

SAN DIEGO
MESA COLLEGE

Institutional Self-Evaluation Report

In Support of an Application for

Reaffirmation of Accreditation

Submitted by

San Diego Mesa College
7250 Mesa College Dr.
San Diego, CA 92115

to

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

August 1, 2023

Certification

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

From: President
San Diego Mesa College
7250 Mesa College Dr.

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

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

Signatures:

<u>[Chief Executive Officer of Multi-College District, if applicable]</u>	<u>[Date]</u>
<u>[Chief Executive Officer]</u>	<u>[Date]</u>
<u>[Chairperson, Governing Board]</u>	<u>[Date]</u>
<u>[Name, Title, Representing]</u>	<u>[Date]</u>

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A. Introduction

College History

[Provide a brief history of the institution, including year of establishment. Highlight major events or developments that have occurred since the last comprehensive review.]

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. The College is a proud Hispanic Serving Institution, with a student population that is thirty-nine per cent Latinx, and a Military Friendly School, serving nearly 3,000 veterans and their families.

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 master 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 educational and facilities master plan. The master plan includes a five-year plan with strategic objectives, as well as a process for annual assessments and continued improvement of resource allocation and program review.

The College received recognition from the Bellwether College Consortium which nominates community colleges for outstanding and innovative programs and practices. Mesa College's Strategic and Educational Plan, Mesa2030, was designated a top finalist in the Planning, Governance, and Finance category.

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

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 to plan and respond 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

Student Enrollment Data

[Provide tables/charts summarizing enrollment trends. Disaggregate the data as appropriate for the institution's mission and service area. Provide brief context if needed.]

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

[Provide a brief explanation (using tables, narrative, or a combination) of how the institution organized its self-evaluation process. Include the individuals and constituent groups who were involved, what their responsibilities were, and timelines of major activities leading to completion.]

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.]

E. Certification of Continued Compliance with Eligibility Requirements

[Note: See Appendix B of the *Guide to Self-Evaluation, Improvement, and Peer Review* for additional information and possible sources of evidence.]

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.

[Insert very brief narrative and links to evidence. If applicable, provide references to other sections of the ISER where more detailed narrative and additional evidence can be found.]

Eligibility Requirement 2: Operational Status

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

[Insert very brief narrative and links to evidence. If applicable, provide references to other sections of the ISER where more detailed narrative and additional evidence can be found.]

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.

[Insert very brief narrative and links to evidence. If applicable, provide references to other sections of the ISER where more detailed narrative and additional evidence can be found.]

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.

[Insert very brief narrative and links to evidence. If applicable, provide references to other sections of the ISER where more detailed narrative and additional evidence can be found.]

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.

[Insert very brief narrative and links to evidence. If applicable, provide references to other sections of the ISER where more detailed narrative and additional evidence can be found.]

F. Certification of Continued Institutional Compliance with Commission Policies

[Note: See Appendix C of the [Guide to Self-Evaluation, Improvement, and Peer Review](#) for additional information and possible sources of evidence.]

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

Public Notification of an Evaluation Team Visit and Third Party Comment

Regulation citation: 602.23(b).

[Insert very brief narrative and links to evidence. If applicable, provide references to other sections of the ISER where more detailed narrative and additional evidence can be found. The ACCJC Third Party Comment form that must be available to the public on your institution's website can be found at: <https://accjc.org/forms/third-party-comments/>.]

Standards and Performance with Respect to Student Achievement

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

[Insert very brief narrative and links to evidence. If applicable, provide references to other sections of the ISER where more detailed narrative and additional evidence can be found.]

Credits, Program Length, and Tuition

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

[Insert very brief narrative and links to evidence. If applicable, provide references to other sections of the ISER where more detailed narrative and additional evidence can be found.]

Transfer Policies

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

[Insert very brief narrative and links to evidence. If applicable, provide references to other sections of the ISER where more detailed narrative and additional evidence can be found.]

Distance Education and Correspondence Education

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

[Insert very brief narrative and links to evidence. If applicable, provide references to other sections of the ISER where more detailed narrative and additional evidence can be found.]

Student Complaints

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

[Insert very brief narrative and links to evidence. If applicable, provide references to other sections of the ISER where more detailed narrative and additional evidence can be found.]

Institutional Disclosure and Advertising and Recruitment Materials

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

[Insert very brief narrative and links to evidence. If applicable, provide references to other sections of the ISER where more detailed narrative and additional evidence can be found.]

Title IV Compliance

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

[Insert very brief narrative and links to evidence. If applicable, provide references to other sections of the ISER where more detailed narrative and additional evidence can be found.]

G. Institutional Analysis

[Note: See Section 3.5 of the *Guide to Self-Evaluation, Improvement, and Peer Review* for additional information about the structure of the institutional analysis. Suggested length for Section G is 140 pages.]

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

[Note: Suggested Length for Standard I.A is 6 pages.]

- 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 discriminations. 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 through the use of 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

Participatory Governance Website

Mesa2030 Educational Master Plan and Roadmap

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 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 master 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 Master 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 Master 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

Institutional Effectiveness Educational Master Plan Mesa2030
Roadmap to Mesa2030

Analysis and Evaluation

Through 2018-2020, the College developed a ten-year master 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 master 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 Trustees 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 master 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 Master 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)

Recommended: Discussion of the continued implementation of Mesa2030 goals and objectives.

Evidence List

Standard I.A folders.

B. Assuring Academic Quality and Institutional Effectiveness

[Note: Suggested Length for Standard I.B is 17 pages.]

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.

Outcomes assessments for programs and courses are evaluated on a 6-year cycle, and reporting is coordinated by each Department Outcomes Coordinator. College-wide reporting is coordinated by the Office of Institutional Effectiveness, with surveys going to students every spring. 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.

Department Outcomes Coordinators (DOCs) receive training and release time, and are responsible for overseeing assessment. To improve consistency, outcomes meetings are part of flex week activities, and outcomes reporting is integrated into program review.

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.

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.

Evidence

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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.

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.

Through the data warehouse and data dashboards, the College has created more transparency in accessing and utilizing the data collected. These dashboards are easily accessible through the College website and in Taskstream. Data is available to program review lead writers and

outcomes coordinators.

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.

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

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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. Outcomes 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.

Evidence

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Analysis and Evaluation

[Insert response.]

- 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

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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.

- 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.

Evidence

Need Upload

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.

- 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.

Evidence

Office of Institutional Research Data Warehouse and Dashboards

AANAPISI Scoring Letter DOE

Longitudinal Study on Black and African American Student Experience

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 dashboard 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.

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 master 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.

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 master plan that begins with the College's mission and integrates program review, planning, and resource allocation. 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 master 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

Need Upload

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.

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)

Recommended: Discussion of Mesa Pathways

Evidence List

Standard I.B Folders

C. Institutional Integrity

[Note: Suggested Length for Standard I.C is 10 pages.]

- 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.

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

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 outcomes assessment, 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:

Needs Upload

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:

Needs Upload

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.

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:

Needs Upload

Analysis and Evaluation

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

- 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:

Needs Upload

Analysis and Evaluation

[Insert response.]

- 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.

Anticipated evidence includes:

Student Affairs Rights and Responsibility Newsletter

Student Code of Conduct Classroom Poster

Student Rights, Responsibilities, Campus Safety and Administrative Due Process

Student Records Release and Challenge

Student Disciplinary Procedures

Honest Academic Policy

State Authorization Statement

Curriculum Review Committee

Analysis and Evaluation

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 course syllabi, and have access to course teaching objectives and the course outline of record.

Evidence:

Needs Upload

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.

Anticipated Evidenced (based on our last ISER include)

Accreditation Status

Mesa College Catalog

Accreditation Homepage

Accreditation Reports webpage

ACCJC Self-Study Report

Health Information Management Baccalaureate Degree Program

Substantive Change Report and Application

Distance Education, Substantive Change Report

Student Success and Accreditation Subcommittee

Board of Trustees Retreat Agendas

Board of Trustees Presentation, New Accreditation Standards

Board of Trustees Goals

District Accreditation webpage

Student Complaint Process

Chancellor's Cabinet Agendas

Chancellor's Cabinet Retreat Agenda

District Student Services Webpage with Board Report

District Institutional Research Webpage

Board Agenda Webpage

Analysis and Evaluation

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.

Anticipated evidence (based on our last ISER) includes
Accreditation Reports Webpage
Accreditation Midterm Report
Recent Self Study
Substantive Change Reports

Analysis and Evaluation

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 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)

[Insert response if applicable.]

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

[Note: Suggested Length for Standard II.A is 17 pages.]

- 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 ILO's 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. 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. 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 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. These practices ensure that degrees and programs include the appropriate length, breadth, depth, rigor, course sequencing, time to completion, and the synthesis of learning appropriate to higher education. 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.

Evidence

Needs Upload

Analysis and Evaluation

[Insert response.]

- 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 fulfillment 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 – **includes links that should be converted**

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). Student 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. Student must speak to a counselor prior to applying for credit by exam.

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.

The College course catalog provides information about general education requirements for each degree, certificate or program that students are able to enroll in. Pages 103-121 detail

information for students on degree attainment including information regarding fulfillment of general education requirements and options to complete requirements.

Evidence – includes links that may need conversion

College Catalog

Curriculum Review Committee

Student Services Evaluations

Transfer Center

Committee on Outcomes and Assessment

Analysis and Evaluation

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

The Associate Degree 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.

Evidence

Needs Upload

Analysis and Evaluation

[Insert response.]

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.

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.

Evidence

Needs Upload

Analysis and Evaluation

[Insert response.]

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 ILO's are tracked and attained.

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 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.

The Planning and Institutional Effectiveness Committee is responsible for assuring that the College's planning framework is consistent with accreditation standards. The College catalog describes the institutional learning outcomes. The College's data dashboards show how ILO's are tracked and attained.

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 identifies and assesses learning outcomes for courses, programs, certificates, and degrees. Assessments are conducted regularly and adhere to established institutional procedures. The College offers pre-collegiate level curriculum, with distinct courses that are clearly distinguished from college-level curriculum.

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.

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)

[Insert response if applicable.]

Evidence List

Folders for Standard II.A.

B. Library and Learning Support Services

[Note: Suggested Length for Standard II.B is 6 pages.]

- 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 48-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 for 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
Training Overview
Multiple Computing Options

Analysis and Evaluation

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

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

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

review sources such as CHOICE, and professional journals for consideration by faculty.

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

The STEM Center features a technology loan program that offers students the ability to checkout performance laptops that are capable of running 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
ACTLA Keynote Speaker
STEM Data

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 (SDICCCLRC)

This cooperative includes nine community college libraries in San Diego and Imperial Counties Community College Learning Resources Cooperative (SDICCCLRC). 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

SDICCCLRC Website Homepage

CCL Organization Chart/About Page

Alma Sample Procedure

Affiliation Agreement: San Diego Mesa College and USD

Analysis and Evaluation

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

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

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

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

Regional Teacher Pipeline

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

CRLA

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

ACTLA

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

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

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

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

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

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

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

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

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

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

The Mesa Tutoring and Computing Center (MT2C) is located on the first, second, and fourth floors of the LRC and supports multiple modalities of learning assistance, including face-to-face general tutoring, embedded tutoring, and online tutoring. Dedicated math and science tutoring and computing is located on the first floor of the LRC; writing and language support is located on the second floor; after class embedded sessions are located on the first, second, and fourth floors; and computing and assistance is located on the first and fourth floor.

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

The Writing and Language Centers offers thirty-minute drop-in and appointment-based tutoring sessions, supporting ELAC, 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)

[Insert response if applicable.]

Evidence List

Folders for Standard II.B

C. Student Support Services

[Note: Suggested length for Standard II.C is 10 pages.]

- 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 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 for an inclusive and vibrant learning community in support of student success. Admissions and Records actively engages in meeting the goals of the College, 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
DSPA Services – Clockwork
Cooperative Agencies Resources for Education (CARE)
Concurrent Enrollment Process
Transfer Center
Dreamer Resource Center
Counseling Department Meeting
Evaluations (contains links)
Financial Aid
FAST and NextUp
Promise Students
Stand – Basic Needs Resource Center
UMOJA
CalWorks
Career Center

EOPS

KAPWA (contains links)

Puentes (contains links)

Rising Scholars (contains links)

STAR TRIO (contains links)

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 space on campus, aimed at supporting student engagement and committed to student success. AVANZA has provided support both in-person and online over Zoom. Peer Navigators provide 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 to incoming first-year students. Prior to 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 regards to accessing housing.

The Cooperative Agencies Resources for Education (CARE), under the umbrella of EOPS, provides students with specialized workshops, welcome back event, 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 a variety of 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 system, 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 a variety of ways that the FA department works in collaboration 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 a variety of workshops, events, and other supportive services online and on campus. Puente is a Learning Community designed to engage full time Latinx students who are 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 the basic needs of students 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 being 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 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. Students are able to complete the EOPS application online, meet with counselors online and receive text messages with reminders of their appointments. EOPS has extended counseling hours to better support student schedules.

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 continuously improve student support programs and services.

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 improvements in student outreach and services.

From spring 2020 through spring 2021, the Evaluations Team surveyed students for qualitative data on the reasons students did not apply for graduation. Student responses provided valuable information. With this feedback, communication with students became more intentional, with improvements made to processes for educating and guiding students through the application to graduate. Communication also included the value behind 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 SSPO's are assessed for each of 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 SSO's 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 program, 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, to inform decision-making, and to 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. Improvements made to improve programs and services offered by the Transfer Center are informed by this process.

STAR TRIO is guided by its federal grant objectives and is aligned to 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 the student voice is part of the catalyst for program creation. Surveys are also conducted by the Office of Institutional Effectiveness to assess the percentage of students with basic needs insecurity.

In an effort to increase student success, enhance student experiences, and scale the NextUp and FAST program to meet the needs of all student scholars who have experienced foster care, continuous assessment and evaluations are conducted. 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

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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 the educational experience of students. 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
Student Characteristics Summary
Athletics Course and Student Learning Outcomes
Intercollegiate Syllabi

Analysis and Evaluation

Athletics

Co-curricular and athletics programs allow the College to serve diverse populations by recruiting students who would not normally attend. These programs matriculate students at high rates. They serve the mission of the college, add to the diversity of the institution, 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 the execution of all stages of a real exhibit. One student show per semester provides the College’s fine arts students the opportunity 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 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 opportunity 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: [convert links in evidence](#)

Counseling Center Resources and Professional Development

Transfer Center

Counseling Department Meeting Minutes

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.

To ensure student success, new STAR TRIO students complete a comprehensive orientation process. 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 accommodations (per Section 504 of the Rehabilitation Act) which extend beyond those regularly offered by the college. The services listed below are arranged through the DSPS Department and intended to assist college students with disabilities to more successfully participate in regular college programs and activities. Services and access are based on a verified disability, counselor's recommendations, 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 gives the student 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 related to their disability must first meet with a DSPS counselor to arrange for authorization of appropriate services. Students who are 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 to determine the most appropriate formats.

- **Temporary Disabilities:** Students who have 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, re-traumatizing, 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

[Insert response.]

Analysis and Evaluation

[Insert response.]

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

Evidence of Meeting the Standard

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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

[Insert response.]

Analysis and Evaluation

[Insert response.]

Conclusions on Standard II.C: Student Support Services

The College’s mission statement establishes its commitment for 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 continuously improve student support programs and services.

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 the educational experience of students. 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.

Improvement Plan(s)

[Insert response if applicable.]

Evidence List

[Provide list of all evidence cited within Standard 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

[Note: Suggested length for Standard III.A is 10 pages.]

- 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.

- 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.

- 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.

- 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

- 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

[Insert response.]

Analysis and Evaluation

[Insert response.]

- ~~**6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.**~~

Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.

- 7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)**

Evidence of Meeting the Standard

The College maintains a sufficient number of qualified faculty to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. This is evidenced by the Instructional and Student Services Structure. 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.

- 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/155iGXt4lOjdzzp5MXaoelaOXQDjEf0DLY80Izn1F-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

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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.

- 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

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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 holds primary responsibility.

Analysis and Evaluation

District holds primary responsibility.

- 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

LOFT Training Table – **add to Evidence Folders**

[https://docs.google.com/spreadsheets/d/155iGXt4lOjdzzp5MXaolaOXQDjEf0DLY80Izn1F-
eo/edit?usp=sharing](https://docs.google.com/spreadsheets/d/155iGXt4lOjdzzp5MXaolaOXQDjEf0DLY80Izn1F-
eo/edit?usp=sharing)

New Faculty Institute

Analysis and Evaluation

The LOFT is dedicated to providing College faculty, administrators, and classified professionals with opportunities for professional learning. The LOFT makes available resources, trainings, and materials covering a broad range of topics. Resources are available for self-paced and collaborative learning.

Technology and workspaces provided in the LOFT to support faculty activities, including part-time and adjunct faculty:

- Laptops, Tablets, iPads to use in the LOFT
- Portable media monitors that interact and display from any USB equipped device
- Movable white boards
- Collaboration stations
- Small private and workgroup rooms
- 10 computer stations: 8 Windows and 2 iMAC
- Scantron Machine
- iClickers, including the instructor's kit are available for check out

Resources and Communities for Instructional Design include

- Mesa LOFT Online: a collection of professional learning resources
- Teaching Tree: a space for synchronous and asynchronous idea-sharing around equity-minded teaching
- Faculty Inquiry Groups (FIGs): opportunities to work collaboratively with colleagues on course redesign projects
- InPractice at Mesa: a collection of Distance Education (DE) course design ideas and practices created with Mesa DE colleagues
- Instructional Design Template Worksheets
- LOFT YouTube Channel

The New Faculty Institute planning team, which consists of faculty, administrators, and classified staff, continually works to refine, and refresh the curriculum for the program. Evaluative feedback from participants and discussions about campus priorities ensure a relevant focus on topics and activities related to equity and excellence.

A New Faculty Institute Canvas shell was developed to provide a central place where faculty can collaborate and access resources. Below are examples of information available through this shell:

- Syllabus
- Amazing Race Tutorial
- Flex
- Resources
 - College Technology Services
 - Faculty Appraisal Process
 - Performance Review File
 - Employee Discount Programs
 - Events and Reservations Portal
 - Faculty and Staff Handbook
 - Printing and Mail Services
 - Flex Information
- District Resources
 - mySDCCD Faculty Portal
 - SDCCD Online Learning Pathways
- Presentations
 - Community College 101
 - All About Student Services
 - Student Discipline
 - Student Success and Equity, Basic Needs, Food Insecurities
 - Mentor/Mentee Presentations
 - Tutoring
 - Library
 - Professional Learning
 - LOFT – Learning Opportunities for Transformation
 - Difficult Conversations

- After the First Year – Committees, Involvement, Faculty Leadership Opportunities

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 holds primary responsibility.

Analysis and Evaluation

District holds primary responsibility.

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)

[Insert response if applicable.]

Evidence List

[Provide list of all evidence cited within Standard III.A.]

B. Physical Resources

[Note: Suggested length for Standard III.B is 6 pages.]

- 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 holds primary responsibility.

Analysis and Evaluation

District holds primary responsibility.

- 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 holds primary responsibility.

Analysis and Evaluation

District holds primary responsibility.

- 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 range educational and facilities master 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 Educational Master Plan Document

https://www.sdmesa.edu/about-mesa/institutional-effectiveness/educational-master-plan/documents/2021-06-11_Mesa2030_CMP.pdf

Equipment assessment TBD.

Analysis and Evaluation

The purpose of the long-range educational and facilities master 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 master 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 Master Plan and Strategic Plan.

4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

District holds primary responsibility.

Analysis and Evaluation

District holds primary responsibility.

Conclusions on Standard III.B: Physical Resources

Mesa2030 is the College's ten-year educational and facilities master 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)

[Insert response if applicable.]

Evidence List

[Provide list of all evidence cited within Standard III.B.]

C. Technology Resources

[Note: Suggested length for Standard III.C is 7 pages.]

- 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

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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.

Analysis and Evaluation

District holds primary responsibility.

- 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

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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

[Insert response.]

Analysis and Evaluation

[Insert response.]

Conclusions on Standard III.C: Technology Resources

[Insert response.]

Improvement Plan(s)

[Insert response if applicable.]

Evidence List

[Provide list of all evidence cited within Standard III.C.]

D. Financial Resources

[Note: Suggested length for Standard III.D is 16 pages.]

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.

- 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.

- 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.

- 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.

- 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.

- 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.

- 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.

- 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.

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)

[Insert response if applicable.]

Evidence List

[Provide list of all evidence cited within Standard 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

[Note: Suggested length for Standard IV.A is 7 pages.]

- 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.

- 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.

- 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 the 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.

Evidence:

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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.

- 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.

Evidence

[Insert response.]

Analysis and Evaluation

[Insert response.]

Conclusions on Standard IV.A: Decision-Making Roles and Processes

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 the 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)

[Insert response if applicable.]

Evidence List

[Provide list of all evidence cited within Standard IV.A.]

B. Chief Executive Officer

[Note: Suggested length for Standard IV.B is 5 pages.]

- 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.

Anticipated Evidence

College Organizational Chart

College Institutional Effectiveness Planning Documents

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
 Governance Committee on Outcomes and Assessment
 Mesa2030 Educational Master Plan

Analysis and Evaluation

President’s Cabinet is comprised of members from all participatory bodies on the campus and serves as the major recommending body of the College and the centralized hub for recommendations including integrated resource planning and institutional effectiveness. 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 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
College Office of Communications, e-zines
College Office of the President, First Monday on the Mesa

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)

[Insert response if applicable.]

Evidence List

[Provide list of all evidence cited within Standard IV.B.]

C. Governing Board

[Note: Suggested length for Standard IV.C is 10 pages.]

- 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

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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

[Insert response.]

Analysis and Evaluation

[Insert response.]

Conclusions on Standard IV.C: Governing Board

[Insert response.]

Improvement Plan(s)

[Insert response if applicable.]

Evidence List

[Provide list of all evidence cited within Standard IV.C.]

D. Multi-College Districts or Systems

[Note: Suggested length for Standard IV.C is 10 pages.]

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

[Insert response.]

Analysis and Evaluation

[Insert response.]

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

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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

[Insert response.]

Analysis and Evaluation

[Insert response.]

- 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

[Insert response.]

Analysis and Evaluation

[Insert response.]

Conclusions on Standard IV.D: Multi-College Districts or Systems

[Insert response.]

Improvement Plan(s)

[Insert response if applicable.]

Evidence List

[Provide list of all evidence cited within Standard IV.D.]

H. Quality Focus Essay

[Note: For each project, address the sections noted below. The entire Quality Focus Essay (including all projects described) should not exceed 4000 words. For more information, see Section 3.6 of the *Guide to Institutional Self-Evaluation, Improvement, and Peer Review*.]

[Repeat these sections for each project:]

Introduction and Rationale

[Briefly introduce the project. Include a discussion of the student learning or student achievement data that led the college to identify the area of need or area of interest.]

Anticipated Impact on Student Learning and Achievement

[Briefly discuss the anticipated impact of the project on student learning and/or student achievement.]

Outcome Measures

[Briefly describe the metrics (e.g., outcomes) that will be examined to evaluate the impact of the project. Describe the measurable changes to these metrics that the college expects to see as a result of the project's implementation.]

Project Action Plan

[Provide detail of the specific activities that will be completed as the project is implemented. Identify the party (or parties) responsible, any required resources (e.g., money, people, time, space, etc.), and a timeline for completion. It may be easiest to provide this information in table form – an example is provided below.]

Activity	Responsible Party	Resources Required	Timeline