, 2210, and 58003.1. In an effort to ensure consistency and academic rigor in all courses offered, all courses delivered through distance education are based on the same course outlines of record as face-to-face courses. ([CCP¹⁷](#))

Determination and judgments about the quality of distance education under the course quality standards are made with full involvement of faculty in accordance with District policy and California regulations, Title 5, section 55374. Competency levels and measurable student learning outcomes for distance education are developed by faculty as part of the approved curriculum development process. Courses and/or sections delivered by distance education conform to state regulations and guidelines and have the same standards of course quality applied to them as traditional classroom courses. Distance education courses are separately approved by the college curriculum review committees, but they follow the same official course outline of record. ([CCP¹⁷](#))

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

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

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

According to AP 5105, the Vice Chancellor of Educational Services or designee in collegial consultation via the District Governance Council shall utilize one or more methods of secure credentialing/login and password, proctored examinations, or new or other technologies and practices that are effective in verifying student identification. Currently, each student who is enrolled in a distance education course has a secure login. In addition, instructors ensure the identity of the student by using a variety of strategies such as plagiarism detection tool (SafeAssign), weekly written assignments, quizzes, projects, portfolios, or group work. ([CCP¹⁹](#))

District policies regarding distance education are in compliance with Title 5, Federal Standards, and Commission policies.

Commission Policy on Institutional Degrees and Credits

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

The college determines the appropriate units of credit for each course during the curriculum approval process based on the formula that is compliant with federal regulations (34CFR 600.2) and California Code of Regulations, Title 5, sections 55002.5 and BP 5020 *Curriculum Development*. ([CCP¹⁷](#)) The college formula is based on a minimum 16-week semester to a maximum 18-week semester, with the assumption that every unit of credit represents a minimum of 48 hours and a maximum of 54 hours of student learning hours, including in-class and outside-of-class hours. The relationship between hours and units follows the standards for credit hour calculations contained in the California Code of Regulations, Title 5, sections 55002.5, 55002(a)(2)(B), and 55002(b)(2)(B). With the exception of a few courses that are offered for 0.2 units, course credit is calculated in 0.5 increments, with 0.5 units being the lowest allowed unit value. The college prorates weekly hours for courses that meet for fewer than 16 weeks to ensure that no matter the term length, a maximum of 54 hours of total student work earns one unit of academic credit.

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

Every credit course and academic program includes learning outcomes that are appropriate to the discipline and academic rigor of the course and/or program. Course-level student learning outcomes (SLOs) are recorded on the course report (CR), a component of the official course

outline of record. The SLOs are integrated with the course objectives, course content, method of evaluation, and grading standards. ([CCP¹⁸](#))

Eligibility Requirement Number 5: Financial Accountability

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

Annual financial audits are conducted by an externally contracted independent certified public accountancy firm. The Board of Trustees reviews all five District audit reports. There have not been any financial, internal control, or compliance issues resulting from findings, recommendations, or exceptions in the last five annual audits. However, if any were identified, they would be reviewed and discussed during the Board's public session before the Board accepts the audits prepared by the certified public accountancy firm. ([ER5¹](#); [ER5²](#); [ER5³](#); [ER5⁴](#); [ER5⁵](#))