

Fifth-Year Interim Report

of Compliance with Identified

Core Requirements
Comprehensive Standards and
Federal Requirements

Submitted to SACSCOC

by

Del Mar College, Corpus Christi, Texas

September 9, 2016

(You will need to use Adobe Acrobat Reader to
view supporting documents and links.)

Mark Escamilla, Ph.D., President of Del Mar College

Beth Lewis, Ed.D., Provost and Vice President for Academic Affairs, Accreditation
Liaison

Part I: Signatures Attesting to Integrity

By signing below, we attest that Del Mar College has conducted an honest assessment of compliance and has provided complete and accurate disclosure of timely information regarding compliance with the identified Core Requirements, Comprehensive Standards, and Federal Requirements of the Commission on Colleges.

Date of Submission: September 9, 2016

Accreditation Liaison

Name of Accreditation Liaison: Beth Lewis, Ed.D.

Signature:  _____

Chief Executive Officer

Name of Chief Executive Officer: Mark Escamilla, Ph.D.

Signature:  _____

Part II: The Institutional Summary Form

GENERAL INFORMATION

Name of Institution Del Mar College, 101 Baldwin Blvd., Corpus Christi, TX 78374-3897

Name, Title, Phone number, and email address of Accreditation Liaison

Beth Lewis, Ed.D; Provost and Vice President for Academic Affairs; 361.698.1205;
bethlewis@delmar.edu

Name, Title, Phone number, and email address of Technical Support person for the Compliance Certification

Jessica Montalvo-Cummings, Director of Web Services; 361.697.1170;
jmontalvo@delmar.edu

IMPORTANT:

Accreditation Activity (*check one*):

- Submitted at the time of Reaffirmation Orientation
- Submitted with Compliance Certification for Reaffirmation
- Submitted with Materials for an On-Site Reaffirmation Review
- Submitted with Compliance Certification for Fifth-Year Interim Report
- Submitted with Compliance Certification for Initial Candidacy/Accreditation Review
- Submitted with Merger/Consolidations/Acquisitions
- Submitted with Application for Level Change

Submission date of this completed document: 09-09-16

EDUCATIONAL PROGRAMS

1. Level of offerings (Check all that apply)

- Diploma or certificate program(s) requiring less than one year beyond Grade 12
- Diploma or certificate program(s) of at least two but fewer than four years of work beyond Grade 12
- Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent designed for transfer to a baccalaureate institution
- Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent not designed for transfer
- Four or five-year baccalaureate degree program(s) requiring a minimum of 120 semester hours or the equivalent
- Professional degree program(s)
- Master's degree program(s)
- Work beyond the master's level but not at the doctoral level (such as Specialist in Education)
- Doctoral degree program(s)
- Other (Specify) _____

2. Types of Undergraduate Programs (Check all that apply)

- Occupational certificate or diploma program(s)
- Occupational degree program(s)
- Two-year programs designed for transfer to a baccalaureate institution
- Liberal Arts and General
- Teacher Preparatory
- Professional
- Other (Specify) _____

GOVERNANCE CONTROL

Check the appropriate governance control for the institution:

- Private (*check one*)
 - Independent, not-for-profit
Name of corporation OR
Name of religious affiliation and control: _____
 - Independent, for-profit *
If publicly traded, name of parent company: _____

Part II: Institutional Summary Form

- Public state * (*check one*)
- Not part of a state system, institution has own independent board
 - Part of a state system, system board serves as governing board
 - Part of a state system, system board is super governing board, local governing board has delegated authority
 - Part of a state system, institution has own independent board

** If an institution is part of a state system or a corporate structure, a description of the system operation must be submitted as part of the Compliance Certification for the decennial review. See Commission policy "Reaffirmation of Accreditation and Subsequent Reports" for additional direction."*

Part II: 1. History and Characteristics

Narrative

Del Mar College was founded in 1935 under the control of the board of trustees of the Corpus Christi Independent School District to provide two years of post-secondary education. In 1951, the College became the Corpus Christi Junior College District, an independent political subdivision. In 1999, Del Mar College District was adopted as the official name of the institution.

Del Mar College is a non-profit, open-admission institution whose mission is to provide access to quality education, workforce preparation and lifelong learning for student and community success. The College's service area consists of Nueces, San Patricio, Aransas and Kenedy Counties and part of Kleberg County, all in the Texas Coastal Bend. Online instruction and dual credit courses are offered to ensure quality service to the entire region.

Student body characteristics are: 44 percent men and 56 percent women; 65 percent Hispanic, 25 percent White/non-Hispanic, 3 percent African American and 6 percent other (includes Asian, Native American, unknown and international). Over 90 percent of students come from Corpus Christi and the surrounding area and the rest from other areas of Texas, forty-five other U.S. states and territories and thirty-two other countries.

Unique institutional features include the College's emphasis on workforce training partnerships with local industry and its consistent ranking as one of the top associate degree-producing community colleges in the nation for Hispanic and minority students. The 271 tenure-track faculty members range from instructor, assistant professor, associate professor to professor.

Part II: 2. List of Degrees

List all degrees currently offered (A. S., B.A., B.S., M.A., Ph.D., for examples) and the majors or concentrations within those degrees, as well as all certificates and diplomas. For each credential offered, indicate the number of graduates in the academic year previous to submitting this report. Indicate term dates.

Narrative

Dates for the three curriculum terms included in academic year 2015-2016 are as follows:

- Summer 2015: *May 26 through August 6, 2015*
- Fall 2015: *August 24 through December 9, 2015*
- Spring 2016: *January 19 through May 11, 2016*

List of degrees with number of graduates per term is in chart on following pages.

Compliance Level: Not Applicable

Program/Discipline	Del Mar College Credentials Awarded by Program for Academic Year 2015-16 Count of Graduates			
	Summer 2015	Fall 2015	Spring 2016	Grand Total
Accounting	3	24	6	33
● Associate in Applied Science: Accounting Specialist	1	6	2	9
● Associate in Applied Science: Paraprofessional Accountant Enhanced Skills Option (Sunset)	1	7	0	8
◦ Enhanced Skills Certificate: Accounting Specialist	0	0	0	0
◦ Certificate: Accounting Technician	1	6	1	8
◦ Marketable Skills Award: Accounting Clerk (Bookkeeper)	0	5	3	8
Air Conditioning Applied Technology	4	6	7	17
● Associate in Applied Science: Air Conditioning Applied Technology	2	1	1	4
◦ Certificate: Air Conditioning Applied Technology	0	1	4	5
◦ Certificate: Air Conditioning Applied Technology--Level II (Formerly Level I)	2	4	2	8
Architectural/Drafting	3	6	17	26
● Associate in Science: Architecture (Formerly Associate in Arts: Architecture)	0	1	1	2
● Associate in Applied Science: Architectural/Drafting Technology: Technical Drafting Specialization	0	0	1	1
● Associate in Applied Science: Architectural/Drafting Technology: Architectural Technology Specialization	1	0	3	4
● Associate in Applied Science: Architectural/Drafting Technology: Construction Technology Specialization	0	0	0	0
◦ Certificate: Digital Design and Fabrication	0	0	0	0
◦ Certificate: Drafting and Design Technology (Technical Drafting) (Formerly Level I)	0	0	2	2
◦ Certificate: Pipe Drafting and Design Technology	0	2	2	4
◦ Certificate: Technical Drafting (Sunset)	0	1	5	6
◦ Certificate: Computer-Aided Drafting (Sunset)	2	2	3	7
Art/Studio Art	1	3	9	13
● Associate in Arts: Studio Art	1	3	9	13
Auto Body Applied Technology	0	4	2	6
● Associate in Applied Science: Auto Body Applied Technology	0	1	0	1
◦ Certificate: Introduction to Non-Structural Collision Repair	0	1	0	1
◦ Certificate: Auto Body Structural Collision/Refinishing Repair Specialist--Level II	0	2	2	4
Automotive Applied Technology	2	4	12	18
● Associate in Applied Science: Automotive Applied Technology	1	1	2	4
◦ Certificate: Suspension, Driveline, Brake Specialist	0	2	4	6
◦ Certificate: Automotive Applied Technology--Level II	1	1	5	7
◦ Certificate: Automotive Mechanic Specialist (Sunset)	0	0	1	1

Program/Discipline	Del Mar College Credentials Awarded by Program for Academic Year 2015-16 Count of Graduates			
	Summer 2015	Fall 2015	Spring 2016	Grand Total
Aviation Maintenance	6	13	7	26
● Associate in Applied Science: Aviation Maintenance--Airframe Applied Technology	1	7	4	12
◦ Certificate: Aviation Maintenance--Airframe Applied Technology	1	2	0	3
◦ Marketable Skills Achievement Award: Aviation Maintenance--Airframe Applied Technology	0	0	0	0
● Associate in Applied Science: Aviation Maintenance--Power Plant Applied Technology	2	4	3	9
◦ Certificate: Aviation Maintenance--Power Plant Applied Technology	2	0	0	2
Baking/Pastry	3	5	4	12
● Associate in Applied Science: Baking/Pastry Specialization	2	4	3	9
◦ Certificate: Cook/Baker	1	1	1	3
Biology/Pre-Professional Health Programs	3	2	2	7
● Associate in Science: Biology	3	2	2	7
● Pre-Professional Health Programs	0	0	0	0
Biotechnology	2	3	2	7
● Associate in Applied Science: Biotechnology	1	1	1	3
◦ Certificate: Biotechnology--Level II	1	2	1	4
Building Maintenance Applied Technology	2	4	4	10
● Associate in Applied Science: Building Maintenance Applied Technology	0	1	1	2
◦ Certificate: Building Maintenance Applied Technology	0	2	1	3
◦ Certificate: Building Maintenance Applied Technology--Level II (Formerly Level I)	2	1	2	5
Business Administration	12	40	32	84
● Associate in Arts: Business Administration	12	40	32	84
Chemical Laboratory Technology and Electroplating Technology	5	2	1	8
● Associate in Applied Science: Environmental/Petrochemical Lab Technology (Formerly Chemical Laboratory Technology)	4	2	1	7
◦ Enhanced Skills Certificate: Environmental/Petrochemical Lab Technology	1	0	0	1
◦ Certificate: Electroplating Applied Technology--Level II	0	0	0	0
Chemistry	1	2	2	5
● Associate in Science: Chemistry	1	2	2	5
● Associate in Science: Chemistry with Emphasis in Chemical Engineering	0	0	0	0
● Associate in Science: Chemistry with Emphasis in Natural Gas Engineering	0	0	0	0
Child Development/Early Childhood	2	9	4	15
● Associate in Applied Science: Child Development/Early Childhood	1	4	3	8

Program/Discipline	Del Mar College Credentials Awarded by Program for Academic Year 2015-16			
	Count of Graduates			
	Summer 2015	Fall 2015	Spring 2016	Grand Total
● Associate in Applied Science: Child Development/Early Childhood Education Assistant	0	2	1	3
◦ Certificate: Child Development/Early Childhood--Level II	1	2	0	3
◦ Certificate: Child Development/Early Childhood Administrator--Level II	0	1	0	1
Computer Information Systems	0	1	1	2
● Associate in Science: Computer Information Systems	0	1	1	2
◦ Marketable Skills Achievement Award: Computer Information Systems--Foundation	0	0	0	0
◦ Certificate: Information Technology Career Foundation--Level II	0	0	0	0
Computer Programming	0	3	10	13
● Associate in Applied Science: Computer Information Systems: Computer Programming Emphasis	0	0	4	4
● Associate in Science: Computer Programming	0	3	3	6
◦ Certificate: Computer Programming--Level II	0	0	2	2
◦ Certificate: Information Technology Essentials: Computer Programming	0	0	1	1
Cosmetology	7	22	11	40
◦ Certificate: Cosmetology	7	22	11	40
Court Reporting	3	7	5	15
● Associate in Applied Science: Court Reporting	1	1	0	2
◦ Certificate: Court Reporting--Level II	1	1	1	3
◦ Certificate: Information Reporting/Scoping	0	4	4	8
◦ Enhanced Skills Certificate: Judicial Realtime/CART/Captioning	1	1	0	2
Criminal Justice	14	15	12	41
● Associate in Arts: Criminal Justice	14	15	12	41
◦ Field of Study Certificate: Criminal Justice	0	0	0	0
Culinary Arts/Hospitality Management	0	6	11	17
● Associate in Applied Science: Culinary Arts (Chef Training)	0	2	4	6
● Associate in Applied Science: Hospitality Management	0	4	5	9
◦ Certificate: Hospitality Management--Level II	0	0	2	2
Dance	0	0	0	0
Dental Assisting/Dental Hygiene	16	1	23	40
● Associate in Applied Science: Dental Assisting	6	1	1	8
● Associate in Applied Science: Dental Hygiene	0	0	22	22
◦ Certificate: Dental Assisting--Level II	10	0	0	10
Diagnostic Medical Sonography	0	4	1	5
● Associate in Applied Science: Diagnostic Medical Sonography	0	4	1	5
Diesel Applied Technology	13	3	12	28

Program/Discipline	Del Mar College Credentials Awarded by Program for Academic Year 2015-16 Count of Graduates			
	Summer 2015	Fall 2015	Spring 2016	Grand Total
● Associate in Applied Science: Diesel Applied Technology	2	0	4	6
◦ Certificate: Diesel Engine Specialist	7	2	6	15
◦ Certificate: Diesel Systems Specialist	4	1	2	7
Digital Media/Internet Developer	0	1	0	1
● Associate in Applied Science: Computer Information Systems: Digital Media for Web Design and eLearning	0	0	0	0
◦ Certificate: Digital Media Essentials	0	1	0	1
◦ Certificate: Digital Media Advanced	0	0	0	0
◦ Certificate: Information Technology Essentials: Digital Media/Web Developer	0	0	0	0
Digital Media/Radio and Television	2	2	0	4
● Associate in Arts: Digital Media	1	0	0	1
● Associate in Arts: Radio and Television	1	2	0	3
Drama	2	1	0	3
● Associate in Arts: Drama	2	1	0	3
Echocardiography	0	3	0	3
● Associate in Applied Science: Echocardiography	0	3	0	3
Education/Teaching	3	8	4	15
● Associate of Arts in Teaching: EC-6	3	3	1	7
● Associate of Arts in Teaching: Grades 4-8; EC-12 Special Education	0	0	1	1
● Associate of Arts in Teaching: Grades 8-12; EC-12 Other Than Special Education (Art , English , Language Arts , Reading Emphasis)	0	5	2	7
Emergency Medical Services	9	19	5	33
● Associate in Applied Science: Emergency Medical Technician Paramedic	3	7	3	13
◦ Marketable Skills Achievement Award: Emergency Medical Technician	0	2	0	2
◦ Marketable Skills Achievement Award: Emergency Medical Technician--Basic	4	3	2	9
◦ Certificate: Paramedic--Level II	2	7	0	9
Engineering	8	4	10	22
● Associate in Science: Electrical Engineering	2	0	2	4
● Associate in Science: Industrial Engineering Emphasis	0	0	1	1
● Associate in Science: Mechanical Engineering	3	1	2	6
● Associate in Applied Science: Engineering Technology	1	2	1	4
◦ Certificate: Basic Engineering Technology	1	0	2	3
◦ Certificate: Instrumentation	0	0	0	0
◦ Certificate: Advanced Engineering Technology	0	0	0	0
◦ Certificate: Essentials Engineering Technology	1	1	2	4
English	0	1	2	3

Program/Discipline	Del Mar College Credentials Awarded by Program for Academic Year 2015-16			
	Count of Graduates			
	Summer 2015	Fall 2015	Spring 2016	Grand Total
● Associate in Arts: English with Emphasis in Literature	0	0	1	1
● Associate in Arts: English with Emphasis in Languages (Sunset)	0	1	1	2
English for Speakers of Other Languages (ESOL)	0	0	0	0
Fire Science/Fire Academy	10	2	5	17
● Associate in Applied Science: Fire Science: Basic Firefighting Option	0	2	4	6
◦ Certificate: Basic Firefighting--Level II (Formerly Level I)	10	0	1	11
Foreign Language	1	2	1	4
● Associate in Arts: Foreign Language	1	2	1	4
Geographical Information Systems	5	3	3	11
● Associate in Science: Geographical Information Systems (GIS)	0	0	1	1
● Associate in Applied Science: Computer Information Systems: Geographic Information Systems Emphasis	2	0	0	2
◦ Certificate: Geographical Information Systems Analyst--Level II	2	0	0	2
◦ Marketable Skills Achievement Award--GIS--IT Technician	1	2	0	3
◦ Marketable Skills Achievement Award--GIS--Level I	0	1	2	3
◦ Marketable Skills Achievement Award--GIS--Level II	0	0	0	0
◦ Certificate: Information Technology Essentials: Geographic Information Systems	0	0	0	0
Geography	0	0	0	0
● Associate in Arts: Cultural Geography	0	0	0	0
● Associate in Arts: Physical Geography	0	0	0	0
Geology	1	2	2	5
● Associate in Science: Geology	1	2	2	5
Health Information Technology	0	1	2	3
● Associate in Applied Science: Health Information Technology	0	0	2	2
◦ Certificate: Health Information Technology Coding Specialist--Level II	0	1	0	1
History	2	0	1	3
● Associate in Arts: History	2	0	1	3
Human Services	3	4	2	9
● Associate in Applied Science: Addiction Studies in Human Services	2	3	0	5
● Associate in Applied Science: Generalist Studies in Human Services	1	1	0	2
◦ Certificate: Human Services--Level II	0	0	0	0
◦ Advanced Technical Certificate: Long Term Care Nursing Home Administration	0	0	2	2
Industrial Machining Applied Technology	11	0	7	18
● Associate in Applied Science: Industrial Machining Applied Technology	5	0	4	9

Program/Discipline	Del Mar College Credentials Awarded by Program for Academic Year 2015-16 Count of Graduates			
	Summer 2015	Fall 2015	Spring 2016	Grand Total
● Associate in Applied Science: Industrial Machining Applied Technology Specialization: Industrial Rotating Equipment Mechanic (Millwright)	0	0	0	0
◦ Certificate: Industrial Machining Applied Technology--Level II	6	0	3	9
◦ Certificate: Industrial Rotating Equipment Mechanic (Millwright)--Level II	0	0	0	0
Interactive Game Technology and Simulation	0	0	2	2
◦ Certificate: Interactive Game and Simulation--Level II	0	0	2	2
Interpreter Preparation/Sign Language/Deaf Studies	1	5	3	9
● Associate in Arts: American Sign Language/Deaf Studies	1	1	0	2
● Associate in Applied Science: Interpreter Preparation	0	2	3	5
◦ Certificate: Deaf Studies--Level II	0	2	0	2
Journalism	2	3	5	10
● Associate in Arts: Advertising/Public Relations	1	2	2	5
● Associate in Arts: Journalism	1	1	3	5
Kinesiology	2	9	7	18
● Associate in Arts: Kinesiology	2	9	7	18
Law Enforcement Academy	0	15	21	36
● Associate in Applied Science: Criminal Justice Technology: Police Science Option	0	0	0	0
◦ Marketable Skills Achievement Award: Security Officer	0	0	0	0
◦ Certificate: Basic Peace Officer	0	15	21	36
◦ Certificate: Intermediate Peace Officer	0	0	0	0
Legal Professions	1	6	3	10
● Associate in Applied Science: Paralegal Studies	1	5	3	9
◦ Certificate: Office Professional--Legal (Formerly Legal Professions: Administrative Assistant)	0	1	0	1
Liberal Arts	46	68	79	193
● Associate in Arts: Liberal Arts/Undeclared	46	68	79	193
Management Development	17	16	16	49
● Associate in Applied Science: Management Development: Administrative Specialization	2	2	0	4
● Associate in Applied Science: Management Development: Administrative--Legal Option	0	0	0	0
● Associate in Applied Science: Management Development: General Management Specialization	0	1	4	5
● Associate in Applied Science: Management Development: Production and Logistics Management Specialization	2	2	2	6
● Associate in Applied Science: Medical Secretary (Sunset)	3	0	1	4
◦ Certificate: Management Development Leadership Development	0	0	3	3

Program/Discipline	Del Mar College Credentials Awarded by Program for Academic Year 2015-16 Count of Graduates			
	Summer 2015	Fall 2015	Spring 2016	Grand Total
◦ Certificate: Management Development Logistics and Supply Chain Management	0	1	1	2
◦ Certificate: Management Development Small Business Management	1	2	0	3
◦ Certificate: General Office Clerk (Sunset)	2	0	0	2
◦ Certificate: Medical Insurance Billing Level I (Sunset)	0	1	0	1
◦ Certificate: Office Assistant Level I (Sunset)	3	1	0	4
◦ Certificate: Office Professional--Legal Level I (Sunset)	0	0	1	1
◦ Certificate: Professional Sales (Sunset)	1	0	0	1
◦ Marketable Skills Achievement Award: Management Development	0	1	3	4
◦ Marketable Skills Achievement Award: Supply Chain Management	0	1	1	2
◦ Marketable Skills Achievement Award: Medical Office Skills Award (Sunset)	2	1	0	3
◦ Marketable Skills Achievement Award: Office Skills Level I (Sunset)	1	1	0	2
◦ Marketable Skills Achievement Award: Office Skills Level II (Sunset)	0	2	0	2
Mathematics	5	10	5	20
● Associate in Science: Mathematics	5	10	5	20
Medical Laboratory Technology	3	1	6	10
● Associate in Applied Science: Medical Laboratory Technology	3	1	6	10
Mexican-American Studies	0	0	0	0
● Associate in Arts: Mexican-American Studies	0	0	0	0
Music: Applied Music/Music Education--Instrumental	0	2	4	6
● Associate in Arts: Applied Music/Music Education--Instrumental	0	2	4	6
Music: Applied Music/Music Education--Vocal	0	1	0	1
● Associate in Arts: Applied Music/Music Education--Vocal	0	1	0	1
Music: Music Theory and Composition	0	0	0	0
● Associate in Arts: Music Theory and Composition	0	0	0	0
Networking Technology and Information Security	2	13	1	16
● Associate in Applied Science: Computer Information Systems: Networking Technology Specialization: Network Administration and Information Security Emphasis	2	8	1	11
◦ Certificate: Networking Technology--CISCO	0	4	0	4
◦ Certificate: LAN Technology Enhanced Skills (Sunset)	0	1	0	1
◦ Marketable Skills Achievement Award: Network Technician--Basic	0	0	0	0
◦ Marketable Skills Achievement Award: Security Technician--Basic	0	0	0	0

Program/Discipline	Del Mar College Credentials Awarded by Program for Academic Year 2015-16 Count of Graduates			
	Summer 2015	Fall 2015	Spring 2016	Grand Total
◦ Certificate: Information Technology Essentials: Network Support	0	0	0	0
Non-Destructive Testing Technology	3	5	3	11
● Associate in Applied Science: Non-Destructive Testing Technology	1	3	2	6
◦ Certificate: Non-Destructive Testing Technology--Level II	2	2	1	5
Nuclear Medicine Technology	0	0	5	5
● Associate in Applied Science: Nuclear Medicine Technology	0	0	5	5
Nursing	5	64	28	97
● Associate in Arts Degree: Registered Nurse Education	1	19	8	28
● Associate in Applied Science: Registered Nurse Education	2	42	19	63
● Associate in Applied Science: Registered Nurse Education LVN-RN Transition	0	3	0	3
◦ Certificate: Vocational Nurse Education--Level II	2	0	1	3
Occupational Safety and Health	14	18	14	46
● Associate in Applied Science: Occupational Safety and Health	14	18	14	46
Occupational Therapy Assistant	0	0	21	21
● Associate in Applied Science: Occupational Therapy Assistant Enhanced Skills Option	0	0	21	21
◦ Enhanced Skills Certificate	0	0	0	0
Pharmacy Technology	1	3	3	7
● Associate in Applied Science: Pharmacy Technician	1	3	2	6
◦ Certificate: Pharmacy Technician--Level II	0	0	1	1
Philosophy	0	0	0	0
● Associate in Arts: English with Emphasis in Philosophy	0	0	0	0
Physical Therapist Assistant	0	0	22	22
● Associate in Applied Science: Physical Therapist Assistant	0	0	22	22
Physics	1	1	0	2
● Associate in Science: Physics	1	1	0	2
Political Science	0	1	0	1
● Associate in Arts: Political Science	0	1	0	1
Process Technology	17	33	26	76
● Associate in Applied Science: Process Technology	7	17	9	33
● Associate in Applied Science: Process Technology Specialization: Industrial Instrumentation	0	0	0	0
◦ Certificate: Process Technology	10	16	17	43
◦ Certificate: Industrial Instrumentation Installer--Level I	0	0	0	0
◦ Certificate: Industrial Instrumentation--Level II	0	0	0	0
Professional Electronics - Avionics Electronics Technology	6	9	23	38
● Associate in Applied Science: Professional Electronics: Avionics Electronics Technology Specialty	1	3	2	6

Program/Discipline	Del Mar College Credentials Awarded by Program for Academic Year 2015-16 Count of Graduates			
	Summer 2015	Fall 2015	Spring 2016	Grand Total
● Associate in Applied Science: Computer Network Electronic Technology Specialty (Sunset)	0	1	4	5
◦ Certificate: Professional Electronics: Ramp Tech	2	1	8	11
◦ Certificate: Professional Electronics: Avionics Tech I--Level I	1	1	6	8
◦ Certificate: Professional Electronics: Avionics Tech II--Level II	1	1	3	5
◦ Certificate: Computer Network Electronic Technology (Sunset)	1	2	0	3
Psychology	5	11	14	30
● Associate in Arts: Psychology	5	11	14	30
Radiologic Technology	0	0	17	17
● Associate in Applied Science: Radiologic Technology	0	0	16	16
◦ Enhanced Skills Certificate: Radiologic Technology	0	0	0	0
◦ Enhanced Skills Certificate: Radiologic Technology	0	0	0	0
◦ Enhanced Skills Certificate: Radiologic Technology (Computed Tomography)	0	0	1	1
Reading	0	0	0	0
Respiratory Therapy	0	0	16	16
● Associate in Applied Science: Respiratory Therapy	0	0	16	16
Social Work/Sociology	0	4	5	9
● Associate in Arts: Social Work	0	1	4	5
● Associate in Arts: Sociology	0	3	1	4
Sound Recording Technology	2	3	2	7
● Associate in Applied Science: Sound Recording Technology	1	3	1	5
◦ Certificate: Sound Recording Business--Level II (Formerly Level I)	1	0	1	2
Speech	0	3	5	8
● Associate in Arts: Speech	0	3	5	8
Student Success	0	0	0	0
Surgical Technology/Pre-Medical Technology	2	0	11	13
● Associate in Applied Science: Surgical Technology	2	0	9	11
● Associate in Arts: Pre-Medical Technology	0	0	0	0
◦ Certificate: Surgical Technology--Level II	0	0	2	2
Welding Applied Technology	17	9	26	52
● Associate in Applied Science: Welding Applied Technology	1	0	1	2
◦ Certificate: Industry Welding--Level I	0	0	0	0
◦ Certificate: Wire Welding	0	0	0	0
◦ Certificate: Intermediate Welding	8	5	17	30
◦ Certificate: Advanced Welding--Level II	8	4	8	20
	311	555	634	1500

Part II: 3. Off-Campus Instructional Locations and Branch Campuses

Narrative

In the following chart are listed all of the College's off-campus instructional locations where 50 percent or more of the credit hours toward a degree, diploma or certificate can be obtained primarily through traditional classroom instruction. All of these locations have been reported to and approved by SACSCOC.

Name of Site	Physical Address (street, city, state, country) Do not include PO Boxes.	Date Approved by SACSCOC	Date Implemented by the institution	Educational programs offered (specific degrees, certificates, diplomas) with 50% or more credits hours offered at each site	Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)
Aransas Pass Independent School District	2300 McMullen Lane, Suite 600, Aransas Pass, TX, 78336, United States	April 10, 2014	Fall 2014	Associate in Arts in Liberal Arts Degree	Yes
Gregory-Portland Independent School District	608 College Street, Portland, TX, 78374, United States	April 10, 2014	Fall 2014	Associate in Arts in Liberal Arts Degree	Yes
Sinton Independent School District	322 South Archer Street, Sinton, TX, 78387, United States	April 10, 2014	Fall 2014	Associate in Arts in Liberal Arts Degree	Yes

Part II 3. Off-Campus Instructional Locations and Branch Campuses

Northwest Center	13725 Northwest Boulevard, Corpus Christi, TX, 78410, United States	June 2, 2016	Fall 2016	Associate in Arts in Liberal Arts Degree	Yes
Ingleside High School	2807 Mustang Drive, Ingleside, TX, 78362, United States	June 15, 2015	Fall 2015	Certificate Level 1 in Welding Applied Technology	Yes

Del Mar College has requested approval for the following sites where 50 percent or more of the credit hours toward a degree, diploma or certificate can be obtained primarily through traditional classroom instruction.

Name of Site	Physical Address (street, city, state, country) Do not include PO Boxes.	Date Requested Approval from SACSCOC	Date Implemented by the institution	Educational programs offered (specific degrees, certificates, diplomas) with 50% or more credits hours offered at each site	Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)
Agua Dulce High School	1 Longhorn Drive, Agua Dulce, TX, 78330, United States	5/25/16	Pending approval	Associate in Arts in Liberal Arts Degree	Yes
Annapolis Christian Academy	3875 S. Staples Street, Corpus Christi, TX, 78411, United States	5/25/16	Pending approval	Associate in Arts in Liberal Arts Degree	Yes
Bishop High School	100 Badger Lane, Bishop, TX, 78343, United States	5/25/16	Pending approval	Associate in Arts in Liberal Arts Degree	Yes

Part II 3. Off-Campus Instructional Locations and Branch Campuses

Calallen High School	4001 Wildcat Drive, Corpus Christi, TX, 78410, United States	5/25/16	Pending approval	Associate in Arts in Liberal Arts Degree	Yes
Flour Bluff High School	2505 Waldron Road, Corpus Christi, TX, 78418, United States	5/25/16	Pending approval	Associate in Arts in Liberal Arts Degree	Yes
Foy H. Moody High School	1818 Trojan Drive, Corpus Christi, TX, 78416, United States	5/25/16	Pending approval	Associate in Arts in Liberal Arts Degree	Yes
Incarnate Word Academy	2910 South Alameda, Corpus Christi, TX, 78404, United States	5/25/16	Pending approval	Associate in Arts in Liberal Arts Degree	Yes
John Paul II High School	3036 Saratoga Boulevard, Corpus Christi, TX, 78415, United States	5/25/16	Pending approval	Associate in Arts in Liberal Arts Degree	Yes
London High School	1306 FM 43, Corpus Christi, TX, 78415, United States	5/25/16	Pending approval	Associate in Arts in Liberal Arts Degree	Yes
Mary Carroll High School	5301 Weber Road, Corpus Christi, TX, 78411, United States	5/25/16	Pending approval	Associate in Arts in Liberal Arts Degree	Yes
Odem High School	1 Owl Square, Odem, TX, 78370, United States	5/25/16	Pending approval	Associate in Arts in Liberal Arts Degree	Yes
Port Aransas High School	100 South Station Street, Port Aransas, TX, 78373, United States	5/25/16	Pending approval	Associate in Arts in Liberal Arts Degree	Yes

Part II 3. Off-Campus Instructional Locations and Branch Campuses

Richard King High School	5225 Gollihar Road, Corpus Christi, TX, 78412, United States	5/25/16	Pending approval	Associate in Arts in Liberal Arts Degree	Yes
Robstown High School	609 TX-44, Robstown, TX, 78380, United States	5/25/16	Pending approval	Associate in Arts in Liberal Arts Degree	Yes
Rockport High School	1801 Omohundro Street, Rockport TX, 78382, United States	5/25/16	Pending approval	Associate in Arts in Liberal Arts Degree	Yes
Roy Miller High School	1 Battlin Buc Boulevard, Corpus Christi, TX, 78408, United States	5/25/16	Pending approval	Associate in Arts in Liberal Arts Degree	Yes
Tuloso-Midway High School	2653 McKinzie Road, Corpus Christi, TX, 78410, United States	5/25/16	Pending approval	Associate in Arts in Liberal Arts Degree	Yes
Veterans Memorial High School	3750 Cimarron Boulevard, Corpus Christi, TX, 78414, United States	5/25/16	Pending approval	Associate in Arts in Liberal Arts Degree	Yes
W. B. Ray High School	1002 Texan Trail, Corpus Christi, TX, 78411, United States	5/25/16	Pending approval	Associate in Arts in Liberal Arts Degree	Yes
West Oso High School	754 Flato Road, Corpus Christi, TX, 78405, United States	5/25/16	Pending approval	Associate in Arts in Liberal Arts Degree	Yes

Part II 3. Off-Campus Instructional Locations and Branch Campuses

Crescent Hangar	1000 International Drive, Corpus Christi, TX, 78406, United States	5/25/16	Pending approval	Certificate and Associate in Applied Science Degrees for the Aviation Maintenance Technical Program	Yes
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The following off-campus instructional sites offer 25 to 49 percent of the hours required for a diploma, certificate or degree at Del Mar College.

Name of Site (Indicate if site is currently active or inactive. If inactive, date of last course offerings and date of projected reopening)	Physical Address (street, city, state, country) Do not include PO Boxes.	Date Notified SACSCOC by SACSCOC	Date Implemented by the institution	Educational programs offered (specific degrees, certificates, diplomas) with 25-49% credit hours offered at each site	Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)
Taft High School	502 Rincon Road, Taft, TX, 78390, United States	May 20, 2016	Fall 2016	Certificate in Intermediate Welding	Yes
Calallen High School	4001 Wildcat Drive, Corpus Christi, TX, 78410, United States	May 20, 2016	Fall 2016	Certificate in Basic Firefighting	Yes

Part II: 3. Off-Campus Instructional Locations and Branch Campuses



Del Mar College does not have any branch campuses.

Part II: 4. Distance and Correspondence Education

Narrative

Del Mar College began offering distance learning courses via telecourse in the spring semester of 1987, a section of ENGL 1301 with an enrollment of forty-one students. The following year, BUSI 1301 and GOVT 2301 were added to the list of televised courses. By the 1997-98 academic year, 1,016 students were taking distance learning courses.

By 1998, the College had expanded its distance learning offerings to include both Internet and interactive video classes. In the fall of 1998, SACSCOC granted approval for the College to offer the Registered Nursing Program via interactive video to Coastal Bend College sites in Beeville, Alice and Kingsville, Texas. Since that time, the distance learning program has continued to expand.

In the fall semester of 2009, Del Mar College received approval to offer two degree programs online: the Associate in Arts in Business Administration and the Associate in Arts in Criminal Justice. In 2014, in response to requirements by the State of Texas, all degree plans were revised to set the number of required hours at 60. This resulted in a third degree and one certificate becoming entirely available online. These two programs are the Associate in Arts in Teaching English and the Certificate in the Criminal Justice Field of Study. These are the only programs being offered 100 percent through distance learning. Del Mar College delivers all distance learning courses via asynchronous technology.

In addition, in each of the academic core component areas, students have options to enroll in traditional-format courses or distance learning courses. With these core course enrollment options and with dual-platform options offered in each program area, students have the opportunity to complete a percentage of their degrees or certificates through distance learning. Currently, sixty-three programs are being taught 50 percent or more through distance learning.

Distance learning courses at Del Mar College are managed within the individual academic departments and are overseen by the department chairs. Course design and support are provided to the faculty by the Department of eLearning Services. Courses are offered through the Canvas Learning Management System.

Part II: 5. Accreditation

Narrative

(1) The following page includes a chart of all agencies that currently accredit Del Mar College and any of its programs.

(2) SACS Commission on Colleges is the primary accreditor for Del Mar College.

(3) No U.S. Department of Education recognized agency (national or programmatic) has terminated the institution's accreditation nor has Del Mar College voluntarily withdrawn from accreditation by any agency.

(4) No sanctions have been applied nor have negative actions been taken by any USDOE-recognized accrediting agency during the two years previous to the submission of this report. Several programs have had external accreditation site visits during the 2015-16 academic year with some citations and recommendations. These programs include Dental Assisting, Dental Hygiene, Diagnostic Medical Sonography, Echocardiography, Physical Therapy Assistant and Nuclear Medicine. These programs are in the process of addressing or have already addressed these issues and are awaiting a formal status letter from their respective accrediting agencies.

Del Mar College: Accreditations

Academic Program	Type of Degree	Accrediting or Licensing Agency	Date of Most Recent Review	Negative Action?
Del Mar College	AA, AS, AAS, AAT	Southern Association of Colleges and Schools Commission On Colleges (SACSCOC)	2011	No
Occupational Therapy Assistant	AAS	Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association (ACOTE-AOTA)	2007	No
Surgical Technology	AAS	Accreditation Review Committee on Education in Surgical Technology (ARC-STSA)	2007	No
Baking and Pastry Specialization	AAS	American Culinary Federation Education Foundation Accrediting Commission (ACFEF)	2014	No
Culinary Arts (Chef Training)	AAS	American Culinary Federation Education Foundation Accrediting Commission (ACFEF)	2014	No
Pharmacy Technician	AAS	American Society for Health-System Pharmacists Commission on Credentialing (ASHP)	2014	No
Diagnostic Medical Sonography	AAS	Commission on Accreditation of Allied Health Education Programs (CAAHEP) / Joint Review Committee on Education in Diagnostic Medical Sonography (JRCDMS)	2011	No

Echocardiography	AAS	Commission on Accreditation of Allied Health Education Programs (CAAHEP) / Joint Review Committee on Education in Diagnostic Medical Sonography (JRCDMS)	2011	No
Respiratory Therapy	AAS	CAAHEP/ Committee on Accreditation for Respiratory Care (CoArRC)	2007	No
Health Information Technology	AAS	Commission on Accreditation for Health Informatics and Information Management Education (CAHIM)	2014	No
Physical Therapy Assistant	AAS	Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association (CAPTE)	2008	No
Dental Assisting	AAS	Commission on Dental Accreditation of the American Dental Association (CODA)	2009	No
Dental Hygiene	AAS	Commission on Dental Accreditation of the American Dental Association (CODA)	2009	No
Radiologic Technology	AAS	Joint Review Committee on Education for Radiologic Technology (JRCERT)	2010	No
Nuclear Medicine Technology	AAS	Joint Review Committee on Educational Programs in Nuclear Medicine Technology (JRC-NMT)	2011	No
Medical Lab Technology	AAS	National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)	2010	No
Studio Art	AA	National Association of Schools of Art and Design (NASAD)	2007	No
Music	AA/AAS	National Association of Schools of Music (NASM)	2010	No
Drama	AA	National Association of Schools of Theatre (NAST)	2012	No

Part II: 5. Accreditation

Nursing	AAS	Accreditation Commission for Education in Nursing (ACEN)	2010	No
Fire Science	AAS	Texas Commission of Fire Protection (TCFP)	2013	No
Law Enforcement	AAS	Texas Commission on Law Enforcement (TCOLE)	2014	No
Developmental education - reading	Certification	National Association for Developmental Education (NADE)	2011	No
Developmental education - writing	Certification	National Association for Developmental Education (NADE)	2011	No

Part II: 6. Relationship to U.S. Department of Education

Narrative

Del Mar College has been approved to participate in federal student financial aid programs as reported by the [Eligibility and Certification Approval Report](#) and the [Program Participation Agreement](#). The College is not aware of any infraction that may jeopardize its Title IV funding. No known complaints have been filed against the College with the U.S. Department of Education and no adverse communication has been received from the Department.

Attachments

[Eligibility and Certification Approval Report \(ECAR\).pdf](#)

[Program Participation Agreement Expires 3-31-2020.pdf](#)

Core Requirement 2.8 Number of Full-Time Faculty

The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of its academic programs.

Compliance **Non-Compliance**

Narrative

At Del Mar College, the primary responsibility of the faculty is teaching, and the College expends considerable resources to maintain a cadre of full-time faculty members that is adequate to the task of discharging that responsibility. The faculty's role is driven by the College's vision and mission, which focus on teaching and learning. Policy [B1.1-2](#) of the *Manual of Policies and Procedures 2016* describes both:

- Vision Statement: Del Mar College empowers student learners in our communities through comprehensive, accessible, quality education.
- Mission Statement: Del Mar College provides access to quality education, workforce preparation, and lifelong learning for student and community success.

This vision and mission are supported by a set of Core Values in Policy [B1.2.1](#), many of which direct the faculty toward their primary responsibility, teaching. Among the Core Values are:

- Learning: Meeting individual needs
- Student Success: Achieving full potential
- Excellence: High-quality instruction
- Innovation: Progressive programs and services

Further, Del Mar College's Guiding Principles, Policy [B1.3](#), outline for administration and faculty their responsibilities to the students they serve. Those principles are:

- Quality Education: Challenge students to engage in academic and occupational

Part III: CR 2.8 Number of Full-Time Faculty

programs through high-quality teaching and learning.

- Academic Excellence: Promote the full range of intellectual achievement from basic literacy to successful academic transfer.
- Academic Freedom and Responsibility: Provide the foundation for a learning environment that promotes academic excellence, independent and creative thinking and respect for the individual.
- Workforce Preparation: Collaborate with business and industry partners to equip students to compete in the marketplace and to augment economic development.
- Student Success: Empower students inside and outside of the classroom to achieve their greatest potential.
- Educational Access: Provide affordable educational opportunities for all, developing responsible citizens who enhance their communities.
- Personal Enrichment: Foster lifelong learning, citizenship and health and wellness through education, cultural and recreational pursuits.

Del Mar College's essential mission is education. Accordingly, the College has built and maintains a faculty that adequately supports its vision, mission, values and principles and that works to ensure the quality and integrity of the institution's academic programs.

Definition of Faculty

Policy [B6.1](#) of the College's *Manual of Policies and Procedures* defines faculty as personnel with specialized training in their respective fields, including teachers, counselors and librarians. Each faculty member is charged with providing professional service in his or her area of specialization. Policy [A6.36.1](#) defines full-time faculty members as those who perform teaching or other duties equal to fifteen lecture-equated hours (LEH).

Del Mar College's full-time faculty are integral to achieving the mission of the institution. In order to promote their engagement and stability, full-time faculty members are provided with opportunities for rank as outlined in Policy [B6.6](#) and tenure as outlined in Policy [B6.7](#). The average length of service to the College by faculty members is 14.5 years ([Statistical Profile](#)

Part III: CR 2.8 Number of Full-Time Faculty

[2014-15, p. 159](#)). Several professors have more than thirty years of service, reflecting the College's commitment to retain a stable, full-time body of tenure-track and tenured faculty.

In the fall semester of 2014, the College employed 288 full-time faculty members, of whom 254 are tenured or eligible for tenure. Seventy-one percent of the faculty are currently tenured. Fifty-seven percent of the tenured or tenure-track faculty hold a master's degree, and 27 percent hold a doctorate. The average nine-month, tenure-track faculty salary for the academic year 2014-2015 was \$60,656 ([Statistical Profile 2014-2015, pp. 155-156](#)).

Part-time faculty members contribute their workplace expertise, special skills and knowledge to the instructional mission of Del Mar College, as well. In Fall 2014, the College employed 240 adjunct faculty members, who represented 21 percent of the full-time equivalent (FTE) teaching staff.

The College also employs full-time term faculty to meet short-term, programmatic needs or peaks in enrollment and to respond to other curricular requirements. These faculty members are generally given a semester-to-semester or one-year term contract based on enrollment. When term faculty are used by a program to meet enrollment needs for several consecutive years, the program is generally eligible for an additional full-time, tenure-track position.

In addition to full- and part-time faculty positions, the College has in policy an [Academic Fellowship Program](#) designed to bring into the profession a limited number of instructors at the beginning of their teaching careers. Academic Fellows must meet all of the institutional credentialing requirements to teach within a discipline but have limited college teaching experience. Academic Fellows are given annual contracts with an institutional option to be converted to tenure-track following a successful teaching experience. The College has not used this program since the fall of 2011 due to reorganization and financial exigencies; however, the program remains in policy in order to support future faculty development.

Roles, Responsibilities and Workload

The College's *Manual of Policies and Procedures* outlines the roles and responsibilities of full-time faculty members. Full-time faculty are required by Policy [B6.3.1](#) to:

- Maintain a classroom environment that promotes teaching and learning.
- Make continuous efforts to advance the quality of instruction.
- Develop and use a variety of teaching methods and materials to assist students who have differing educational and experiential backgrounds in meeting the course outcomes.
- Teach assigned courses at a variety of times and locations in response to institutional need.
- Meet professional assignments in accordance with the College calendar.
- Teach assigned classes and laboratories according to the schedule.
- Provide students with a written and accessible course syllabus that follows the Course Syllabus Guidelines and facilitates a clear understanding between student and instructor of the content, goals, requirements, expectations, evaluation methods and schedule of work.
- Hold scheduled, posted virtual or physical office hours of at least one (1) hour daily and be available for and encourage conferences with students so there is a clearer understanding of the students' work and the possibility of improvement. Adjunct



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faculty are not required to hold office hours as an element of their professional practice.

- Evaluate students to measure their progress toward achievement of stated course outcomes within the College grade and grade appeals procedures.
- Review, evaluate, recommend and effectively use student learning materials.
- Maintain appropriate professional relationships with students, colleagues and the community.
- Review, evaluate and revise assessments of program and institutional student learning outcomes and program practices to bring about action plans devised to implement systemic improvement and assure compliance with professional standards and state-mandated guidelines, as well as requirements of business/industry and higher education. Adjuncts are not required to fulfill this element as part of their professional practice.

Full-time faculty teaching and administrative release loads are subject to approval by the department chair, dean and provost. Generally, full-time faculty teach 15 lecture-equated hours per semester or 18 to 21 contact hours, for a total of 30 LEH or 36 to 42 contact hours per academic year.

Teaching loads are entered into a [Full-Time Instructor Pay Sheet](#) each semester by the department chair and submitted to the Payroll Office and then to each listed administrator for signatures. The typical full-time faculty load is the equivalent of five three-credit hour courses per semester. However, teaching loads may vary according to discipline and other factors. For example, in the sciences, the teaching load may include laboratories. In the health sciences, teaching loads may include labs or clinical supervision. In the arts, teaching loads may include one-and-a-half to two times the contact hours for a one-credit course as in other departments. For that reason, precise teaching loads are subject to the approval of the

department chair, dean and provost.

The *Manual of Policies and Procedures* delineates the expected responsibilities beyond the teaching load, such as educational growth, institutional and community service, advising and research expectations for full-time faculty (Policies [B6.3.1](#), [B6.3.2](#), and [B6.3.3](#)). Part-time or adjunct faculty responsibilities are outlined in the College's *Manual of Policies and Procedures*, as well. Adjunct faculty do not have the full range of responsibilities of a full-time faculty member. They are hired primarily to teach and perform other responsibilities related to their teaching assignments. Adjunct faculty are most often used to meet short-term or specialized instructional needs such as:

- Meeting unanticipated course demand;
- Filling instructional vacancies due to leaves of absence or sabbaticals by full-time faculty;
- Filling instructional vacancies due to the resignation or retirement by full-time faculty.

Factors Determining the Composition of the Faculty

In keeping with its mission and goals, Del Mar College places the highest priority on maintaining a body of full-time faculty who work to maximize student success. Factors influencing faculty composition include the College's Strategic Plan, departmental needs and program accreditation.

Strategic Plan

Del Mar College's current [Strategic Plan](#), which became effective in 2014, includes a set of seven goals with several objectives that serve as benchmarks for reaching the goals. Goal 1 is Student Learning Success: Ensure exceptional educational opportunities for all students. Goal 2 is Student Access and Support Services: Maximize affordable access and excellence in student services. Goal 3 is Professional Initiatives: Provide innovative, relevant

Part III: CR 2.8 Number of Full-Time Faculty

and meaningful opportunities. These first three goals include a number of objectives that pertain to faculty responsibilities or retention:

- Goal 1 has six objectives: transferability, critical thinking, high tech and high touch, enriched education, assessment and retention, all of which involve faculty participation and service to the students and institution.
- Goal 2 addresses student services offered by the College, but the objectives would be difficult to accomplish without assistance from the faculty. The specific objectives that require faculty assistance to accomplish this goal are: Registration, expanded service area, workforce training and student recruitment and re-entry.
- In Goal 3, the College provides for its faculty through these objectives: Personnel, professional improvement, compensation, leadership and planning. These objectives indicate the College's desire to recruit and retain high-quality, experienced full-time faculty to serve the students and community.

The Strategic Plan has already influenced faculty composition by focusing on the employment of new full-time faculty in workforce programs that equip students with the skills needed for work in area industries.

Departmental Needs

Most requests for additional faculty originate within departments. They are most often the result of:

- Loss of a current faculty member;
- Enrollment changes in the department;
- Changes in current programming;
- Addition of a major within a department.

Part III: CR 2.8 Number of Full-Time Faculty

Departments requesting a search for a full-time faculty member follow the procedure outlined in Policy [B5.6](#) of the *Manual of Policies and Procedures*. Each year, department chairs and deans review the instructional needs of each program with the provost to determine the need for additional full-time faculty, and approved recommendations are included in the budgeting process. Criteria for approving these positions include the adequacy of current faculty to ensure the quality and integrity of instruction, the percentage of full-time versus part-time faculty, the availability of qualified individuals to serve as adjuncts and available financial resources.

Program Accreditation

Various programs at the College have earned accreditation through agencies such as those listed in this report in Part II: 5. Accreditation. The accrediting standards of these agencies typically address the adequacy of faculty resources. Each of these programs is in compliance with the faculty-related standards of their respective accreditors.

Faculty Composition: Institutional Overview

Tenured or tenure-track faculty include faculty members who are ranked at the level of professor, associate professor, assistant professor or instructor. Of the 254 [tenure-track or tenured, full-time faculty](#) in Fall 2015, seventy-two have achieved the rank of professor, seventy are associate professors, seventy-one are assistant professors, and forty-one are instructors. Sixty-eight have earned doctorates, 144 have master's degrees, twelve have bachelor's degrees, and thirty have less than a bachelor's degree. The College has maintained consistency and even growth in the percentage of full-time faculty who hold doctorates, which was 22 percent in 2010 and 27 percent in 2012; the latter percentage has been maintained for three consecutive years. The percentage of faculty who hold graduate degrees has also

Part III: CR 2.8 Number of Full-Time Faculty

remained consistent, at around 85 percent between 2012 and 2014.

Annual average [compensation](#) for full-time faculty on a nine-month contract, excluding benefits, is \$73,927 for professors, \$62,281 for associate professors, \$53,658 for assistant professors and \$46,696 for instructors.

While the number of full-time faculty has decreased since 2010, when the College employed 312 full-time faculty members, student enrollment has fallen, as well. The number of adjunct faculty has decreased substantially, from 292 in 2010 to 236 in 2014. All of these factors demonstrate that the College is focused on the retention of highly qualified full-time faculty members. A five-year history of the number and status of faculty members by division and classification is represented in the attached [Faculty by Division and Rank](#).

In Fall 2015, a total of 88,750 semester credit hours (SCH) were taught at Del Mar College. On average across three academic divisions, 79.1 percent, or 70,235 SCH, were taught by full-time faculty ([Percent of Semester Credit Hours Taught by Full-time and Part-time Faculty](#)). During the same semester, students were served by 278 full-time and 227 part-time faculty ([Fall 2015 Full-time Equivalent Teaching Staff by Department and Discipline](#)). In Fall 2014, the student-to-faculty ratio of 20:1 was reported by the Texas Higher Education Coordinating Board's (THECB) Higher Education Accountability System ([Student-Faculty Ratio from THECB Accountability System](#)); this ratio is comparable to other institutions in Del Mar College's peer group of large community colleges in Texas. The ratios reported by the THECB ranged from 19:1 to 23:1. This ratio reflects the student full-time equivalent (FTE) divided by the faculty FTE. The student FTE is calculated by dividing the total SCH generated by 12. The FTE for each department is calculated by dividing the total number of course sections by the faculty full-time teaching load equivalent.

Faculty by General Education, Division, Department and Program

Del Mar College faculty members teach more than 1,500 sections each semester, with an average class size of twenty students during Fall 2014. That semester, 1,551 classes were offered, with an enrollment of 26,946. The teaching responsibilities of faculty members teaching these courses are distributed across a number of areas:

General Education

The responsibility for teaching general education competencies at the College is assigned to the faculty by the terms of their employment. General educational competencies include critical thinking, communication, empirical and quantitative skills, teamwork, personal responsibility and social responsibility. The Texas Higher Education Coordinating Board (THECB) has prescribed eight Foundational Component Areas under which all courses in the core curriculum will fall. At Del Mar College the words “core” and “general education” are used almost interchangeably. The difference is that general education courses include courses that cover the competencies listed above, and the core courses are specific courses that not only cover the same competencies, but that also have been proposed and accepted by the THECB to fulfill degree requirements in specific Foundational Component Areas. The core curriculum at the College supports the [general education competencies](#) because the core curriculum is structured to develop the competencies listed above.

Courses in the core curriculum, and thus the general education curriculum, are proposed to the Curriculum Committee for review only after approval by the appropriate department chair, academic dean and the provost. The proposed course must meet certain criteria and be presented on forms that designate syllabi, grading rubrics for the required competencies and example assessments ([DMC Core Curriculum Application](#)). The course must also be listed in the *Lower Division Academic Course Guide Manual* published by the THECB. Should the course be approved by the College’s Curriculum Committee, it is then sent to the THECB for approval for inclusion in the core for the institution.

Part III: CR 2.8 Number of Full-Time Faculty

Courses in the core or general education curriculum are spread throughout the College in various departments, especially those in the Division of Arts and Sciences. A review of the courses that have been approved for inclusion in the core curriculum shows that they were proposed by the following departments: Art and Drama; Business Administration; Communication, Languages and Reading; English and Philosophy; Human Sciences and Education; Kinesiology; Mathematics; Music; Natural Sciences; Social Sciences; and Technology Education. There are 144 full-time and 118 adjunct faculty teaching in the subject areas or programs in which these core or general education courses are offered. All other faculty are responsible to develop the general education competencies in the courses they teach that are not included in the general education or core curriculum of the College. This is ensured through the review of the syllabi for all courses in the department by the department chair.

Division

In Fall 2014, 282 full-time faculty across the institution taught a full-time equivalent (FTE) of 342, with 78 percent of the semester credit hours (SCH) taught by full-time faculty. In the Division of Arts and Sciences, 147 full-time faculty taught an FTE of 172 and 74 percent of the SCH were taught by full-time faculty. In the Division of Business, Industrial and Public Safety Education, 71 full-time faculty taught an FTE of 97, and 85 percent of the SCH were taught by full-time faculty. In the Division of Health Sciences and Professional Education, 68 full-time faculty taught an FTE of 74, with 83 percent of the SCH taught by full-time faculty ([Statistical Profile 2014-2015, pp. 162-164](#)).

Department

The commitment to use full-time faculty members is embodied in Del Mar College's Policy [A6.36.5](#), which defines adjunct faculty as those who teach a maximum load of less than

Part III: CR 2.8 Number of Full-Time Faculty

50 percent of a full load per semester. This policy also specifies that adjuncts should be used primarily to cover unexpected changes in enrollment, so that if more than 10 percent of a department's classes are taught by adjunct faculty for more than two consecutive years, the department and College should consider hiring more full-time faculty members.

Del Mar College's "[Percent of Semester Credit Hours Taught by Full-time and Part-time Faculty](#)" shows an overall breakdown of faculty by program, along with the full-time equivalent and percentage of semester contact hours (SCH) taught by full-time faculty. Because Del Mar is a community college whose mission is to provide access to quality education for the community, this table includes all credit courses that might be cross-listed with the continuing education program, the dual credit program and distance education. This document addresses departments from both transfer and workforce areas of the College and the programs in these various divisions.

Policy [A6.36.5](#), however, represents an aspirational ideal, rather than a practical goal. In fact, thirteen of seventeen departments were unable to limit SCH taught by adjunct faculty to 10 percent. Some disciplines have difficulty finding qualified adjuncts in South Texas (Del Mar is at least two hours' driving distance from the nearest major metropolitan area). This policy is also somewhat outdated and impractical for the current climate in higher education regarding the use of adjuncts.

To decide on the appropriate percentage of semester credit hours (SCH) to be taught by adjunct faculty, a group of College administrators (provost, divisional deans, dean of institutional effectiveness) studied current campus policy, current percentages at similar community colleges in the state and the history of adjunct use within each department. Their research concluded that adjuncts should teach no more than 25 percent of the SCH in a department, leaving a goal of 75 percent of the total SCH to be taught by full-time faculty. Compliance with this standard is indicated on this chart from the Office of Institutional Research: "[Percentage of Semester Credit Hours Taught by Full-time](#)

Part III: CR 2.8 Number of Full-Time Faculty

[and Part-time Faculty](#)." The College met the 75 percent standard in Fall 2014 and Fall 2015, with 78 percent and 79 percent, respectively. The Division of Arts and Sciences did not meet this standard in either year, although this division was fell short by only a small fraction for both years, 74 percent in Fall 2014 and 74.5 percent in Fall 2015. At the department level, the English and Philosophy Department and the Mathematics Department had significantly less than 75 percent of the SCH taught by full-time faculty.

Program

Various programs within departments fell short of the 75 percent mark for the Fall 2014 or Fall 2015 semesters, and most for both. These programs include: Art, French, Reading, Spanish, English, Integrated Reading and Writing, Mathematics, Sound Recording Technology, Physics, Anthropology, Geography, Military Science, Psychology, Social Work, Sociology, Business, Business Technology, Legal Professions, Emergency Medical Services Professions, Fire Science/Fire Academy, Environmental/Petrochemical Lab Technology, Industrial Machining Application Technology, Non-destructive Testing, Health Information Technology, Surgical Technology, Culinary Arts, Hotel/Motel Management and Human Services. These departments met the standard during the Fall 2015 semester: Kinesiology, Music and Humanities, Industrial Education, Public Safety Education, Technology Education and Nurse Education.

As many colleges and universities increase their dependence on part-time instruction, Del Mar College has managed to maintain a full-time faculty equivalence of about 75 percent full-time and 25 percent part-time for the past ten years. Data from the Office of Institutional Research, [Fall 2015 Full-time Equivalent Teaching Staff by Department and Discipline](#), shows that only 20 percent of FTE instruction during Fall 2015 was provided by part-time faculty.

The FTE vs. number of full-time faculty shows that the College permits full-time faculty members to teach overloads. The overload is assigned by the department chair at the

Part III: CR 2.8 Number of Full-Time Faculty

request of the faculty member and appears on a load spreadsheet that is approved by the department chair, divisional dean and provost. Overloads beyond one course must be approved by the President of the College, according to Policy [A6.36.2](#).

Distance Education (eLearning)

In order to support the educational needs of students who work part-time or full-time and/or have family members who are dependent on them, the College offers many courses in a distance education format. The number of full-time faculty at Del Mar College is adequate to support the mission of the institution and to ensure the quality and integrity of its courses and programs offered via distance education, or eLearning.

When calculating faculty load, eLearning courses are treated in the same manner as face-to-face classes. Class sizes are limited, usually to twenty-five or thirty students, and if a section exceeds the enrollment threshold or maximum enrollment, the faculty member is consulted for approval. Policies [B6.23.1](#) and [B6.23.2](#) require virtual and physical office hours for faculty teaching distance education courses. Faculty must post their schedule at their office entrance and file it with the department chair and divisional dean each semester. This ensures that students have face-to-face, one-on-one access to distance education faculty.

Over 1,500 sections are offered at Del Mar College every fall and spring semester. Over 80 percent of the traditional face-to-face classes offered in [Fall 2014 and Spring 2015](#) were taught by full-time faculty. About 10 percent of classes (140+ sections) were taught via the Internet and another 1 percent of classes were hybrid, combining classroom and online components. Full-time faculty taught about 91 percent of online classes in Fall 2014 and Spring 2015.

Training for Faculty Who Teach Distance Education Courses

In order to ensure that the quality of distance education offerings equals that of its face-

Part III: CR 2.8 Number of Full-Time Faculty

to-face courses, Del Mar College requires both full-time and adjunct faculty who teach distance education to complete basic training in Canvas, the College's learning management system. Faculty must score 100 percent on a test to complete the training module. The faculty member is then given a course shell. Advanced certification to teach online or hybrid courses is strongly recommended; this is offered through training seminars from the eLearning staff at the College. Additionally, review of course syllabi, student course evaluation, faculty self-evaluation, direct supervisor/department chair evaluation of faculty and classroom observation are required, just as they are for traditional classroom courses. For a list of training sessions offered to faculty, see the [eLearning Training Classes offered to Faculty](#).

Dual Credit

The State of Texas has passed legislation that mandates that all high school students be offered opportunities for dual credit, should they meet requirements/pre-requisites for the courses. Accordingly, dual credit courses at Del Mar College are taught on campus, off campus in dedicated facilities or in area high schools. On- and off-campus courses are taught by full-time faculty and adjuncts who have been hired to meet the needs of the department and whose qualifications meet the credentialing standards of the institution and the Southern Association of Colleges and Schools Commission on Colleges. Some of the instructors are high school faculty who hold qualifications that allow them to complete the credentialing process to teach dual credit courses for the College.

Currently, Del Mar College offers dual credit opportunities on its East Campus through the Collegiate High School, at the Harold T. Branch Academy for Career and Technical Education, via distance education and through courses offered at sixteen area high schools, two nearby military installations and the College's Northwest Center. Full-time faculty teaching dual credit courses receive appropriate credit toward their teaching load, and the numerous off-campus locations allow some of them to teach close to home for a portion of their load. Del

Part III: CR 2.8 Number of Full-Time Faculty

Mar College offers dual credit courses in a wide variety of programs in workforce and transfer. Over one hundred dual credit courses are offered each semester, accounting for over 7 percent of all semester credit hours taught. Approximately 50 percent of dual credit classes were taught by full-time faculty, with the percentage increasing from 49.6 percent in Spring 2015 to [56.4 percent in Fall 2015](#).

Faculty Ensures the Quality and Integrity of Academic Programs

Academic program quality and integrity are ensured through procedures, policies and systems that are designed to enhance effective management and utilization of faculty resources. The College recognizes the value of teaching excellence and encourages efforts for continuous improvement in this area. The responsibilities of the teaching faculty are primarily focused on the classroom, whether on-campus or virtual, and on relationships with students, whether face-to-face or through technology. Teaching competency, classroom management, the creation and maintenance of an appropriate classroom learning environment and the assessment of student learning are among the responsibilities of professional practice for full-time faculty.

To support the quality of academic programs, faculty are assigned other responsibilities by Policies [B6.3.2 Educational Growth](#) and [B6.3.3 Institutional and Community Service](#) in the *Manual of Policies and Procedures*. For example, the entire faculty is required to participate in personal and professional development in order to maintain high standards of competence in the discipline and in teaching methodology. Policy states that faculty are expected to participate in the self-evaluation process, to set goals for educational growth and to maintain professional standards of competence in their discipline through professional development activities.

Furthermore, all faculty members have other duties to the institution and to the students outside of the classroom. They are expected to hold regular office hours, advise students,

Part III: CR 2.8 Number of Full-Time Faculty

assist with marketing and recruiting, serve on campus committees and attend meetings, participate in registration, serve on hiring committees and help maintain program and College accreditation, as well as various other duties that promote the mission of the College. All programs and discipline areas are coordinated by a full-time faculty member.

In addition, the College expects each full-time faculty member to share responsibilities related to the overall success of the institution and the quality and integrity of the academic programs. Such responsibilities include instructional development and attendance at College and department faculty meetings, as required by Policy [B6.3.3](#). (In recognition of their contribution to their departments, part-time faculty members are welcome to participate in departmental governance and may attend and be heard at all departmental meetings.) In short, the College is fully committed to the employment of an adequate body of full-time faculty members and to supporting them as they carry out their responsibilities beyond teaching.

Another method the College uses to ensure academic program quality is found in Policy [B6.5](#), which tasks the President of the College with implementing an appropriate system for evaluating teachers, librarians and counselors. Policy [B6.5.4](#) enumerates the methods by which teachers, librarians and counselors are evaluated on performance practice, educational growth and institutional and community service and goals (progress on previous goals and the setting of new goals). The evaluation process for faculty involves student course evaluations, faculty self-evaluation, evaluation by a department chair or direct supervisor and, frequently, classroom observation by a supervisor and/or classroom peer-evaluation by a faculty member from another department. All faculty are evaluated annually unless they have achieved the rank of professor, at which time they are evaluated once every three years.

Assessment of student learning is required of all faculty (Policy [A6.3.1.1.10](#)) and annual assessment reports are required of each program. Assessment reports require that the progress made each semester on student learning outcomes be reported and discussed. Action plans are developed to address strengths and weaknesses of student achievement and

Part III: CR 2.8 Number of Full-Time Faculty

to assist the students in improving. All of this information is based on the input of the faculty who conduct the assessments.

Another measurement of program quality and integrity is [Program Review](#). This is required of each program every five years, with a two-year progress report that addresses progress toward improvement on shortcomings and achievement of programmatic learning objectives and goals. This is a rigorous research process that is performed by a faculty committee from within the program. The program review produces a document that discusses strengths and weaknesses of the program, assessment results, program goals and budgetary needs based on research, planning and projections.

The preceding policies and processes required of full-time faculty—coordination of programs, student assessment, shared governance and reflective evaluation—all serve to support the quality of academic programs offered by Del Mar College. They also demonstrate the commitment of the College to the development and maintenance of an excellent body of full-time faculty.

Conclusion

Del Mar College maintains a strong cadre of full-time faculty to support its instructional mission. The number of full-time faculty is adequate to support the mission of the institution and ensure the quality and integrity of its academic programs. The high percentage of the semester credit hours taught by full-time faculty in each department reinforces the College's claim to have sufficient full-time faculty.

Compliance Level: Compliance

Attachments

[2.8_Policy_Manual_Vision_Mission_CoreValues_GuidingPrinciples_B.1.pdf](#)

[2.8_Policy_Manual_Faculty_Definition_B6.1.pdf](#)

[2.8_Policy_Manual_Faculty_Load_A6.36.1.pdf](#)

[2.8_Policy_Manual_Faculty_Promotion_B6.6.pdf](#)

[2.8_Policy_Manual_Tenure_B6.7.pdf](#)

[2.8_Statistical_Profile_2014-2015_p_159.pdf](#)

[2.8_Statistical_Profile_2014-2015_pp_155-156.pdf](#)

[2.8_Policy_Manual_Academic_Fellowship_B5.5.pdf](#)

[2.8_Policy_Manual_Faculty_Responsibilities_B6.3.1-B6.3.3.pdf](#)

[2.8_Full-Time_Instructor_Pay_Sheet_Example.pdf](#)

[2.8_Strategic_Plan_2014-2019.pdf](#)

[2.8_Policy_Manual_Selection_Procedures_B5.6.pdf](#)

[2.8_Statistical_Profile_2014-2015_p_159.pdf](#)

[2.8_Statistical_Profile_2014-2015_p_165.pdf](#)

[2.8_Statistical_Profile_2014-2015_p_157.pdf](#)

[2.8_Student-Faculty_Ratio_from_THECB_Accountability_System.pdf](#)

[2.8_Catalog_2015-16_General_Education_Requirements_p_124.pdf](#)

[2.8_Core_Curriculum_Application.pdf](#)

[2.8_Statistical_Profile_2014-2015_pp_162-164.pdf](#)

[2.8_Policy_Manual_Adjuncts_A6.36.5.pdf](#)

[2.8_Percent_of_Semester_Credit_Hours-Taught_by_Full-time_and_Part-time_Faculty.pdf](#)

[2.8_Fall_2015_Full-time_Equivalent_Teaching_Staff_by_Department_and_Discipline.pdf](#)

[2.8_Policy_Manual_Overloads_A6.36.2.pdf](#)

[2.8_Policy_Manual_Office_Hours_B6.23.pdf](#)

Part III: CR 2.8 Number of Full-Time Faculty

[2.8_Number_of_Credit_Sections_Offered_and_Fall_2015_Section_Count.pdf](#)

[f 2.8_e-Learning_Training_Classes_offered_to_Faculty.pdf](#)

[2.8_Number_of_Credit_Sections_Offered_and_Fall_2015_Section_Count.pdf](#)

[f 2.8_Policy_Manual_Faculty_Responsibilities_B6.3.1-B6.3.3.pdf](#)

[2.8_Policy_Manual_Evaluation_of_Faculty_B6.5.pdf](#)

[2.8_Policy_Manual_Instructional_Program_Review_B6.11.pdf](#)

[2.8_Policy_B.6.5.4.pdf](#)

[2.8_Policy_B6.3.3.pdf](#)

[2.8_Policy_A6.3.1.1.10.pdf](#)

Core Requirement 2.10 Student Support Services

The institution provides student support programs, services, and activities consistent with its mission that are intended to promote student learning and enhance the development of its students.

Compliance **Non-Compliance**

Narrative

Del Mar College, a two-year comprehensive community college founded in 1935 and located in Corpus Christi, Texas, is one of eighty state- and locally supported community colleges in the fifty public community college districts in Texas. In Fall 2014, 10,439 unduplicated students enrolled for classes. The [student profile](#) for these students is as follows:

- 56 percent female
- 36 percent age 25 or older
- 72 percent non-white
- 63 percent Hispanic
- 73 percent part-time students
- 27 percent took at least one distance education class
- 10 percent utilized Department of Veterans Affairs education benefits
- 2 percent served by Disabilities Services Office
- 16 percent took at least one developmental studies course
- 66 percent received some form of financial aid

Services Consistent with the College's Mission

The mission of Del Mar College is to “provide access to quality education, workforce preparation, and lifelong learning for student and community success.” Accordingly, the College provides an array of student support programs, services and activities that are consistent with its mission and that promote student learning and enhance the development of

Part III: CR 2.10 Student Support Services

its students. A variety of services is provided throughout Del Mar College, including at off-campus instructional sites.

All student support services are aligned with the College's effort to empower student learners in its communities through comprehensive, accessible and quality education. The goals of the support programs are also directly aligned with one or more of the College's seven institutional goals:

- Goal 1: Student Learning Success: Ensure exceptional educational opportunities for all students
- Goal 2: Student Access and Support Services: Maximize affordable access and excellence in student services
- Goal 3: Professional Initiatives: Provide innovative, relevant and meaningful opportunities
- Goal 4: Technology: Utilize technology to enhance academic and institutional services and processes
- Goal 5: Advocacy: Advance the College Mission through effective governance and positioning
- Goal 6: Partnerships: Expand opportunities for mutually beneficial alliances
- Goal 7: Resources: Ensure strong financial and operational capacity

Under the direction of its Associate Vice President of Student Affairs, the Division of Student Affairs administers many of the College's student life programs, services and activities. Other means of support, particularly in the academic areas, are provided by the academic departments and other College offices that are under the direction of the Provost and Vice President for Academic Affairs, the Chief Information Officer and the Chief Financial Officer. The institution provides an appropriate range of support services and programs to students at

both campuses, as well as at off-campus instructional sites, and to those students enrolled in online courses. Students are provided with print- and web-based information on sources of student support at the College, and they can access student services through email, phone, fax, the Del Mar College website, the Canvas Learning Management System, VikingGo smart phone application and through face-to-face meetings.

Documentation of Student Needs

Leaders and staff from each student service provider establish a mission and goals that directly support the College's mission and goals. Del Mar College identifies students' needs through surveys, focus groups and personal interactions. Additionally, student leaders at the College provide updates to the Director of Student Leadership and Campus Life, the Dean of Student Engagement and Retention, and to the President of the College regarding campus goals, issues and concerns through the Student Government Association. While input from students is extremely valuable, the College recognizes also the value and importance of assessing student data to determine if it is meeting students' needs.

Surveys: The [Survey of Student Services \(SSS\)](#) is part of the ongoing evaluation process that incorporates a systematic review of programs and services in the effort to development continuous improvement. The College identifies expected outcomes for its educational programs and its administrative and educational support services and assesses how well it achieves these outcomes. The SSS is administered by the [Office of Strategic Planning and Institutional Research \(SPIR\)](#) to students enrolled in credit classes in the spring semester of even-numbered years. Analysis of the results of this survey is intended to help the departments that provide student services to identify areas of success and areas in need of improvement. Due to the College's reorganization efforts in recent years, certain comparative survey results in specific service areas were not always possible.

The [Community College Survey of Student Engagement \(CCSSE\)](#) provides college-

specific data in an easy-to-share format, including benchmark comparisons between Del Mar College, other top-performing colleges, and the CCSSE cohort. It also reports aspects of highest and lowest student engagement at the College, as well as results from five of the CCSSE special-focus items on promising educational practices. Select faculty survey data are also highlighted.

Institutional Data: [The Office of Strategic Planning and Institutional Research](#) works collaboratively with the administration and all departments, offices and programs of the College to ensure data-driven decision-making and continuous quality improvement by facilitating and coordinating systematic, integrated, research-based strategic planning, assessment, institutional effectiveness and reporting. Data collected College-wide is used to strengthen student support.

Promotion of Student Learning and Development

At Del Mar College, teaching and learning are not confined to the classroom. As a learning college, Del Mar offers a wide array of student support services intended to promote student growth and development both inside and outside the classroom. Some of them, such as the Student Success Center, the Math Learning Lab, the Stone Writing Center, the Speech Communication Center, English for Speakers of Other Languages (ESOL) lab and the libraries are focused on supporting the learning that students are accomplishing in the classroom. Others, such as the student clubs, intramurals and cultural activities, are designed to encourage students to develop their personalities outside the classroom. All of these programs undergo reviews every five years and maintain sets of objectives and records of their progress toward reaching them. Students are provided with an opportunity to evaluate these programs and services as part of the biennial Survey of Student Services; the most recent occurred in Spring 2014.



Organization of Programs, Services and Activities

The programs, services and activities that promote student learning and success are provided through several divisions of the College.

Provost and Vice President for Academic Affairs

The mission of instruction is to ensure high quality courses and outstanding programs in various delivery modes to all individuals who desire to pursue higher education. In addition, the instructional area provides a wide array of support services to foster student success.

Below is list of the instructional support services:

- Academic Tutoring Services/Learning Resource Labs
- [English for Speakers of Other Languages \(ESOL\) Lab](#)
- [Language Labs](#)
- [Math Learning Center](#)
- [Reading Lab](#)
- [Speech Communication Center](#)
- [Stone Writing Center: The Fourth](#)

- [Cultural Programs: Art, Music, and Drama Programs](#)
- [Faculty Advising](#)
- [Intramural Sports Programs](#)
- [Libraries](#)
- [Nursing Success Center: Nursing Innovation Grant Program \(NIGP\)](#)
- [Recreational Facilities](#)
- [Supplemental Instruction](#)

Chief Information Officer

- [Information Technology Services](#)

Chief Financial Officer

- [Bookstore](#)
- [Food services \(dining options and vending machines\)](#)

Division of Student Affairs

The Division of Student Affairs at Del Mar College offers a diverse range of programs and services to support student success. These programs complement the learning that takes place in the classroom and enhance the overall educational experience of students. The Division of Student Affairs includes the following divisions and department:

- Division of Student Engagement and Retention
 - [Career Development](#)
 - [Student Leadership and Campus Life](#)
 - [Student Success Center](#)
 - [Veterans Services](#)

- [Transition Center](#)
- [Counseling Services](#)
- [Disability Services](#)
 - [Retention Services](#)
- Division of Student Outreach and Enrollment
 - [Registrar's Office](#)
 - Student Enrollment Center
 - [Outreach and Recruitment](#)
 - [Testing and Assessment](#)
 - [Title IV Grant Program Management Services](#)
 - [Office of Financial Aid](#)

Student Access

Students taking courses online have access to these services through their Canvas Learning Management System and the VikingGo smart phone application, as well as through the College website. The College offers an array of instructional support services for students taking online courses, including online writing tutors and tutorials, math tutorials, speech communication videos, peer tutoring, Student Success Center online tutoring and academic video tutorials via Atomic Learning.

Conclusion

Del Mar College believes that the development of the whole student requires services and activities to support student success in the classroom, as well as resources that encourage the growth of individuals in the direction of their full potential. The College has committed significant resources and energy to providing the required services, programs and activities that give students access to quality education, workforce preparation and lifelong learning and that support student and community success.

Compliance Level: Compliance

Attachments

- 2.10_SSS2016_Report.pdf
- 2.10_Strategic_Planning_and_Institutional_Research.pdf
- 2.10_Website_CCSSE.pdf
- 2.10_Language_Lab.pdf
- 2.10_Math_Learning_Center.pdf
- 2.10_Reading_Lab.pdf
- 2.10_Speech_Communication_Center.pdf
- 2.10_Stone_Writing_Center_Flyer_Reduced.pdf
- 2.10_IT_Ask_the_Viking.pdf
- 2.10_Career_Development.pdf
- 2.10_Student_Leadership_Campus_Life.pdf
- 2.10_Student_Success_Center.pdf
- 2.10_Veterans_Student_Center.pdf
- 2.10_Transition_Center.pdf
- 2.10_Counseling_Center.pdf
- 2.10_Disability_Services.pdf
- 2.10_Retention_Services.pdf
- 2.10_Registrar.pdf
- 2.10_Student_Outreach_and_Recruitment.pdf
- 2.10_Testing_Center.pdf
- 2.10_Title_V_Grant_Program_Mgmt2.pdf

Part III: CR 2.10 Student Support Services

[2.10_Financial_Aid.pdf](#)

[2.10_Advising.pdf](#)

[2.10_Art_Music_Drama.pdf](#)

[2.10_Bookstore.pdf](#)

[2.10_Campus_Dining.pdf](#)

[2.10_ESOL_Lab.pdf](#)

[2.10_Intramural_Program.pdf](#)

[2.10_Libraries.pdf](#)

[2.10_Nursing_Success_Center.pdf](#)

[2.10_Recreational_Facilities.pdf](#)

[2.10_Supplemental_Instruction.pdf](#)

[2.10_2014_student_profile.pdf](#)

Comprehensive Standard 3.2.8 Qualified Admin and Academic Officers

The institution has qualified administrative and academic officers with the experience and competence to lead the institution.

Compliance Non-Compliance

Narrative

The Del Mar College Board of Regents appoints and charges the College president with responsibility for all administrative functions, including those connected to instruction and student services. [Mark Escamilla, President](#), is also responsible for organizing and defining [all essential organizational and instructional units](#), such as departments, offices, divisions and centers. The president's responsibilities are further defined in the [job description](#). All other administrative officers are responsible to the board through the president. The Del Mar College [organizational chart](#) illustrates the current reporting structure of upper-level administrative and academic leadership. Two positions, Provost and Vice President for Academic Affairs and Associate Vice President of Student Services, were revised as of August 1, 2016, as reflected in the new [organizational chart](#).

In all cases, the College is led by well-qualified administrative and academic officers. Administrators and officers are recruited from qualified pools or promoted from within the College. National job postings and publications are used to reach interested applicants. Official transcripts and personnel files are maintained in the Human Resources Office. A table listing administrators' and officers qualifications' is included at the end of this narrative.

In accordance with [Texas Education Code Section 51.352\(d\)](#) and Board [Bylaw 1.A.6](#), the Del Mar College Board of Regents evaluates the president's performance annually. The evaluation includes a review of performance criteria and is a collaborative process that includes input from the president. In 2015, the Board conducted the evaluation during closed-session portions of the Board's public meetings, as allowed by Texas law. Based on an

Part III: CS 3.2.8 Qualified Admin and Academic Officers

overall positive evaluation, the Board voted to approve an enhancement of the president's contract. The Board's vote and approval took place in open session during a public meeting, in accordance with Texas law. According to [policy](#) all administrators are evaluated on an annual basis using the form [PER008](#). A completed [example](#) is provided.

Administrative and Academic Officers

Provost and Vice President for Academic Affairs

The [Provost and Vice President for Academic Affairs](#) is the chief academic officer of the College, providing leadership and strategic direction and quality to support the highest standards in learning, teaching, and creative activities. This position provides vision and works with the president to further the interests and mission of the College. Specifically, the Provost and Vice President advises deans on the employment of highly qualified instructional faculty, leads advancements in teaching and learning, encourages cross-College strategies and collaborations, oversees the College's adherence to accreditation standards and implements the instructional program review policy.

[Lenora Keas](#), Vice President of Workforce Development and Strategic Initiatives, served as Interim Provost and Vice President of Instruction and Student Services through July 31, 2016. (The position was renamed on August 9, 2016.) Ms. Keas' academic and workplace experiences qualified her to serve ably in this capacity. Her career of over thirty years of instructional leadership roles include tenured professor and chair of the Business Administration Department, which, under her leadership, received three Exemplary evaluations from the Texas Higher Education Coordinating Board. She moved on to serve as co-acting dean of the Division of Business and then executive director of Strategic Planning and Assessment before assuming her current vice presidential duties. She has served on Southern Association of Colleges and Schools site-visit teams and was instrumental in the

Part III: CS 3.2.8 Qualified Admin and Academic Officers

College's 2011 SACS Reaffirmation, which yielded no institutional recommendations. She holds a Bachelor of Science degree in Business Administration from the University of Houston-Victoria and a Master of Business Administration degree from the University of Houston-Clear Lake.

[Dr. Elizabeth Lewis](#) assumed the position of [Provost and Vice President for Academic Affairs](#) on August 1, 2016. Dr. Lewis served as an instructor of college English at Johnson County Community College in Kansas and Lee College in Baytown, Texas, before becoming the District Director of New Program Development and Evaluation at North Harris Montgomery Community College District in Houston. She served as Dean of Academic Affairs at Blinn College in Brenham, Texas, and the Vice President of Academic Affairs at Northeast Lakeview College in Universal City, Texas. Prior to coming to Del Mar College, Dr. Lewis was the president of College of the Mainland in Texas City, Texas. She holds a bachelor's degree in English from the University of Texas at Austin, as well as a master's degree in English and an Ed.D. in Educational Leadership from Sam Houston State University.

Vice President of Workforce Development and Strategic Initiatives

The [Vice President of Workforce Development and Strategic Initiatives](#) develops relationships between Del Mar College and business, industry, educational and governmental entities to support initiatives in the College's Strategic Plan. In addition, the position provides administrative direction and supervision of programs such as Institutional Research, Institutional Effectiveness, Workforce Development, Continuing Education, Off-Campus Programs and the Small Business Development Center. This office interfaces with regional business and industry, positioning the College to respond effectively to workforce needs and to serve as an economic catalyst for the South Texas area.

[Lenora Keas](#) brings a blend of academic and workplace experience to this position. She has served as a management consultant on organizational development for business and industry. Her instructional leadership roles include tenured professor and chair of the Business

Part III: CS 3.2.8 Qualified Admin and Academic Officers

Administration Department, which, under her leadership, received three Exemplary evaluations from the Texas Higher Education Coordinating Board. She moved on to serve as co-acting dean of the Division of Business and then executive director of Strategic Planning and Assessment. Until July 31, 2016, she was the College's Interim Provost and Vice President of Instruction and Student Services. She has served on Southern Association of Colleges and Schools site-visit teams and was instrumental in the College's 2011 SACS Reaffirmation, which yielded no institutional recommendations. She holds a Bachelor of Science degree in Business Administration from the University of Houston-Victoria and a Master of Business Administration degree from the University of Houston-Clear Lake.

Vice President of Student Affairs

The [Vice President of Student Affairs](#) provides leadership and direction to the Student Services division, which is comprised of Recruitment and Outreach, Counseling, Disability Services, Admissions, Registrar, Financial Aid, Retention, Engagement, Student Life, Title V, Veteran Services, TRIO Student Support and the Student Success Center. In addition, this position provides direction and coordination for the College matriculation program and appropriate special grants projects.

[Dr. Rito Silva](#) brings a diverse educational background, including a Bachelor of Business Administration degree from Texas A&I University, a Master of Science degree in Guidance and Counseling from Texas A&M University-Kingsville and a Doctorate in Human Resource Development from Texas A&M University at College Station. His previous position as dean of student services for Lone Star College afforded him five years of experience in advising, counseling, student life, state records and reporting, disability services, career services, veterans' services, financial aid and testing. While working for Coastal Bend College, he served as SACS liaison, with responsibility for preparing the institution's Five-Year Report, substantive change documents and site visit requirements.

Executive Director of Human Resources and Administration

[The Executive Director of Human Resources and Administration](#) provides leadership and direction for the College in all areas of Human Resources, Payroll, Risk Management and Administration and serves as the Equity and Compliance Officer of the College District. This position serves as a liaison to internal and external constituencies, including governmental, community and business organizations.

[Tammy McDonald](#) held positions in accounting and payroll prior to beginning work in the human resources area. She served as the College's Director of Human Resources and Equal Opportunity/Affirmative Action before taking her current position. She holds bachelor's and master's degrees in Business Administration from the University of the Incarnate Word and is certified as a Senior Professional in Human Resources.

Executive Director of Development

The [Executive Director of Development](#) supervises the College's development, alumni services and grants programs. The director establishes annual Foundation fundraising goals, and provides leadership in the areas of scholarships, major gifts, planned giving, annual giving, alumni affairs, prospect management and research, fund investment, grant research and grant development and management.

[Mary McQueen](#) brings experience with public affairs in academic and non-profit organizations. She holds a B.B.A. in Management from Corpus Christi State University (now Texas A&M University-Corpus Christi) and holds Certified Fundraising Executive certification (CFRE). Since becoming the Executive Director of Development for the College, she oversaw a 66 percent increase in giving in 2012 (from \$1.5 million to \$2.5 million) and 69 percent increase in giving in 2013 and increased grant funding from \$2.5 million in 2012 to \$6.6 million in 2014.

Executive Director of Strategic Communication and Government Relations

The [Executive Director of Strategic Communication and Government Relations](#) serves as communications liaison among the College president, the president's Executive Team, the Board of Regents, the Foundation Board of Trustees, elected officials, news media, students and the general public. This position manages the College's brand through a comprehensive program of marketing, college relations, media relations, publications, public information, website content, advertising, social media, photography and video production and operates a College television channel.

[Claudia Jackson](#) holds an Associate in Arts degree from Tarrant County Junior College, a Bachelor of Journalism degree from the University of Texas at Austin and a Master of Arts degree from Corpus Christi State University, with an emphasis in business and communication. Under her leadership, the College Relations Office staff has gathered more than ninety marketing and advertising awards from national, regional and local professional organizations. Her communications team maintains the College's positive image in the community, best demonstrated by the 91 percent positive image rating the College received in a recent independent research study.

Chief Financial Officer

The [Chief Financial Officer](#) provides leadership, management and direction for the overall financial, accounting, budgeting, and purchasing operations of the College, including bond resources. This officer reviews and analyzes budget data, monitors College expenditures and purchasing and business services operations, prepares the College budget and reviews grant budget proposals. The Chief Financial Officer also directs the division directors in utilizing their funding allocations and develops College policies and procedures related to fiscal matters.

Part III: CS 3.2.8 Qualified Admin and Academic Officers

[Catherine West](#) serves as Interim Chief Financial Officer. She served as the Director of Accounting from 2006 until assuming her current duties. Her experience with the College's budgeting and accounting procedures enables her to provide the overall financial management needed in this interim period. She holds a Bachelor of Business Administration and a master's degree in Accounting from Texas A & M–Corpus Christi and an Ed.D. in Higher Education Administration with emphasis in community colleges from Texas Tech University.

Chief Information Officer

The [Chief Information Officer](#) provides executive leadership for the operation and maintenance of the College's information technology (IT) resources and services, overseeing information and technology operations, functional management, personnel management and administrative functions of the College's information systems. This officer also provides leadership and direction for the College's information systems by participation in institution-wide strategic planning and budgeting for information technologies, as well as coordination and integration of all College IT matters. This position is also responsible for the operation and maintenance of physical facilities on both campuses, as well as for construction.

[Augusto Alfonso](#) holds a Bachelor of Business Administration degree from Corpus Christi State University. He launched a career of progressive responsibility in network infrastructure, information systems and data management at Del Mar College. He has extensive experience in the implementation of enterprise resource planning systems, learning management systems, content management systems, collaborative systems, information security and mobile and cloud services. He serves on the advisory board for UBTech, an international higher education technology conference organization. Alfonso has extensive experience in construction projects as an administrator at Del Mar College in its implementation of the 2003–2006 \$108 million and the 2014 \$157 million Capital Improvement Program. He has participated and/or led numerous construction competitive bidding initiatives, and he has extensive experience in construction, budgeting and oversight,

campus planning and master planning.

General Counsel

The [General Counsel](#) is responsible for managing the institution's legal affairs. The general counsel provides legal advice and guidance to the Board of Regents, president and administrators, manages litigation and supervises both internal and external counsel. The General Counsel is also accountable for institutional risk oversight and works with each executive team member with risk management and mitigation efforts.

[Augustin Rivera, J.D.](#) holds a Doctor of Jurisprudence from Stanford Law School and a Bachelor of Arts degree from Yale University. He was admitted to the Texas Bar in 1988 and is also admitted to practice before the U.S. Supreme Court; the U.S. Fifth Circuit Court of Appeals; the U.S. Federal Circuit Court of Appeals; and U.S. District Courts for the Southern and Northern Districts of Texas. He has represented and counseled a broad range of individual and institutional clients, both plaintiffs and defendants, in trial and on appeal, in complex litigation and in federal and state court. Clients have included individuals, corporations, governmental entities, community colleges, school districts, counties, public officials and employees, judges, oil and gas parties, insurance companies, product manufacturers, media entities, real estate developers, automotive dealerships, realtors, doctors and entertainers. He has extensive experience in providing legal advice and counsel (general and in litigation) in all areas of higher education law, including civil rights, constitutional and privacy law; statutory, regulatory and policy compliance; public information and governance issues (board and institution); inter-governmental matters; contract and lease formation and enforcement; procurement; business transactions; student issues; academic issues; disciplinary matters; real property; construction matters; intellectual property; insurance; employment; bequests and donations; and conflicts of interests and oversight.

Dean of Arts and Sciences

The [Dean of of Arts and Sciences](#) provides leadership and overall direction for college-level and developmental education instruction in the division and is directly responsible to the Provost and Vice President for Academic Affairs. The dean supervises the operations of the departments within the division, providing program and curriculum development and overseeing divisional and departmental budgeting. The departments in the division are Art and Drama, Communications, Languages and Reading, English and Philosophy, Kinesiology, Mathematics, Music, Natural Sciences and Social Sciences. The dean manages recruitment, selection and supervision of divisional full-time and adjunct faculty. Also, the dean oversees the development of new instructional programs and manages instructional program review for the division.

[Dr. Jonda Halcomb](#) holds an Associate in Science degree in Physical Science from Chaffey College, a Bachelor of Science degree in Biology from Loma Linda University, a Master of Science degree in Biology from Texas A&M University-Corpus Christi and a Doctor of Philosophy degree in Entomology from Texas A&M University-College Station. After teaching science in several private schools, she served as assistant professor of biology at Del Mar College. She served as chair of the Natural Sciences Department, leading the department in curriculum development and faculty selection and oversight, before being selected as dean of the division.

Dean of Business, Industrial and Public Safety Education

The [Dean of Business, Industrial and Public Safety Education](#) provides leadership, supervision and fiscal oversight for four departments: Business Administration, Industrial Education, Public Safety and Technology Education. The dean supervises the recruitment, hiring, retention, professional development and evaluation of faculty and staff and provides leadership in the development of new programs and revision of existing programs, as well as

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coordinating with business and industry representatives, industry advisory committees, external accrediting agencies, regional school districts and institutions of higher education. The dean also manages instructional program review for the division.

[Charles McKinny](#) holds an Associate in Applied Science degree in Air Conditioning from Del Mar College and a Bachelor of Science degree in Occupational Education from Corpus Christi State University. A master electrician and owner of an independent electricity and air conditioning business, he entered the teaching profession at the College as an instructor and progressed to the level of tenured professor of Building Maintenance before accepting instructional leadership positions as a department chair and dean.

Dean of Health Sciences and Professional Education

The [Dean of Health Sciences and Professional Education](#) provides leadership, supervision and fiscal oversight for five departments: Allied Health, Computer Science, Engineering and Advanced Technology, Dental and Imaging Technology, Human Sciences and Education and Nurse Education. This academic officer supervises the recruitment, hiring, retention, professional development and evaluation of faculty and staff. The dean leads the development of new programs and revision of existing programs, as well as coordinating with other workforce agencies, hospitals, clinical sites, external accrediting agencies, regional school districts and institutions of higher education and managing instructional program review for the division.

[David Arreguin, D.D.S.](#) served as Interim Dean of Health Sciences and Professional Education until August 31, 2016. He combined extensive experience as a professional dentist with clinical oversight of the College's Dental and Imaging Technology Department. He holds a Bachelor of Arts degree in Biology from the University of St. Thomas and a Doctor of Dental Surgery degree from the University of Texas at Austin. His responsibilities included management and oversight of the classroom and clinical instruction segments, supervising a

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dental assisting/dental hygiene laboratory providing services to the public and coordinating external accreditation functions of health science and human services programs. Dr. Arreguin's administrative experience includes fourteen years as director of the externally accredited dental assisting and dental hygiene programs, eight years as department chair of the dental and medical imaging programs and one and one-half years as interim dean.

[Dr. Shannon Ydoyaga](#) began a transition into the role of Dean of Health Sciences and Professional Education on July 17, 2016, becoming the dean on September 1. After working in human resources areas for both healthcare and manufacturing, she began a career in higher education, moving from a position as medical program administrator into the position of Associate Dean for Mathematics, Science, and Health Professions at Richland College. She then became district director of the Mountain View College District before moving to Del Mar College. She brings her experiences working with faculty and community partners in health care and other professional fields to assist in these areas at Del Mar College. She holds a Bachelor of Business Administration from the University of Mississippi, a Master of Science in Management from Texas A&M-Commerce and a Ph.D. in Education with a specialization in Leadership for Higher Education from Capella University.

Dean of Institutional Effectiveness and Assessment

[The Dean of Institutional Effectiveness and Assessment](#) is the administrator responsible for integrated planning, budgeting, organizing and coordinating of activities required for campus-wide assessment, strategic planning, institutional research and institutional effectiveness. The dean provides creative and innovative leadership for the creation of a culture in which assessment, continuous quality improvement and planning activities are integrated, understood and practiced in ways consistent with the College's mission, values and vision. The dean is responsible for monitoring and providing feedback on the assessment activities of each program and/or unit annually, and in collaboration with the

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provost, deans and department chairs, the dean plans, organizes, facilitates and monitors the assessment of general education.

[Jean Downs](#) served as the Director of Assessment from 2014 until August 2016. She has provided leadership and expertise in the design and implementation of assessment and the interpretation of data related to student learning outcomes, institutional outcomes assessment and institutional effectiveness for six years in the community college environment. Her experience integrating planning, institutional research and institutional effectiveness has allowed her to develop a creative and innovative leadership model for the creation of a culture in which assessment, continuous quality improvement and planning activities are integrated, understood and practiced in ways consistent with the College's mission, values and vision. Downs holds a Master of Science degree in Psychology and is a Ph.D. candidate in the School of Education at Capella University. She is no longer employed at Del Mar College and the position has been posted.

Dean of Workforce Programs and Corporate Services

The [Dean of Workforce Programs and Corporate Services](#) develops strategic opportunities to provide accessible, innovative and transformational workforce improvement programs. The dean coordinates workforce training and initiatives to establish and maintain relationships with local employers, government, non-profit agencies and economic development organizations to expand the College's training and skills development portfolio. This position also collaborates with businesses to assess their workforce competency and hiring requirements; creates training partnerships and employment pipelines; leverages College resources to provide and customize programs and services; and delivers affordable, specialized training at employer sites, on-campus, online or at community-based locations.

[Dan Korus](#) holds an associate's degree in General Studies from the University of Maryland, European Division, a Bachelor of Science degree in agri-business from Texas A&M University and a Master of Business Administration degree from Texas A&M University-Corpus

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Christi. He coordinated the Base Realignment and Closure process for the Department of the Navy in Ingleside before moving into the academic arena as a counselor for the College's Small Business Development Center/Procurement Technical Assistance Center and then interim assistant dean of Workforce Programs.

Dean of Continuing Education and Off-Campus Programs

The [Dean of Continuing Education and Off-Campus Programs](#) is responsible for planning, delivery and assessment of the College's workforce and personal enrichment programs, as well as off-campus and outreach programs. Workforce and personal enrichment programs, typically considered those offered not for college transfer credit, encompass a wide range of courses from career preparation and advancement to certification and recertification for some licensed career fields to avocational and leisure classes. Off-campus programs include those delivered at the College's Northwest Center and those offered in conjunction with neighboring communities and school districts to meet the employment needs of the region. This position also manages the General Educational Development and English for Speakers of Other Languages programs.

[Dr. Leonard Rivera](#) attended Del Mar College before completing a bachelor's degree and several master's degrees in Business Administration, Educational Administration, Public Administration, Counseling and Curriculum and Instruction from Texas A&M University-Corpus Christi. He also holds a Doctor of Philosophy degree in Higher Education Administration from Texas A&M University. Prior to assuming this interim position, he coordinated workforce and personal enrichment classes, served as executive assistant to the College president and directed off-campus, outreach and enrollment services.

Dean of Student Outreach and Enrollment Services

The [Dean of Student Outreach and Enrollment Services](#) provides administrative

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support for Outreach Services, Admissions and Registrar, Student Enrollment/Welcome Center, Testing Services and Off-Campus sites/centers, as well as administrative support for student access, recruitment and enrollment. This position promotes the learning mission of the College, ensuring that student support services are aligned with institutional learning outcomes and the goals of the strategic plan.

[Patricia Benavides-Dominguez](#) holds a Bachelor of Science degree from George Mason University and a Master of Science degree in Guidance and Counseling from Texas A&M University-Corpus Christi. She brings to the position experience working with at-risk and educationally disadvantaged secondary and postsecondary students, developing and implementing federally funded student assistant programs, serving as coordinator of records and special admissions programs and leading the College's Dual Credit and Early College programs to all-time high enrollment and course completion.

Dean of Student Engagement and Retention

The [Dean of Student Engagement and Retention](#) provides administrative support for student success through the efforts of multiple offices. These include Career Development, Student Leadership and Campus Life, Student Success Center, Veterans Services and Transition Center, which includes Counseling Services, Disability Services and Retention Services. This position coordinates with academic programs to enhance student success by assessing college retention and graduation/completion rates to address programmatic needs; analyzes retention trends for implementation of student intervention strategies; serves as the Title IX Coordinator for Students and District Student Complaint Coordinator; oversees College-wide student disciplinary actions; and stays abreast of government legislation pertaining to special populations including students with physical and learning disabilities.

[Cheryl G. Sanders](#) holds a Bachelor of Science degree in Educational Psychology and a Master of Science degree in Counselor Education/Student Development from Mississippi

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State University. She has twenty years of progressively responsible experience and leadership working in post-secondary education. A certified mediator in workplace conflict, she brings extensive training and experience in student orientation, retention, judicial affairs, career services, student development, counseling, advising, campus diversity, emergency management and a comprehensive understanding of the concerns of diverse populations.

Conclusion

Each of the administrative and academic officers holds appropriate educational qualifications and has the necessary experience and competence to provide leadership to the College.

Comprehensive Standard 3.2.8

Qualified Administrative/Academic Officers

Name of Institution: Del Mar College

Date Form Completed: August 2016

Location of Program: East Campus, West Campus, and Northwest Center Campus

Instructions. Please complete a form for each location where instruction is offered leading to a degree program.

Column One: List each administrative and academic officer, including vice presidents, provosts, deans, directors, and others as appropriate.

Column Two: List the title of the officer.

Column Three: Describe the officer's primary responsibilities in providing leadership.

Column Four: Provide the officer's educational qualifications pertaining to his or her responsibilities.

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Column Five: Describe the officer's experience that qualifies to carry out his or her responsibilities.

Name	Title	Responsibilities	Educational Qualifications	Professional Experience
Dr. Mark S. Escamilla	President	Job Description	<p>Ph.D., Educational Administration with specialization in Community College Leadership, The University of Texas, 2001;</p> <p>M.S., Counseling, Texas A&M University-Corpus Christi, 1995;</p> <p>B.S., Criminal Justice, Texas A&M University-Corpus Christi, 1992;</p> <p>A.A., Del Mar College, 1987-1990 (Degree conferred by reverse transfer, 2010)</p>	<ul style="list-style-type: none"> • President, Del Mar College (7½ years); • Provost, Tyler Junior College (2 years); • Executive Vice President, Morton College-Cicero (1 year); • Vice President of Administration, Morton College-Cicero (1 year); • District Associate Director of Enrollment Services, Tarrant County College District (3 years); • Interim Assistant Dean of Students, Texas A&M University-Commerce (1 year); • Assistant to the Dean of Students, Texas A&M University-Commerce (1 year); • U.S. Border Patrol Agent Recruit, U.S. Border Patrol (1 year); • Facility Investigator, Texas Department of Protective and Regulatory Services (1 year); • Corrections/Detention Officer, Nueces County Community Supervision and Corrections Department (1 year)
Dr. Beth Lewis	Provost and Vice President for Academic Affairs	Job Description	<p>Ed.D., Educational Leadership, Sam Houston State University, 2000;</p> <p>M.A., English, Sam Houston State University, 1988;</p> <p>B.A., English, The University of Texas at Austin, 1985</p>	<ul style="list-style-type: none"> • Provost and Vice President for Academic Affairs (1 month); • President, College of the Mainland (3½ years); • Vice President of Academic Affairs, Northeast Lakeview College (6 years, 8 months); • Dean of Academic Affairs, Blinn College (Brenham Campus) (1 year, 11 months); • Dean of Off-Campus Programs, Blinn College (District-Wide) (3 years, 4 months); • Adjunct Faculty, Educational Leadership and Counseling Doctorate Program, Sam Houston State University (8 months); • District Director of New Program

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				<p>Development and Evaluation, North Harris Montgomery Community College District (1 year, 7 months);</p> <ul style="list-style-type: none"> • Full-time Faculty, English and Humanities Division, Lee College (5 years, 9 months); • Full-time English Instructor, Johnson County Community College (2 years, 9 months)
Lenora Keas	Interim Provost and Vice President of Instruction and Student Services until July 31, 2016	Job Description	<p>M.B.A., Management, University of Houston, 1979;</p> <p>B.S.B.A., Management, University of Houston, 1977</p>	<ul style="list-style-type: none"> • Interim Provost and Vice President of Instruction and Student Services, Del Mar College (1 year, 1 month); • Vice President of Workforce Development and Strategic Initiatives, Del Mar College (2 years, 3 months); • Executive Director of Strategic Planning and Assessment, Del Mar College (3 years, 11 months); • Chair, Department of Business Administration, Del Mar College (11 years); • Full-time Faculty, Department of Business Administration, Del Mar College (27 years, 9 months); • Project Analyst, First City Bank (1 year); • Business Manager, Dr. W. B. Milligan, Inc. (4 years); • Farley, Kurtz & Associates, Management Consulting (18 years); • Member, Executive and Finance Committee, • Driscoll Children's Hospital (5 years); • Managing Agent, Metropolitan Insurance Company (1 year); • Insurance Agent (5 years)

Part III: CS 3.2.8 Qualified Admin and Academic Officers

<p>Lenora Keas</p>	<p>Vice President of Workforce Development and Strategic Initiatives</p>	<p>Job Description</p>	<p>M.B.A., Management, University of Houston, 1979;</p> <p>B.S.B.A., Management, University of Houston, 1977</p>	<ul style="list-style-type: none"> • Interim Provost and Vice President of Instruction and Student Services, Del Mar College (1 year, 1 month); • Vice President of Workforce Development and Strategic Initiatives, Del Mar College (2 years, 3 months); • Executive Director of Strategic Planning and Assessment, Del Mar College (3 years, 11 months); • Chair, Department of Business Administration, Del Mar College (11 years); • Full-time Faculty, Department of Business Administration, Del Mar College (27 years, 9 months); • Project Analyst, First City Bank (1 year); • Business Manager, Dr. W. B. Milligan, Inc. (4 years); • Farley, Kurtz & Associates, Management Consulting (18 years); • Member, Executive and Finance Committee, • Driscoll Children’s Hospital (5 years); • Managing Agent, Metropolitan Insurance Company (1 year); Insurance Agent (5 years)
<p>Dr. Rito Silva</p>	<p>Vice President for Student Affairs</p>	<p>Job Description</p>	<p>Ph.D., Education/Human Resource Development, Texas A&M University-College Station, 2007;</p> <p>M.S., Guidance and Counseling, Texas A&M University-Kingsville, 1994;</p> <p>B.B.A., Finance, Texas A&I University, 1990</p>	<ul style="list-style-type: none"> • Vice President for Student Affairs, Del Mar College (1 month); • Associate Vice President of Student Affairs, Del Mar College (1 year); • Dean of Student Services, Lone Star College CyFair Campus (5 years, 4 months); • Director of Alice Campus/SACS Liaison, Coastal Bend College (3 years, 8 months); • Director of Student Development, Coastal Bend College (2 years); • Counselor, Coastal Bend College, Kingsville • Center (10 years); • Academic Counselor/Assistant to the Dean, Texas A&M University-Kingsville (4 years)

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<p>Tammy F. McDonald</p>	<p>Executive Director, Human Resources and Administration</p>	<p>Job Description</p>	<p>M.B.A., University of the Incarnate Word, 2006;</p> <p>B.B.A., Management, University of the Incarnate Word, 2000</p>	<ul style="list-style-type: none"> • Executive Director of Human Resources and Administration, Del Mar College (3 years); • Director of Human Resources and Equal Opportunity/Affirmative Action, Del Mar College (1½ years); • Adjunct Instructor, College of Business, Texas A&M University-Kingsville (3 years, 4 months); • Human Resources Manager-South Texas Operations, King Ranch Inc. (3 years); • Benefits Manager, City of Corpus Christi (2 years, 4 months); • Independent Consultant (2 years, 2 months); • Vice President of Business Affairs and Limited Partner, FESCO, Ltd. (2 years); • Human Resources/Benefits/Payroll Manager, FESCO, Ltd. (11 years); • Accounting, Benefits, and Payroll Supervisor, FESCO, Ltd. (6 years); • Accounting and Payroll Assistant, Dixilyn-Field Drilling Company (5 years, 4 months)
<p>Mary McQueen</p>	<p>Executive Director of Development</p>	<p>Job Description</p>	<p>B.B.A., Management, Corpus Christi State University, 1991</p> <p>Certified Fund Raising Executive (CFRE) (12 years)</p>	<ul style="list-style-type: none"> • Executive Director of Development, Del Mar College/Del Mar College Foundation (6 years); • Chief Development Officer, Texas State Aquarium (11 years); • Director of Public Affairs, Texas A&M University-Corpus Christi (7 years); • Public Affairs Assistant, Corpus Christi State University (4 years); • Managing Director, Harbor Playhouse Company (3 years); • Public Affairs/Business Programs Producer, KEDT-Channel 16 (8 months); • Editor, <i>Corpus Christi Monthly</i> (5 years);

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<p>Claudia Jackson</p>	<p>Executive Director of Strategic Communication and Government Relations</p>	<p>Job Description</p>	<p>M.A., Interdisciplinary Studies (Communications , Business, and Photography), Corpus Christi State University, 1984;</p> <p>B.J., Journalism, The University of Texas at Austin, 1973;</p> <p>A.A., Journalism, Tarrant County Junior College, 1971</p>	<ul style="list-style-type: none"> • Executive Director of Strategic Communication and Government Relations (3 years); • Executive Director of Community and Legislative Relations, Del Mar College (4 years); • Assistant to the President for College Relations, Del Mar College (12 years); • Director of College Relations, Del Mar College (12 years); • Director of Public Information, Del Mar College (21 years); • Director of Public Information, Bee County College (4 years); • Junior Reporter, University News Service (2 years); • Intern for Community Relations Office, Tarrant County Junior College (2 years)
<p>Dr. Catherine West</p>	<p>Interim Chief Financial Officer</p>	<p>Job Description</p>	<p>Ed.D., Higher Education Administration with Emphasis in Community Colleges, Texas Tech University, 2015;</p> <p>M.S., Accounting, Texas A&M University-Corpus Christi, 2003;</p> <p>B.B.A., Accounting, Texas A&M University-Corpus Christi, 1985</p>	<ul style="list-style-type: none"> • Interim Chief Financial Officer, Del Mar College (8 months); • Budget Officer/Director of Accounting, Del Mar College (10 years); • Tax Accountant, Jennings & Hawley (3 years); • Accounting Manager, Central Power & Light Company (16 years)
<p>Augusto Alfonso</p>	<p>Chief Information Officer</p>	<p>Job Description</p>	<p>B.B.A., Accounting, Corpus Christi State University, 1990;</p> <p>24 Credit Hours in Electronic Data Processing, Texas A&I University-Kingsville, 1987</p>	<ul style="list-style-type: none"> • Chief Information Officer, Del Mar College (15 years); • Director of Information Technology, Del Mar College (2 years); • Manager/Systems Programmer, Del Mar College (1 year); • Assistant Systems Programmer, Del Mar College (8 years); • Computer Operator, Del Mar College (3 years); • Student Computer Operator, Texas A&I University-Kingsville (1 year); • Apartment Manager, Alfonso Apartments (3 years)

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<p>Augustin Rivera</p>	<p>General Counsel</p>	<p>Job Description</p>	<p>J.D., Law, Stanford Law School, 1987; B.A., History, Yale University, 1984</p>	<ul style="list-style-type: none"> • General Counsel, Del Mar College (1 year); • Partner, Dunn, Weathered, Coffey, Rivera, and Kasperitis, P.C. (12 years); • Partner/Associate, Barger, Hermansen, McKibben, and Villarreal, L.L.C. (3 years); • Attorney, Law Offices of William J. Chriss, P.C. (Fall 1998); • Attorney, Rangel and Chriss, P.C. (8 years); • Associate, Gary, Thomasson, Hall and Marks, P.C. (2 years)
<p>Dr. Jonda L. Halcomb</p>	<p>Dean of Arts and Sciences</p>	<p>Job Description</p>	<p>Ph.D., Entomology, Texas A&M University, 1997; M.S., Biology, Texas A&M University-Corpus Christi, 1994; B.S., Biology, Loma Linda University, 1977; A.S., Physical Science, Chaffey College, 1974</p>	<ul style="list-style-type: none"> • Dean of Arts and Sciences Division, Del Mar College (6 years); • Interim Dean of Arts and Sciences Division, Del Mar College (1 year); • Chair of Natural Sciences Department, Del Mar College (3 years); • Full-time Faculty, Natural Sciences Department, Del Mar College (7 years); • Part-time Faculty, Natural Sciences Department, Del Mar College (2 years); • Part-time Faculty, Physical and Life Sciences Department, Texas A&M University-Corpus Christi (7 years); • Assistant Research Scientist, Texas A&M University Agricultural Research and Extension Center (3 years); • Graduate Research Assistant, Texas A&M University Agricultural Research and Extension Center (1 year); • Principal and Full-time Faculty, Gulfhaven Junior Academy (1 year); • Science Specialist and Full-time Faculty, The Browning School (1 year); • Full-time Faculty and Team Leader, Indiana Girls School (9 years); • Lead Instructor, Bethel Christian School (1 year)

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<p>Charles S. McKinny, Sr.</p>	<p>Dean of Business, Industrial and Public Safety Education</p>	<p>Job Description</p>	<p>B.S., Occupational Education, Corpus Christi State University, 1989;</p> <p>A.A.S., Air Conditioning, Del Mar College, 1987;</p> <p>A.A.S., Building Maintenance Applied Technology, Del Mar College, 2008;</p> <p>Certificate, Building Maintenance Applied Technology, Del Mar College, 2008</p>	<ul style="list-style-type: none"> • Dean of Business, Industrial, and Public Safety Education Division, Del Mar College (3 months); • Interim Dean of Business, Industrial, and Public Safety Education Division, Del Mar College (9 months); • Interim Chair of Industrial and Technical Education Departments, Del Mar College (1 year); • Professor, Associate Professor, Assistant Professor, and Instructor, Building Maintenance Applied Technology, Del Mar College (21 years); • More than 35 years of experience in the field of air conditioning technology and building maintenance; • Director of Maintenance at Luling Independent School District with responsibility for five campuses (5 years)
<p>Dr. David Arreguin</p>	<p>Interim Dean of Health Sciences and Professional Education</p>	<p>Job Description</p>	<p>D.D.S., Dentistry, The University of Texas Health Science Center at Houston, 1989;</p> <p>B.A., Biology, University of St. Thomas, 1984</p>	<ul style="list-style-type: none"> • Interim Dean of Health Sciences and Professional Education Division (formerly Business, Professional, and Technology Education Division), Del Mar College (2 years); • Chair of Dental and Imaging Technology Department, Del Mar College (8 years); • Full-time Faculty/Program Director, Dental and Imaging Technology, Del Mar College (9 years); • General Dentist, John T. Shepherd, D.D.S. (7 years); • General Dentist, MacGregor Dental Center (1 year); • General Dentist, Harris County Dental Center (2 years); • -General Dentist, Lindale Dental Associates (1 year)

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<p>Dr. Shannon Ydoyaga</p>	<p>Dean of Health Sciences and Professional Education</p>	<p>Job Description</p>	<p>Ph.D., Education With a Specialization in Leadership for Higher Education, Capella University, 2014;</p> <p>M.S., Management, Texas A&M University-Commerce, 2007;</p> <p>B.B.A., University of Mississippi, 1995</p>	<ul style="list-style-type: none"> • Dean, Health Science and Professional Education, Del Mar College (1 month); • District Director, Mountain View College/District Office, Health Careers Resource Center, Dallas County Community College District (4 years); • Associate Dean, Mathematics, Science, and Health Professions, Richland College (3 years); • Medical Programs Administrator, Richland College, MSHP (6 years); • Human Resources Leadership (8 years)
<p>Jean Downs</p>	<p>Dean of Institutional Effectiveness and Assessment (Resigned as of August 2016; position is currently vacant)</p>	<p>Job Description</p>	<p>Ph.D. Student, Instructional Design for Online Learning, Capella University</p> <p>M.S., Psychology, Washington State University, 2005;</p> <p>B.S., Nursing, University of Pennsylvania, 1997</p>	<ul style="list-style-type: none"> • Dean, Institutional Effectiveness and Assessment, Del Mar College (7 months); • Director of Assessment, Del Mar College (2 years, 7 months); • Chair, Assessment of Student Learning Committee, Del Mar College (2 years, 7 months); • Member of Membership Committee, Association for Assessment of Learning in Higher Education (AALHE) (2 years, 7 months); • Co-Editor of Emerging Dialogues (1 year, 6 months); • Assessment Coordinator, Trinidad State Junior College (TSJC) (2 years); • Chair, Assessment for Student Learning Committee, TSJC (2 years, 7 months); • Higher Learning Commission Assurance System Coordinator, TSJC (1 year); • Adjunct Instructor, Psychology and Medical Terminology, TSJC (1 year, 6 months); • Student Success Center Coordinator and Testing Administrator, TSJC (3 years); • Research Assistant, Graduate School Planning and Assessment, Washington State University (1 year)

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Dan Korus	Dean of Workforce Programs and Corporate Services	Job Description	<p>M.B.A., Business Administration, Texas A&M University-Corpus Christi, 2004;</p> <p>B.S., Agri-Business, Texas A&M University, 1994;</p>	<ul style="list-style-type: none"> • Dean, Workforce Programs and Corporate Services, Del Mar College (3 months); • Interim Dean, Workforce Development and Continuing Education, Del Mar College (3 years, 6 months); • Small Business Development Counselor, Del Mar College (1 year); • Base Realignment and Closure Coordinator, U.S. Department of the Navy (4 years); • Deputy OIC, Fleet Industrial Supply Center (1 year); • Business Development Officer, Value Bank Texas (1 year); • Military Service, U.S. Department of the Navy (18 years); • Small Business Owner (10 years)
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<p>Dr. Leonard Rivera</p>	<p>Dean of Continuing Education and Off-Campus Programs</p>	<p><u>Job Description</u></p>	<p>Ph.D., Higher Education Administration, Texas A&M University-College Station, 2002;</p> <p>M.S., Curriculum and Instruction, Texas A&M University-Corpus Christi, 1997;</p> <p>M.S., Professional Counseling, Texas A&M University-Corpus Christi, 1996;</p> <p>M.P.A., Texas A&M University-Corpus Christi, 1995;</p> <p>M.S., Education Administration, Texas A&M University-Corpus Christi, 1993;</p> <p>M.B.A., Texas A&M University-Corpus Christi, 1989;</p> <p>B.B.A., Texas A&M University-Corpus Christi, 1988</p>	<ul style="list-style-type: none"> • Dean, Continuing Education and Off-Campus Programs, Del Mar College (4 months); • Interim Dean, Continuing Education and Off-Campus Programs, Del Mar College (8 months); • Director, Off Campus Programs and Workforce Development, Del Mar College (4 years); • Interim Dean, Student Outreach and Enrollment Services, Del Mar College (1½ years); • Director, Off-Campus Programs, Del Mar College (7 years); • Executive Assistant to the President, Del Mar College (5 months); • Department Coordinator, Workforce and Business Programs, Del Mar College (5 years); • Adjunct Instructor, Department of Business Administration, Del Mar College (18 years); • Adjunct Instructor, College of Education, Texas A&M University-Corpus Christi (2 years); • Adjunct Instructor, University of the Incarnate Word (13 years); • Executive Director, Minority Business Opportunity Committee (MBOC) Program (3 years); • Assistant Director, Minority Business Opportunity Committee (MBOC) Program (6 years); • Financial Assistant to the First Vice President, Merrill Lynch (1½ years)
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<p>Patricia Benavides-Dominguez</p>	<p>Dean of Student Outreach and Enrollment Services</p>	<p>Job Description</p>	<p>M.S., Counseling, Texas A&M University-Corpus Christi, 1992;</p> <p>B.S., Early Childhood, George Mason University, 1988</p>	<ul style="list-style-type: none"> • Dean of Outreach and Recruitment, Del Mar College (3 months); • Interim Dean of Outreach and Recruitment, Del Mar College (8 months); • Director, Early College Programs, Del Mar College (5 years); • Coordinator of Records and Special Admissions Programs, Del Mar College (5 years); • Upward Bound Assistant Director, Coastal Bend College (10 years); • Educational Talent Search Counselor, Coastal Bend College (4 years); • Client Service Worker, Child Care Clearinghouse (1 year); • Caseworker, Communities in Schools (1 year); • 3rd Grade Teacher, Lozano Elementary School, Corpus Christi Independent School District (2 years)
<p>Cheryl G. Sanders</p>	<p>Dean of Student Engagement and Retention</p>	<p>Job Description</p>	<p>M.S., Counselor Education/ Student Development in Higher Education, Mississippi State University, 1998;</p> <p>B.S., Educational Psychology, Mississippi State University, 1996</p>	<ul style="list-style-type: none"> • Dean of Student Engagement and Retention, Del Mar College (4 years); • Associate Dean for Student Development, Maryland Institute, College of Art (5 years); • Dean of Student Life, Fisk University (1 year); • Associate Dean of Students, Rhodes College (2 years); • Assistant Dean of Students, Multicultural Affairs, Rhodes College (1 year); • Director, Multicultural Affairs, Rhodes College (2 years); • Director, Institute of Black Culture, University of Florida (1 year); • Assistant Director, Institute of Black Culture, University of Florida (1 year); • Internship, University Academic Advising Center, Mississippi State University (7 months); • Assistantship, Holmes Cultural Diversity Center, Mississippi State University (1 year); • Practicum, Career Services Center, Mississippi State

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				University (3 months); • Assistantship, Office of Student Life and the Student Union, Mississippi State University (9 months)
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Compliance Level: Compliance

Attachments

[3.2.8_Policy_B2.3.pdf](#)

[3.2.8_ORGCHART-AUG12016.pdf](#)

[3.2.8_Job_Description_President.pdf](#)

[3.2.8_Escamilla_Mark_CV.pdf](#)

[3.2.8_Keas_Leonora_CV_2016.pdf](#)

[3.2.8_Lewis_Beth_CV_2016.pdf](#)

[3.2.8_Job_Description_Vice_President_Strategic_Initiatives_Workforce_Development.pdf](#)

[3.2.8_Silva_Rito_CV_2016.pdf](#)

[3.2.8_Job_Description_Executive_Director_Human_Resources_Administration.pdf](#)

[3.2.8_McDonald_Tammy_CV_2016.pdf](#)

[3.2.8_Job_Description_ExecutiveDirector_Development.pdf](#)

[3.2.8_McQueen_Mary_CV_2016.pdf](#)

[3.2.8_Job_Description_Executive_Director_Strategic_Community_Governemental_Relations.pdf](#)

Part III: CS 3.2.8 Qualified Admin and Academic Officers

3.2.8_Jackson_Claudia_CV_2016_.pdf
3.2.8_Job_Description_ChiefFinancialOfficer_Interim.pdf
3.2.8_West_Catherine_2016.pdf
3.2.8_Job_Description_Chief_Information_Officer.pdf
3.2.8_Alfonso_August_2016_2016.pdf
3.2.8_Job_Description_General_Counsel.pdf
3.2.8_Rivera_Augustine_CV_2016.pdf
3.2.8_Job_Description_Deans_of_Arts_and_Sciences.pdf
3.2.8_Halcomb_Jonda_CV_2016.pdf
3.2.8_Job_Description_Deans_Business_Industrial_Public_Safety_Education.pdf
3.2.8_McKinny_Charles_Resume.pdf
3.2.8_Job_Description_Deans_HealthSciences_ProfessionalEducation.pdf
3.2.8_Arreguin_David_CV_2016.pdf
3.2.8_Ydoyaga_Shannon_S_CV_2016.pdf
3.2.8_Job_Description_Deans_Institutional_Effectiveness_Assessment.pdf
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3.2.8_Job_Description_Deans_Workforce_Programs_CorpServices.pdf
3.2.8_Korus_Dan_CV_2016.pdf
3.2.8_Job_Description_Deans_Continuing_Education_Off-CampusPrograms.pdf
3.2.8_Rivera_Leonard_CV_2016.pdf
3.2.8_Job_Description_Deans_Student_Outreach_Enrollment.pdf
3.2.8_Dominguez_Patricia_CV.pdf
3.2.8_Job_Description_Deans_Student_Engagement_Retention.pdf
3.2.8_Sanders_Cheryl_SCV_2016.pdf
3.2.8_blank_admin_eval.pdf
3.2.8_sample_admin_eval.pdf

Part III: CS 3.2.8 Qualified Admin and Academic Officers

[3.2.8_Board_Bylaw_A1.6.pdf](#)

[3.2.8_Education_Code_51.352.pdf](#)

[3.2.8_Job_Description_Assoc_Vice_President_of_Student_Affairs.pdf](#)

[3.2.8_Job_Description_Provost_and_Vice_President_for_Academic_Affairs.pdf](#)

[3.2.8_Job_Description_Provost_and_Vice_President_of_Instruction_and_Student_Services.pdf](#)

[3.2.8_Job_Description_Vice_President_for_Student_Affairs_DMC.pdf](#)

[3.2.8_ORGCHART-AUG12016.pdf](#)

[3.2.8_Policy_Evaluation_B6.5.5.pdf](#)

[3.2.8_ORG_CHART_June_17_2016.pdf](#)

Comprehensive Standard 3.3.1.1 Institutional Effectiveness: Educational Programs

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: educational programs, to include student learning outcomes.

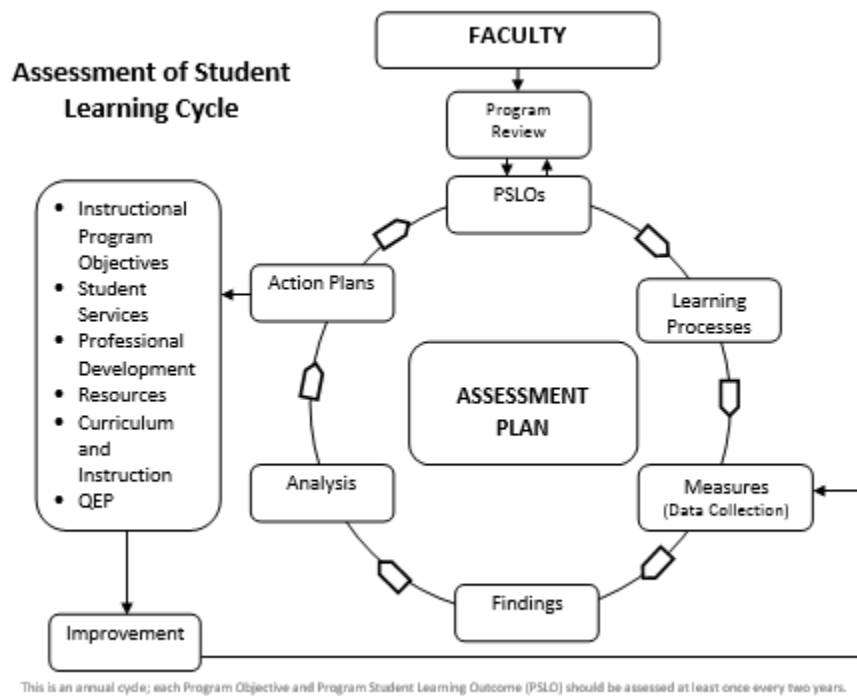
Compliance **Non-Compliance**

Narrative

Del Mar College identifies expected outcomes for all its educational programs, and assesses whether it has achieved those outcomes in order to make improvements based on the analysis of the results. At the College, the [definition of an educational program](#) aligns with the definition provided in the SACSCOC *Resource Manual for the Principles of Accreditation: An educational program is a coherent set of courses leading to a credential (degree, diploma, or certificate) awarded by the institution.* Del Mar's program for institutional effectiveness includes assessment and evaluation processes for the following aspects of educational programs: academic programs, including the College's degree, certificate and career and technical certificates, general education, distance learning courses, and non-credit instruction through continuing education. Continuing education--considered a community service--is assessed in the Division of Workforce and Economic Development. The College's educational programs include forty-six college transfer AA/AS/AAT degrees, fifty-nine career and technical/AAS degrees, seventy-eight career and technical certificate programs, and twelve marketable skills achievement awards. The focus of this narrative is the demonstration of the participation of educational programs in the systems and processes at the College that support and ensure assessment and continuous quality improvement.

At Del Mar College, institutional effectiveness in the educational programs takes three forms: (1) annual assessment of instructional programs and their program student learning outcomes (PSLOs), (2) assessment of general education outcomes and (3) instructional

program review. The [Mission and Core Values of Del Mar College](#) serve as the basis for the institutional effectiveness of its education programs, and the assessment of student learning outcomes and subsequent “closing the loop” processes are used as a framework to improve both the program of study and student success. "Student Learning Success" is the [first goal in the 2014-2019 Strategic Plan](#), and is a core value of the College. Information about institutional effectiveness, learning outcomes assessment and student achievement is shared with the campus community through [departmental communication](#), committee meetings, the College webpage, professional development activities, Board of Regents meetings, and annual campus-wide meetings such as Convocation and Faculty Return to Work Day (Spring 2014; Spring 2015).



Annual Educational Program Assessment

Instructional programs demonstrate their assessment efforts annually in a Detailed Assessment Report (DAR) provided by the WEAVE assessment management system.

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Educational program faculty assess both [program objectives and program student learning outcomes](#). Program Student Learning Outcomes statements define the knowledge, skills and abilities that students will be able to demonstrate with a degree in that educational program. Program Objectives are the desired achievements or needs of a program and state either what the program would like to accomplish or goals for student achievement following graduation from that program, including employment rates and pass rates. Assessment of general education is achieved by embedding the general education objectives into the assessment plan of each educational program.

Below is a representative sample of program student learning outcomes assessment reports by academic division and program. A [representative sample](#) of at least 30 percent of the 2014-2015 assessment reports is provided for each of the College's three divisions in this report. Overall, 63.5 percent of the 2014-2015 educational program assessment reports is provided. The sample provides a cross-section of assessment reports from every division for AA, AS and AAS degrees and includes programs offered at off-campus sites and via distance education.

Selected Annual Assessment Reports by Division/Department

Division of Arts and Sciences

- Department of Communications, Languages, and Reading, including the [Journalism](#), [Speech](#) and [Language](#) programs
- Department of English and Philosophy, including the [English](#) and [Philosophy](#) programs
- Department of [Kinesiology](#), Health Studies and Recreation, including the Kinesiology program

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- Department of Mathematics, including the [Mathematics](#) program
- Department of Music, including the [Music](#) program
- Department of Natural Sciences, including the [Biology](#), [Chemistry](#) and [Geology](#) programs
- Department of Social Sciences, including the [History](#), [Political Science](#), [Psychology](#) and [Sociology](#) programs

Division of Business, Industrial and Public Safety Education

- Department of Business Administration, including the [Business Administration](#), [Accounting](#) and [Management Development](#) programs
- Department of Industrial Education, including the [Environmental/Petrochemical Lab Technology](#), [Industrial Machining](#), [Nondestructive Testing](#) and [Welding](#) programs
- Department of Public Safety Education, including the [Criminal Justice](#), [Fire Science](#) and [Occupational Safety & Health](#) programs
- Department of Technology Education, including the [Air Conditioning](#), [Architecture](#), [Auto Body](#), [Aviation Maintenance](#) and [Diesel](#) programs

Division of Health Sciences and Professional Education

- Department of Allied Health, including the [Medical Laboratory Technology](#), [Occupational Therapy Assistant](#), [Pharmacy Technology](#), [Physical Therapist Assistant](#) and [Respiratory Therapy](#) programs
- Department of Computer Science, Engineering, and Advanced Technology, including the [Computer Information Systems](#) and [Engineering](#) programs
- Department of Dental & Imaging Technology, including the [Dental Assisting](#), [Diagnostic Medical Sonography](#) and [Nuclear Medicine Technology](#) programs
- Department of Human Sciences and Education, including the [ASL and Interpreting](#),

[Culinary](#), [Education](#) and [Human Services](#) programs

- Department of Nurse Education, including the [Nurse Education](#) program

Distance education courses at Del Mar College are managed within their individual academic departments and overseen by the respective department chairs. Course design and support are provided to the faculty by the [Office of eLearning Services](#). Courses are offered through the Canvas Learning Management System (LMS).

In each of the academic core component areas, students have options to enroll in traditional format (face-to-face) courses or distance education courses. With these core course enrollment options and dual-platform options offered in each program area, a student has the opportunity to complete a percentage of his or her degree or certificate through distance education. Currently, sixty-three programs are being taught with 50 percent or more of the coursework offered with distance education as a choice. The academic programs in which 100 percent of the credit hours were available via distance education are evidenced in [Fall 2015](#).

Although Del Mar College students have the opportunity to complete several programs entirely online, audits reveal that no students have done so in the past few years. However, a few instructional programs with high enrollment general education courses, including [English](#) and [Political Science](#), have begun disaggregating achievement of program student learning outcomes assessment data by instructional modality (online versus face-to-face) and location (off-site versus on-campus). In 2016-2017, instructional programs with similar enrollments will [follow these models](#) and begin documenting assessment by disaggregating data to ensure that students are achieving program learning outcomes at the same rates, regardless of instructional modality or site.

In instructional programs, indirect assessments are commonly utilized; however, direct assessment of student learning is the prominent feature of educational program assessment plans. Included among the direct and indirect [methods commonly used to assess student](#)

[learning](#) are:

- capstone experiences
- portfolios (student work collected and reviewed for evidence of learning and development)
- classroom assessment techniques
- dance and music productions
- evaluation by advisory councils
- evaluation by employers
- exit exams
- faculty-developed rubrics for scoring student work
- licensure passing information
- locally developed tests and assessments
- practicum and internship evaluation
- standardized tests

Methods used for assessing student achievement of program student learning outcomes are chosen by faculty based on the unique curricula of program discipline, as well as alignment with the program student learning outcomes. Additionally, methods for measuring student learning in programs with courses in the Core Curriculum are designed based on their alignment with the general education objectives. Each educational program objective and program student learning outcome is assessed at least once every one or two years, consistent with the projected completion times for cohorts of students in that program.

Structure to Support Effective Learning and Institutional Effectiveness

Del Mar College continually strives to support a sustainable culture of evidence that

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emphasizes continuous quality improvement and institutional effectiveness. By steadily building and strengthening foundational support mechanisms for learning outcomes assessment, the College has continuously improved processes to support quality of educational programs and enhance student achievement. Accordingly, educational programs are beginning to recognize that assessment of student learning and use of the results are ongoing institutional activities.

Improvement of Leadership and Coordination of Learning Outcomes Assessment

Following the retirement of the Faculty Coordinator of Assessment in Spring 2014, [the Director of Assessment](#) position was reopened and placed within the Office of Strategic Planning and Institutional Research as a mechanism for expanding the role to provide administration, coordination, planning, budgeting and leadership for campus-wide assessment and institutional effectiveness. [The Faculty Coordinator of Assessment](#) position was retained to provide a seamless transition for the new Director of Assessment, as well as expertise and mentoring for the faculty. In 2016, when the director's role expanded due to realignments of responsibilities, the director was named [Dean of Institutional Effectiveness and Assessment](#). This office coordinates the campus-wide integration of assessment, strategic planning, institutional research and institutional effectiveness through leadership of the Office of Strategic Planning and Institutional Research and the [Vice President of Workforce Development and Strategic Initiatives](#). At present, the dean's position is vacant.

Office of Strategic Planning and Institutional Research

The [Office of Strategic Planning and Institutional Research](#) is primarily responsible for coordinating and overseeing processes for institutional effectiveness for the College. This office is responsible for the design, implementation and analysis of a variety of surveys critical for student satisfaction and success, including the Instructional [Program Review Student Survey](#), the Survey of Student Services, the Graduating Student Survey, the Media Survey, the

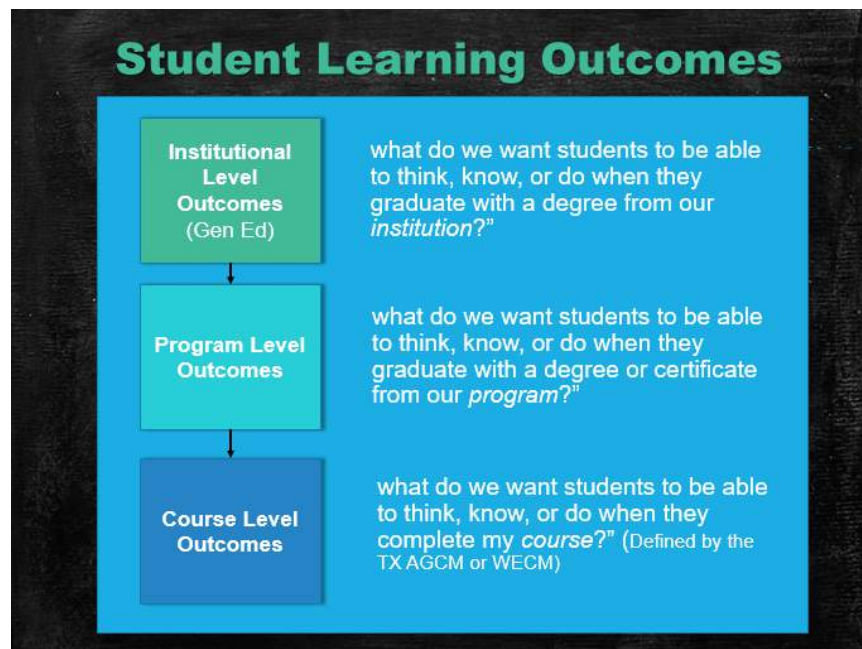
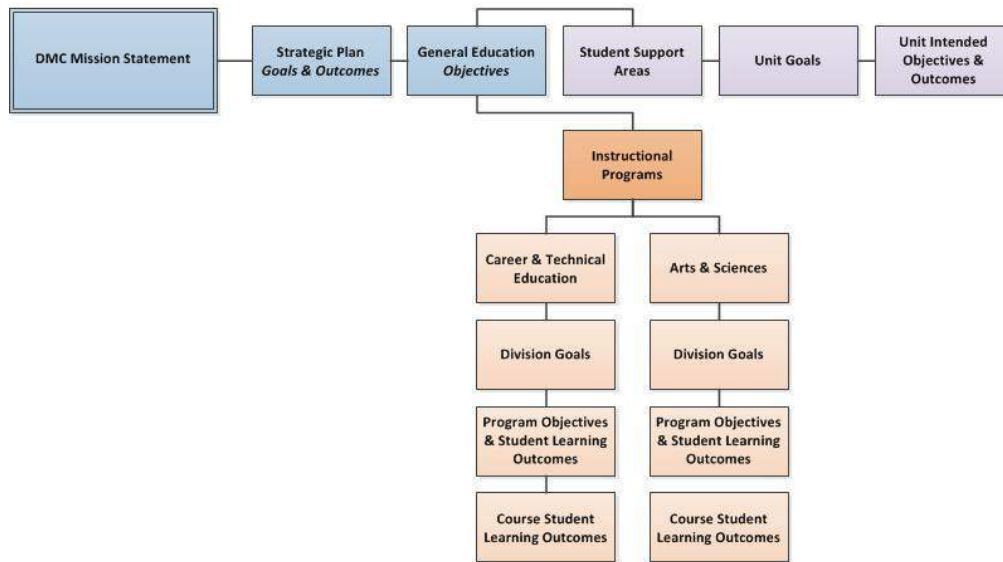
Part III: CS 3.3.1.1 Institutional Effectiveness

eLearning Survey and the Community College Survey of Student Engagement. Institutional data and analytics are provided in several formats to facilitate the review and analysis of the College's strategic planning outcomes, [goals for student achievement](#), review of academic programs and academic program objectives. The annual [Institutional Statistical Profile](#) contains institution-wide data, which is distributed for use in the assessment of student achievement. Additionally, the Office of Institutional Research provides support for academic research and data needs related to academic program assessment, program accreditation and student achievement.

Use of WEAVE Assessment Management System

Since 2006, the College has used the [WEAVE](#) assessment management system to manage its comprehensive institutional effectiveness and strategic planning processes. WEAVE has provided a technological means to improve faculty participation in, and understanding of, instructional program learning outcomes assessment. WEAVE enables instructional, administrative and student support units to formulate and manage their assessment plans and reports in a centralized location. By enabling the alignment and reporting of the strategic plan goals and general education objectives through program level assessment, using WEAVE enhances the efficiency and analysis of assessment documentation and reporting.

Alignment of Assessment
Goals for Institutional
Improvement



Assessment Teams (“A” Teams)

In Fall 2012, departmental assessment teams ([“A” Teams](#)) were introduced to function as the assessment planning and oversight committee for the department. The department chairs

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were asked to identify Assessment Team members in their respective departments. The purpose of the Assessment Teams is to empower faculty in each department to support and [promote a culture of assessment](#). A list of college-wide Assessment Teams was compiled and the Faculty Coordinator of Assessment of Student Learning presented the assessment plan to Faculty Council, which endorsed the plan. The Faculty Coordinator of Assessment trained the Assessment Teams in spring and summer of 2013. The Assessment Teams used a Peer Review Form to review the Detailed Assessment Reports submitted by the different instructional programs and shared the results with their program colleagues. In 2015, the Program Coordinator for each instructional program became the point person for assessment in the program, as well as the leader of the “A Team.”

Faculty Assessment Mentors

During the 2015-2016 year, one [Faculty Assessment Mentor](#) was selected for each of the three instructional divisions. The Faculty Coordinator of Assessment and the Dean of Institutional Effectiveness and Assessment trained the Faculty Assessment Mentors, who then provided a peer evaluation of the 2014-2015 assessment plans and documentation for each educational program. The Faculty Assessment Mentors attended the Assessment of Student Learning Committee meetings, assisted with training of faculty during professional development activities and individually mentored faculty in programs in need of additional support for learning outcomes assessment.

Feedback and Continuous Quality Improvement

Del Mar College acknowledges that there is some variation in the quality of assessment documentation across educational programs. To improve consistency and provide feedback to faculty, the College uses a comprehensive [evaluation rubric](#) that allows it to determine the [status of assessment](#) in a program, as well as provide detailed and actionable feedback to the

program faculty. Programs that "need improvement" ([Occupational Safety & Health, 2014-2015 rubric + DAR](#)) are prioritized for assistance from the Faculty Assessment Mentors. Programs that have achieved "basic" ([Drama, 2014-2015 rubric+ DAR](#)) and "proficient" ([Early Childhood, 2014-2015 rubric + DAR](#)) ratings receive positive feedback and assistance as requested for any areas that could be improved.

Learning Outcomes Assessment Committees and Structure

[Assessment of Student Learning Committee](#). Committee Charge: To advise the instructional leadership including the Provost and Vice President for Academic Affairs, deans and chairs of issues related to the assessment of student learning. The purpose of the Assessment of Student Learning Committee is to:

- Assess strategies to improve the process of assessment of student learning.
- Develop and maintain a common language of assessment.
- Assess guidelines and procedures for all aspects of assessment of student learning.
- Advise the instructional leadership, including the Provost and Vice President for Academic Affairs, deans and chairs, of issues related to the assessment of student learning.

[General Education Committee](#). The purpose of the General Education Committee is to work with faculty and administration and to assist programs, departments and relevant committees regarding issues related to the general education objectives of Del Mar College.

Together, these structural support mechanisms ensure improved communication, mentoring and feedback to support an integrated and systemic institutional effectiveness model for educational programs. [Annual assessment reports](#) communicate strengths and opportunities for improvement in assessment practices and provide recommendations to guide the College in supporting effective learning and institutional effectiveness. Other institutional effectiveness

processes, such as instructional program reviews, allow for systematic evaluation of the quality of assessment practices.

Instructional Program Reviews

In addition to the annual assessment and analysis of learning outcomes results, the College has participated in Instructional Program Review since 1985. Learning outcomes assessment has consistently been a primary component of the program review process. Each year, ten to twenty educational programs undergo a summative and formative review to ensure the long-range success, vitality and quality of the programs. Programs are reviewed on a [five-year cycle and results](#) are posted to the Board of Regents as shown in the [Agenda](#) and [Minutes](#) of the meeting on April 14, 2015. Programs that receive less than a positive rating are reviewed annually and all programs are required to provide a two-year update. The [2014-2015 Instructional Program Review Guidelines](#) describe the requirements and timelines of the assessment of the program's performance as measured against the following eight criteria:

- Program objectives, student learning outcomes and assessment
- Instruction-related activities congruent with program objectives and student learning outcomes
- Integration with other programs and curricula of the College
- Relevance to student educational intent and need
- Flexibility to facilitate student mobility within the College and to and from other colleges
- Effective use of personnel
- Cost effectiveness
- Strategic advantage – provision of a unique response to a demonstrated community need.

The Instructional Program Review process is an opportunity for a program to undergo an

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in-depth, multi-year self-study and evaluate its progress over time. Program reviews, such as for [English](#) and [Court Reporting](#), are designed to generate improvements in the programs and to identify program needs and resources. The stated purposes of the Instructional Program Review are to:

1. Ensure that the appropriate missions of the College, the division, the department and program are being fulfilled;
2. Assure the excellence and ongoing enhancement of instructional programs;
3. Identify program needs so that resources may be adequately budgeted and provided;
4. Prompt curriculum and/or staff development;
5. Revise program content or delivery to address changing educational needs;
6. Reaffirm the need for and viability of the program;
7. Build upon the program's strengths and promote its continuing wellbeing; and
8. Help prepare the College for periodic reaffirmation of accreditation.

Improving the Culture of Learning and Evidence

Although educational programs utilize the learning outcomes assessment process to improve courses and instructional programs, the College is continuously improving its process for documenting this important evidence for accountability and transparency. In 2014-2015, following the employment of the new Director of Assessment, the comprehensive processes for learning outcomes assessment and institutional effectiveness underwent a system-wide self-study audit with the support of the Assessment for Student Learning and General Education Committees. As a result, multiple improvement plans were created to improve support, professional development, language and documentation for learning outcomes assessment.

In 2014-2015, after observing that the paper-based [Assessment Manual](#) was underutilized by faculty and staff, the Assessment for Student Learning and General Education Committees developed an interactive and comprehensive [Assessment Guide](#) within the Canvas

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Learning Management System. With input and direction from the committees, the Director of Assessment and Faculty Coordinator of Assessment created the Guide to include instructional modules, links to external resources, interactive formative assessments and other features central to instructional design and learning theory.

Clarifying the Language of Assessment and Accountability

In addition to modifying the College's language of assessment to improve understanding of the different levels of outcomes assessment, the Assessment of Student Learning and General Education Committees continue to standardize positive language about learning across the College. For example, in 2014-2015, upon recommendation by the Assessment of Student Learning Committee, the College adopted the term "student support units" to describe areas that provide student services, rather than "non-academic units," in order to emphasize the units' important role with positive language. Additionally, the 2015-2016 [Instructional Program Review Guidelines](#) was modified to align more closely with accreditation standards, including language from the SACSCOC *Resource Manual for the Principles of Accreditation*.

Documentation of Improvements in Learning

Beginning in 2015-2016, the Director and Faculty Coordinator of Assessment updated the WEAVE system to capture detailed information about improvements in student learning achieved annually by program student learning outcome. By assessing, creating action plans for effective intervention and re-assessment, program faculty can articulate how assessment results are related to improvements in learning in their programs. Faculty now use a text entry field to describe improvements achieved based on the analysis of the assessment results.

Improvements achieved will inform a compiled report for interested internal and external stakeholders.

Improvements in Curriculum Coherency: The Curriculum Mapping Project

Beginning in Fall 2014, the Director of Assessment worked with the General Education Committee and the Assessment of Student Learning Committee to educate and assist programs in development of [curriculum maps](#) that would indicate how their courses introduced, reinforced, developed mastery and assessed program student learning outcomes and general education objectives. The goals of the project were to:

- assist faculty to view a clear picture of how their courses connect, align and support the attainment of program student learning outcomes in each degree or certificate program
- ensure that 100 percent of educational programs engage in integrating outcomes across the program curriculum
- map general education outcomes across the College to audit “pathways” common to typical students and improve coherency of general education curriculum across the College.

The curriculum mapping project served multiple other purposes. First, mapping program student learning outcomes across a program’s curriculum was strongly encouraged for degree programs faced with the new requirement to [decrease total credit hours to 60 per the new state law](#). Further, the process allowed program faculty to reflect on the coherence and structure of current program curriculum, as well as identify aspects in need of change or refinement. Program faculty were able to share instructional goals and develop strategies to guide student learning from course to course. Mapping courses to general education objectives enabled faculty to share expected levels of achievement across the college.

Conclusion

Del Mar College identifies expected outcomes for all its educational programs and assesses whether it has achieved those outcomes in order to make improvements based on the

Part III: CS 3.3.1.1 Institutional Effectiveness

analysis of the results. Although academic programs have utilized the learning outcomes assessment process to improve courses and instructional programs, the College is currently improving its process for documenting this important evidence for accountability and transparency.

Compliance Level: Compliance

Attachments

[3.3.1.1_Definition_of_Educational_Program_AssessmentGuide.pdf](#)

[3.3.1.1_DMC_Mission_Vision_GuidingPrinciples_2011.pdf](#)

[3.3.1.1_Natural_Sciences_Dept_Mtg_Fall_2014.pdf](#)

[3.3.1.1_PSLOs_vs_Program_Objectives.pdf](#)

[3.3.1.1_Reports_by_Division_Department.pdf](#)

[3.3.1.1_DAR_Journalism.pdf](#)

[3.3.1.1_DAR_Speech.pdf](#)

[3.3.1.1_DAR_Languages.pdf](#)

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3.3.1.1_DAR_Indust_Machining_Appl_Tech.pdf
3.3.1.1_DAR_Non-Destructive_Testing.pdf
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3.3.1.1_Disaggregating_Findings_Data_DMC_Assessment_Guide.pdf
3.3.1.1_WEAVE_Assessmt_Sources_of_Evidence.pdf
3.3.1.1_Webpage_Student_Achievement_Goals.pdf
3.3.1.1_Assessment_Reporting_Checklist_Rubric_2014-2015.pdf
3.3.1.1_Executive_Summary_DMC-Assessment-Status-2015.pdf
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3.3.1.1_ASLC_Bylaws.pdf
3.3.1.1_General_Education_Committee_Bylaws.pdf
3.3.1.1_DMC_Assessment_Report_2014-2015.pdf
3.3.1.1_DMC_Assessment_Guide.pdf
3.3.1.1_Texas_Administrative_Code_Rule_9.183_Degree_Length.pdf
3.3.1.1_Goal_1_2014-2019_DMC_Strategic_Plan.pdf
3.3.1.1_Office_of_eLearning_Services.pdf

3.3.1.1_What is_assessment_DMC_Assessment_Guide.pdf
3.3.1.1_FacultyAssessmentMentor.pdf
3.3.1.1_Chemistry_Curriculum_Map.pdf

3.3.1.1_WEAVEonline_Home.pdf

3.3.1.1_Statistical_Profile2014-15.pdf

3.3.1.1_Office_Strategic_Planning_Institutional_Research-Web.pdf

3.3.1.1_E-Learning_Coordinator_Deliverables_Fall_2015.pdf

3.3.1.1_E-Learning_Coordinator_Deliverables_Spring_2016.pdf

3.3.1.1_Faculty_Coordinator_Assessment_Deliverables_2015-2016.pdf

3.3.1.1_Vice_President_Strategic_Initiatives_Workforce_Development_Job_Description.pdf

3.3.1.1_DeanInstitutionalEffectivenessAssessment_JobDescription.pdf

3.3.1.1_DirectorOfAssessment_JobDescription.pdf

3.3.1.1_PRSurvey15-16_tables-PHIL-class .pdf

3.3.1.1_English_PR_Complete.pdf

3.3.1.1_PR_Overall_Results_14-15.pdf

3.3.1.1_Court_Reporting_PR_Complete.pdf

3.3.1.1_BOR_Minutes_4-14-15.pdf

3.3.1.1_BOR_Regular_Agenda_4-14-15.pdf

3.3.1.1_IPR_Guidelines_2015.pdf

3.3.1.1_DMC_Assessment_Manual.pdf

3.3.1.1_IPR_Guidelines_2014.pdf

3.3.1.1_Assessment_Plan_2012-13.pdf

3.3.1.1_IPR_Cycle.pdf

Comprehensive Standard 3.4.3 Admissions Policies

The institution publishes admissions policies consistent with its mission.

Compliance **Non-Compliance**

Narrative

Del Mar College's admissions policies comply with educational directives in Texas state statutes and with the regulations of the Texas Higher Education Coordinating Board. Policy [B7.5](#) indicates that Del Mar College has an open admissions policy subject to the provisions of [Texas Administrative Code Rule 9.53](#) and [Texas Education Code 130.0011](#). The College *Catalog* reflects this “open enrollment” admissions policy, which grants admission to all students who complete the appropriate application process ([2015-16 Catalog, p. 21](#)). The College's Mission Statement (Policy [B1.2](#)) – “Del Mar College provides access to quality education, workforce preparation, and lifelong learning for student and community success” –reflects this charge from the State of Texas, and its admissions policies are designed to be consistent with its mission, encouraging students to pursue an education beyond high school.

General Admissions Requirements

Complete admissions and application requirements are found in the Del Mar 2015-16 *Catalog* on [pages 21-27](#). The College uses the Texas Success Initiative (TSI) assessment instrument to determine college readiness for all students who are not exempt from assessment requirements. The four admissions requirements for all students entering Del Mar College are:

- Complete college application
- Provide TSI scores or provide other evidence of college readiness
- Provide official high school transcript or GED scores or transcript from previous college
- Provide verification of meningitis vaccination if twenty-one or under

Part III: CS 3.4.3 Admissions Policies

Admissions procedures cover individuals entering the College as first-time college students, including high school graduates, GED graduates, homeschooled graduates, individual approval students, returning students, transfer students, transient students, international students or those accessing higher education opportunities while still in high school through dual credit and early admissions.

First-Time College Students

Students must submit a high school transcript or GED test scores, scores from the Texas Success Initiative Placement exam (unless exempt based on ACT, SAT, Texas STAAR or Texas TAKS scores), and proof of meningitis vaccination if 21 years of age or younger.

Returning Students

Students who previously attended Del Mar College and have not attended for one year or longer must submit a new application for admission and any transcripts from colleges attended during the period away from Del Mar. In addition, students may be required to submit placement exams and proof of meningitis vaccination.

Transfer Students

Transfer students must submit official transcripts from other colleges attended. If no college credits have been earned in English and/or math, students must provide placement test scores. Students who are eligible for readmission to their previous college are eligible for admission to Del Mar College. Students on scholastic probation at their previous college are admitted on scholastic probation at Del Mar College. Students on disciplinary probation or scholastic suspension at their previous college must appeal for admission to Del Mar College.

Transient Students

Students wishing to attend summer courses only must submit a transcript from their most

recent college and meet any eligibility requirements for the courses they wish to take.

International Students

Students must provide a transcript showing completion of secondary education or previous college work, proof of ability to cover educational and living expenses, a copy of current passport, and a certified affidavit of support from a sponsor. If the student is transferring from another U.S. educational institution, he or she must provide a Transfer Clearance Form.

High School Students: Dual Credit and Early Admissions

Students must be a freshman in high school, submit proof of meningitis vaccination and receive approval from a high school counselor, high school principal and parent or guardian. In addition, high school students must meet all other admissions requirements including assessment.

Special Admissions Requirements

Del Mar College has several programs in the health sciences, industrial and public safety fields that have special admissions requirements. They include:

- Dental Assisting ([website](#)) *Catalog p. 213*
- Dental Hygiene ([website](#)) *Catalog p. 215*
- Diagnostic Medical Sonography ([website](#)) *Catalog p. 217*
- Echocardiography ([website](#)) *Catalog p. 225*
- Emergency Medical Services - Paramedic ([website](#)) *Catalog p. 227*
- Health Information Technology ([website](#)) *Catalog p. 246*
- Law Enforcement ([website](#)) *Catalog p. 262*
- Medical Laboratory Technology ([website](#)) *Catalog p. 272*
- Nuclear Laboratory Technology ([website](#)) *Catalog p. 285*

- Nursing ([website](#)) *Catalog p. 288*
- Occupational Therapy Assistant ([website](#)) *Catalog p. 295*
- Pharmacy Technology ([website](#)) *Catalog p. 298*
- Physical Therapist Assistant ([website](#)) *Catalog p. 300*
- Radiologic Technology ([website](#)) *Catalog p. 317*
- Respiratory Therapy ([website](#)) *Catalog p. 320*
- Surgical Technology ([website](#)) *Catalog p. 325*

These externally accredited programs identify qualified students through program-specific accreditation standards on admission and annual reporting of retention, completion, and licensure/certification pass rates to the external accrediting agency and the Texas Higher Education Coordinating Board. With this annual reporting requirement and periodic external accrediting agency site visits, the programs can ensure that their program-specific admissions policies are meeting the goals of high completion and licensure/certification pass rates.

Conclusion

Del Mar College admissions policies have been developed in accordance with federal and state laws. They conform to commonly accepted practices in community colleges nationwide. The open admissions policy supports the College's mission and permits the College to empower students in the surrounding community to meet their post-secondary educational needs.

Compliance Level: Compliance

Attachments

[3.4.3_DMC_Policy_B7.5_Admissions.pdf](#)

[3.4.3_Texas_Administrative_Code_Rule_9.53.pdf](#)

[3.4.3_TX_Education_Code_130.011\(1\).pdf](#)

[DMCCatalogp.21Admission_Requirements.pdf](#)

[3.4.3_DMC_Policy_Manual_Vision_Statement_B1.2.pdf](#)

[3.4.3_DMC_Catalog_2015-16_p21-27_Complete_Admissions_Applications_Requirements.pdf](#)

[CS3.4.3_DMC_Webpage_Admission_Requirements_DentalAssisting.pdf](#)

[DMCCatalog2015-16_Web_p213_Dental_Assisting.pdf](#)

[3.4.3DentalHygieneAdmissionswebpage.pdf](#)

[3.4.3.dentalhygiene215-217fromDMCCatalog2015-16_Web.pdf](#)

[CS3.4.3_DMC_Webpage_Admission_Requirements_Diagnostic_Medical_Sonography.pdf](#)

[DMCCatalog2015-16_Web_p217_Diagnostic_Medical_Sonography.pdf](#)

[3.4.3EchocardiographyWebpage.pdf](#)

[DMCCatalog2015-16_Web_p225_Echocardiography.pdf](#)

[CS3.4.3_DMC_Webpage_Admission_Requirements_EMS_Paramedic.pdf](#)

[DMCCatalog2015-16_Web_p227_EEMS_Paramedic.pdf](#)

[CS3.4.3_DMC_Webpage_Admission_Requirements_Health_Information_Technology.pdf](#)

[DMCCatalog2015-16_Web_p246_Health_Information_Technology.pdf](#)

[CS3.4.3_DMC_Webpage_Admission_Requirements_Law_Enforcement.pdf](#)

[DMCCatalog2015-16_Web_p262_Law_Enforcement.pdf](#)

[CS3.4.3_DMC_Webpage_Admission_Requirements_Medical_Laboratory_Technology.pdf](#)

[DMCCatalog2015-16_Web_p272_Medical_Laboratory_Technology.pdf](#)

[NuclearTechScreenShotwithCircledLink.pdf](#)

Part III: CS 3.4.3 Admissions Policies

[DMCCatalog2015-16_Web_p285_Nuclear_Laboratory_Technology.pdf](#) [Nursing_Web_Image.pdf](#)

[DMCCatalog2015-16_Web_p290_Nursing.pdf](#)

[CS3.4.3_DMC_Webpage_Admission_Requirements_Occupational_Therapy_Assistant.pdf](#)

[DMCCatalog2015-16_Web_p295_Occupational_Therapy_Assistant.pdf](#)

[3.4.3PharmacyWebAdmissions.pdf](#)

[DMCCatalog2015-16_Web_p298_Pharmacy_Technology.pdf](#) [3.4.3PhysicalTherapyWeb.pdf](#)

[DMCCatalog2015-16_Web_p300_Physical_Therapy_Assistant.pdf](#)

[CS3.4.3_DMC_Webpage_Admission_Requirements_Radiologic_Technology.pdf](#)

[DMCCatalog2015-16_Web_p317_Radiologic_Technology.pdf](#)

[CS3.4.3_DMC_Webpage_Admission_Requirements_Respiratory_Therapy.pdf](#)

[DMCCatalog2015-16_Web_p320_Respiratory_Therapy.pdf](#)

[CS3.4.3_DMC_Webpage_Admission_Requirements_Surgical_Technology.pdf](#)

[DMCCatalog2015-16_Web_p325_Surgical_Technology.pdf](#)

Comprehensive Standard 3.4.11 Qualified Academic Coordinators

For each major in a degree program, the institution assigns responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field. In those degree programs for which the institution does not identify a major, this requirement applies to a curricular area or concentration.

Compliance Non-Compliance

Narrative

Del Mar College acknowledges the importance of sound academic qualifications at all levels of its academic program. In addition, the College recognizes that a good academic program requires coordination, periodic review and revision. The success of these essential elements depends on the assignment of responsibility only to personnel with suitable academic qualifications.

Program Coordination

Del Mar College's [organizational chart](#) for the Office of Provost and Vice President for Academic Affairs delineates the relationships among the elements of the College's instructional effort, which is shared by the Division of Arts and Sciences, with eight instructional departments; the Division of Business, Industrial and Public Safety Education, with four instructional departments; and the Division of Health Sciences and Professional Education, with five instructional departments.

The divisions are led by deans who have many years of experience as faculty members. The instructional deans are also members of the newly formed [Dean's Council](#), where common instructional issues are addressed and shared. As defined in Policy [A2.3.3](#), each department is led by a chair who is a tenured or tenure-track faculty member from one of the programs within the department.

The [responsibilities](#) of the department chair include leading department faculty in curriculum development, reviewing curricular offerings, assessing needs, recommending new offerings and programs and recommending faculty for program review committees, which evaluate all aspects of the curriculum. Department chairs are released from their teaching

Part III: CS 3.4.11 Qualified Coordinators

responsibilities based on a formula that considers the number of full-time and adjunct departmental faculty, the number of program majors and the total number of contact hours generated by the department. This release, ranging from 60-90 percent each semester, provides dedicated time for instructional leadership for the programs within the department. The chairs are also members of the [Chairs' Council](#), where they are able to address common instructional issues collectively across the institution.

At Del Mar College, the [definition of an educational program](#) aligns with the definition provided in the SACSCOC *Resource Manual for the Principles of Accreditation*: "An educational program is a coherent set of courses leading to a credential (degree, diploma, or certificate) awarded by the institution." Within the departments, each program/major has a designated program director, lead faculty member or program coordinator. These faculty members are academically qualified to provide leadership for program curricular efforts and to coordinate with program advisory committees and program review committees. They are responsible for individual program accreditation or certification, for managing external clinical/internship agreements and for representing the College on statewide curriculum issues. Program directors who are responsible for external accreditation are provided with a 20 percent teaching release each semester to facilitate meeting the accreditation requirements.

In short, the College not only hires qualified academic coordinators for all positions, it maintains connections and networks that encourage the sharing of expertise throughout the academic program.

Curriculum Development and Review

All aspects of curriculum development and review at Del Mar College are the responsibility of qualified faculty members in each program and are led by the department chair and [program coordinators](#). Primary responsibility for curriculum development and review is assigned directly to the faculty by the College's Board Policy [B2.5](#). Furthermore, among the Primary Responsibilities of Faculty described in Board Policy [B6.3](#) is Policy [A6.3.1.1.13](#), which

Part III: CS 3.4.11 Qualified Coordinators

charges all faculty members with the responsibility to: “Review, evaluate, and revise program curricula and practices to bring about systematic improvement in programs and assure compliance with professional standards, state-mandated guidelines, and requirements of business/industry and higher education.” The Texas Higher Education Coordinating Board requires in the *Guidelines for Instructional Programs in Workforce Education* ([GIPWE](#)) manual that all Associate in Applied Science programs engage with an advisory committee comprised of experts in the discipline from the field or industry. The [Management Development Program’s advisory committee](#) is one example committee that includes faculty and program coordinators and meets on a periodic basis. In certain instances program coordinators also serve as the designated leader for external accreditation entities such as the [JRCNMT](#) for the College’s Nuclear Medicine Program and coordinate the compliance with standards and curriculum revision.

At the institutional level, curricular responsibility resides largely with the [Curriculum Committee](#). The Curriculum Committee [roster](#) is made up of one faculty member from each instructional department and additional administrators, committee chairs, coordinators and staff who serve ex-officio. Ordinarily, changes in curriculum originate at the level of individual faculty members or the department, but they must be reviewed and approved by the Curriculum Committee. The committee meets monthly to review and approve or disapprove modifications in the curriculum.

All instructional programs at Del Mar College undergo a program review every five years. Program reviews, governed by Board Policy [B6.11](#), are carried out by qualified faculty members in the instructional programs and are intended to examine each program carefully in a number of areas, including its curriculum. The Program Review [Committees](#) analyze the program according to seven core criteria, the first of which connects the program’s objectives and student learning outcomes—and, therefore, its curriculum—to the College’s mission and goals, as identified in the College’s current [Strategic Plan](#).

Part III: CS 3.4.11 Qualified Coordinators

[Questions addressed](#) by the committee include: “How do the program’s student learning outcomes (PSLOs) relate to and align with the mission of the program? The mission of Del Mar College?” and “After reviewing the program outcomes/objectives as documented in the five most recent Detailed Assessment Reports from WEAVE, how do the PSLOs/objectives relate to and align with the mission of the program? The mission of Del Mar College? The goals and outcomes of the Strategic Plan (as appropriate)?”

Another area that the Program Review Committee is required to consider is "curriculum integration," which involves the relationship among the program's curriculum, the curricula of other programs and the total curriculum of the institution. The program review process is described in detail in the [Program Review Handbook](#).

Again, the goal of Program Review is to bring together the expertise of the most academically qualified faculty members for the purpose of curricular development and review.

Qualified Program Coordinators

Every academic program at the College falls under the responsibility of a qualified faculty member. Program coordinators are evaluated by the department chair and academic dean under Board Policy [B6.1-B6.5.6](#), using prescribed [evaluation forms](#). The chart below provides the name of each program, the faculty member responsible for that program, and the faculty member's educational qualifications. Additional qualifications appropriate to the program are provided in the [attached document](#). Each coordinator is responsible for ensuring that content and instruction are current, appropriate and sound.

Part III: CS 3.4.11 Qualified Academic Coordinators

Program Coordinator	Title	Program/Discipline	Educational Qualifications
<p>Adelfino Palacios (CV)</p>	<p>Professor of Business Administration</p>	<p>Accounting</p> <ul style="list-style-type: none"> - Associate in Applied Science: Accounting Specialist - Enhanced Skills Certificate: Accounting Specialist - Certificate: Accounting Technician - Marketable Skills Award: Accounting Clerk (Bookkeeper) 	<p>M.B.A., Management (With 18 Graduate Semester Hours in Accounting), Texas A&I University-Corpus Christi, 1984;</p> <p>B.A., The University of Texas at Austin, 1975;</p>
<p>Thomas Matula (CV)</p>	<p>Associate Professor of Air Conditioning</p>	<p>Air Conditioning Applied Technology</p> <ul style="list-style-type: none"> - Associate in Applied Science: Air Conditioning - Applied Technology Certificate: Air Conditioning - Applied Technology Certificate: Air Conditioning - Applied Technology - Level II 	<p>A.A.S., Air Conditioning and Refrigeration, Del Mar College, 1993;</p> <p>A.A.S., Electrical Engineering, Del Mar College, 1977;</p> <p>Certificates and Licensors</p>

Part III: CS 3.4.11 Qualified Academic Coordinators

<p>Laura Wright (CV)</p>	<p>Interim Chair, Department of Technology Education</p> <p>Assistant Professor of Architectural Drafting</p>	<p>Architectural/Drafting</p> <ul style="list-style-type: none"> - Associate in Science: Architecture - Associate in Applied Science: Architectural/Drafting Technology: Technical Drafting Specialization - Associate in Applied Science: Architectural/Drafting Technology: Architectural Technology Specialization - Associate in Applied Science: Architectural/Drafting Technology: Construction Technology Specialization - Certificate: Digital Design and Fabrication - Certificate: Drafting and Design Technology - Certificate: Pipe Drafting and Design Technology 	<p>M.Arch, Architecture Professional, Texas Tech University, 1999;</p> <p>M.S., Architecture Post Professional, Texas Tech University, 2000;</p> <p>Certificates and Licensors</p>
<p>Kenneth Rosier (CV)</p>	<p>Chair, Department of Art and Drama Professor of Art</p>	<p>Art/Studio Art</p> <ul style="list-style-type: none"> - Associate in Arts: Studio Art 	<p>M.F.A., Art, North Texas State University, 1980;</p> <p>B.F.A., Studio Art (Ceramics), Wichita State University, 1977;</p> <p>B.A., Education/History, University of Nebraska-Kearney, 1971;</p>

Part III: CS 3.4.11 Qualified Academic Coordinators

<p>Adolfo Castañeda (CV)</p>	<p>Professor of Auto Body Applied Technology</p>	<p>Auto Body Applied Technology</p> <ul style="list-style-type: none"> - Associate in Applied Science: Auto Body Applied Technology - Certificate: Introduction to Non-Structural Collision Repair - Certificate: Auto Body Structural Collision/Refinishing Repair Specialist - Level II 	<p>M.S., Occupational Training and Development, Texas A&M University-Corpus Christi,2001;</p> <p>B.S., Occupational Training and Development, Texas A&M University-Corpus Christi,1997;</p> <p>A.A.S., Automotive Applied Technology, Del Mar College, 1988;</p> <p>Certificate: Automotive Applied Technology, Del Mar College, 1979;</p> <p>Certificate: Refinishing Repair Specialist, Del Mar College, 2005;</p> <p>Certificate: Structural Collision Specialist, Del Mar College, 2005;</p> <p>Certificates and Licensors</p>
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Part III: CS 3.4.11 Qualified Academic Coordinators

<p>Richard Joseph Goode Jr (CV)</p>	<p>Professor of Automotive Applied Technology</p>	<p>Automotive Applied Technology</p> <ul style="list-style-type: none"> - Associate in Applied Science: Automotive Applied Technology - Certificate: Suspension, Driveline, Brake Specialist - Certificate: Automotive Applied Technology - Level II 	<p>M.S., Curriculum and Instruction, Corpus Christi State University, 1981;</p> <p>B.S., Occupational Education, Corpus Christi State University, 1978;</p> <p>A.A.S., Occupational Education, Del Mar College, 1977;</p> <p>Certificate, Automotive Applied Technology, Del Mar College, 1976;</p> <p>Certificates and Licensors</p>
<p>Cristin Klaus (CV)</p>	<p>Term Instructor of Aviation Maintenance Technology</p>	<p>Aviation Maintenance</p> <ul style="list-style-type: none"> - Associate in Applied Science: Aviation Maintenance - Airframe Applied Technology - Certificate: Aviation Maintenance - Airframe Applied Technology - Marketable Skills Achievement Award: Aviation Maintenance - Airframe Applied Technology - Associate in Applied Science: Aviation Maintenance - Power Plant Applied Technology - Certificate: Aviation Maintenance - Power Plant Applied Technology 	<p>B.S., Professional Aeronautics (Minors: Aviation Safety/Occupational Safety and Health), Embry-Riddle Aeronautical University, 2010;</p> <p>Certificates and Licensors</p>
<p>Claudia Hurt (CV)</p>	<p>Assistant Professor of Hospitality Management</p>	<p>Baking/Pastry</p> <ul style="list-style-type: none"> - Associate in Applied Science: Baking/Pastry Specialization - Certificate: Cook/Baker 	<p>A.A.S., Baking/Pastry Specialization, Del Mar College, 2008;</p> <p>A.A.S., Culinary Arts, Del</p>

Part III: CS 3.4.11 Qualified Academic Coordinators

			<p>Mar College, 2007; Certificate, Cook/Baker, Del Mar College, 2006; B.B.A., Business, Instituto Tecnológico de Nuevo Laredo, Mexico, 2000; Certificates and Licensors</p>
<p>Michael Wood (CV)</p>	<p>Professor of Biology</p>	<p>Biology/Pre-Professional Health Programs</p> <ul style="list-style-type: none"> - Associate in Science: Biology - Pre-Professional Health Programs 	<p>M.S., Biology, Pan American University, 1986; B.S., Biology, Pan American University, 1982;</p>
<p>Dr. John Hatherill (CV)</p>	<p>Associate Professor of Biology</p>	<p>Biotechnology</p> <ul style="list-style-type: none"> - Associate in Applied Science: Biotechnology - Certificate: Biotechnology-Level II 	<p>Ph.D., Toxicology, University of Michigan, Ann Arbor, 1985; M.S., Biology, Eastern Michigan University, 1978; B.S., General Biology, Eastern Michigan University, 1975;</p>
<p>David Torres (CV)</p>	<p>Assistant Professor of Building Maintenance Applied Technology</p>	<p>Building Maintenance Applied Technology</p> <ul style="list-style-type: none"> - Associate in Applied Science: Building Maintenance Applied Technology - Certificate: Building Maintenance Applied Technology - Certificate: Building Maintenance Applied Technology - Level II 	<p>A.A.S., Building Maintenance Applied Technology, Del Mar College, 2006; A.A.S., Air Conditioning Applied Technology, Del Mar College, 2004; Certificate, Air Conditioning Applied Technology, Del Mar College, 1975; Certificates and Licensors</p>

Part III: CS 3.4.11 Qualified Academic Coordinators

<p>Dr. Christine Tarasevich (CV)</p>	<p>Associate Professor of Economics</p>	<p>Business Administration</p> <ul style="list-style-type: none"> - Associate in Arts: Business Administration 	<p>Ph.D., Economics-Marine Resources, University of Rhode Island, 1992;</p> <p>M.B.A., Business Administration (With 19 Graduate Semester Hours in Economics), University of Rhode Island, 1984;</p> <p>B.S., Technical Journalism, Oregon State University, 1974;</p>
<p>Gwynell Westervelt (CV)</p>	<p>Associate Professor of Chemical Laboratory and Electroplating Technology</p>	<p>Chemical Laboratory Technology and Electroplating Technology</p> <ul style="list-style-type: none"> - Associate in Applied Science: Environmental/Petrochemical Lab Technology - Enhanced Skills Certificate: Environmental/Petrochemical Lab Technology - Certificate: Electroplating Applied Technology - Level II 	<p>A.A., Physics, Del Mar College, 2010;</p> <p>A.A., Mathematics, Del Mar College, 2010;</p> <p>A.A.S., Process Technology, Del Mar College, 2008;</p> <p>B.S., Chemistry, Texas A&M University-Corpus Christi, 2005;</p> <p>A.S., Chemistry, Del Mar College, 2003;</p>
<p>Dr. Steven Gulding (CV)</p>	<p>Associate Professor of Chemistry</p>	<p>Chemistry</p> <ul style="list-style-type: none"> - Associate in Science: Chemistry - Associate in Science: Chemistry with Emphasis in Chemical Engineering - Associate in Science: Chemistry with Emphasis in Natural Gas Engineering 	<p>Ph.D., Chemistry, University of California, 2004;</p> <p>B.S., Chemistry, University of Virginia, 1993;</p>

Part III: CS 3.4.11 Qualified Academic Coordinators

<p>Kristen Wilkerson (CV)</p>	<p>Chair, Department of Human Sciences and Education Professor of Child Development/Early Childhood</p>	<p>Child Development/ Early Childhood</p> <ul style="list-style-type: none"> - Associate in Applied Science: Child Development/Early Childhood - Associate in Applied Science: Child Development/Early Childhood Education Assistant - Certificate: Child Development/Early Childhood - Level II - Certificate: Child Development/Early Childhood Administrator - Level II 	<p>M.S., Home and Family Life: Child Development, Florida State University, 1980; B.S., Home Economics, Southwest Texas State University, 1977;</p>
<p>David Hattox (CV)</p>	<p>Chair, Computer Science, Engineering, and Advanced Technology Department Associate Professor of Computer Science</p>	<p>Computer Information Systems</p> <ul style="list-style-type: none"> - Associate in Science: Computer Information Systems - Marketable Skills Achievement Award: Computer Information Systems - Foundation - Certificate: Information Technology Career Foundation - Level II 	<p>Earned Doctoral Hours, Ed.D. Educational Leadership Program, Texas A&M University-Corpus Christi, Fall 2003 Spring 2006; M.S., Computer Science, Corpus Christi State University, 1983; M.A., History, Baylor University, 1977; B.A., History/Math, Mississippi College, 1972; Certificates and Licensors</p>
<p>Dr. Ann Thorn (CV)</p>	<p>Professor of Computer Science</p>	<p>Computer Programming</p> <ul style="list-style-type: none"> - Associate in Applied Science: Computer Information Systems: Computer Programming Emphasis 	<p>Ed.D., Educational Leadership, Texas A&M University-Corpus Christi, 2007; M.S., Educational</p>

Part III: CS 3.4.11 Qualified Academic Coordinators

		<ul style="list-style-type: none"> - Associate in Science: Computer Programming - Certificate: Computer Programming - Level II - Certificate: Information Technology Essentials: Computer Programming 	<p>Technology, Texas A&M University-Corpus Christi, 2007;</p> <p>B.B.A., Management Information Systems, Texas A&M University-Corpus Christi, 1997;</p> <p>A.A.S., Microcomputer for Business, Del Mar College, 1994;</p>
<p>Leola Coleman (CV)</p>	<p>Professor of Cosmetology</p>	<p>Cosmetology</p> <ul style="list-style-type: none"> - Certificate: Cosmetology 	<p>M.S., Occupational Training and Development, Texas A&M University-Corpus Christi, 2005;</p> <p>B.S., Occupational Training and Development, Texas A&M University-Corpus Christi, 2004;</p> <p>A.A.S., Cosmetology Instructor, Del Mar College, 1987;</p> <p>Certificate, Cosmetology Instructor, Del Mar College, 1987;</p> <p>Certificates and Licensors</p>
<p>Darcy Gohlke (CV)</p>	<p>Professor of Court Reporting</p>	<p>Court Reporting</p> <ul style="list-style-type: none"> - Associate in Applied Science: Court Reporting - Certificate: Court Reporting - Level II - Certificate: Information Reporting/Scoping 	<p>M.S., Business Administration and Business Education, Texas A&I University-Kingsville, 1972;</p> <p>B.B.A., Secondary Studies, Texas A&I</p>

Part III: CS 3.4.11 Qualified Academic Coordinators

		<ul style="list-style-type: none"> - Enhanced Skills Certificate: Judicial Realtime/CART/ Captioning 	<p>University-Kingsville, 1971; A.A.S., Court Reporting, Del Mar College, 2007; Certificates and Licensors</p>
<p>John Graham (CV)</p>	<p>Associate Professor of Criminal Justice</p>	<p>Criminal Justice</p> <ul style="list-style-type: none"> - Associate in Arts: Criminal Justice - Field of Study Certificate: Criminal Justice 	<p>M.P.A., Public Administration, Texas A&M University-Corpus Christi, 1998; M.S., Occupational Training and Development, Texas A&M University-Corpus Christi, 1997; B.A., Political Science, Texas A&M University- Corpus Christi, 1994;</p>
<p>Lisa Pollakis (CV)</p>	<p>Assistant Professor of Restaurant Management</p>	<p>Culinary Arts/ Hospitality Management</p> <ul style="list-style-type: none"> - Associate in Applied Science: Culinary Arts (Chef Training) - Associate in Applied Science: Hospitality Management - Certificate: Hospitality Management - Level II 	<p>M.S., Hospitality Management, University of North Texas, 2012; B.S., Hotel, Restaurant and Institutional Management, Pennsylvania State University, 1986; Certificates and Licensors</p>
<p>Shawnee Jones-Bonnette (CV)</p>	<p>Professor of Kinesiology</p>	<p>Dance</p>	<p>M.Ed., Health and Physical Education, University of Houston, 1987; B.A., Theater Arts-Dance, University of Houston, 1985;</p>

Part III: CS 3.4.11 Qualified Academic Coordinators

<p>Dr. Vincent Morin (CV)</p>	<p>Term Instructor of Dental Assisting and Dental Hygiene</p>	<p>Dental Assisting/ Dental Hygiene</p> <ul style="list-style-type: none"> - Associate in Applied Science: Dental Assisting - Associate in Applied Science: Dental Hygiene - Certificate: Dental Assisting - Level II 	<p>D.D.S., Dental Surgery, Meharry Medical College, 1985; B.A., Biology, Huston- Tillotson College, 1981; Certificates and Licensors</p>
<p>Christin Vega (CV)</p>	<p>Assistant Professor of Diagnostic Medical Sonography</p>	<p>Diagnostic Medical Sonography</p> <ul style="list-style-type: none"> - Associate in Applied Science: Diagnostic Medical Sonography 	<p>M.S., Educational Technology, Texas A&M University Corpus Christi, 2013; B.S., Occupational Training and Development, Texas A&M University Corpus Christi, 2011; A.A.S., Diagnostic Medical Sonography, Del Mar College, 2002; A.A.S., Health Care – Radiological Technology, Del Mar College, 2001; Certificates and Licensors</p>
<p>Epitacio (Pete) Carpentier Jr. (CV)</p>	<p>Associate Professor of Diesel Applied Technology</p>	<p>Diesel Applied Technology</p> <ul style="list-style-type: none"> - Associate in Applied Science: Diesel Applied Technology - Certificate: Diesel Engine Specialist - Certificate: Diesel Systems Specialist 	<p>A.A.S., Diesel Applied Technology, Del Mar College, 2004; Certificate: Diesel Engine Specialist, Del Mar College, 2002; Certificate: Diesel Systems Specialist, Del Mar College, 2002;</p>

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			<p>Certificate: Diesel Applied Technology, Del Mar College, 2000;</p> <p>Certificates and Licensors</p>
<p>Dr. Patricia Frederick (CV)</p>	<p>Professor of Computer Science</p>	<p>Digital Media/ Internet Developer</p> <ul style="list-style-type: none"> - Associate in Arts: Digital Media - Associate in Applied Science: Computer Information Systems: Digital Media for Web Design and eLearning - Certificate: Digital Media Essentials - Certificate: Digital Media Advanced - Certificate: Information Technology Essentials: Digital Media/Web Developer 	<p>Ph.D., Computing Technology in Education, NOVA Southeastern University, 2010;</p> <p>Ed. SPEC, Computing Technology in Education, NOVA Southeastern University, 2002;</p> <p>M.S., Education Technology, Texas A&M University - Corpus Christi, 1999;</p> <p>B.I.D., Interior Design, Louisiana State University, 1976;</p> <p>A.A.S., Computer Programming, Del Mar College, 1999;</p> <p>Certificate, Multimedia Technology, Del Mar College, 1999;</p> <p>A.A.S., Microcomputers for Business, Del Mar College, 1996;</p> <p>Certificates and Licensors</p>
<p>Mac Aipperspach (CV)</p>	<p>Professor of Radio-Television</p>	<p>Digital Media/ Radio and Television</p> <ul style="list-style-type: none"> - Associate in Arts: Digital Media 	<p>M.S., Speech, Communications and Drama (Minor: Political</p>

Part III: CS 3.4.11 Qualified Academic Coordinators

		- Associate in Arts: Radio and Television	Sciences), University of North Texas, 1992; B.A. , Broadcasting, John Brown University, 1973;
Michael Kim Frederick (CV)	Professor of Drama	Drama - Associate in Arts: Drama	M.A. , Interdisciplinary Study (With 21 Graduate Semester Hours in Drama), Corpus Christi State University, 1983; B.A. , Communications, Corpus Christi State University, 1981;
Kennith Hanna (CV)	Professor of Echocardiography	Echocardiography - Associate in Applied Science: Echocardiography	M.S. , Educational Technology, Texas A&M University-Corpus Christi, 2005; B.S. , Occupational Training and Development, Texas A&M University Corpus Christi, 2003; A.A.S. , Diagnostic Medical Sonography, Del Mar College, 1995; A.A.S. , Radiologic Technology, Del Mar College, 1991; Certificates and Licensors
Alexander Heatherly (CV)	Assistant Professor of Education	Education/Teaching - Associate of Arts in Teaching: EC-6 - Associate of Arts in Teaching:	M.S. , Curriculum and Instruction, Texas A&M University-Corpus Christi, 2003;

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		<p>Grades 4-8; EC-12 Special Education</p> <ul style="list-style-type: none"> - Associate of Arts in Teaching: Grades 8-12; EC-12 Other Than Special Education 	<p>B.A., Anthropology, University of Tulsa, 1989;</p> <p>Certificates and Licensors</p>
<p>Nedal Shheber (CV)</p>	<p>Instructor of Computer Science</p>	<p>Engineering</p> <ul style="list-style-type: none"> - Associate in Science: Electrical Engineering - Associate in Science: Industrial Engineering Emphasis - Associate in Science: Mechanical Engineering - Associate in Applied Science: Engineering Technology - Certificate: Basic Engineering Technology - Certificate: Instrumentation - Certificate: Advanced Engineering Technology - Certificate: Essentials Engineering Technology 	<p>M.S., Environmental Engineering, Texas A&M University Kingsville, 2013;</p> <p>M.S., Mechanical Engineering, Texas A&M University - Kingsville, 2006;</p> <p>B.S., Computer Engineering Technology, Prairie View A&M University, 2000;</p>
<p>Melissa Stuiwe (CV)</p>	<p>Assistant Professor of Emergency Medical Services Professions</p>	<p>Emergency Medical Services</p> <ul style="list-style-type: none"> - Associate in Applied Science: Emergency Medical Technician Paramedic - Marketable Skills Achievement Award: Emergency Medical Technician - Certificate: Paramedic - Level II 	<p>M.Ed., Curriculum and Instruction, Concordia University, 2015;</p> <p>B.S., Emergency Health Services, The University of Texas Health Sciences Center at San Antonio, 2014;</p> <p>A.A.S., Emergency Medical Technician Paramedic, Del Mar College, 2004;</p> <p>Certificates and Licensors</p>

Part III: CS 3.4.11 Qualified Academic Coordinators

<p>Dr. Matthew Perry (CV)</p>	<p>Chair, Department of English and Philosophy Associate Professor of English</p>	<p>English - Associate in Arts: English with Emphasis in Literature</p>	<p>Ph.D., English Language and Literature, University of Tulsa, 2008; M.A., English Language and Literature, University of Tulsa, 2002; M.S., College Teaching, Northeastern State University, 2000; B.A., English, Missouri Southern State University, 1998;</p>
<p>Jennifer Oden (CV)</p>	<p>Instructor of ESOL</p>	<p>English for Speakers of Other Languages (ESOL)</p>	<p>M.A., English, Iowa State University, 2004; B.A., English for Secondary Teachers, Dana College, 2000;</p>
<p>Walter Thieme (CV)</p>	<p>Associate Professor of Fire Science</p>	<p>Fire Science/Fire Academy - Associate in Applied Science: Fire Science: Basic Firefighting Option - Certificate: Basic Firefighting - Level II</p>	<p>B.A.A.S., Applied Arts and Sciences, Southwest Texas State University, 1997; A.A.S., Fire Science, San Antonio College, 1994; Certificates and Licensors</p>
<p>Javier Morin (CV)</p>	<p>Associate Professor of Spanish</p>	<p>Foreign Language - Associate in Arts: Foreign Language</p>	<p>M.A., Spanish, Texas A&M University-Kingsville, 1999; B.A., Spanish (Minor: French), Texas A&M University-Kingsville,</p>

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			1996;
<p>Dr. Phillip Davis (CV)</p>	<p>Professor of Computer Science</p>	<p>Geographical Information Systems</p> <ul style="list-style-type: none"> - Associate in Science: Geographical Information Systems (GIS) - Associate in Applied Science: Computer Information Systems: Geographic Information Systems Emphasis - Certificate: Geographical Information Systems Analyst-Level II - Marketable Skills Achievement Award-GIS IT Technician - Marketable Skills Achievement Award-GIS Level I - Marketable Skills Achievement Award-GIS Level II - Certificate: Information Technology Essentials: Geographic Information Systems 	<p>Ed.D., Higher Education and Computer Technology, NOVA Southeastern University, 1996;</p> <p>M.S., Computer Science, Corpus Christi State University, 1985;</p> <p>B.S., Computer Science, Corpus Christi State University, 1980;</p>
<p>Renato Ramirez (CV)</p> <p>(Note: No current full-time faculty employed for the Geography discipline. Only adjunct faculty are teaching courses until a full-time Geography instructor is hired. Department Chair Renato Ramirez will coordinate this area until a new full-time faculty is hired.)</p>	<p>Chair, Department of Social Sciences</p> <p>Professor of Political Science</p>	<p>Geography</p> <ul style="list-style-type: none"> - Associate in Arts: Cultural Geography - Associate in Arts: Physical Geography 	<p>M.A., History and Politics, Texas A&I University, 1989;</p> <p>B.A., Psychology and Political Science, Texas A&I University, 1978;</p>

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<p>Roger Steinberg (CV)</p>	<p>Professor of Geology</p>	<p>Geology - Associate in Science: Geology</p>	<p>M.S., Geology, The University of Tennessee, 1981; B.A., Geology, The University of Tennessee, 1974;</p>
<p>Karen Williams (CV)</p>	<p>Associate Professor of Health Information Technology</p>	<p>Health Information Technology - Associate in Applied Science: Health Information Technology - Certificate: Health Information Technology Coding Specialist - Level II</p>	<p>M.H.I.M., Health Information Management, Louisiana Tech University, 2008; B.S., Medical Record Science, The University of Southern Louisiana, 1979; Certificates and Licensors</p>
<p>Dr. Mark Robbins (CV)</p>	<p>Associate Professor of History</p>	<p>History - Associate in Arts: History</p>	<p>Ph.D., History, Brown University, 2009; M.A., History, Brown University, 2004; B.A., History (Minors: Anthropology/ Applied Statistics), University of Michigan, 2003;</p>
<p>Dr. Ruben Garcia (CV)</p>	<p>Assistant Professor of Human Services</p>	<p>Human Services - Associate in Applied Science: Addiction Studies in Human Services - Associate in Applied Science: Generalist Studies in Human Services - Certificate: Human Services - Level II</p>	<p>Ph.D., Psychology and Family Psychology, Capella University, 2007; M.S., Counseling and Guidance, Texas A&I University-Corpus Christi, 1989;</p>

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		<ul style="list-style-type: none"> - Advanced Technical Certificate: Long Term Care Nursing Home Administration 	<p>B.A., Psychology, Texas A&M University Corpus Christi, 1984;</p> <p>A.A.S., Mental Health, Del Mar College, 1983;</p> <p>Certificates and Licensors</p>
<p>Randall Glasson (CV)</p>	<p>Assistant Professor of Industrial Machining Applied Technology</p>	<p>Industrial Machining Applied Technology</p> <ul style="list-style-type: none"> - Associate in Applied Science: Industrial Machining Applied Technology - Associate in Applied Science: Industrial Machining Applied Technology Specialization: Industrial Rotating Equipment Mechanic (Millwright) - Certificate: Industrial Machining Applied Technology-Level II - Certificate: Industrial Rotating Equipment Mechanic (Millwright)-Level II 	<p>A.A.S., Industrial Machining Applied Technology, Del Mar College, 2006;</p> <p>Certificate, Basic Machine Operator, Del Mar College, 2006;</p> <p>Certificate, Machine Technology, Del Mar College, 2006;</p> <p>Certificate, Machine Shop Operator, Del Mar College; 1975;</p> <p>Certificates and Licensors</p>
<p>Yan Xu (CV)</p>	<p>Associate Professor of Computer Science</p>	<p>Interactive Game Technology and Simulation</p> <ul style="list-style-type: none"> - Certificate: Interactive Game and Simulation-Level II 	<p>M.S., Industrial Engineering, Texas A&M University Kingsville, 2014;</p> <p>Certificate, Advanced Engineering Project Management, Texas A&M University-Kingsville, 2014;</p> <p>M.S., Computer Science, Texas Tech University, 2002;</p>

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			B.S., Engineering, Tianjin University of Technology, 1996;
Lucy James (CV)	Associate Professor of American Sign Language Faculty Coordinator of Assessment	Interpreter Preparation/ American Sign Language/Deaf Studies - Associate in Arts: American Sign Language/Deaf Studies - Associate in Applied Science: Interpreter Preparation - Certificate: Deaf Studies-Level II	Earned Doctoral Hours, Ed.D. Adult Education Program, Capella University, Spring 2015-Spring 2016; M.Ed., (With 20 Graduate Semester Hours in American Sign Language) Education, Northeastern University, 2008; B.A., English, Texas A&M University-Corpus Christi, 1999; Certificates and Licensors
Robert Muilenburg (CV)	Assistant Professor of Journalism	Journalism - Associate in Arts: Advertising/Public Relations - Associate in Arts: Journalism	M.S., Mass Communications, Murray State University, 2004; B.S., Photography (Minor: Journalism), Texas A&M University Commerce, 1999; A.A., Journalism, Del Mar College, 1997;
Dr. Judith Phillips (CV)	Chair, Department of Kinesiology Professor of Kinesiology	Kinesiology - Associate in Arts: Kinesiology	Ed.D., Physical Education, University of Houston, 1999; M.Ed., Health and Physical Education,

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			Stephen F. Austin, 1980; B.S.Ed. , Health and Physical Education, Stephen F. Austin, 1978;
Stanley Repka (CV)	Director of Law Enforcement Academy Assistant Professor of Law Enforcement	Law Enforcement Academy - Associate in Applied Science: Criminal Justice Technology: Police Science Option - Marketable Skills Achievement Award: Security Officer - Certificate: Basic Peace Officer - Certificate: Intermediate Peace Officer	A.A.S. , Police Science, Del Mar College, 2008; Certificates and Licensors
Gail Couse Dorn (CV)	Assistant Professor of Legal Professions	Legal Professions - Associate in Applied Science: Paralegal Studies	J.D. , Law, Southwestern Law School, 1986; B.S. , Legal Assistant, Northern Arizona University, 1978; A.A. , Nebraska Western College, 1976;
Dr. Jonda Halcomb (CV)	Dean, Division of Arts and Sciences	Liberal Arts - Associate in Arts: Liberal Arts/Undeclared	Ph.D. , Entomology, Texas A&M University, College Station, 1997; M.S. , Biology, Texas A&M University-Corpus Christi, 1994; B.S. , Biology, Loma Linda University, 1977;

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<p>Dr. Ben Blanco (CV)</p>	<p>Professor of Business</p>	<p>Management Development</p> <ul style="list-style-type: none"> - Associate in Applied Science: Management Development: Administrative Specialization - Associate in Applied Science: Management Development: Administrative-Legal Option - Associate in Applied Science: Management Development: General Management Specialization - Associate in Applied Science: Management Development: Production and Logistics Management Specialization - Certificate: Management Development Leadership Development - Certificate: Office Professional-Legal - Certificate: Management Development Logistics and Supply Chain Management - Certificate: Management Development Small Business Management - Marketable Skills Achievement Award: Management Development - Marketable Skills Achievement Award: Supply Chain Management 	<p>Ed.D., Educational Leadership, Texas A&M University-Corpus Christi, 2011;</p> <p>M.B.A., General Business, Texas A&M University-Corpus Christi, 1998;</p> <p>B.B.A., Management, Texas A&M University-Kingsville, 1984;</p>
<p>Antonio David (CV)</p>	<p>Chair, Department of Mathematics Professor of</p>	<p>Mathematics</p> <ul style="list-style-type: none"> - Associate in Science: Mathematics 	<p>M.S., Mathematics, Prairie View A&M University 1988;</p>

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	Mathematics		B.S. , Mathematics, Texas College, 1986;
Vanessa Coonrod (CV)	Instructor of Medical Laboratory Technology	Medical Laboratory Technology - Associate in Applied Science: Medical Laboratory Technology	M.H.A. , Health Administration Education, University of Phoenix, 2012; A.A.S. , Medical Lab Technology, Tarleton State University, 2009; B.S. , Biology, Tarleton State University, 2008; Certificates and Licensors
Elizabeth Flores (CV)	Professor of Political Science	Mexican-American Studies - Associate in Arts: Mexican-American Studies	M.A. , Political Science, University of Michigan, 1976; B.A. , Political Science, St. Mary's University, 1975;
Susan Sturman (CV)	Professor of Cello	Music: Applied Music/Music Education- Instrumental - Associate in Arts: Applied Music/Music Education Instrumental	M.M. , Music-Cello, Northwestern University, 1986; B.M. , Music-Cello, Baldwin Wallace College, 1985;
Dr. Cynthia Bridges (CV)	Chair, Department of Music Assistant Professor of Music	Music: Applied Music/Music Education- Vocal - Associate in Arts: Applied Music/Music Education Vocal	Ph.D. , Music, University of Hawaii at Manoa, 2005; M.A. , Music, University of Hawaii at Manoa, 1999; B.M. ,

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			Music Education/Music-Performance, Texas State University, 1987;
Dr. Roger Petersen (CV)	Assistant Professor of Music	<p>Music: Music Theory and Composition</p> <ul style="list-style-type: none"> - Associate in Arts: Music Theory and Composition 	<p>D.M.A., Music Composition, Michigan State University, 2009;</p> <p>M.M., Music Theory, Michigan State University, 2009;</p> <p>M.M., Music Composition, San Francisco Conservatory of Music, 2003;</p> <p>B.A., Music, Sonoma State University, 1999;</p>
Dr. David Abarca (CV)	Associate Professor of Computer Science	<p>Networking Technology and Information Security</p> <ul style="list-style-type: none"> - Associate in Applied Science: Computer Information Systems: Networking Technology Specialization: Network Administration and Information Security Emphasis - Certificate: Networking Technology - CISCO - Marketable Skills Achievement Award: Network Technician - Basic - Marketable Skills Achievement Award: Security Technician - Basic - Certificate: Information Technology Essentials: Network Support 	<p>Ed.D., Educational Leadership, University of Phoenix, 2008;</p> <p>M.S., Computer Information Systems, University of Phoenix, 2004;</p> <p>B.S., Business Administration, University of Phoenix, 1995;</p> <p>A.A., Liberal Arts, Del Mar College, 1978;</p> <p>Certificates and Licensors</p>

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<p>Gary Parker (CV)</p>	<p>Instructor of Non-Destructive Testing Technology</p>	<p>Non-Destructive Testing Technology</p> <ul style="list-style-type: none"> - Associate in Applied Science: Non Destructive Testing Technology - Certificate: Non Destructive Testing Technology - Level II 	<p>A.A.S., Non-Destructive Testing Technology, Del Mar College, 2009;</p> <p>Certificate, Non- Destructive Testing Technology, Del Mar College, 2009;</p> <p>Certificates and Licensors</p>
<p>Tonya Pigulski (CV)</p>	<p>Assistant Professor of Nuclear Medicine Technology</p>	<p>Nuclear Medicine Technology</p> <ul style="list-style-type: none"> - Associate in Applied Science: Nuclear Medicine Technology 	<p>M.S., Educational Technology, Texas A&M University Corpus Christi, 2013;</p> <p>B.S., Occupational Training and Development, Texas A&M University Corpus Christi, 2009;</p> <p>A.A.S., Radiological Technology-Nuclear Medicine, Amarillo College, 1999;</p> <p>Certificates and Licensors</p>
<p>Dr. Evangeline DeLeon (CV)</p>	<p>Chair, Nurse Education Department Professor of Nurse Education</p>	<p>Nursing</p> <ul style="list-style-type: none"> - Associate in Arts Degree: Registered Nurse Education - Associate in Applied Science: Registered Nurse Education - Associate in Applied Science: Registered Nurse Education LVN-RN Transition - Certificate: Vocational Nurse Education - Level II 	<p>Ph.D., Nursing Science, Texas Woman's University, 2009;</p> <p>M.S.N., Nursing Education, Texas A&M University-Corpus Christi, 1994;</p> <p>B.S., Occupational Education, Texas A&M University Corpus Christi, 1987;</p>

Part III: CS 3.4.11 Qualified Academic Coordinators

			<p>A.A.S., Nursing Education, The University of Texas-Pan American, 1982;</p> <p>Certificates and Licensors</p>
<p>Glen Ellis (CV)</p>	<p>Associate Professor of Occupational Safety and Health Technology</p>	<p>Occupational Safety and Health</p> <ul style="list-style-type: none"> - Associate in Applied Science: Occupational Safety and Health 	<p>A.A.S., Occupational Safety and Health, Texas State Technical College, 1994;</p> <p>Certificates and Licensors</p>
<p>Abel Villarreal (CV)</p>	<p>Professor of Occupational Therapy Assistant</p>	<p>Occupational Therapy Assistant</p> <ul style="list-style-type: none"> - Associate in Applied Science: Occupational Therapy Assistant Enhanced Skills Option - Enhanced Skills Certificate 	<p>M.O.T., Occupational Therapy, Texas Woman's University, 1980;</p> <p>B.S., Biology (Minor: Physical Education), Pan American University, 1976;</p> <p>Certificates and Licensors</p>
<p>Rolando Longoria (CV)</p>	<p>Assistant Professor of Pharmacy Technology</p>	<p>Pharmacy Technology</p> <ul style="list-style-type: none"> - Associate in Applied Science: Pharmacy Technician - Certificate: Pharmacy Technician - Level II 	<p>B.S., Pharmacy, The University of Texas, 1959;</p> <p>Certificates and Licensors</p>
<p>Alan Clark (CV)</p>	<p>Professor of Philosophy</p>	<p>Philosophy</p> <ul style="list-style-type: none"> - Associate in Arts: English with Emphasis in Philosophy 	<p>M.A., Philosophy, Texas A&M University, College Station, 1998;</p> <p>B.A., Philosophy (Minor: History), Southwest Missouri State University, 1995;</p>

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<p>Jan Spigner (CV)</p>	<p>Associate Professor of Physical Therapist Assistant</p>	<p>Physical Therapist Assistant - Associate in Applied Science: Physical Therapist Assistant</p>	<p>M.H.S., Health Sciences, Louisiana State University Medical Center, 1998; B.S., Physical Therapy, University of Central Arkansas, 1990; B.S.Ed., Physical Therapy, Southern Arkansas University, 1977; Certificates and Licensors</p>
<p>Dr. Mohammad Janka (CV)</p>	<p>Professor of Physics</p>	<p>Physics - Associate in Science: Physics</p>	<p>Ph.D., Nuclear Engineering, University of Missouri-Rolla, 1978; M.S., Nuclear Engineering, University of Missouri-Rolla, 1975; M.S., Physics, St. Louis University, 1973; B.S., Physics, Shiraz University-Iran, 1967;</p>
<p>Elizabeth Flores (CV)</p>	<p>Professor of Political Science</p>	<p>Political Science - Associate in Arts: Political Science</p>	<p>M.A., Political Science, University of Michigan, 1976; B.A., Political Science, St. Mary's University, 1975;</p>
<p>Denise Rector (CV)</p>	<p>Associate Professor of Process Technology</p>	<p>Process Technology - Associate in Applied Science: Process Technology</p>	<p>B.S., Secondary Education/Industrial Arts Plan III, Texas A&I University</p>

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		<ul style="list-style-type: none"> - Associate in Applied Science: Process Technology Specialization: Industrial Instrumentation - Certificate: Process Technology - Certificate: Industrial Instrumentation Installer - Level - Certificate: Industrial Instrumentation - Level II 	<p>Kingsville, 1977; A.A.S., Process Technology, Del Mar College, 2007; Certificates and Licensors</p>
<p>Alfred Sellers (CV)</p>	<p>Instructor of Avionics</p>	<p>Professional Electronics-Avionics Electronics Technology Specialty</p> <ul style="list-style-type: none"> - Associate in Applied Science: Professional Electronics: Avionics Electronics Technology Specialty - Certificate: Professional Electronics: Ramp Tech - Certificate: Professional Electronics: Avionics Tech I - Level I - Certificate: Professional Electronics: Avionics Tech II - Level II 	<p>A.A., Electronic Engineering Technology, Anne Arundel Community College, 1991;</p>
<p>Dr. Beatriz Alvarado (CV)</p>	<p>Assistant Professor of Psychology</p>	<p>Psychology</p> <ul style="list-style-type: none"> - Associate in Arts: Psychology 	<p>Ph.D., Psychology, University of Arizona, 2012; M.A., Psychology, University of Arizona, 2006; B.A., Psychology (Minor: Sociology), The University of Texas at El Paso, 2000;</p>
<p>Maria Velma Peña (CV) & Melinda Wren</p>	<p>Interim Co-Chairs, Department of Dental and Imaging</p>	<p>Radiologic Technology</p> <ul style="list-style-type: none"> - Associate in Applied Science: Radiologic Technology 	<p><u>Ms. Peña:</u> M.S., Educational Technology, Texas</p>

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<p>(CV)</p>	<p>Technology Assistant Professors of Radiologic Technology</p>	<ul style="list-style-type: none"> - Enhanced Skills Certificate: Radiologic Technology - Enhanced Skills Certificate: Radiologic Technology (Mammography Registry Preparation) - Enhanced Skills Certificate: Radiologic Technology (Computed Tomography) 	<p>A&M University-Corpus Christi; B.S., Occupational Training and Development, Texas A&M University-Corpus Christi, 2006; A.A.S., Radiologic Technology, Del Mar College, 1979; Certificates and Licensors Ms. Wren: M.S., Occupational Training and Development, Texas A&M University-Corpus Christi, 2007; B.S.R.S., Radiologic Sciences, Midwestern State University, 2005; A.A.S., Radiological Technology, Del Mar College, 1991; Certificates and Licensors</p>
<p>Dr. Patricia Walter (CV)</p>	<p>Chair, Department of Communications, Languages, and Reading Associate Professor of Reading</p>	<p>Reading</p>	<p>Ph.D., Curriculum and Instruction, Texas A&M University, College Station, 2007; M.S., Reading, Texas A&M University-Corpus Christi, 1998; B.S., Secondary Education, Texas A&M</p>

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			University-Corpus Christi, 1986; A.A. , Liberal Arts, Del Mar College, 1983;
Natalie Garza (CV)	Assistant Professor of Respiratory Therapy	Respiratory Therapy - Associate in Applied Science: Respiratory Therapy	B.A.A.S. , Applied Sciences, The University of Incarnate Word, 2005; A.A.S. , Respiratory Therapy, Del Mar College, 2001; Certificate , Respiratory Therapy, Del Mar College, 2000; Certificates and Licensors
Dr. Russell Long (CV)	Professor of Sociology	Social Work/Sociology - Associate in Arts: Social Work - Associate in Arts: Sociology	Ph.D. , Sociology, University of New Mexico, 1993; M.A. , Sociology, The University of Texas-El Paso, 1986; B.S.A. , Liberal Arts (Human Service/Psychology) University of Tennessee, 1974;
Dr. Paul Bissell (CV)	Professor of Sound Recording Technology	Sound Recording Technology - Associate in Applied Science: Sound Recording Technology - Certificate: Sound Recording Business - Level II	D.M.A. , Music, The University of Texas, 2001; M.M. , Applied Music, The University of Texas, 1990; B.M. , Music, University of South Florida, 1988;

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<p>Sarah Contreras (CV)</p>	<p>Professor of Speech</p>	<p>Speech - Associate in Arts: Speech</p>	<p>M.A., Speech Communications, Southwest Texas State University, 1974; B.A., Communications, Corpus Christi State University, 1991; A.A., Liberal Arts, Del Mar College, 1972;</p>
<p>Christine Lamb (CV)</p>	<p>Instructor of Student Success</p>	<p>Student Success</p>	<p>M.S., Counseling and Guidance, Texas A&M University Corpus Christi, 1998; B.A., English, Texas A&M University-Corpus Christi, 1992;</p>
<p>Warren Madden (CV)</p>	<p>Chair, Department of Allied Health Assistant Professor of Surgical Technology</p>	<p>Surgical Technology/ Pre- Medical Technology - Associate in Applied Science: Surgical Technology - Associate in Arts: Pre Medical Technology - Certificate: Surgical Technology - Level II</p>	<p>A.A.S., Surgical Technology, Del Mar College, 2008; B.S., Kinesiology, Texas A&M University Kingsville, 1996; A.A., Kinesiology, Del Mar College, 1991; Certificates and Licensors</p>
<p>Jose Cortez (CV)</p>	<p>Instructor of Welding</p>	<p>Welding Applied Technology - Associate in Applied Science: Welding Applied Technology - Certificate: Industry Welding-Level I - Certificate: Wire Welding - Certificate: Intermediate Welding</p>	<p>A.A.S., Welding Applied Technology, Del Mar College, 2006; Certificate, Welding Applied Technology, Del Mar College, 2006; Certificates and Licensors</p>

		- Certificate: Advanced Welding	
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Conclusion

The College assigns program coordinators who work with department chairs, deans, and the College's Curriculum Committee to provide curriculum development and review for each degree and curricular area. Coordinators have appropriate academic credentials and experience for their curricular areas.

Compliance Level: Compliance

Attachments

[3.4.11_Job_Description_Dept_Chair.pdf.pdf](#)

[3.4.11_DMC_Chairs_Council.pdf](#)

[3.4.11_Definition_of_Educational_Program_AssessmentGuide.pdf](#)

[3.4.11_DMC_Policy_Manual_Shared_Goverance_B2.5.pdf](#)

[3.4.11_Board_Policy_B6.3.pdf](#)

[3.4.11_DMC_Policy_Manual_Faculty_Instruction_A6.3.1.1.13.pdf](#)

[3.4.11_Board_Policy_B6.11.pdf](#)

[3.4.11_Coord_Addnl_Qualifications.pdf](#)

[3.4.11_Advisory_Committee_for_Management_Development_Program.pdf](#)

[3.4.11_Curriculum_Committee_Homepage.pdf](#)

3.4.11_Curriculum_Committee_Membership_2015-16.pdf
3.4.11_Dean's_Council_Bylaws.pdf
3.4.11_Faculty_Evaluation_Form.pdf
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Comprehensive Standard 3.11.3 Physical Facilities

The institution operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities.

Compliance Non-Compliance

Narrative

Del Mar College recognizes that adequate, well-maintained physical facilities and sufficient technological infrastructure are essential to the achievement of its educational goals. The College maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services and other mission-related activities.

Physical Facilities

Del Mar College has more than adequate physical facilities to meet the needs of its institutional operations and educational programs. They occupy approximately one million assignable square feet, divided among two campuses and the Center for Economic Development (CED).

Location	Size	Number of Buildings	Assignable Area
East Campus	59 acres	20	529,876 sq/ft
West Campus	100 acres	24	411,536 sq/ft
Center for Economic Development	52,000 sf	1	35,960 sq/ft

The East Campus houses primarily general academic programs, while the West Campus is principally designed to support specialized career and technology programs. The CED offers continuing education, workforce courses and customized training programs. The College owns and maintains forty-five buildings on 160 acres with gross building square footage of approximately 1.4 million square feet to support instruction,

administration and support services and athletic activities. The [DMC Statement of Values](#) reflects total physical assets of over \$312 million.

East Campus

The 59-acre East Campus, located at the intersection of Baldwin Boulevard and Ayers Street, consists of 20 buildings providing 856,291 square feet of space. This adequately supports programs in Art and Drama; Music; English and Philosophy; Mathematics; Natural Sciences; Kinesiology; Social Sciences; Communications, Languages and Reading; Business Administration; and Computer Science/Information Technology, as well as administration, student services and support services. [East Campus Building Statistics](#) from the [2012 Master Plan](#) provide an inventory of buildings and gross square footage as compiled by WKMC Architects, Inc. in June 2012. Based on 6,937 students enrolled (57 percent of total student population) on the East Campus at the time, the campus has an average of 118.87 square feet per student. The East Campus is supported by a total of 3,120 on-site parking spaces, which include 2,914 spaces on campus, 206 spaces at the Multi-Service Center, and 100 spaces off campus. There are 266 square feet of building space for each parking space and one parking space per 2.27 students.



Part III: CS 3.11.3 Physical Facilities

Facilities on the College's East Campus include a library, an art gallery, theaters, rehearsal rooms, studios, music practice rooms, science and computer labs, a gymnasium, a fitness center, dance rooms with designated classrooms, indoor swimming facilities, six tennis courts, four racquetball courts and a one-eighth-mile track.

In addition, the East Campus houses various programs and support services. The Collegiate High School is an early college high school, operated in collaboration with Corpus Christi Independent School District and located in the St. Clair Building, as is the Student Success Center. The Center for Early Learning includes childcare facilities that provide students in the Child Development/Early Childhood program the opportunity to work with children in a model laboratory experience. The Harvin Student Center houses bookstore and food service operations, which operate in conjunction with the College's academic schedule to ensure services are available when students, faculty and staff are on campus. The Harvin Student Center is also a central location where students can find the offices of Financial Aid, Enrollment Services, Student Life, Retention Services, and Counseling. Other East Campus facilities are provided for administrative, support and student services operations, including the Information Technology data center and telephone system, a warehouse for purchasing and receiving, a print shop, and a mail service area.

West Campus

The 100-acre West Campus, located at 4101 Old Brownsville Rd., consists of 24 buildings providing 461,469 square feet of space to support programs in Allied Health; Dental and Imaging Technology; Human Sciences and Education; Industrial Education; Nursing Education; Public Safety; Technology Education; Transportation Training Services; and the General Educational Development (GED) Program. [West Campus Building Statistics](#) from the [2012 Master Plan](#) provide an inventory of buildings and gross square footage as compiled by WKMC Architects, Inc. in June 2012. Based on 5,237 students enrolled (43 percent of total

Part III: CS 3.11.3 Physical Facilities

student population) on the West Campus at the time, there are 95.68 square feet of building space per student. The West Campus is currently supported by 1,515 on-site parking spaces. There are 325 square feet of building space per one parking space, and one parking space per 3.62 students.



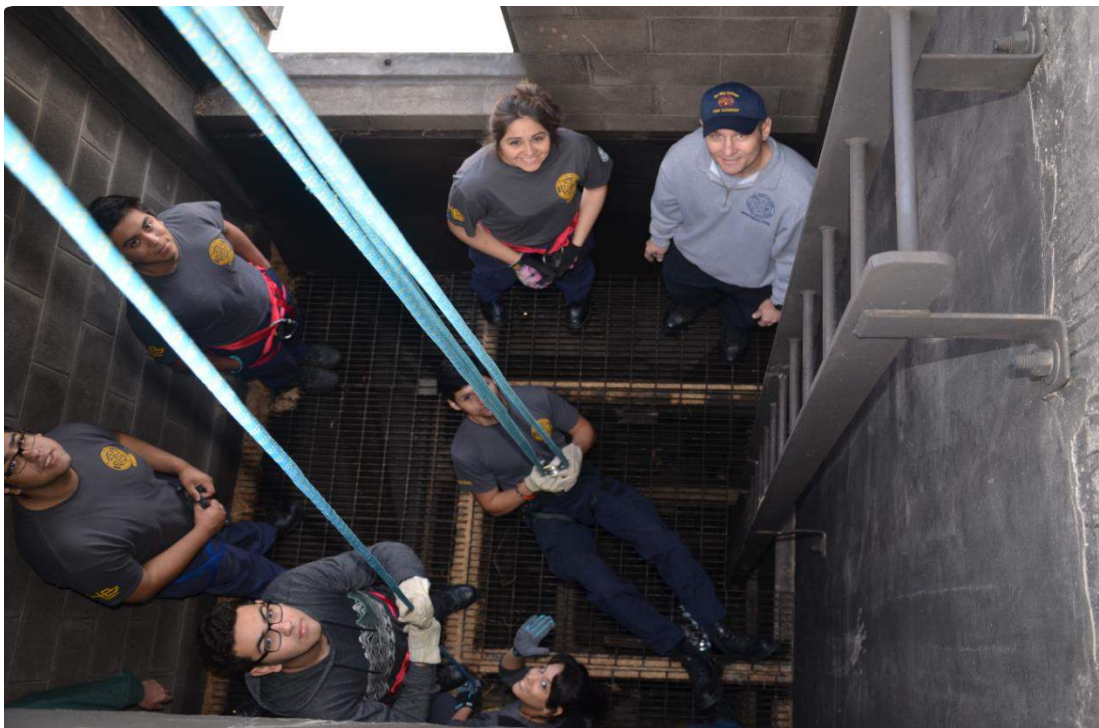
Facilities for health science programs include labs with simulators for nursing students to review their skills, a designated intensive care unit and cardiopulmonary resuscitation areas, operating rooms for training, a dental clinic and facilities for sanitation and discarding waste. Industrial Education facilities include hands-on training areas where students perform vehicle repairs, appliance repairs and aircraft maintenance. Public Safety training facilities include a burn tower and simulated two-story residence, both of which are used by the Del Mar College Regional Fire Academy, and an open, paved driving area for students in the Del Mar College Regional Police Academy. The driving area was built to accommodate also the semi tractor-

Part III: CS 3.11.3 Physical Facilities

trailer rigs used by Transportation Training Services students. The Public Safety program has agreements with the [City of Corpus Christi](#) for use of an off-site outdoor firing range and with Aransas County for an off-site airfield, both to support the Police Academy.

The West Campus is also one of several sites that offer GED instruction. Additionally, the West Campus houses facilities where cosmetology students receive salon experience. The Restaurant Management Building is equipped with kitchen facilities and a dining room, and in collaboration with the City of Corpus Christi, Del Mar College provides space on the West Campus for the city's [Central Kitchen Operations](#) in the Nutrition Education and Service Center, from which the city's Meals on Wheels program is conducted. This affords the College's Restaurant Management and Culinary Arts students the opportunity to gain experience in food services while volunteering.

Facilities support for services on the West Campus include a library and offices for Student Services, Financial Aid, Business Office, Enrollment Services and Security. Food service operations are also supported on this campus with a large dining area for faculty, staff and students.



Center for Economic Development

The [Center for Economic Development](#) (CED), located at Staples Street and Kostoryz Road, provides 52,000 square feet of space for continuing education and support programs for Contract/Customized Training, Personal/Workforce Education, non-credit Healthcare, DMC-TV, the Small Business Development Center, and the Del Mar College Foundation. In addition, the College entered into an agreement with [KEDT](#) Broadcasting in 2013 to construct a 16,000-square-foot expansion to the CED. KEDT funded the \$4.9 million facility, named the Center for Educational Broadcasting, and the College provided the land through a long-term lease. The partnership provides technology and hands-on opportunities for Del Mar students as they prepare for broadcasting careers. A business office is located at the CED to provide convenience for registration and payment. In addition to providing continuing education and corporate training, the CED is available for community meetings and presentations.



Facility Master Planning Process

The Facility Master Plan is developed and refined through a strategic planning process that considers future program needs, evaluation of existing campus facilities, population growth and the need to serve a greater number of students with diverse educational and job training needs as described in Board Policy [B4.10](#). Del Mar College has completed two comprehensive strategic planning processes that engaged stakeholders from the community, business, industry, and educational entities, as well as the College's students, faculty, staff and board members. These were year-long processes that resulted in two sequential plans. [Access to Excellence: Strategic Plan 2009 - 2014](#) included one goal specific to College facilities: "Goal 2: Operational Resources: Enhance infrastructure, funding and financial capabilities." [Reach Forward. Deliver Excellence. 2014 - 2019 Strategic Plan](#) identified two goals related to College facilities: "Goal 4: Technology: Utilize technology to enhance academic and institutional services and processes"; and "Goal 7: Resources: Ensure strong financial and operational capacity." These goals have become the cornerstone for facility and technological planning.

Del Mar College has a long history of utilizing facility master plans to address the current and future needs of the institution. The Del Mar College Facilities Master Plan 2000-2020, developed by Bennett, Martin, Solka and Torno, Inc., Architects, led to the College's Board of Regents authorizing the present strategic plan.

In 2011, the College engaged the services of WKMC Architects, Inc. to facilitate the creation of an updated Facility Master Plan as a roadmap for future campus development. The document also serves as a resource and tool to guide the Board and administration on future facility development and investment decisions. The Facility Master Plan Committee, which consisted of Board members, administration, faculty, staff, and student representatives, created "a 20-year vision and a 10-year plan" to facilitate the expansion of facilities within the district's operational landscape. The final version of the Del Mar College [2012 Facility Master Plan](#) was

approved by the [Board of Regents on April 10, 2012](#).

The planning process included a collaborative effort with workshop discussions, and the Facility Master Plan was designed to be visionary, data-driven, responsive to a changing world and integrated with the values and priorities of the College. The planning committee collected data that included a review of enrollment projections and an assessment of existing buildings and infrastructure. The next step of the process was implementation. The Facility Master Plan has been incorporated into the [2014 DMC Capital Improvement Program](#) (Bond Program). Projects in the 2014 Bond Program were identified using the information and input from the Facility Master Plan. Each project, whether it involves renovation or new construction, incorporates the original vision or input from the constituency groups during the master plan forums. The development and design processes for each project are organized in keeping with the original purpose of the Facility Master Plan. Each project team is comprised of faculty and staff that will be impacted directly by the renovation or new construction. Project teams meet on a semi-monthly basis to give input to the architect regarding purpose and design of the new or renovated facility.

In November 2014, voters in the College district approved the 2014 Capital Improvement Program bond referendum of \$157 million to address the Facility Master Plan needs. This allowed the College to take the following steps:

- Establish evaluation committees for the various projects.
- Issue Request for Qualifications (RFQs) for various project consultants.

On [July 14, 2015](#), the Board of Regents approved the recommendation of the evaluation committees and selected consultants for the 2014 Capital Improvement Program.

A new general academic/music building will house general academic programs such as English, math and other arts and sciences programs and provide technologically enhanced classrooms, music practice rooms, faculty offices and IT upgrades. The music portion of the

project will be the second phase. Conceptual design was approved by the Board of Regents on January 26, 2016, with an estimated substantial construction completion date of March 1, 2019.

A new Workforce Development Center will house the corporate training center, industrial and technology programs and transportation services. The building will provide enhanced classrooms, labs and faculty offices. Conceptual design was approved by the Board of Regents on April 12, 2016, with an estimated substantial construction completion date of August 19, 2018.

The expansion of the Emerging Technology Building will provide technologically enhanced classrooms, labs, staff wellness facility and faculty offices. Conceptual design was approved by the Board of Regents on June 14, 2016, with a substantial construction completion date of September 14, 2018.

For several years, the Del Mar College Board of Regents discussed the need for a presence on Corpus Christi's south side before setting the idea in motion. During Board retreats, a vision was set forth and the development of a campus on the south side of town was identified as critical for the fastest growing area in the region.

On [September 10, 2013](#), the Board approved by resolution the acquisition of property for a proposed south campus. The concept was included in the \$157 million Capital Improvement Program that was approved by voters in November 2014. This included \$1.8 million dedicated to the master planning of the south campus and maintenance on the property. At a Board retreat on April 23, 2015, the characteristics and qualities of a future campus were discussed. A visioning session with the Board was held on December 15, 2015, followed by public engagement meetings. The Board of Regents accepted the [Master Plan for the South Campus](#) on [June 14, 2016](#).

General Additions, Renovations and Upgrades

On January 29, 2008, funding was approved for additional East Campus construction. The primary focus was on facilities for the drama, art, music, and English programs, including a \$10.2 million expansion of the Fine Arts Building. The money included the following projects:

In August 2012, construction was completed on an addition to the Fine Arts Building on the East Campus, which included a proscenium theater seating 340 patrons, a north wing and faculty offices. The theater was specifically designed to host live performances, and it allows the drama program to produce larger productions than previously possible.

In 2012-2013, construction began on Phase I of the Music Building renovation and expansion project. The expansion provides an additional 20,000 square feet of instructional classrooms, recording studios, music technology labs, a green room and rehearsal rooms for music students. Phase 1 was completed in January 2015.

The Stone Writing Center building was demolished in 2012 as part of the Music Building project to provide additional needed space. The small Writing Center building had numerous deficiencies and could not be cost-efficiently updated. With funding provided from the Physical Facilities budget, the fourth floor of the White Library was renovated to accommodate the Stone Writing Center.

On November 13, 2012, the Board of Regents accepted responsibility for a 49,000-square-foot building located at 1502 Tarlton St. near the East Campus. The building was condemned and was demolished in April 2013. No use for the property has been determined at this time.

Construction of a 20,000-square-foot, dome-shaped [Safe Shelter](#) began on the West Campus in 2015 in cooperation with the Federal Emergency Management Agency (FEMA) and the City of Corpus Christi. Scheduled for substantial completion in July 2016, the structure will serve as a hub for the Corpus Christi police and fire departments and other first responders during times of crisis, such as hurricanes and tornadoes. When the shelter is not being used, it will be an instructional training facility for College's Police Academy, Fire

Part III: CS 3.11.3 Physical Facilities

Academy and Emergency Medical Services students, as well as house IT servers for protection during bad weather. FEMA funds were used to construct the Safe Shelter, and Del Mar College provided unrestricted Plant Funds to outfit the internal structure.

A 16,000-square-foot expansion of the Center for Economic Development (CED) was begun in 2015 to house KEDT Broadcasting operations. The project is a joint partnership between Del Mar College and KEDT, with KEDT funding construction and the College providing the land through a long-term lease. A portion of the CED is also being renovated for DMC-TV personnel.

Construction was completed in January 2016 on the Process and Instrumentation Technology Pilot Plant on Del Mar College's West Campus. The facility is designed to train students for careers in industrial production and manufacturing processes and is used in external partnership agreements with various industries. Funding sources included a [City of Corpus Christi Type A Board](#) grant award of \$1,390,071 and industry support of approximately \$500,000. This project will increase the capacity of the local workforce and prepare students for high-paying, in-demand jobs.



After Board of Regents approval on August 11, 2015, the College purchased property at the corner of Staples Street and Kostoryz Road as an opportunity to enhance the visibility of the CED and improve the campus environment.

The re-roofing of fourteen buildings on the East and West Campuses began in 2016. Many of the roofs on aging buildings are due for replacement as part of the Deferred Maintenance Plan.

Central plant upgrades on the East Campus will replace and redesign aging equipment such as chillers, boilers and pumps.

The Workforce Development Center is being constructed on the West Campus to house workforce programs. The projected completion date is September 2018. Expansion of the Emerging Technology Building on the West Campus began in December 2015 with the selection of the architectural consultant. The proposed completion date is September 2018.

Other projects scheduled in the 2014 Capital Improvement Program include:

East Campus

- Renovation of the Heldenfels Administration Building, including IT upgrades
- Partial renovation of Harvin Student Center and White Library, including IT upgrades
- Demolition of English Building and Heritage Hall
- Administration relocation
- Fire alarm/intrusion detection upgrades
- Campus Infrastructure improvements

West Campus

- New general academic building, including IT upgrades

- Demolition of general purpose building
- Fire alarm/intrusion detection upgrades
- Campus infrastructure improvements

Proposed South-Side Campus

- Site development

Technological Infrastructure

Del Mar College provides sufficient technological infrastructure to support the needs of the institution, especially for distance education programming, through the direction of the College's Chief Information Officer (CIO). Technology is a major element of the College's Strategic Plan 2014-2019. The plan's [Goal 4: Technology states](#), "Utilize technology to enhance academic and institutional services and processes." Technology is also included in the goals/outcomes for student success and support.

An innovative, robust "Bring Your Own Device" system called VikingNet has been implemented to enable students to conduct various academic activities on their own mobile devices. The Internet bandwidth for VikingNet was upgraded in Fall 2015 to provide faster upload and download speeds. This upgrade ensures appropriate Internet service capacity for all College activities, including distance education.

The comprehensive technical infrastructure that supports Del Mar College's distance education activities is reviewed and enhanced on an annual basis. This includes bandwidth maintenance and support of connectivity, network maintenance support, learning management software, enterprise resource planning software, student portal solutions, [Help Desk services](#), security and backup. All mission-critical systems are managed by the College's IT staff and augmented by maintenance and support agreements with various vendors and providers.

Enterprise Network

Del Mar College has an onsite Data Center as well as presence in a co-location Data Center in San Antonio, Texas. The latter houses the enterprise resource planning, content management system, learning management system, telephony, imaging and other mission-critical servers and resources. The co-location site provides for an enhanced business continuity solution by housing the College's critical resources in a professionally maintained and hardened facility. The site is connected to the East Campus via a dedicated, one gigabyte solution. A sonnet-ring provides multi-path connectivity for the East Campus, West Campus and the Center for Economic Development and allows for multi-directional connectivity to each site in the event that a path is not available or not in service.

Standard network connections for all campus solutions and other network devices are one gigabyte. The College hosts a wide variety of laboratories and computing facilities that offer students access to technology. There are approximately 6,000 computers in more than 100 labs available at the College for student use, as reflected in the Fixed Assets Report by Building-Data Processing Equipment.

Del Mar College maintains high-speed 802.11ac Wi-Fi coverage in all campus buildings and exterior Wi-Fi coverage in outdoor high-use areas.

Canvas Learning Management System (LMS)

Del Mar College changed from Blackboard to the [Canvas LMS](#) in August 2013. The current license agreement allows for an unlimited number of College users and course designers. Canvas was chosen through a rigorous selection process conducted by the College's Faculty Council, Chairs Council, eLearning Advisory Committee, Technology Committee and Academic Excellence Committee. Canvas was selected based on its ease of use, robust features, clean and intuitive user interface, comprehensive assignment,

assessment and grading tools, collaborative communication options, and social media integration. Integration with third-party software is easily accomplished through available Learning Tools Interoperability standards. This allows the College to deploy Panopto Lecture Capture within all Canvas course shells.

Technical support for distance education and Canvas is available from several sources. Central Help Desk Support Services is available for students and faculty by phone, email and drop-in visits. The College also has contracted with Instructure to provide 24/7 toll-free phone service and a web-based self-service option. In addition, several user guides and video guides are available on the Canvas Help Center website.

Annual licensing for Canvas is contracted with Instructure and includes free upgrades to future enterprise versions, all software patches and hot-fixes for current supported versions and documentation. This also includes hosting, storage and security for courses and student data.

Planning and Management

Responsibility for Physical Facilities planning is specified in Board Policy [B4.10](#). Del Mar College administration submits capital improvement projects for approval to the Board of Regents' Building and Grounds Committee and for final approval to the Board in compliance with Board Policy [B4.9](#). The Board also approves the Physical Facilities budget each year within the overall budget process. The Board delegates direct oversight of Physical Facilities to the College president in Board Policy [B2.3.1](#) and [B2.3.1.8](#).

The [Chief Information Officer \(CIO\)](#) has primary responsibility for the operation and maintenance of all College facilities and for ensuring that they are adequate to meet the needs of the College's educational programs, support services and other mission-related activities. Under the CIO's supervision, the [Director of Physical Facilities](#) is responsible for building maintenance, custodial services and grounds. The department is currently comprised of two units: a Mechanical, Electrical, Plumbing Unit with ten full-time and seven part-time employees,

and a Building Maintenance Unit with eight full-time and five part-time employees.

In 2011, Del Mar College outsourced all custodial and grounds maintenance services for all its facilities. The College employs facilities porters to provide services during the daytime hours. They are responsible for monitoring and keeping the College campuses and facilities clean, orderly and in good presentable condition, as well as providing operational, housekeeping, grounds and basic support for College events, classes and community needs. Weekly inspection reports are provided to the College to ensure that satisfactory performance is provided by the contractor. Grounds maintenance services are provided to all College facilities on a rotating daily schedule to ensure that grounds are maintained to the College's specifications. Contract management for custodial and grounds is provided by the Department of Physical Facilities.

Budgeting and Finance

The Director of Physical Facilities works closely with College administration and faculty on efficient space utilization and the specific needs of the campus units. During the budgeting process, instructional and administrative departments submit requested renovations and construction projects so that cost estimates can be prioritized and included in the budget. The College received the [Distinguished Budget](#) Presentation Award from 2010-2015 from the Government Finance Officers Association.

Del Mar College's Fiscal Year 2014-2015 operating budget of \$82 million included a total of \$7.8 million for maintenance of facilities. This amount includes building maintenance, central plant operations, construction, custodial services, grounds maintenance, physical facilities operations and utilities costs. The College budgeted \$45,000 to ensure that facilities remain accessible in compliance with the Americans with Disabilities Act. The College carries property insurance on all facilities, with a premium of approximately \$2 million per year. The College has received the [Certificate of Achievement for Excellence in Financial Reporting](#)

from the Government Finance Officers Association for the past five years.

Del Mar College's capital construction budget consists of \$157 million limited tax bond funds and an additional \$25 million revenue bond funds. Funds in each of these budget line items ensure operations are adequate to serve the College's educational programs, support services and other mission-related activities.

Routine, Preventative and Deferred Maintenance

A program for routine, preventative and deferred maintenance is in place to comply with College [Policy A4.35](#). All such maintenance is managed through a computerized work management system that consists of a work order module and a preventative maintenance module. Each building is assigned a building coordinator who serves as the primary contact for that building and is trained on the system to submit work order requests for routine and emergency maintenance issues. Physical Facilities staff receive requests and assign the request to the appropriate technician. Requests are prioritized as follows:

1. Safety Issue (Immediately)
2. High Priority (One day)
3. Routine (Five days)
4. Preventative Maintenance Schedule

All information regarding a work order request is entered into the system and a complete history can be viewed, including how often a building or piece of equipment is repaired, the length of time it takes to complete the maintenance request and the staff involved in processing the request.

The Director of Physical Facilities maintains a [Preventative Maintenance Plan](#) for installed equipment that is posted on the Physical Facilities website. The preventative maintenance module in the work management program provides a schedule for the inspection

and replacement of mechanical parts and equipment, for roof repairs and replacements and for the painting of facilities. [Preventative maintenance schedules \(A one-page example provided\)](#) are reviewed on a regular basis and the system can be updated as needed. The system automatically generates a preventative maintenance work order that is assigned to the appropriate unit.

Information in the system is also used to evaluate the condition of buildings, mechanical equipment, and utility infrastructure, as well as to develop specific plans for the upkeep and maintenance of existing facilities. Work that is delayed, postponed or bypassed to a future operating budget or postponed for supplemental funding is described as deferred maintenance. [DMC Deferred Maintenance Projects for 2015-2016](#) provides details on the project and description of work for each area. The maintenance budget, as noted above, provides for preventative maintenance for those items that are scheduled in the current year. Although funds are not budgeted in a specific account for deferred maintenance, the College maintains unrestricted Plant Funds—currently \$7 million—that can be utilized for this area, as authorized by administration.

Del Mar College's risk coordinator maintains a property schedule, which is also used as a facilities inventory document, in conjunction with the College's Statement of Values. Physical Facilities staff provide updates as buildings are renovated or expanded, as construction projects are approved or completed, as re-roofing occurs and as buildings are demolished. This information is used to insure facilities, provide data on building construction and upgrades, including roofing and to aid in the assignment of building numbers.

Appropriate Physical Facilities Support

One of Del Mar College's core values is the achievement of excellence. In order to reach that goal, the College must construct and maintain physical facilities adequate to support the educational programs, support services and many other activities that are part of its

mission. The College serves more than 13,000 students each semester, and in Fall 2015, the College offered over 2,000 course sections. The College provides appropriate facilities to support the specific needs of general academic instruction, continuing education and workforce courses, customized training programs, specialized career and technology programs, support services and other mission-related activities. Facilities include:

East and West Campuses

- 833 classrooms, 128 lecture classrooms, 251 labs, 30 practice rooms, 20 studios
- 55 computer labs
- 68 discipline-specific laboratories
- 12 active learning spaces
- 63 conference or multi-purpose rooms
- a large auditorium/performance hall and a proscenium theatre.

Physical Facilities at Off-Campus Sites

Del Mar College provides adequate facilities at all off-campus sites. The Dean of Continuing Education and Off-Campus Programs coordinates facilities at the Northwest Center, while the academic deans are responsible for off-campus sites housing their respective instructional areas. Deans work with the Director of Physical Facilities and other College administrators to ensure that the facilities and technology support the learning environment and faculty, staff and students at each location as specified in memoranda of understanding and/or agreements. Needs are assessed and updated just as they are on the College's East and West Campuses.

Northwest Center

In 2009, Del Mar College established the [Northwest Center](#) in the Calallen area of

Corpus Christi. Located at 13725 Northwest Boulevard, the Center serves as an outreach site for credit and continuing education instruction. A former orthopedic and sports medicine center building with slightly less than 12,000 square feet was donated under a ten-year lease. The property was valued at \$1.35 million. The City of Corpus Christi awarded the College a \$979,000 grant to remodel and equip this facility.

SACSCOC approved a Substantive Change Prospectus in June 2016, allowing the College to offer the Associate in Liberal Arts degree at this site. The Center consists of two winged areas and provides ample parking and easy accessibility to students in the northern region of the College's service area. The east wing consists of offices, classrooms, labs and lecture/classrooms for use by the Department of Natural Sciences, GED program, and the Small Business Development Center (SBDC). Natural Sciences uses a lab for human anatomy and physiology courses; the lab is equipped with microscopes and various anatomy models, such as a human skeleton and torsos. The west wing consists of offices for Off-Campus Programs, GED, SBDC, Health Sciences, and Continuing Education. Classroom space and a Health Lab are available for Certified Nurse Aide courses. The Health Lab is equipped with hospital beds, mannequins and other health equipment. A biology classroom is equipped with microscopes, sinks, a chemical wash station, incubator, refrigerator and a storage room for chemicals.

Corpus Christi International Airport

In 2011, Del Mar College received approximately \$1.1 million from the Corpus Christi Business and Job Development Corporation to renovate the Crescent Hangar, located at the [Corpus Christi International Airport](#), for use as a technician training facility for the Aviation Maintenance Program. The facility enables the program to serve more students and increase training opportunities on a wider range of aircraft. Renovation of the facility was completed in 2012, and a variety of classes and laboratory components of the program are currently offered

there. It provides a total of 16,840 square feet, consisting of 14,400 square feet of hangar space and 2,440 square feet for office, support services and classroom space, including seven classrooms/labs for student instruction.

Area High Schools

Several area high schools are off-site instructional locations for Del Mar College dual credit students. These sites are recommended by instructional administration when adequate classroom and laboratory facilities are available to support instructional delivery. Some dual credit courses are held on the College's main campuses, with students being bused by their respective school districts when facilities are not available at the high schools. Memoranda of Understanding (MOU) are in place with each independent school district that require adequate and appropriate physical facilities. The MOUs include the following statement:

"It is mutually agreed between DMC and ____ ISD that the ____ ISD will provide appropriate facilities, furnishings, textbooks, and/or equipment to support the college credit and Continuing Education instruction at the high school sites...Further, it is mutually agreed between DMC and ____ ISD that DMC will issue a Classroom Accommodations Request letter listing appropriate accommodations."

Dual credit course offerings (Early College programs) at area high schools for fiscal year 2015-2016 include schools in the following ISDs: [Aransas Pass](#), Corpus Christi (Miller, King, Ray, Carroll, and Collegiate High School), Tulo-so-Midway, Flour Bluff, Aransas County, Sinton, Gregory-Portland, Port Aransas and Calallen, as well as St. John Paul II High School (private school).

SACSCOC Substantive Change prospectuses have been approved at four area high school dual credit teaching locations: Gregory-Portland, Aransas Pass and Sinton ISDs for the Associate in Arts in Liberal Arts degree and Ingleside ISD for Welding. The Physical Resources sections of the prospectuses note that "Adequate classroom facilities are available for teaching

at the off-campus sites in San Patricio County under this program. Both school districts have invested over \$300,000 to update their facilities to meet the College's instructional and safety requirements; therefore, no new classrooms or laboratories are required."

School districts have been supportive in helping their students achieve educational success, partnering with Del Mar College to ensure that appropriate facilities and technology are available to meet the needs of the College's students.

Coastal Compass Education & Career Resource Center

The Coastal Bend community identified a need for education and career exploration services to assist current and potential students in making career choices that will prepare them for a productive future in the workforce. Del Mar College and Citizens for Educational Excellence entered into a [Memorandum of Understanding](#) to share 2,378 square feet of space in the Coastal Compass Education and Career Resource Center, located at La Palmera Mall on South Padre Island Drive in Corpus Christi. This Center allows the College to have a presence and provide general information to the public on various Del Mar programs. A Del Mar College student worker is assigned to the facility, and all computer and audio-visual equipment used at the center is provided by the College. The facility is used by the College's Continuing Education and Off-Campus Programs and is adequate for the purpose of outreach activities.

Disaster Planning Site

Del Mar College leases space in San Antonio from Site B Data Services to support its disaster planning efforts. The Chief Information Officer (CIO) is responsible for this site. The location houses the College's mission-critical servers and resources and is suitable for the placement and operation of data processing equipment and cabling. It provides an enhanced business continuity solution by housing the College's critical resources in a professionally

maintained and hardened co-location facility. Site B performs services that support the overall operation of the premises, including janitorial services, environmental systems maintenance and power plant maintenance. The CIO was instrumental in locating this site and is satisfied that the facility and technological support are adequate and meet the College's needs.

Use of Survey Results

Various surveys are conducted related to College facilities and services provided by maintenance staff, custodial services and grounds maintenance. These are conducted by the Department of Physical Facilities, the Office of Strategic Planning and Institutional Research and the office of the College president to determine if facilities and services are adequate to support the needs of the institution.

[Combined results](#) of a Customer Services Survey and Custodial and Grounds Survey, which were developed by Physical Facilities and conducted by the Office of Institutional Research, reflect an average of 80 to 90 percent positive responses related to those services. A [Survey of Student Services](#) is conducted every two years. Within this survey, a section on physical resources allows students to rate their satisfaction with College facilities, campus grounds and security. Responses from students in the classroom and distance education average in the 90th percentile.

The [Mainsaver system](#) used by the Department of Physical Facilities automatically generates a short [survey related to work requests](#) submitted by the building coordinators upon the close-out of a work order. [Responses](#) are used by the Director of Physical Facilities to determine if the maintenance of the facility is satisfactory to faculty and staff. An analysis of findings (as reported in WEAVEonline, a central repository for assessment information, and in the Physical Facilities Support Services Administrative Review) reflects an 83 percent overall average of positive responses for maintenance services related to work requests from fiscal year 2010-2011 through fiscal year 2013-2014.

Conclusion

Del Mar College has adequate physical facilities on the East and West Campuses and at the Center for Economic Development, the Northwest Center, the Corpus Christi International Airport, and area off-campus locations to provide educational programs, support services and other mission-related activities. Adequate fiscal resources are provided to maintain and upgrade facilities as needed. Technological infrastructure is in place to provide support for distance learning as well as the technology needs of faculty, staff, administration and students.

Compliance Level: Compliance

Attachments

[3.11.3_DMC_Statement_of_Values.pdf](#)
[3.11.3_FMP_East_Building_Statistics.pdf](#)
[3.11.3_FMP_West_Building_Statistics.pdf](#)
[3.11.3_FMC_Center_For_Economic_Development.pdf](#)
[3.11.3_Strategic Plan 2009-2014.pdf](#)
[3.11.3_Strategic Plan 2014-2019.pdf](#)
[3.11.3_Capital_Improvement_Program.pdf](#)
[3.11.3_2.32.3.1.8_Administrative_Structure.pdf](#)
[3.11.3_FMP_North_West_Center.pdf](#)
[3.11.3_2012_Facility_Master_Plan.pdf](#)
[3.11.3_City_of_Corpus_Christi.pdf](#)
[3.11.3_City_of_Corpus_Christi_Type_A_Board.pdf](#)
[3.11.3_KEDT.pdf](#)

3.11.3_Mainsaver_system.pdf
3.11.3_Master_Plan_for_the_South_Campus.pdf
3.11.3_Memorandum_of_Understanding.pdf
3.11.3_Policy_A4.35.pdf
3.11.3_Preventative_Maintenance_Schedules.pdf
3.11.3_Preventive_Maintenance_Plan.pdf
3.11.3_Responses.pdf
3.11.3_Safe_Shelter.pdf
3.11.3_September_10_2013.pdf
3.11.3_Survey_of_Student_Services.pdf
3.11.3_survey_related_to_work_requests.pdf
3.11.3_Certificate_of_Achievement_for_Excellence_in_Financial_Reporting.pdf
3.11.3_Chief_Information_Officer.pdf
3.11.3_Combined_results.pdf
3.11.3_Corpus_Christi_International_Airport.pdf
3.11.3_Director_of_Physical_Facilities.pdf
3.11.3_Distinguished_Budget.pdf
3.11.3_DMC_Deferred_Maintenance_Projects_for_2015-2016.pdf
3.11.3_Goal_4_Technology_states.pdf
3.11.3_Help_Desk_services.pdf
3.11.3_June_14_2016.pdf
3.11.3_Aransas_Pass.pdf
3.11.3_B2.3.1.8.pdf
3.11.3_B2.3.1.pdf
3.11.3_B4.9.pdf
3.11.3_B4.10.pdf

[3.11.3_Board_of_Regents_on_April_10_2012.pdf](#)

[3.11.3_Canvas_LMS.pdf](#)

[3.11.3_Central_Kitchen_Operations.pdf](#)

Comprehensive Standard 3.13 A. Accrediting Decisions of Other Agencies

The institution complies with the policies of the Commission on Colleges: Any institution seeking or holding accreditation from more than one U.S. Department of Education recognized accrediting body must describe itself in identical terms to each recognized accrediting body with regard to purpose, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituencies, and must keep each institutional accrediting body apprised of any change in its status with one or another accrediting body.

Compliance Non-Compliance

Narrative

Del Mar College does not hold institutional accreditation from any agency other than SACSCOC.

Compliance Level: Compliance

Comprehensive Standard 3.13 B. Complaint Procedures Against Commission or Accredited Institutions

The institution complies with the policies of the Commission on Colleges: In addition to FR 4.5 regarding complaints, the Commission also requires, in accord with federal regulations, that each institution maintains a record of complaints received by the institution. This record is made available to the Commission upon request.

Compliance **Non-Compliance**

Narrative

Del Mar College maintains a record of complaints and grievances received by the institution, and the records of such complaints are available to the Commission upon request. Under the section of this report on Federal Requirement 4.5, the College demonstrates that it has policies and procedures for addressing student complaints in three areas: academic issues regarding grade appeals and non-grade appeals; non-academic; and harassment and discrimination complaints. All complaint and grievance policies and procedures are available to students, staff and faculty at any campus or off-campus location through various College publications, the website, the online *Catalog* or the Office of Human Resources.

The following tables indicate the individual or office responsible for responding to the complaint, the office responsible for maintaining the record and how the record is maintained:

Type of complaint	Individual responsible for responding to complaint or assigning designee	Office where record is maintained	How record is maintained
Non-academic Complaint (other than discrimination)			
General	Dean of Student Engagement and Retention	Student Engagement and Retention, Harvin Center #204, East Campus	Electronic
Student Misconduct	Assistant Dean of Student Engagement and Retention	Student Engagement and Retention, Harvin Center #204, East Campus	Electronic
Financial Appeal	Associate Director of Financial Aid Services	Financial Aid Services, Harvin Center #262, East Campus	Electronic

Type of complaint	Individual responsible for responding to complaint or assigning designee	Office where record is maintained	How record is maintained
General			
General Grievance	District Complaint Coordinator	Human Resources, Heldenfels Administration Building #101, East Campus,	Paper File

Part III: CS 3.13 B. Complaint Procedures

Type of complaint	Individual responsible for responding to complaint or assigning designee	Office where record is maintained	How record is maintained
Academic			
Grade Appeal	Dean of Student Engagement and Retention	Student Engagement and Retention, Harvin Center #204, East Campus	Electronic
Academic Dishonesty	Academic Dean	Academic Dean, Harvin Center #204, East Campus	Paper File
Academic Suspension Appeal	Dean of Student Engagement and Retention/Director of Transition Center	Academic Dean, Harvin Center #204, East Campus	Paper File
Privacy (FERPA)	Executive Director of Administration and Human Resources	Executive Director of Administration and Human Resources, Heldenfels Administration Building #101, East Campus	Paper and Electronic Files
General Academic: Non-Grade Complaint	Dean of Student Engagement and Retention	Student Engagement and Retention, Harvin Center #204, East Campus	Electronic

Type of complaint	Individual responsible for responding to complaint or assigning designee	Office where record is maintained	How record is maintained
Discrimination			
General (student)	Dean of Student Engagement and Retention	Student Engagement and Retention, Harvin Center #204, East Campus	Electronic
General (staff or faculty)	District Complaint Coordinator	Human Resources, Heldenfels Administration Building #101, East Campus	Paper File
Sexual discrimination/ harassment (student)	Dean of Student Engagement and Retention	Student Engagement and Retention, Harvin Center #204, East Campus	Electronic
Sexual discrimination/ harassment (staff or faculty)	District Complaint Coordinator	Human Resources, Heldenfels Administration Building #101, East Campus	Paper File
Disability (student)	Dean of Student Engagement and Retention	Student Engagement and Retention, Harvin Center #204, East Campus	Electronic
Disability (staff or faculty)	District Complaint Coordinator	Human Resources, Heldenfels Administration Building #101, East Campus	Paper File

Faculty and Staff Complaints

Del Mar College's Office of Human Resources processes complaints and grievances that involve employees of the College. The Director of Human Resources is designated by the president and Board of Trustees as the District's Complaint Coordinator. Records of all complaints and grievances related to College employees are housed in the office of the District Complaint Coordinator, Room 111D in the Heldenfels Administration Building on the East Campus. The records of complaints and grievances include various elements that depend on the type and complexity of the complaint. However, the basic items that will be found in the records are:

1. The complaint form;
2. Statements and/or interviews of complainant, respondent and any witnesses;
3. Supporting documents from other sources, including emails, policies, schedules and audio/video files;
4. Investigator notes;
5. Final investigator report.

Student Complaints

Del Mar College manages student complaints in accordance with Policies [B7.12](#), [B7.19](#) and [B9.1](#) of the *Manual of Policies and Procedures*. These policies delineate procedures for [Non-Academic Complaints](#), [General Academic \(Non-Grade\) Complaints](#), [Grade Appeals](#), [Discrimination and Harassment Complaints for Students](#) and [Policy Prohibiting Sexual Violence](#). The College's complaint procedures are periodically reviewed and revised to enhance their effectiveness and responsiveness to the needs of students.

For each non-academic student complaint record, the following information is maintained:

1. The complaint form;
2. Complainant summary and documentary evidence;
3. Respondent's statement and supporting documents;
4. Transcription or audio recording of Student Complaint Review Board Appeal;
5. Progression notes (including dates), emails and other written communication between the Student Engagement and Retention Office and the complainant and the respondent;
6. Final decision.

For each general academic or grade appeal student complaint, a minimum of the following information is maintained:

1. The complaint form;
2. Complainant summary and documentary evidence;
3. Respondent's statement and supporting documents;
4. Progression notes (including dates), emails and other written communication between the Student Engagement and Retention Office and the complainant and the respondent(s);

Part III: CS 3.13 B. Complaint Procedures

5. Transcription or audio recording of Grade Appeals Committee hearing;
6. Final decision.

For a discrimination and harassment complaint or sexual violence complaint, a minimum of the following information is maintained:

1. Name of complainant;
2. Date of filing;
3. Nature of the complaint;
4. Name of the person responsible for responding to the complaint;
5. Date and nature of the response or resolution, including date of the written response.

Conclusion

All complaint and grievance policies and procedures are available to students, staff and faculty at any campus or off-campus location through various publications, the College website, the online *Catalog* or the Office of Human Resources. Del Mar College maintains a record of all complaints received by the institution and is able to make them available to the Commission at any time.

Compliance Level: Compliance

Attachments

-
- [3.13.B_B7.12_Student_Complaint_Policy.pdf](#)
 - [3.13.B_B7.19_Harrasment_or_Disc.pdf](#)
 - [3.13.B_B9.1_Sexual_Violence.pdf](#)

[3.13.B_A7.12.2_Non-Academic_Complaint.pdf](#)

[3.13.B_A7.12.3_General_Academic_Non_Grade.pdf](#)

[3.13.B_A7.12.4_Grade_Appeals.pdf](#)

[3.13.B_B7.19_Discrimination_Harassment.pdf](#)

[3.13.B_B9.1_Sexual_Violence.pdf](#)

Comprehensive Standard 3.13 C. Reaffirmation and Subsequent Reports - Distance Learning

The institution complies with the policies of the Commission on Colleges: An institution includes a review of its distance learning programs in the Compliance Certification and in its Fifth-Year Compliance Certification.

Compliance **Non-Compliance**

Narrative

Compliance with Standards

Del Mar College has identified sixteen standards in the Fifth-Year Interim Report that are applicable to distance education and addressed the relevant criteria in the following sections:

- Core Requirement 2.8 Number of Full-Time Faculty
- Core Requirement 2.10 Student Support Services
- Comprehensive Standard 3.2.8 Qualified Administrative and Academic Officers
- Comprehensive Standard 3.3.1.1 Institutional Effectiveness: Educational Programs
- Comprehensive Standard 3.4.11 Qualified Academic Coordinators
- Comprehensive Standard 3.11.3 Physical Facilities
- Federal Requirement 4.1 Student Achievement
- Federal Requirement 4.2 Program Curriculum
- Federal Requirement 4.3 Publication of Policies
- Federal Requirement 4.4 Program Length
- Federal Requirement 4.5 Student Complaints
- Federal Requirement 4.6 Recruitment Materials
- Federal Requirement 4.8.1 Distance or Correspondence Education: Student Identity
- Federal Requirement 4.8.2 Distance or Correspondence Education: Privacy Protections
- Federal Requirement 4.8.3 Distance or Correspondence Education: Notification of

Additional Fees

- Federal Requirement 4.9 Process for Determining Credit Hours

Core Requirements

Core Requirement 2.8 Number of Full-Time Faculty

Del Mar College's response to CR 2.8 details the policies and procedures that ensure that there are adequate faculty to meet the College's mission. Faculty who teach via distance education are primarily full-time (Spring 2015: 87 percent full-time, 13 percent part-time). A [comparative analysis demonstrates](#) that evaluation ratings are consistent between distance education faculty and face-to-face faculty.

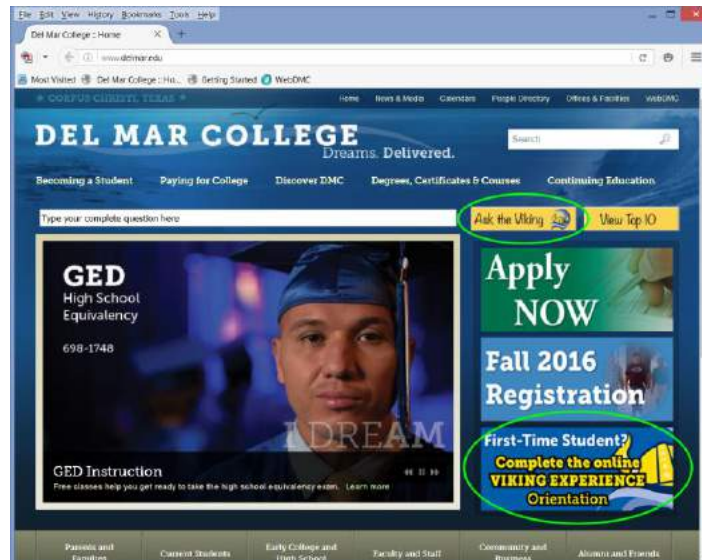
Faculty teaching distance education courses receive training in online pedagogy and in the Canvas Learning Management System. All faculty using the Canvas LMS must successfully complete an [LMS certification process](#).

Core Requirement 2.10 Student Support Services

Del Mar College supports the development of the whole student: academically, socially and personally. Accordingly, the College provides an array of student support programs, services and activities that promote student learning and enhance the development of its students as reflected in its mission statement: "Del Mar College provides access to quality education, workforce preparation, and lifelong learning for student and community success."

The College provides an appropriate range of support services and programs to students at all locations, including off-campus dual credit instructional sites, distance education and branch campuses. Both face-to-face and distance education students are provided with print and web-based information on sources of student support at the College. Students can access student services through the College website, email, phone, fax, Canvas online platform ([Viking Central](#)) and through face-to-face meetings. In fact, many of the services described here, such

as the Help Desk (phone, email), the “Ask the Viking” link on the College website and online new student orientations, are designed with distance education students in mind.



Promotion of Student Learning and Development

Del Mar College offers a wide array of student support services intended to promote student growth and development both inside and outside the classroom. Some of them, such as tutoring centers, labs and libraries, are focused on supporting classroom learning. Co-curricular activities, including student organizations and intramural sports, are designed to support student engagement and general education objectives. Students enrolled in distance education courses are encouraged to access these services. Programs, services and activities available to distance education students include:

- Admissions
- Recruitment and Outreach
- Registrar
- Title IV Program Services
- Financial Aid Services

- Child Care
- General Facilities
- Help Desk

Comprehensive Standards

Comprehensive Standard 3.2.8 Qualified Administrative and Academic Officers

The College maintains experienced and qualified academic administrators that work in unison to ensure all distance education coursework meets accreditation and high academic standards. The provost works in concert with three academic deans to identify, plan and deliver distance education coursework to students. In addition, the provost provides direction to the deans in terms of distance education staffing, budgets, technology, faculty training, student training, curriculum development and instructional design. Deans work with program chairs and faculty to assess and ensure course effectiveness, student satisfaction, attainment of learning outcomes, student support, faculty support and continuous professional development for faculty. The deans possess the primary oversight of all distance education course offerings.

Comprehensive Standard 3.3.1.1 Institutional Effectiveness: Educational Programs

Courses taught via distance education are also taught in the traditional face-to-face format, often by the same faculty. Course student learning outcomes (SLOs), defined by the Texas Higher Education Coordinating Board's [Workforce Education Course Manual](#) and [Academic Course Guide Manual](#), are identical in both delivery formats. SLOs data obtained from online courses inform program level assessments, which are documented in the WEAVEonline assessment management system.

In the past, SLOs assessments for face-to-face and distance education courses were aggregated at the program level. In Fall 2015, the College began piloting the disaggregation of these data by instructional modality in the [English](#) and [Political Science](#) programs in order to

ensure that students who were taking distance education courses were meeting the learning outcomes at the same rates as students in face-to-face courses.

Comprehensive Standard 3.4.11 Qualified Academic Coordinators

The responsibility for the coordination of courses offered via distance education resides with the chair of the academic department and comes under the authority of the academic deans and [provost](#). The chair designates a full-time faculty member who is directly affiliated with the program to coordinate the instructional programs and scheduling. The list of coordinators and credentials is provided under CS 3.4.11.

Comprehensive Standard 3.11.3 Physical Facilities

The College offers state-of-the-art facilities that provide all students, including distance learners, with the technology, infrastructure, support services, Help Desk support and related resources to ensure and maintain a quality learning experience. Supporting information that delineates the provision of adequate physical facilities is discussed in the description of compliance to CS 3.11.3.

Federal Requirements

Federal Requirement 4.1 Student Achievement

Student achievement is examined in multiple ways. Included in the College's goals and targets are information about success of students participating in distance learning and comparisons to students in face-to-face courses. Comparison of passing grades for courses delivered via dual credit, eLearning and face-to-face, as well as developmental courses, is included in FR 4.1. Student learning outcomes for each academic program are assessed in the WEAVE assessment process.

Federal Requirement 4.2 Program Curriculum

Distance education courses extend the College's curricula to students who may need flexibility in scheduling, thus providing access and opportunity for program completion. The curriculum for distance education courses is identical to that of face-to-face courses. This curriculum, developed by faculty, aligns with student learning objectives listed in the *Academic Course Guide Manual* and is reviewed in FR 4.2.

Approval Process for Distance Education Programs: Courses in each of the academic core component areas are available through distance education. For a course to be offered through distance education, the requesting faculty member must submit a form that includes the course information with a description and requirements, a justification for offering the course via distance learning, contact hour equivalency, faculty credentials and training and approval by the department chair, academic dean and provost. [Request forms](#) are submitted three months prior to the targeted offering date to allow time for course development and certification.

Federal Requirement 4.3 Publication of Policies

Del Mar College ensures that its current academic calendars, grading policies and refund policies are easily accessible to students and the public. The primary sources of this information are the College's annual *Catalog*, its website and the VikingGo app. All information is clearly written and thoroughly covers the topics. Both the *Catalog* and website are overseen and updated regularly by the College Relations Office, which is responsible for coordinating all College [publications](#) designed to inform the community about College activities.

Federal Requirement 4.4 Program Length

Program length is appropriate for each of Del Mar College's educational programs, including those offered through distance education. The length of programs is guided by the THECB, the guidelines and requirements of program accrediting agencies and by conventional

practices in higher education as understood by program faculty and administrators.

The Texas Administrative Code (TAC) requires that all degree programs, including those offered online, must consist of sixty semester credit hours (SCH). As noted in FR 4.4, six Del Mar College programs applied to the state for permission for exemption from TAC Rule 9.183 and were approved to exceed the sixty SCH limit.

Federal Requirement 4.5 Student Complaints

In response to FR 4.5, Del Mar College has adequate protocols and procedures in place for addressing student complaints. Student complaint policies and procedures address all students, including distance learners. Additionally, all policies and procedures related to student complaints may be accessed online, and students can obtain further information about filing a complaint by phone or email.

Federal Requirement 4.6 Recruitment Materials

The College provides examples of various outreach and recruitment materials that are used jointly for distance education and face-to-face programs and courses. Students have access to recruitment materials through the College's website at

http://delmar.edu/Becoming_a_Student.aspx

Federal Requirement 4.8.1 Distance or Correspondence Education: Student Identity

Del Mar College employs a secure log-in and password procedure for verifying student identity. This process is used for all students, regardless of enrollment type. The College ensures that the student who registers for an online course is the same student who participates and completes the course. Del Mar College verifies student identity through the following method:

Each student is provided with a secure login and password to the Canvas LMS and the

Del Mar College portal, WebDMC, for student information system access.

- Login procedure information is mailed to the home address provided by the student after his or her application is processed.
- Access to the LMS is encrypted using Secure Sockets Layer (SSL) with certificates from Go Daddy Secure Certificate Authority - G2. Access to WebDMC is encrypted using SSL with certificates from DigiCert SHA2 Secure Server CA. This ensures the identity of the server being used and provides assurance to the student that these are trusted websites. Students have the ability to change their own password inside the LMS through their College email account.

Federal Requirement 4.8.2 Distance or Correspondence Education: Privacy Protections

Del Mar College abides by the standards and best practices associated with the Family Educational Rights and Privacy Act (FERPA) for all students in all learning modalities, whether face-to-face or online. Students enrolled in distance education coursework are covered by the same confidentiality standards as all other students. Written information about [FERPA](#) and procedures for complying with it are located on the College website and in the College's [Catalog](#).

As it relates specifically to online learning, student confidentiality is protected in that access to student records (grades, submitted materials, comments) on the LMS is restricted to the faculty member(s) teaching the course. In the case of students enrolled through dual credit, this access is also granted to the student's designated dual credit facilitator.

When a student's grades are posted to the College's online portal, WebDMC, they are accessible only to the student. The student is provided a secure login and password by which to access grades, and their information is covered by FERPA and [Policy B 3.3.1](#).

Federal Requirement 4.8.3 Distance or Correspondence Education: Notification of Additional Fees

Del Mar College does not require additional fees for students enrolled in distance education. All students enrolled at the College have access to the Canvas LMS and the student-designated Viking Network.

Federal Requirement 4.9 Definition of Credit Hour

Distance education courses at Del Mar College maintain the same learning outcomes, outline and structure as their face-to-face counterparts. All courses adhere to state and federal laws and standards for assigning the credit hour to courses.

Conclusion

Del Mar College fully addresses distance learning in applicable standards in the Fifth-Year Interim Report.

Compliance Level: Compliance

Attachments

[3.13C_FCE_Comparative_Analysis_2013_15.pdf](#)

[3.13C_eLearningTrainingClassesOfferedtoFaculty.pdf](#)

[3.13C_DelMarCollegeVikingCentral_DelMarCollegeVikingCentral.pdf](#)

[3.13c_GIPWE_2015.pdf](#)

[3.13C_THECBAcademicCourseGuideManualSpring2016.pdf](#)

[3.13C_Provost_Org_Chart_8-1-2016.pdf](#)

[3.13C_RequesttoOfferDistanceEducationCourses.pdf](#)

[3.13C_PolicyA3.2.2.pdf](#)

[3.13c_DMC_Becoming_a_Student.pdf](#)

[3.13C_DMC_FERPA.pdf](#)

[3.13C_FERPA_DMC_Catalog_2015-16.pdf](#)

[3.13C_Policy3.3.1.pdf](#)

[3.3.1.1_DAR_English.pdf](#)

[3.3.1.1_DAR_Government.pdf](#)

Federal Requirement 4.1 Student Achievement

The institution evaluates success with respect to student achievement consistent with its mission. Criteria may include: enrollment data; retention, graduation, course completion, and job placement rates; state licensing examinations; student portfolios; or other means of demonstrating achievement of goals.

Compliance Non-Compliance

Narrative

Del Mar College ensures exceptional educational opportunities for all students and uses a number of methods to measure and improve student success. To help students achieve their educational goals, the College prioritizes student success, access and support, with goals that target enrollment, retention, graduation, employment and other measures of student success aligned with the College mission. The [mission](#) of Del Mar College is “to provide access to quality education, workforce preparation, and lifelong learning for student and community success.” The mission is reinforced by the *Reach Forward. Deliver Excellence. 2014-2019 Strategic Plan*. To determine if the College is fulfilling its mission, evaluation of student success is critical. The institution collects concrete, segmented outcomes data throughout the student life cycle related to student achievement and publishes progress in attaining these goals on the [Del Mar College webpage](#).

The College monitors success using a variety of methods to assess and ensure student achievement, including graduation, enrollment data, course completion, state licensing examinations, student portfolios, job placement rates and comparisons with other peer institutions. The [College's Strategic Plan](#) prioritizes improving student success and retention. Data related to measures of student success are provided in the annual Del Mar College [Statistical Profile](#), as well as in documents prepared for Instructional program reviews. College-wide [course completions](#) are analyzed each semester and disaggregated by the type of the course delivery method: eLearning, dual credit and face-to-face. The table below shows the

overall pass rates for all types of courses including developmental education.

Percent Passing Grades (A-C) in Dual Credit, e-Learning, Face-to-Face, and Developmental Courses						
	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Dual Credit Courses	89.1%	91.4%	91.2%	90.2%	89.7%	89.2%
e-Learning Courses	59.7%	58.5%	57.5%	58.0%	60.4%	63.3%
Face-to-Face	70.0%	67.7%	68.7%	69.6%	71.2%	72.1%
Developmental Courses	53.8%	52.3%	55.5%	50.4%	55.5%	61.7%

Program faculty and academic leadership comprised of the department chairs, deans, and provost actively engage in discussion of the goals regarding student achievement. These goals directly link to the College's strategic plan and support the Texas Higher Education Coordinating Board's *60X30TX* higher education strategic plan. Leaders review the goals and data on a periodic basis within the various academic and administrative units. An examination of past trends for the College, as well as comparison with a cohort of other community colleges in the state, assists in determination of the appropriateness of Del Mar's targets.

Additionally, as reported in CS 3.3.1.1 Institutional Effectiveness: Educational Programs, all programs are assessed for student learning outcomes attainment by faculty within the WEAVE system. This assessment is reviewed by the faculty, department chairs and deans for program evaluation and improvement.

Goal 1. Student Learning Success: Ensure Exceptional Educational Opportunities for All Students.

Targets have been developed and data obtained for the following measures of student learning success:

- **Retention and Persistence:** Maximize student learning to improve retention ([Strategic Plan 1.6](#)).

- **Graduation:** Improve student graduation rates and degree attainment ([Texas Higher Education Coordinating Board 60X30TX Strategic Plan](#))
- **Transferability:** Implement seamless student transfer to four-year and other institutions ([Strategic Plan 1.1](#)).

Analysis of Targets

Annual Retention and Persistence Rates: Maximize student learning to improve retention ([Strategic Plan 1.6](#)).

Target - Annual Retention: Exceed the fall-to-fall retention rate for Del Mar College students by 2 percent compared to the state average on a five-year trend. (Appropriateness is key to the Student Success Points Model of the State and based upon the past five years' trend.)

[Fall-to-Fall retention](#) for Del Mar College has been consistently higher than the state average for the past few years by 1 – 2 percent.

Fall to Fall Retention Rates	Fall 2009 - Fall 2010	Fall 2010 - Fall 2011	Fall 2011 - Fall 2012	Fall 2012 - Fall 2013	Fall 2013 - Fall 2014
Del Mar College	61.7%	59.5%	58.4%	58.4%	58.7%
State Average	60.0%	58.3%	56.8%	56.4%	57.5%

Retention rates of prior semester data are captured and include the numbers of students who achieved good academic standing, increased GPA, persisted, earned a degree or certification, completed 15th credit hour, completed 30th credit hour, and/or enrolled in one or more developmental education courses and earned a passing grade. Both current-semester and longitudinal trends are tracked. Data analysis reveals strengths, areas of need and process improvement catalysts (i.e., process implementation, revision, protocol standardization.)

Target: The percentage of students returning for the next year of college will continue to increase by 2 percent per year (based on one-year persistence rate of first-time, full-time, credential seeking graduates.) (Appropriateness is determined by review of the trend from the year 2000 to 2013, which improved by only 1 percent.)

Year	2013	2014	2015	2016
Percentage of first-time full-time students returning for second year	59.4% actual	61% target	63% target	65%
		59.88% actual	59.44% actual	

The College faculty and student services administrators recognized that reviewing retention rates and persistence rates provides a more complete indication of student success. Aligning with the Texas Higher Education Coordinating Board *60x30TX* plan, the College's targets increased emphasis on the review of persistence by cohort and ethnicity. The overall retention targets for 2014 and 2015 were above the actual by 2 percent, validating the appropriateness of the target and the need for additional strategies to improve persistence in ethnic groups.

In the analysis of processes that affect retention and persistence the following strategies were reviewed and implemented. Students who have cumulative GPAs below 2.0 are placed on probation, continued probation or suspension. These students have holds placed to prevent registration until they meet with a retention case manager (RCM). Suspended students must also complete a [SmarterMeasure](#) readiness assessment and meet with RCMs, program advisors and academic deans prior to registration for the next semester. These students are assigned to RCMs for semester-long outreach actions in a program called *Start Strong/Stay Strong/Finish Strong*. Participation in these activities is documented. Continued analysis of the individual student retention and persistence rates provides insight into the effectiveness of these strategies. Processes and strategies are modified based upon this review.

Graduation Rates: Improve student graduation rates and degree attainment

Target: Full-Time Graduation: 18 percent of first-time, full-time students who enrolled

Part III: FR 4.1 Student Achievement

in 2012 will graduate with a degree or certificate within four years (Appropriateness of the target is based on an analysis of the students who began taking courses in 2010; 16.2 percent of that cohort graduated by 2014.)

The table below shows the six-year graduation and persistence rates for Del Mar College compared to state averages.

6 Year Graduation & Persistence Rate	FY 2000 (Entering Fall'94 Cohort)	FY 2013 (Entering Fall'07 Cohort)	FY 2014 (Entering Fall'08 Cohort)	FY 2015 (Entering Fall'09 Cohort)	Point Change (FY 2000 to FY 2014)
Del Mar College	33.5%	42.1%	39.6%	35.5%	2.0
State Average	38.0%	43.1%	43.6%	42.2%	4.2

The College continues to address the need to increase both retention and graduation rates through the strategic plan and expanded academic support. Annual award history indicates that the number of graduates by program varies with the economy and the strength of the local workforce. As the unemployment rates dropped, the number of graduates decreased, as did enrollment. The Bureau of Labor Statistics reported that the unemployment rate in Nueces County in 2013 was over 7 percent and that in 2015 it dropped to 4.3 percent. In the same two-year period, the number of graduates decreased as well, from [1,655 in 2013 to 1,410 in 2015, a decrease of almost 15 percent](#). Graduation rates for three, four and six years continue to be below the state average for a five-year period.

	3-Year graduation rate		4-Year graduation rate		6-Year graduation rate	
	Del Mar College	State Average	Del Mar College	State Average	Del Mar College	State Average
2000	9.0%	10.8%	13.1%	15.5%	21.4%	25.7%
2012	10.8%	14.0%	16.8%	20.1%	28.4%	30.9%
2013	11.2%	14.2%	16.0%	20.7%	30.8%	32.0%
2014	10.0%	15.0%	16.2%	20.7%	27.2%	32.9%
Point Change 2000-2014	+1	+4.2	+3.1	+5.2	+5.8	+7.2

It is significant that over 40 percent of graduates began in [developmental education courses](#). Reflection on these data points supports the need for workforce development programs to continue alignment with the fluctuations in the economy to meet the needs of students and for enhanced delivery of developmental education programs. These strategies align with the mission of the College as they are tied to workforce development and access for all students.

Transferability: Implement seamless student transfer to four-year and other institutions (Strategic Plan 1.1)

Target: 19 percent of first-time, full-time students will transfer to a four-year institution (Appropriateness of the target is based on the state average for peer institutions.)

Data on academic performance of Del Mar College students who transferred to four-year universities indicates that almost 80 percent maintained a GPA of 2.0 and above during the first year. Although Del Mar student transfer rates are lower than those of institutions of similar size in Texas, the fact that those students who do transfer are being successful encourages academic leaders to set a target that will match those institutions. With the strong economy and multiple workforce programs, many students choose to use their education at the College to enter the workforce rather than continue on to a four-year degree. Data from 2015 for the 2009 cohort who transferred within six years shows a higher number of students did transfer who had declared a major designed for transfer, but that number still fell short of the state-wide average of 19 percent. The following chart shows data for the total transfer rate within six years as well as the rates for those students within transfer degree programs compared to students in technical and workforce degree programs.

All Transfers to Senior Institutions	FY 2000	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
Del Mar College							
Total	20.1%	28.8%	37.0%	40.9%	16.3%	14.9%	14.2%
State-Wide Total	23.0%	27.6%	27.8%	28.0%	26.0%	25.0%	22.5%

Strategies used to increase student transfer include transfer days when area universities send representatives to the Del Mar campus and provide information on transfer processes. This includes matching degrees with students' interests and educational programs at Del Mar College.

Other Measures of Student Learning Success

A team of academic and student services leaders met to discuss additional targets related to student success. The targets included measures of part-time student persistence and graduation, developmental education, dual credit students and eLearning. In addition to the current and proposed targets already mentioned, the College also looks at additional data such as grades disaggregated by delivery mode and location, progress from developmental to college-level courses and comparisons between students taking courses via eLearning and dual credit compared to traditional face-to-face, on-campus courses. Additionally, the College looks at success indicators for workforce development and technical programs and the associated licensure exam pass rates of Del Mar students and graduates.

Passing Grades by Delivery Mode and Location

Target: Increase the percent passing for all categories as compared to Del Mar College's five-

year trend by 2 percent annually. (Appropriateness is determined by the variance from improved to declining over a five-year period.)

Percent Passing Grades (A-C) in Dual Credit, e-Learning, Face-to-Face, and Developmental Courses						
	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Dual Credit Courses	89.1%	91.4%	91.2%	90.2%	89.7%	89.2%
e-Learning Courses	59.7%	58.5%	57.5%	58.0%	60.4%	63.3%
Face-to-Face	70.0%	67.7%	68.7%	69.6%	71.2%	72.1%
Developmental Courses	53.8%	52.3%	55.5%	50.4%	55.5%	61.7%

Developmental to On-Campus Courses

The College-wide Developmental Education Council (DEC) [reviewed data](#) regarding student achievement in developmental education classes as compared to on-campus to coordinate [developmental education](#) at the College. As a result, multiple interventions were developed and implemented.

Percent Passing Grades (A-C) in Developmental Courses						
	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Freshman Seminar	69.8%	78.7%	63.6%	63.9%	71.6%	78.1%
English	62.3%	59.2%	60.6%	59.7%	61.9%	63.6%
Math	43.4%	43.0%	48.6%	39.1%	44.1%	50.5%
Reading	55.4%	49.1%	59.5%	52.8%	62.2%	56.9%
Total DE	53.8%	52.3%	55.5%	50.4%	55.5%	61.7%

[Non-course based options](#) were implemented to increase the number of students successfully completing the sequence of [developmental math](#), [writing and reading](#). Additionally, staff intervened with students that scored at the lowest levels and provided courses for Adult Basic Education. Additional [training presentations](#) with faculty were provided regarding the TSI and advising students into Adult Basic Education or the new non-

course options. Student progress continues to be tracked for persistence and successful course completion.

The QEP coordinator, math faculty and developmental education faculty review the [student survey results](#) for developmental math annually. The surveys indicated that 97 percent of students who attended multiple sessions of “Math, Sine of Times” would recommend them to other students. Results were analyzed as demonstrated in the QEP. Strategies for teaching and engagement of adjunct instructors were implemented. The QEP strategies have been modified and will continue to be monitored.

E-Learning to On-Campus Courses

Department chairs and faculty reviewed the lower eLearning course passing rates in comparison to the on-campus rates. Faculty also are made aware of passing rates for distance education (eLearning courses) for individual programs and across divisions.

Percent Passing Grades (A-C) in e-Learning Courses						
	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Arts & Sciences	59.0%	54.7%	53.0%	54.5%	57.1%	59.4%
Business, Professional & Technology Education	60.8%	65.1%	66.4%	64.1%	66.0%	70.1%
Total	59.7%	58.5%	57.5%	58.0%	60.4%	63.3%

Percent Passing Grades (A-C) in on-campus, College-Level Courses						
	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Arts & Sciences	66.8%	63.5%	64.1%	65.1%	66.1%	67.3%
Business, Professional & Technology Education	74.6%	74.0%	75.9%	76.8%	79.3%	79.3%
Total	70.0%	67.7%	68.7%	69.6%	71.2%	72.1%

Part III: FR 4.1 Student Achievement

Various strategies within the Canvas Learning Management System were implemented to improve eLearning pass rates. Examples include providing expanded faculty training, adding [instructional designers](#) to the staff and creating a student support services site ([DMC Viking Central](#)). Continued review and tracking of pass rates and strategies indicate some improvement.

Dual Credit to On-Campus Courses

The higher dual credit pass rates are also compared to on-campus rates.

Percent Passing Grades (A-C) in Dual Credit Courses						
	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Arts & Sciences	89.6%	92.2%	91.8%	90.7%	90.5%	90.0%
Business, Professional & Technology Education	87.7%	88.8%	89.3%	89.1%	86.4%	86.4%
Total	89.1%	91.4%	91.2%	90.2%	89.7%	89.2%

The passage of legislation increased the number of career and technical programs and school districts requesting dual credit. This change in course offerings is being studied to determine any effect upon student success. The [Director of Early College Programs](#) works directly with department chairs and faculty to provide added support and assessment of dual credit courses. Increased analysis by location and programs was implemented to monitor this expansion to ensure that pass rates remain consistently high. Strategies are being revised to increase student learning assessment at each site. The College recognizes that added support and training of dual credit faculty will be required in the future.

Strategic Plan Goal 2: Student Access and Support Services: Maximize Affordable Access and Excellence in Student Services

Workforce Development and Technical Programs

Target: Career and technical programs exceed the Carl D. Perkins benchmarks by 1 percent annually. (Appropriateness of the target is determined by the low performance of the College as compared to the state target except for one criterion.)

Perkins Performance Indicator	2012-2013 DMC Performance	State Target	2013-2014 DMC Performance	State Target	2014-2015 DMC Performance	State Target
Technical Skill Attainment	90.78%	93.00%	93.56%	93.00%	93.59%	93.00%
Completions	29.79%	33.00%	32.44%	33.50%	31.01%	34.00%
Retention or Transfer	64.49%	68.50%	64.71%	69.00%	65.87%	69.00%
Placement	76.73%	80.00%	78.37%	80.50%		
Non-Traditional Enrollments	19.37%	23.15%	19.40%	23.20%	20.95%	24.00%
Non-Traditional Completions	17.79%	17.50%	14.57%	17.60%	20.60%	18.00%

Perkins Program Completer Placement Rate for Del Mar College			
2010-11	2011-12	2012-13	3 Year Average
90.92%	86.12%	86.93%	89.02%

Carl D. Perkins targets as reflected in the table above are critical to measuring the performance of technical and workforce programs as they relate to non-traditional students and other measures. Programs that qualify for Perkins funding receive additional resources to purchase current technology and equipment that are key to the success of programs. It is significant that performance for 2014-2015 was above the state target for technical skill attainment and has consistently improved. The Program Advisory Committees focused on curriculum revision in programs such as [Air Conditioning Applied Technology](#) and alignment with new technology in technical programs.

Part III: FR 4.1 Student Achievement

When programs do not meet a state target, the faculty prepares a plan to improve performance. As an example, the American Sign Language and Interpreting Program failed to meet the required number of graduates in the five-year period from FY07 to FY11 with twenty-four graduates. The Texas Higher Education Coordinating Board flagged the program as a low-producing program for not meeting the threshold of twenty-five graduates in each five-year period. Program faculty developed a plan that included increasing enrollment by attending recruitment events and retaining students by working with College Title V, TRiO and Retention Alert counselors. The [plan](#) was submitted to the Coordinating Board and [accepted](#). Graduation rates increased and the program is no longer identified as low performing.

Target: Licensure exams passing rates for twenty programs will be 90 percent or higher on average. (Appropriateness is determined by review of the most recent pass rates and the significance of technical programs to the mission of the College.)

Twenty programs require [licensure exams](#) for entry into the profession. For the reporting year 2014, twelve out of twenty programs had a 100 percent success rate with an overall success rate of 95.3 percent. These data affirm the strong achievement levels of the graduates of these programs. Perkins core indicator 1P1 also monitors licensure pass rates. When a program does not meet the criteria, extensive review and realignment of the curriculum are implemented until the passing rates meet the 90 percent target.

Student Satisfaction Surveys and Placement Rates

The [graduates survey](#) provides student perceptions of achievement, quality of education, satisfaction levels with resources/services and plans after graduation. The results from the last report show that 96 percent of the students indicated achievement of their educational objective and over 55 percent of students plan to transfer to a four-year university. The four-year comparative analysis shows that 98 percent of the students expressed satisfaction with courses and over 90 percent expressed satisfaction with skills attainment. [Job placement services](#) received the lowest satisfaction of 68 percent although this

figure was higher by 10 percent compared to FY 2012. To increase the response rate, an online graduate survey will be added and the results aggregated every semester. Student achievement and satisfaction levels are also measured using program review surveys (including both face-to-face and eLearning courses) and faculty course evaluations (including dual credit courses, eLearning courses, and face-to-face courses). Student evaluations of faculty are shared with the department chair, academic dean and the provost. Individual faculty members use the data to help improve student success and retention in the courses they teach.

The [Aspects of Student Engagement](#) survey focuses on support for learners, student effort and active and collaborative learning. All are key components of the College's student services and teaching strategies. Del Mar College rated higher than the cohort in frequency of peer or other tutoring, use of skill labs, help to cope with non-academic responsibilities and participation in community-based projects. These findings supported the long-term strategies implemented by the College in areas of engaged counselors, supplemental instruction and embedded advisors and enhanced math, reading and writing labs, along with technical labs for workforce programs. It was also significant that the lowest scores were in areas that related to teamwork, presentation skills, writing papers and using email to contact instructors. All areas are recognized as in need of improvement and as ongoing challenges.

Assessing Successful Learning in Instructional Programs

The College uses the [Instructional Program Review](#) to guide the systematic improvement of programs. Ten to twenty programs are reviewed on a five-year cycle and reviewed annually with a [presentation](#) to the Board of Regents. In accordance with Policy [A6.11.5](#), program faculty are required to address the assessment of program objectives and achievement of student learning outcomes. Reviews document completion of degrees and certificates, transfer rates and employment. For example, the Diagnostic Medical Sonography

Program Review [data resources](#) show course completions compared to the College-wide average; graduates for the past six years as compared to other programs at the College; job placement and transfer rates for graduates and leavers; and licensure passing rates for graduates.

Recommendations from Instructional Program Reviews and the annual assessment process prompted the College to align the program review and assessment with the budget cycle; thus, the timeline for these processes is being revised. Prior to 2016-2017, program assessment and Instructional Program Review began in the fall semester with final analysis and reports due by the end of the spring semester, after program budget requests are finalized. In order to improve alignment, the assessment and Program Review cycles are being reversed beginning in spring of the 2016-17 academic year. The assessment/review cycle will begin in the spring semester each year. Reports will be due by the end of the calendar year with analysis and recommendations for funding aligned for timely inclusion in the budgeting cycle.

External and Supporting Sources of Data

The Texas Higher Education Coordinating Board (THECB) provides all Texas colleges and universities with extensive sets of data that permit the evaluation of student achievement according to a number of parameters. THECB's [Accountability System](#) provides reports on a variety of measures, including graduation and persistence rates, transfer rates, employment rates and licensure rates. Del Mar College's [current report](#) provides the most up-to-date data. [Perkins Data Resources](#) provides information on the number of graduates and employment and educational outcomes, comparing each institution with statewide data. The [THECB Student Migration Report](#) details transfer rates and provides for comparison to statewide data. Finally, the THECB provides a report on the [Academic Performance of Two-Year College Transfer Students](#) at Texas public universities.

In addition, Del Mar College uses comparative student success information from the

Community College Survey of Student Engagement [CCSSE Survey Report](#), the [Integrated Postsecondary Education Data System Data Feedback Report](#) (IPEDS) from the U.S. Department of Education (DOE) and a voluntary reporting system called the [National Community College Benchmark Project](#). IPEDS, housed at the National Center for Education Statistics at the DOE, is the primary source for data on universities and colleges throughout the United States. The National Community College Benchmark Project serves as a resource to help determine institutional effectiveness. These external sources provide a wealth of data that the College uses to evaluate student success compared to peer institutions at the national and state level.

Conclusion

Del Mar College evaluates student achievement using measures of student learning success and student access and support. Measures such as retention, graduation and transferability indicate student learning success. Workforce development and licensure pass rates indicate the College's success in providing student access and support.

Compliance Level: Compliance

Attachments

-
- [4.1_Strategic_Plan_2014-2019_Mission_p_2.pdf](#)
 - [4.1_Strategic_Plan_2014-2019_Student_Success_pp_7-8.pdf](#)
 - [4.1_Statistical_Profile_2014-15.pdf](#)
 - [4.1_Statistical_Profile_2014-2015_Grade_Distributions_p_118.pdf](#)
 - [4.1_Strategic_Plan_2014-2019_Goal_1_Student_Success_p_8.pdf](#)

4.1_THECB_60x30TX_Strategic_Plan_2015-2030.pdf

4.1_Statistical_Profile_2014-15_Fall-to-Fall_Retention_p_72.pdf

4.1_Statistical_Profile_2014-15_Graduates_by_Developmental_Subject_Level_p_75.pdf

4.1_Policy_Manual_Developmental_Education_A7.17.pdf

4.1_THECB_Submission_Low-Producing_Program_Response_Request_for_Exemption_2012-ASLIP.pdf

4.1_Del_Mar_College_ASZIP-LPP_approval_letter-17729.pdf

4.1_Licensure_Exam_Pass_Rates.pdf

4.1_GraduateSurveyPositiveRatingsFY12-FY15.pdf

4.1_CCSSE_Key_Findings.pdf

4.1_Program_Reviews_2014-2015_Report_to_BOR.pdf

4.1_Policy_Manual_Program_Review_Performance_Criteria_A6.11.5.pdf

4.1_PR_14-15_DMSO_Data_Resources_Course_Completions_pp_21-23.pdf

4.1_THECB_Accountability_System.pdf

4.1_Del_Mar_College_Accountability_2016.pdf

4.1_Carl_D_Perkins_Data_Resources.pdf

4.1_THECB_Student_Migration_Report.pdf

4.1_THECB_Academic_Performance_of_2-Year_College_Transfer_Students.pdf

4.1_IPEDSDFR2014_224350.pdf

4.1_National_Community_College_Benchmark_Project.pdf

4.1_Student_Achievement_Website.pdf

4.1_SmarterMeasure.pdf

4.1_DEC_Minutes_8-12-15.pdf

4.1_ABE_Training_Presentation.pdf

4.1_Non-course_Based_Options.pdf

4.1_Developmental_Math_Curriculum_Committee.pdf

[4.1_Developmental_Reading_Curriculum_Committee.pdf](#)

[4.1_QEP-Data_SineofTimes_Condensed_Item_Analysis.pdf](#)

[4.1_Instructional_Designer_Job_Description.pdf](#)

[4.1_DMC_Viking_Central.pdf](#)

[4.1_Director_Early_College_Programs_Job_Description.pdf](#)

[4.1_2016_AC Applied Technology.pdf](#)

[4.1_GraduateSurveyPositiveRatingsFY12-FY15.pdf](#)

[4.1_Instructional_Program_Review_Manual_2015-16.pdf](#)

[4.1_2011-2015_5_Yr_Graduate_Survey_Report.pdf](#)

[4.1_degrees_annual_15.pdf](#)

Federal Requirement 4.2 Program Curriculum

The institution's curriculum is directly related and appropriate to the mission and goals of the institution and the diplomas, certificates, or degrees awarded.

Compliance Non-Compliance

Narrative

Del Mar College's curriculum is directly related and appropriate to the goals and mission of the institution and the diplomas, certificates or degrees awarded. In addition, the curriculum of courses offered by Del Mar College through distance education is designed to meet the same course and program student learning outcomes as those in courses offered on campus.

Del Mar College's mission is to "provide access to quality education, workforce preparation and lifelong learning for student and community success" (Policy [B1.2](#)).

Supporting this mission are the College's eight core values (Policy [B1.2.1](#)):

- Learning: Meeting individual needs
- Student Success: Achieving full potential
- Excellence: High-quality instruction
- Integrity: Honesty and transparency
- Access: Open to all
- Accountability: Responsibility to stakeholders
- Innovation: Progressive programs and services
- Diversity: Valuing differences

The curriculum in all of the College's programs supports its mission and goals by providing opportunities for students to achieve degrees that reflect their learning: Associate in Arts, Associate in Science, Associate in Applied Science, Associate in Arts in Teaching, Certificate of Achievement, Enhanced Skills Certificate or Marketable Skills Achievement

Award. ([2015-16 Catalog pp. 131-136](#)).

The College has a number of mechanisms and practices in place to ensure that its curriculum is directly related and appropriate to its mission and goals and that the certificates and degrees that it awards are consistent with its purposes. Continued alignment is ensured by these quality improvement and institutional effectiveness processes: (1) State of Texas oversight, (2) learning outcomes assessment, (3) ongoing strategic planning, (4) program specific advisory committees, (5) the Curriculum Committee and (6) the five-year cycle of program review.

State of Texas Oversight

Del Mar College is authorized by the Texas Higher Education Coordinating Board to award four degrees: Associate in Arts, Associate in Science, Associate in Arts in Teaching and the Associate in Applied Science. The College is also approved to award Certificates of Achievement, Enhanced Skills Certificates and Marketable Skills Achievement Awards. Specific titles of degrees and awards are listed Part II.2 of this report.

Although each community college in Texas develops a mission specific to the needs of its local community, the State of Texas provides guidance and direction for the general mission that all community colleges share. This guidance is found in [Texas Education Code 130.0011](#) and [Texas Administrative Code Rule 9.53](#). All transfer courses offered by the College must be lower division courses from the Texas [Academic Course Guide Manual](#); and all career and technology courses must be (1) included in the Texas [Workforce Education Course Manual](#), (2) based on workforce needs, (3) approved by local program advisory committees representing business and industry and (4) approved by the THECB.

Statewide guidance from THECB has helped develop alignment among programs, degrees and

each college's curriculum. In the last three years, all degrees and certificates

have been reviewed and modified to meet new requirements from the State of Texas. [Texas Administrative code Title 19 Part I Chapter 4 Subchapter B Rule 4.28 Core Curriculum](#) required all public colleges in Texas to re-submit their plan for the mandated core curriculum to ensure that core competencies were met through the curriculum for each Associate in Arts, Associate in Science and Associate in Arts in Teaching degree. Each course proposed for the core curriculum at Del Mar College required an application with information on how the course meets the requirements set by the State of Texas for inclusion in the core curriculum and samples of activities that would be used to address and assess the state core objectives. [Core Curriculum Application](#)

In addition, all program faculty recently revised degree plans for the Associate in Arts, Associate in Science, Associate in Arts in Teaching and Associate in Applied Science degrees to meet the state-mandated limit of sixty hours for all associate-level degrees. During the process of these revisions, program faculty and advisory committees examined which courses would meet program level outcomes and satisfy state requirements for core and general education objectives.

One example of a degree change can be seen with the AAS in Management Development-General Management Specialization. Faculty recommended deletion of one course and replacing another course, as seen in the [Advisory Committee November 13, 2013 meeting minutes](#). The proposed change was then submitted to and discussed by the College's Curriculum Committee on February 21, 2014 ([see meeting minutes](#)) and approved. The new sixty-hour degree became effective in Fall 2015, as seen in the [2015-16 Catalog \(pp. 267-268\)](#).

The THECB has developed course learning outcomes for all courses in the [Workforce Education Course Manual](#) and is in the process of developing course learning outcomes for all courses listed in the [Academic Course Guide Manual \[ACGM Learning Outcomes Project\]](#). The course learning outcomes are developed by faculty from throughout the State of Texas.

In short, THECB oversight and recent mandates help provide consonance between Del

Mar College's mission and goals and the curriculum that it provides for its students.

Learning Outcomes Assessment

Del Mar College is currently initiating a dynamic process for the development, modification and revision of curriculum. The curricula for new programs is developed using principles of backwards design: Data are gathered from workforce or national trends, and then program learning outcomes are created to align with those trends and the curriculum for the program is mapped to meet those outcomes.

For the College's existing programs, learning outcomes are used to identify and assess what students should know, think or be able to do with a degree or certificate in that program. Program student learning outcomes are reviewed and modified as needed as part of the five-year instructional program review process and/or when changes in curriculum or student needs indicate revision is necessary. Program student learning outcomes are entered in the College's online assessment management system (WEAVEonline) and each outcome is associated with appropriate strategic plan goals and general education competencies. Faculty develop and use various measures to assess students' progress toward these outcomes. Some of the measures include embedded questions in final exams, final projects, presentations, lab reports and practicum experiences. If at any time assessment indicates that students are not achieving learning outcomes, faculty promptly develop action plans to enhance student achievement.

Using course learning outcomes implemented by the State of Texas, Del Mar College faculty develop the program learning outcomes and align courses through a curriculum map. Curriculum maps for all programs at the College were due by May 31, 2016, although some programs are still refining their curriculum maps with support from the Faculty Coordinator of Assessment and the Dean of Institutional Effectiveness and Assessment.

An example of course alignment with program student learning outcomes can be seen in this portion of a program curriculum map:

	<i>SLO Map</i>				
	1: Students will demonstrate the ability to communicate mathematics visually using graphs, symbols, and numeric representations VISUAL COMM	2: Students will demonstrate the ability to perform empirical and quantitative analysis to solve mathematical problems. EQS	3: Students will demonstrate the ability to solve math problems using mathematical reasoning and a general process for solving problems. CRITICAL THINKING	4: Students will demonstrate the ability to solve word problems, using technology whenever appropriate. EQS	5: Demonstrate ability to perform calculus-based skills, including evaluate limits, differentiate functions, and integrate functions. CRITICAL THINKING
Courses	I, R, M, A	I, R, M, A	I, R, M, A	I, R, M, A	I, R, M, A
MATH 0370	I	I	I	I	I
MATH 0371	I	I	I	I	I
MATH 0373	I	I	I	I	I
MATH 1314	RA	RA	RA	R	I
MATH 1316	RA	RA	RA	R	I
MATH 1324	RA	R	RA	RA	I
MATH 1325	RA	R	R	RA	RA
MATH 1332	R	R	R	R	I
MATH 1342	RA	R	RA	RA	I
MATH 1350	R	R	R	R	I
MATH 1351	R	R	R	R	I
MATH 2312	R	R	R	R	I
MATH 2342	R	R	R	R	I
MATH 2413	RA	RA	R	R	RA
MATH 2414	M	M	M	M	R
MATH 2415	MA	MA	MA	MA	MA
MATH 2318	M	M	M	M	M
MATH 2320	M	M	M	M	M

For each program student learning outcome, faculty decide in which course(s) that outcome is introduced (I), reinforced (R) and mastered (M) and also in which course(s) the outcome will be assessed (A). The map is used to ensure that courses are aligned and that faculty within a program are aware of the ways in which each course supports students in

achieving the program student learning outcomes.

Ongoing Strategic Planning

Faculty align the program student learning outcomes with the [College's Strategic Plan](#) outcomes by associating each outcome with one or more of the strategic plan goals. An example of the method used by programs to align/associate program student learning outcomes with strategic plan outcomes in WEAVEonline can be seen in the following graphic:

Detailed Assessment Report
2014-2015 Mathematics
As of: 11/21/2015 05:05 PM EST

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 2: 1314.1 Functions
 Students will demonstrate and apply knowledge of properties of functions, including domain and range, operations, compositions, and inverses.

Connected Document
[Sample 1314_1 Project on Functions](#)

Strategic Plan Associations
 Del Mar College/Strategic Plan
 1.2 Critical Thinking: Deliver content that cultivates creative, independent, and critical thinking skills.

SLO 3: 1314.2 Solving Equations
 Students will demonstrate an ability to recognize and apply polynomial, rational, radical, exponential and logarithmic functions and solve related equations.

Connected Document
[Sample 1314_2 Solving Equations](#)

Strategic Plan Associations
 Del Mar College/Strategic Plan
 1.6 Retention: Maximize student learning to improve retention.

SLO 4: 1314.3 Graphing Techniques
 Students will demonstrate an ability to graph relations such as quadratic functions, conic sections, piecewise functions.

Connected Document
[Sample 1314_3 Quadratic Functions](#)

Strategic Plan Associations
 Del Mar College/Strategic Plan
 1.6 Retention: Maximize student learning to improve retention.

Program Specific Advisory Committees

For the purposes of aligning curriculum with degrees and outcomes, the Associate in Applied Science degrees and certificate programs work closely with advisory committees that are comprised of key industry and business leaders who are directly related to the content field of the program. These committees are required by the State in the Guidelines

for Instructional Programs in Workforce Education (GIPWE), Section B: Characteristics of Workforce Education Programs. The College uses the data resources of EMSI economic modeling for forecasting job demand and the level of training and education that is required for employee success. The demand for specific workforce programs is also tied to data from the Corpus Christi Regional Economic Development Board and Workforce Solutions of the Coastal Bend. This data is made available to departmental faculty, chairs and deans for consideration when revising and developing workforce curriculum.

Modifications in curriculum are often made in response to requests and recommendations by industry leaders, as well as student needs. The degrees in Mechanical Engineering and Engineering Technology allow students to declare a pre-engineering major and provide future science, technology, engineering and mathematics (STEM) funding opportunities for the College.

The degree in A/C Applied Technology and Building Maintenance was developed in response to community recommendations by the program's [advisory committee](#). This degree will help students wishing to obtain an associate's degree beyond the two current technical certificates.

Curriculum Committee

All curriculum modifications, including the implementation of new courses and programs, are approved by the [Curriculum Committee](#), which is made up of one faculty member from each instructional department, and additional administrators, committee chairs, coordinators and staff, who serve ex-officio. The Curriculum Committee operates with the understanding that all courses at the College require an appropriate relationship to the goals of the institution. For example, the committee requires that every new program be proposed on form [ADM 137](#) (New Program Proposal), which requires an explicit description of the part of the College mission that will be addressed by the new program. Every proposed degree program

undergoes a thorough, multi-level review before approval. New degree programs require the review and approval of the department chair, the dean of the appropriate academic division, the Curriculum Committee, the Provost and Vice President for Academic Affairs, the president, the Board of Regents, THECB and SACSCOC (if a substantive change).

In the past five years, only three new associate's degree programs were introduced as new curriculum that were not considered an additional specialization or focus area under a current program area. See attached meeting minutes for the Board of Regents dated [February 16, 2010](#), [August 13, 2013](#), and [July 9, 2013](#) as evidence of the introduction, review and incorporation of the following degrees:

- Associate in Science: Mechanical Engineering
- Associate in Applied Science: Engineering Technology Degree
- Associate in Applied Science: Auto Body Applied Technology Degree

All three of these degrees support Del Mar College's mission to provide access to quality education, workforce preparation and lifelong learning for student and community success.

Instructional Program Review

Every five years, each instructional program at Del Mar College undergoes a careful self-study that is conducted by a committee of faculty members, advisory committee members and external stakeholders. The College's program review [process](#) requires each program to examine its curriculum on a periodic basis and confirm its adherence to the [College's mission](#) and purposes. The elements of the program review that tie directly to curriculum review are: (1) Review of Assessment Processes: a. Program and Institutional Learning Outcomes, b. Assessment of Program Outcomes/Objectives and Del Mar College Strategic Plan Goals/

Objectives and c. Assessment Process, (2) Faculty Support of Program Learning, (3) Curriculum Integration and Mobility, (4) Student Educational Intent and (5) Strategic Advantage.

Conclusion

By means of policies, mechanisms and practices, Del Mar College continually ensures the appropriateness of its curriculum and its direct relationship to achieving the College's mission.

Compliance Level: Compliance

Attachments

[4.2_Policy_Manual_Mission_B1.2.pdf](#)
[4.2_Policy_Manual_Core_Values_B1.2.1.pdf](#)
[4.2_Catalog_2015-16_UndergraduatePrograms_pp_131-136.pdf](#)
[4.2_Texas_Education_Code_Title3_Ch130_Sec130.0011_GeneralProvisions.pdf](#)
[4.2_Texas_Administrative_Code_Title19_Ch9_Rule9.53_PurposeRoleMission.pdf](#)
[4.2_Texas_Administrative_Code_Title19_Ch4_Rule4.28_Core_Curriculum.pdf](#)
[4.2_Core_Curriculum_Application.pdf](#)
[4.2_Advisory_Committee_for_ManagementDevelopment_Minutes_November2013.pdf](#)
[4.2_Curriculum_Committee_Minutes_February2014.pdf](#)
[4.2_AAS_Management_Development_2015-16_Catalog_pp267-268.pdf](#)
[4.2_Workforce_Education_Course_Manual.pdf](#)
[4.2_ACGM_Academic_Course_Guide_Manual_2016.pdf](#)
[4.2_ACGM_Learning_Outcomes_Project.pdf](#)
[4.2_Strategic_Plan_2014-2019.pdf](#)
[4.2_Curriculum_Committee_website.pdf](#)

[4.2_ADM137_New_Program_Proposal_Form.pdf](#)

[4.2_BOR_Minutes-February_16_2010.pdf](#)

[4.2_BOR_Minutes-August_13_2013.pdf](#)

[4.2_BOR_Minutes-July_9_2013.pdf](#)

[4.2_2016_AC_Applied_Technology.pdf](#)

[4.2_Instructional_Program_Review_Manual_2015-16_Overview_and_Purpose.pdf](#)

Federal Requirement 4.3 Publication of Policies

The institution makes available to students and the public current academic calendars, grading policies, and refund policies.

Compliance Non-Compliance

Narrative

Del Mar College ensures that its current academic calendars, grading policies and refund policies are easily accessible to all students and to the public, regardless of the method of course delivery. The primary source of this information is the College's annual *Catalog*. The information is additionally published on the College website, with each topic on a separate page. All information is clearly written and thorough. In addition, the Del Mar College Board of Regents' process for developing and approving policies is public and well [documented](#).

Content in the *Catalog* and on the website is overseen and updated by the [College Relations Office](#) (CRO), which is responsible for coordinating College publications designed to inform the community about College activities.

Academic Calendars

In addition to its publication on the web and in the *Catalog*, the [academic calendar](#) is printed each fall semester in an orientation issue of the College's student-produced newspaper, *The Foghorn*, which is available on campus and at locations throughout the community. Furthermore, in an ongoing commitment to provide information to students via the latest technology, the College launched the [VikingGo application](#) for mobile devices (iPhone and Android) in 2015. Information contained in the app is derived from the *Catalog* and includes the academic calendar. The searchable academic calendar is available online to the general public at all times.

The academic calendar is also accessible from the student services web page.

The academic calendar is accessible from the main landing on Del Mar College webpage, as well.



Grading Policies

In addition to publication on the website and in the *Catalog*, the College's [grading policies](#) are required in all course [syllabi](#) regardless of the method of delivery. The Del Mar College website includes a page for faculty and staff that lists all [syllabus guidelines](#). A [syllabus template](#) is also available to faculty. Special grading arrangements are made available to students and the public, as well. For example, as explained in the *Catalog*, the Health Sciences Program utilizes a [special grade scale](#) that is different from the College's as a whole.

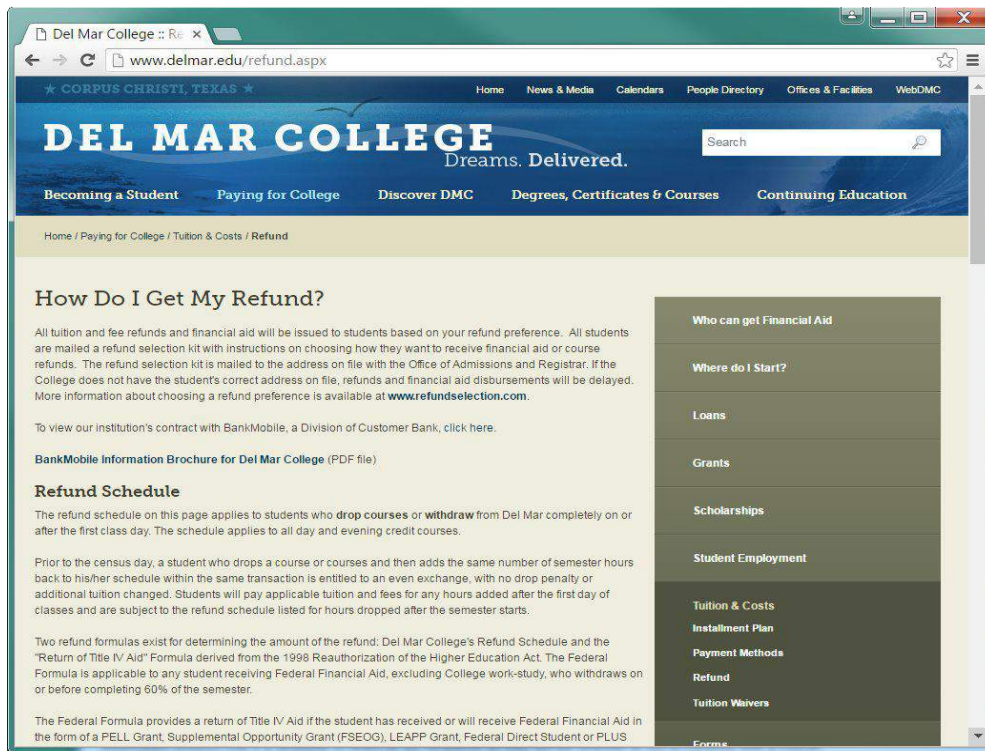
Changes to the College's grading policy must be recommended by the [Academic Standards Committee](#) to the Provost and Vice President for Academic Affairs through the Faculty Council via the office of the College president. The committee consists of faculty representatives from the College's instructional divisions and administrative ex-officio

members such as the Provost and Vice President for Academic Affairs, Registrar, Coordinator of Transition Services and an eLearning (distance education) representative.

Refund Policies

Included with the College's [refund policy](#) in the *Catalog* and on the website is a thorough explanation regarding the [Return of Title IV Aid](#) and Calculation of Return of Financial Aid. Del Mar College considers this information critical for students who receive federally funded loans or grants and who may withdraw before the 60 percent point in the semester.

Publishing this information ensures that it is available to financial aid recipients as they decide whether or not to continue with a course.



Conclusion

The Del Mar College academic calendars, grading policies and refund policies are all made available to students and the public through various methods. Students may find calendar and refund information on the College website, in the *Catalog* and through the

VikingGo app. Grading policies are available through the website and *Catalog* and on course syllabi.

Compliance Level: Compliance

Attachments

[4.3_BOR_Minutes_of_Regular_Meeting_6-14-16.pdf](#)

[4.3_DMC_CRO.pdf](#)

[4.3_DMCCatalog_AcademicCalendar_pg6-14.pdf](#)

[4.3_Viking_Go_App.pdf](#)

[4.3_DMCCatalog_GradingSystem_pg81-82.pdf](#)

[4.3_DMC_Faculty_Staff_Syllabus_guidelines.pdf](#)

[4.3_DMC_Syllabus_Guidelines.pdf](#)

[4.3_DMCOonlineSyllabusTemplate2016.pdf](#)

[4.3_DMCCatalog_HealthScienceGrading_pg152.pdf](#)

[4.3_DMC_Academic_Standards_Committee.pdf](#)

[4.3_DMC_RefundPolicy.pdf](#)

[4.3_DMCCatalog_ReturnofTitleVIAid_pg59.pdf](#)

Federal Requirement 4.4 Program Length

Program length is appropriate for each of the institution's educational programs.

X Compliance ___ Non-Compliance

Narrative

The length of Del Mar College's educational programs conforms to Texas Higher Education Coordinating Board (THECB) guidelines, the requirements of accrediting agencies and widely accepted practices in higher education.

The THECB has authorized the College to award four degrees: Associate in Arts, Associate in Science, Associate in Arts in Teaching and the Associate in Applied Science. The College is also approved to award Certificates of Achievement, Enhanced Skills Certificates and Marketable Skills Achievement Awards. Specific titles of degrees and awards are listed Part II.2 of this report.

In its determination of program length, the College adheres to THECB regulations related to the minimum and maximum length of transfer degree programs as found in [Texas Administrative Code Rule 9.183](#). For the minimum and maximum length of workforce/non-transfer certificates, the College follows the THECB's [Guidelines for Instructional Programs in Workforce Education](#) (GIPWE).

Texas Administrative Code Rule 9.183 requires that all degree programs, including those offered online, must consist of 60 semester credit hours (SCH) unless an exemption has been granted by THECB. The relevant section of the code reads as follows:

"(c) If the number of SCH required to complete a proposed academic associate's degree exceeds 60, the institution must provide detailed written documentation describing the compelling academic reason for the number of required hours, such as programmatic accreditation requirements, statutory requirements, or licensure/certification requirements that cannot be met without exceeding the 60-hour limit. The THECB will review the documentation

provided and make a determination to approve or deny a request to exceed the 60-hour limit. Institutions of higher education must be in compliance with this subsection on or before the 2015 fall semester."

At Del Mar College, the [definition of an educational program](#) aligns with the definition provided in the SACSCOC *Resource Manual for the Principles of Accreditation*: An educational program is a coherent set of courses leading to a credential (degree, diploma, or certificate) awarded by the institution.

Associate in Arts, Associate in Science and Associate in Arts in Teaching Degrees

The Associate in Arts, Associate in Science and Associate in Arts in Teaching degrees include the 42 SCH of the common core curriculum and an additional 16 semester credit hours of field of study content or degree-related content. Only the degrees that have received an exemption have additional credit hours or modified degree plans. Del Mar College faculty regularly review the curriculum and identify the appropriate common core courses.

Associate in Applied Science Degrees and Certificates

Associate in Applied Science degrees are required to include a minimum of 15 semester credit hours (SCH) of general education and 45 SCH of technical courses. Certificate Levels One and Two are comprised of technical courses from the THECB's *Workforce Education Course Manual*. Level One certificates range from 15 to 42 SCH and Level Two certificates range from 30 to 51 SCH, following GIPWE Section B: [Characteristics of Workforce Education Programs](#). Programs are identified with a four-digit Classification of Instructional Programs (CIP) code and lead to an award or certificate by six-digit CIP codes. These degree and certificate programs work closely with advisory committees that are comprised of key industry and business leaders who are directly related to the content field of the program. These advisory committees are required by the GIPWE,

Modifying Program Length

Any Del Mar College degree that previously exceeded 60 hours now conforms to the requirements of Texas Administrative Code Rule 9.183. The process for modifying program length required College faculty to work with administration and advisory committees (for workforce programs) to reduce the number of hours required for degrees longer than 60 hours. Proposed changes in program length were presented to the College's Curriculum Committee for review and approval.

An example of a degree change is the Associate in Applied Science in Management Development—General Management Specialization. Faculty recommended deletion of one course and replacement of another, as reported in the [Advisory Committee's meeting minutes for November 13, 2013](#). The proposed change was then submitted to and discussed by the College's Curriculum Committee on [February 21, 2014](#) and approved. The new 60-hour degree for [Management Development—General Management Specialization](#) became effective in Fall 2015, as indicated in the College's *Catalog 2015-2016*

A few programs were still completing degree changes when the *Catalog 2015-2016* was printed. Those programs indicated degrees longer than 60 hours, but changes were completed and 60-hour degree plans were published in the *Catalog 2016-2017*. Those programs and their associated page numbers in both catalogs are as follows:

- Associate in Applied Science in Architectural/Drafting Technology-Architectural Technology Specialization ([p.175 in 2015-16 Catalog, pp. 177-178 in 2016-17 Catalog](#))
- Associate in Arts in Architecture ([p. 177 in 2015-16 Catalog, pp. 179-180 in 2016-17 Catalog](#))
- Associate in Applied Science in Aviation Maintenance-Airframe Applied Technology ([pp. 184-185 in 2015-16 Catalog, p. 187 in 2016-17 Catalog](#))

- Associate in Applied Science in Aviation Maintenance-Power Plant Applied Technology ([p. 187 in 2015-16 Catalog](#), [p. 189 in 2016-17 Catalog](#))

Additionally, one degree plan required a clearer restatement of its 60-hour requirement. The [Associate in Applied Science in Registered Nurse Education-Licensed Vocational Nurse-Registered Nurse \(LVN-RN\) Transition](#) requires 46 hours for the degree. However, the plan includes the statement that “Fourteen (14) semester credit hours of electives are also required for graduation.” The Department of Nurse Education included the [revised degree plan](#) with the addendum for the [2016-17 Catalog Updates website](#) to clearly indicate that these additional 14 hours are part of the total 60 semester credit hours required for the degree.

Exempted Programs

Six Del Mar College programs have applied to the Texas Higher Education Coordinating Board (THECB) and been granted [exemption](#) from Texas Administrative Code Rule 9.183. These include:

CIP Code	Program Name	Approved 60 SCH Exemption
510602	Dental Hygiene	68
510911	Radiologic Technology	64
510908	Respiratory Care	66
161603	American Sign Language	65
510910	Diagnostic Medical Sonography	65
510806	Physical Therapist Assistant	66

For each of these programs, a THECB representative met with faculty from across the state to examine evidence for requiring additional hours, including evidence related to

expected student competencies. The THECB [approved each program](#) for the necessary semester credit hours above 60.

Conclusion

Del Mar College has procedures in place to ensure that each educational program follows guidelines from accrediting agencies and the State of Texas regarding program length. Each program is planned and reviewed on a regular basis to determine the appropriateness of program length.

Compliance Level: Compliance

Attachments

- [4.4_Texas_Administrative_Code_Rule9.183_Degree_Length.pdf](#)
- [4.4_GIPWE_Guidelines_for_Instructional_Programs_in_Workforce_Education_2015.pdf](#)
- [4.4_Definition_of_Educational_Program.pdf](#)
- [4.4_GIPWE_Characteristics_of_Workforce_Education_Programs_Excerpt_2015.pdf](#)
- [4.4_Advisory_Committee_Minutes_for_ManagementDevelopment_November2013.pdf](#)
- [4.4_Curriculum_Committee_Minutes_February2014.pdf](#)
- [4.4_Catalog_2015-16_AAS_Management_Development_pp_267-268.pdf](#)
- [4.4_Catalog_2015-16_AAS_Architectural_Drafting_Technology_pp_175.pdf](#)
- [4.4_Catalog_2016-17_AAS_Architectural_Drafting_Technology_pp_177-178.pdf](#)
- [4.4_Catalog_2015-16_AA_Architecture_p_177.pdf](#)

[4.4_Catalog_2016-17_AA_Architecture_pp_179-180.pdf](#)

[4.4_Catalog_2015-16_AAS_Aviation_Maintenance_Airframe_pp_184-185.pdf](#)

[4.4_Catalog_2015-16_AAS_Aviation_Maintenance_Power_Plant_p_187.pdf](#)

[4.4_Catalog_2016-17_AAS_Aviation_Maintenance_Power_Plant_p_189.pdf](#)

[4.4_Catalog_2016-17_AAS_Registered_Nurse_Education_LVN-RN_Transition_p_294.pdf](#)

[4.4_Catalog_2016-17_Addendum_AAS_Registered_Nurse_Education_LVN-RN_Transition.pdf](#)

[4.4_Catalog_2016-17_Addendum_Updates_website.pdf](#)

[4.4_THECB_60-SCH_Waiver_Exemptions.pdf](#)

Federal Requirement 4.5 Student Complaints

The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints.

Compliance Non-Compliance

Narrative

Del Mar College is committed to resolving all student complaints in a timely and fair fashion; therefore, the College has developed and disseminated policies and procedures that are designed to establish a problem-solving environment that permits and encourages full student participation.

Policies and Reviews

Student complaints at Del Mar College are governed by Board policies [B7.12](#), [B7.19](#) and [B9.1](#) of the *Manual of Policies and Procedures*, which is published on the College's website. These policies delineate procedures for:

- Non-Academic Complaints [A7.12.2](#)
- General Academic (Non-Grade) Complaints [A7.12.3](#)
- Grade Appeals [A7.12.4](#)
- Discrimination and Harassment Complaints for Students [B7.19](#)
- Policy Prohibiting Sexual Violence [B9.1](#)

The primary purposes of these policies are to provide suitable opportunities for students to have their complaints addressed at the level closest to the problem and to establish a problem-solving environment that permits and encourages full student participation. Moreover, the complaint policies are streamlined as much as possible to reduce the time required to respond to a student's complaint. Policies [B7.12 through A7.12.4](#),

[B7.19 through A7.28](#) and [B9.1 through A.9](#) describe the appropriate steps and roles and responsibilities of the student and of the various respondents. Periodically, the College's complaint procedures are reviewed and revised to enhance their effectiveness and responsiveness to the needs of students. Policy [B7.12](#) is reviewed annually by the Dean of Student Engagement and Retention and periodically by the College's Academic Standards Committee. Policies [B7.19](#) and [B9.1](#) are reviewed annually by the College's Title IX Coordinators and Title IX Steering Committee.

Sexual Harassment and Violence

Del Mar College is committed to addressing and resolving sexual harassment and violence complaints from students in a timely manner, and as a result, investigations begin within three working days from the day of the complaint. Policies [B7.19](#) and [B9.1](#) clearly define the procedure's steps, timelines and decision points, and forms associated with those policies are available to students who wish to file a discrimination, harassment or sexual violence complaint. Extensions of time limits are available for distance education students or other students who may have more difficulty meeting the timelines than face-to-face students.

Policies [B7.12](#), [B7.19](#) and [B9.1](#) delineate procedures for Non-Academic Complaints ([A7.12.2](#)), General Academic (Non-Grade) Complaints ([A7.12.3](#)), Grade Appeals ([A7.12.4](#)), Discrimination and Harassment Complaints for Students ([B7.19](#)) and Policy Prohibiting Sexual Violence ([B9.1](#)).

Complaint Procedures

The Office of the Dean of Student Engagement and Retention is the starting point for student complaints under Policy [B7.12](#), and the Dean of Student Engagement and Retention serves as the District Student Complaint Coordinator under Policies [B7.19](#) and [B9.1](#). Students may contact the office for an in-person meeting with the dean to discuss the policies and procedures. If they are unable to come to campus, students may request a phone or online

meeting. Complaint forms are provided to students via email, the U.S. Postal Service or fax after the meeting to ensure proper tracking. Complaint procedures apply to full- and part-time students regardless of instructional modality (face-to-face versus distance education).

Each complaint filed by a student under Policy [B7.12](#) is tracked through the Office of the Dean of Student Engagement and Retention. The complaint is logged in as it is received from the student in person or via email or fax, with each step of the process being monitored to ensure timelines are met. This office ensures that students, faculty and staff follow the process and that timelines are established that guarantee resolution of complaints in a timely manner.

Each complaint filed by a student under Policies [B7.19](#) and [B9.1](#) is tracked through online Maxient software by the Office of the Dean of Student Engagement and Retention. Attached are redacted copies of student complaints that demonstrate the processes for addressing a [grade complaint](#) and [harassment](#). Also attached are forms for [Grade Appeal](#), [Non-Academic Complaint](#) and [General Academic \(Non-Grade\) Complaint](#), under Policy [B7.12](#), and forms for complaints under Policies [B7.19](#) and [B9.1](#).

Dissemination of Policies and Procedures

In addition to publication on the College's website, the student complaint policy is available in hardcopy in the Office of the Dean of Student Engagement and Retention, as well as in many other key locations on campus. Complaint information and procedures are available to students in the College's annual [Catalog 2015-16, pp. 107-108](#), which is available in hardcopy and online.

Complaint information and procedures are also posted on bulletin boards in each of the buildings on the College's East and West Campuses, at the Center for Economic Development and at the Northwest Center. The fall and spring orientation issues of *The Foghorn*, the student newspaper, include complaint information during the first month of each semester. Finally, complaint information is distributed at the student centers on each campus and during

mandatory new student orientation (face-to-face, distance education and campus tours) as part of the student information packet.

Conclusion

Del Mar College has procedures for student complaints and disseminates those procedures in a variety of methods, including via the *Catalog* and website, and through printed materials posted and provided to students during orientation or through the appropriate College office. Each complaint procedure indicates the office responsible for handling the complaint and the timelines for doing so.

Compliance Level: Compliance

Attachments

- [4.5_B7.12_Student_Complaint.pdf](#)
- [4.5_B7.19_Discrimination_Harassment \(2\).pdf](#)
- [4.5_B9.1_Sexual_Violence\(2\).pdf](#)
- [4.5_A7.12.2_Non-Academic_Complaint.pdf](#)
- [4.5_A7.12.3_General_Academic_Non_Grade.pdf](#)
- [4.5_B7.12-A7.12.4.pdf](#)
- [4.5_B7.19-A7.28_Discrimination_Harassment\(2\).pdf](#)
- [4.5_B9.1-A.9.pdf](#)
- [4.5_A7.12.4_Grade_Appeals.pdf](#)

Part III: FR 4.5 Student Complaints

[4.5_Grade_Appeal_Sample.pdf](#)

[4.5_Harrassment_Complaint_sample.pdf](#)

[4.5_Grade_Appeal_Form.pdf](#)

[4.5_Non-Academic_Complaint_form.pdf](#)

[4.5_General_Academic_Non-grade_Complaint_form.pdf](#)

[4.5_DMC_Catalog_2015-16_Web_p107-108.pdf](#)

Federal Requirement 4.6 Recruitment Materials

Recruitment materials and presentations accurately represent the institution's practices and policies.

Compliance Non-Compliance

Narrative

Del Mar College's College Relations Office is responsible for producing recruitment materials, including the website, signage, communications with students, social media posts and other publications, and it ensures the accuracy of materials by using the annual *Catalog* as the primary source of information and by regular collaboration with the Student Enrollment Center.

Production of Materials

Del Mar College is diligent regarding the accuracy of recruitment materials and presentations. Key to this process is the [College Relations Office \(CRO\)](#), which is tasked by College policy with (1) Providing expertise to promote the College and project a consistent and accurate image of Del Mar College to the community and (2) Coordinating College publications designed to inform the community about College activities. (Policy [A3.2 College Relationships and A3.2.2 Publications](#)). The CRO oversees production of recruitment materials and presentations and ensures that the institution, its programs and its services are represented accurately and fairly.

The College's primary recruitment publication, the annual *Catalog*, is meticulously edited and updated by the CRO every year, and it serves as the main source of information for other recruitment materials. The *Catalog* is developed with direction from instructional leaders, who provide information and review and approve final content. It is available in hard copy, on CD and on the College's website.

College Website

The [College's website](#) is also a major source of information for prospective students, and it reflects the accuracy of the *Catalog*. The top tiers and student recruitment pages of the site are continually monitored and updated by the CRO with input from departments throughout the campus. An abundance of information is available to help students begin their college career, including [application instructions](#), [admissions requirements](#), [course schedules](#) and a [Quick Start Guide](#).

Recruitment Materials

Recruitment materials are designed to be engaging, informative, accurate and thorough in order to enable prospective students to make the best choices regarding their program of study. As a way of ensuring accuracy of recruitment materials, the College's Student Enrollment Center (SEC) and CRO staffs meet and collaborate regularly.

Presentations

The SEC, which oversees enrollment and outreach services, regularly hosts information sessions for prospective students on campus. These events, called "Third Thursday," are held once a month throughout the year and utilize an electronic presentation that is continually



updated to ensure that accurate information is shared with all audiences. The presentation is delivered in Prezi and [PowerPoint formats](#). The sessions are conducted by the SEC staff, who are hired for their knowledge of college admissions, their skill for accurately representing the College and their ability to make good admissions decisions during the selection process. All

[enrollment and outreach specialists](#) possess at least a baccalaureate degree.

In addition, the SEC conducts special invitation sessions on campus each semester to introduce Del Mar College programs to select groups of high school students and answer questions about College opportunities. The SEC staff also represents the College off campus at college fairs, high school visits, career days and other events that introduce the College to prospective students. In a typical year, the staff participates in over 200 different events. A calendar with all outreach and recruitment events is posted on the [College's website](#). Again, collaboration between the CRO and SEC supports the accuracy of all SEC presentations.

Materials that are typically distributed at enrollment and outreach events include:

- [Campus Viewbook](#)
- [Financial Aid Brochure](#)
- [Recruitment Event Card](#)
- [Student Inquiry Card](#)
- *Annual Catalog*
- [Scholarship Information Card](#)
- [Admission Guide](#)
- [Next Steps Flyer](#) (Sent in admissions letters to newly admitted students)
- Viking Parents Guide

The College works in partnership with several school districts in its service area to offer dual credit courses to high school students. Recruitment materials designed specifically for prospective dual credit students go through the same process of development, design and production through the collaboration of the SEC, [Dual Credit](#) and CRO staffs. All of these offices have ample opportunities to review the recruitment materials for clarity and accuracy.

Other Recruitment

Prospective students may receive regularly scheduled, cycled communications from the College Relations Office (CRO) based upon their stage in the college application process. These include [emails](#) and [direct mailers](#) that cover topics such as admissions and registration deadlines, enrollment and scholarship opportunities and important upcoming dates.

The College is committed to providing information to prospective students via the latest technology. In 2015, Del Mar College launched the VikingGo application for mobile devices (iPhone and Android). Using this resource, students can register for classes, add or drop courses, view their grades, access a College calendar with important dates and perform other functions. Information contained in the app is derived from the *Catalog*, ensuring accuracy and consistency.

Recruitment materials include paid advertising campaigns, and the CRO regularly advertises through on-campus and community [signage](#), radio spots, [online ads](#) and video messages that appear on TV, in local movie theaters and on DMC-TV. While production of some advertisements is outsourced to professional firms, all content is overseen and approved by the CRO.

Del Mar College also maintains a robust social media presence that delivers recruiting messages to prospective students. These include postings on the College's [Facebook](#), Twitter, Instagram, Snapchat, LinkedIn and Periscope accounts. These messages are created and monitored by CRO staff members.

In addition, students produce a bi-weekly College newspaper, *The Foghorn*, which is available online, on campus and at locations throughout the community. The first edition of the newspaper each fall semester is an orientation issue with items that may be of interest to prospective students, including the College's calendar for the academic year, financial aid information, campus maps and various College policies.

A review of these materials, including the College's *Catalog*, *The Foghorn* and a

sample [viewbook](#) from the Music Department, shows a deliberate attempt by the College to represent itself honestly and accurately to the public.

Conclusion

Responsibility for the accurate representation of Del Mar College to the public in its recruitment materials resides with the College Relations Office. This Office collaborates regularly with all College offices and departments to ensure accurate and thorough representation of the College in all publications, including the *Catalog*, the website and other materials distributed to prospective students.

Compliance Level: Compliance

Attachments

[4.6 CROOffice.pdf](#)

[4.6 DMC Policy A3.2 A3.2.2.pdf](#)

[4.6 Del Mar Website Dreams Delivered.pdf](#)

[4.6 DMC Application Instructions.pdf](#)

[4.6 DMC Admissions Requirements.pdf](#)

[4.6 DMC Course Schedules.pdf](#)

[4.6 Quickstart Guide.pdf](#)

[4.6 SEC PowerPoint presentation 2015016.pdf](#)

[4.6 Meet our Staff.pdf](#)

[4.6 DMC Events Calendar.pdf](#)

[4.6 Viewbook.pdf](#)

[4.6 Financial Aid Brochure.pdf](#)

[4.6 Recruitment Event Card.pdf](#)

[4.6 Student Inquiry Card.pdf](#)

[4.6 Scholarship Information Card.pdf](#)

[4.6 Counselor Guide 2015.pdf](#)

[4.6 Next Steps Flyer.pdf](#)

[4.6 Dual Credit Flyer.pdf](#)

[4.6 Recruitment emails.pdf](#)

[4.6 Registration Postcards.pdf](#)

[4.6 La Palmera billboard.pdf](#)

[4.6 Facebook Ad.pdf](#)

[4.6 Facebook Post.pdf](#)

[4.6 Music Viewbook 2015.pdf](#)

Federal Requirement 4.7 / Comprehensive Standard 3.10.2 Title IV/Financial Aid Audits

FR 4.7: The institution is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended. (In reviewing the institution's compliance with these program responsibilities, the Commission relies on documentation forwarded to it by the U.S. Department of Education.) CS 3.10.2: The institution audits financial aid programs as required by federal and state regulations.

Compliance **Non-Compliance**

Narrative

Del Mar College is committed to helping students who need financial aid find a way to achieve their educational goals. The College currently disburses over \$21.9 million annually to over 9,300 students in federal, state and private [financial aid funds](#). Accordingly, Del Mar College carefully monitors its compliance to fulfill its program responsibilities under [Higher Education Opportunity Act of 2008 \(HEOA\)](#), which reauthorized the Higher Education Act of 1965 (HEA), as amended.

The College has been approved to participate in federal student financial aid programs as reported by the [DOE Eligibility and Certification Approval Report](#) (ECAR) and the [Program Participation Agreement](#) (PPA, effective 6/23/2014 through 3/31/2020). The ECAR includes College locations that have been approved for Title IV and HEA programs, as well as the non-degree vocational programs approved for certification. On June 23, 2014, Del Mar College was notified by the U.S. Department of Education's (USDOE) Dallas Regional Office that the College had satisfied the definition of an eligible institution under the Higher Education Act of 1965, as amended, and had been re-certified for participation in Federal Financial Aid Programs through March 31, 2020. The College submits and maintains a properly executed PPA between the College and the USDOE. The provisions listed in the PPA are adhered to as required by the agreement and the guidelines of the USDOE. As shown on the ECAR and PPA, Del Mar College has received approval from the USDOE to participate in the following

programs:

- Federal Pell Grant Program
- Experimental Pell Grant for Non-Credit Course [1]
- Federal Direct Student Loan Program
- Federal Campus-Based Programs
- Supplemental Education Opportunity Grant Federal Work-Study Programs

Due to the College's outstanding federal compliance record, the USDOE has classified Del Mar College as an "Advance Payment Institution" for Federal Pell Grant and Direct Student Loan programs. The College does not participate in the Federal Perkins Loan program.

Independent Audit of Student Financial Services

The auditing firm of Collier, Johnson and Woods PC (CJW-CPA) conducts an annual external audit of financial aid programs at the College. CJW-CPA has been conducting annual audits for Del Mar College since September 2003. As shown in the [2014-2015 audit](#), the firm has found no areas of non-compliance related to Title IV programs. Additionally, no amounts are due from Del Mar College to the USDOE. The College submits its annual Fiscal Operation Report and Application to Participate each year by the established deadline to maintain eligibility for Title IV funding, as well as compliance with its PPA through the USDOE, General Terms and Conditions; the most recent [Annual Report 2014](#) was submitted on October 1, 2015.

Additionally, Weaver-Risk Advisory Services conducted additional auditing for an overview of all processes within the College. Weaver audited the high level process regarding Financial Aid and Financial Aid cycles. The audit focused on the Del Mar College Federal

Financial Aid Processes in place within the Financial Aid Office and the Office of the Registrar.

Federal Cohort Default Rate

The Fiscal Year 2012 Federal Cohort Default Rate for Del Mar College was 17.9 percent. The default rate has been as high as 23.6 percent and as low as 3.1 percent. To assist with default prevention, the College has acquired the services of ECMC Solutions, Inc. (formally known as Horizon Education Resources). ECMC works with former students who have fallen behind on loan payments and informs them of options for preventing student loan default. In addition, a Financial Aid Literacy/Loan Technician was added to the College's financial aid staff to counsel students and conduct workshops on SAP, FAFSA and Loan Advising.

Conclusion

Del Mar College is unaware of any infraction that would jeopardize the College's eligibility to participate in Title IV funding. The College:

- Has not been obligated to post a letter of credit on behalf of the USDOE or other financial regulatory agency;
- Has not been placed on the Reimbursement Payment Method;
- Has no complaints filed against it to the USDOE in relation to financial aid;
- Has had no evidence of significant noncompliance with independent financial aid audits;
- Has no significant impending litigation issues with respect to financial aid activities;
- Has no significant unpaid dollar amounts due back to the USDOE; and
- Has received no adverse communication from the USDOE.

Compliance Level: Compliance

Attachments

[4.7_2014-2015_Financial_Aid_Distribution.pdf](#)

[4.7_Auditors_Report_Annual_Financial_Report_2013-2014.pdf](#)

[4.7_HEOA.pdf](#)

[4.7_Eligibility_and_Certification_Approval_Report_ECAR_20151020.pdf](#)

[4.7_Program_Participation_Agreement_Expires_3-31-2020.pdf](#)

[4.7_Annual_Financial_Report_2013-2014.pdf](#)

Federal Requirement 4.8.1 Distance or Correspondence Education

An institution that offers distance or correspondence education documents each of the following: demonstrates that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit by verifying the identity of a student who participates in class or coursework by using, at the option of the institution, methods such as (a) a secure login and pass code, (b) proctored examinations, or (c) new or other technologies and practices that are effective in verifying student identification.

X Compliance ___ Non-Compliance

Narrative

Del Mar College ensures that students who register in distance education courses and programs are the same students who participate in, complete and receive credit for courses and programs by verifying the identity of students using the following methods: (1) secure login and pass code, (2) proctored examinations, (3) additional methods developed by faculty members, (4) face-to-face orientations and class meetings and (5) supportive College policies. The Office of the Provost and Vice President for Academic Affairs, the Department of Information Technology, the Registrar's Office and the academic deans are responsible for ensuring that the provisions of this standard are enforced.

Secure Login and Pass Code

Del Mar College uses a secure login and pass code procedure for verifying student identity.

Each distance learning student is provided with a secure login and password to the Canvas Learning Management System (LMS) and WebDMC online portal for student information system access, and login procedure information is mailed to the home address provided by students after their application is processed. Each WebDMC portal login and password is unique to the student and is used as a single sign-on for all College services, including distance education courses. Access to the LMS is encrypted using Secure Sockets Layer (SSL) with certificates from Go Daddy Secure Certificate Authority-G2. Access to

Part III: FR 4.8 Distance or Correspondence Education

WebDMC is encrypted using SSL with certificates from DigiCert SHA2 Secure Server CA. This ensures the identity of the server and provides assurance to the student that these are trusted websites. The secure login and password prevent students who are not registered in a course from gaining access to the Canvas LMS and course materials. This process is used for all Del Mar College students, regardless of enrollment type.

Students are able to change their institutional password through their College email account in the WebDMC online portal. In addition, students can contact the Information Technology Helpdesk for assistance with password resets. The Helpdesk follows protocols to verify student identity when assisting with passwords. In order to change their passwords, users are required to verify their identities by answering a series of security questions. If a user's identity cannot be positively verified, the user is asked to visit the Helpdesk in person. Del Mar College's [procedures for changing/resetting passwords](#) are as follows:

- The student requesting the reset will call the Helpdesk at (361) 698-2330.
- The student will be asked a series of questions that must be correctly answered.
- Upon establishing the student's identity, the Helpdesk will create a ticket to reset the student's password.

Proctored Examinations

Some distance education courses at Del Mar College require proctored exams. The College offers proctoring in both live and online formats.

Live Proctoring

Students who live close to campus use the College Testing Center for live proctoring. Students must provide a valid and current photo identification, which is cross-referenced to the registration roster for that exam or course. Instructors are able to request a proctored exam by submitting the internal [Proctor Request Form](#) to the Testing Center. Students who live farther

Part III: FR 4.8 Distance or Correspondence Education

from the campus can use the [Distance Learning Proctor Request Form](#) to arrange off-campus proctoring by individuals who are approved by the department.

Students enrolled in hybrid courses complete examinations in the classroom or in a learning lab environment. In the learning labs, students must log in using their secure username and password. In addition, they either present a photo identification or their instructor is present to verify identity. Dual credit students enrolled in online courses meet in a computer lab, library or classroom environment during their regular school day; in this environment, proctoring is provided by a dual credit facilitator, whose role includes serving as an exam proctor.

Online Proctoring

Del Mar College makes online proctoring available to faculty. Respondus Monitor, paired with Respondus Lockdown Browser, is the current platform. Fees for these proctored exams are paid by the College.

Additional Methods Developed by Faculty to Verify Student Identity

Faculty members verify student identity by other means, including video conferencing, videotaped presentations and writing assignments. Faculty have used Skype and GoToMeeting for synchronous interactions. In courses such as an online public speaking class, students submit presentations that are recorded with a live audience. For English courses, students submit a series of written assignments that are filtered through the Turnitin program.

Face-to-Face Orientations and Class Meetings

Some distance education courses at Del Mar College require face-to-face orientations and class meetings on campus, including those courses taught in the hybrid format. In these instances, students' mandatory presence serves to support the instructor's verification of the

student's identity.

Supportive College Policies

The [DMC Computer and Network Resources Statement of Acceptable Use](#) states that students must be currently registered to be able to access Del Mar College computer and network resources. All computing work must be identified with the individual's name or approved ID. In addition, the College's annual *Catalog* contains a section addressing scholastic dishonesty, which states that students are expected to maintain the integrity of the College by avoiding dishonesty in their own behavior and by expecting honest behavior from their fellow students. One of the requirements for passing the courses students take at the College is that students do their own work. Meeting this requirement means [avoiding plagiarism, collusion and cheating](#).

Conclusion

Del Mar College uses multiple methods to ensure that students participating in and completing distance education courses, whether fully online or hybrid courses, are the students who registered for those courses. The primary method of ensuring student identity is the use of secure login and password. Supplementing these measures is the use of various proctoring methods for testing and face-to-face or video-recorded orientations and class meetings.

Compliance Level: Compliance

Attachments

[4.8.1_Password_Reset_or_Change_Instructions.pdf](#)

[4.8.1_Proctor_Request_Form.pdf](#)

[4.8.1_Distance_Learning_Proctor_Request_Form.pdf](#)

[4.8.1_DMC_Computer_and_Network_Use.pdf](#)

[4.8.1_Catalog_2015-16_Breaches_of_Conduct_pp_106-107.pdf](#)

Federal Requirement 4.8.2 Distance or Correspondence Education

An institution that offers distance or correspondence education documents each of the following: has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.

Compliance Non-Compliance

Narrative

Del Mar College abides by policies associated with the Family Education Rights and Privacy Act (FERPA) for all students in all learning modalities, whether face-to-face or distance education: Board Policy [B3.3.1](#). Students enrolled in distance education coursework are covered by the same confidentiality standards as all other students. Written information about FERPA and procedures for compliance are published on the College's [website](#) and in the College's annual [Catalog](#). Additionally, the [DMC Computer and Network Resources Statement of Acceptable Use](#) limits the use of the College's computer and network resources to authorized users only.

In online courses, student confidentiality is protected in that access to student records (grades, submitted materials, comments) on the LMS is restricted to the faculty members teaching the course. In instances where instructors use online resources from publishers that require the students to create accounts, the College maintains copies of the privacy statements of those vendors. In the case of dual credit enrollment, a facilitator is designated by the secondary institution to monitor its students; facilitators have viewing access to student progress reports.

When a student's grades are posted to the WebDMC portal and the LMS platform, grades are accessible only to the individual student. Students are provided a secure login and password with which to access grades, and their information is covered by FERPA.

Part III: FR 4.8 Distance or Correspondence Education

Conclusion

Del Mar College has in place written procedures that adequately protect the privacy of students who are taking classes by means of distance education.

Compliance Level: Compliance

Attachments

[4.8.2_Policy_Manual_Privacy_Act_B3.3.1.pdf](#)

[4.8.2_FERPA_Policy_website_2016.pdf](#)

[4.8.2_Catalog_2015-16_FERPA_pp_104-105.pdf](#)

[4.8.2_DMC_Computer_and_Network_Use.pdf](#)

Federal Requirement 4.8.3 Distance or Correspondence Education

An institution that offers distance or correspondence education documents each of the following: has a written procedure distributed at the time of registration or enrollment that notifies students of any projected additional student charges associated with verification of student identity

Compliance **Non-Compliance**

Narrative

Del Mar College does charge additional fees to students enrolled in distance education. Expenses generated by distance education are included in the [General Use Technology Fees](#) charged to each student, which include access to the Canvas LMS, the student-designated Viking Network (VikingNet) and WebDMC.

Compliance Level: Compliance

Attachments

4.8.3_Tuition_and_Costs_Basic_Fees.pdf

Federal Requirement 4.9 Definition of Credit Hours

The institution has policies and procedures for determining the credit hours awarded for courses and programs that conform to commonly accepted practices in higher education and to Commission policy.

X Compliance ___ Non-Compliance

Narrative

Del Mar College's method of defining credit hours is consistent with commonly accepted practices in higher education. It conforms to Commission policy and it is embodied in clearly stated policies and procedures. The College's *Catalog 2016-2017* [defines](#) a credit hour as follows: "The semester hour of credit represents at least three hours of work each week, on average, for a period of fifteen to sixteen weeks (one semester credit hour is equivalent to one hour of classroom work and two hours of preparation/study time to be performed outside of class time)." This definition complies with rules established by the U.S. Department of Education ([34 CFR 600.2](#), and [34 CFR 668.8\(k\) and \(l\)](#)) and the Texas Higher Education Coordinating Board ([Texas Administrative Code 19 TAC § 4.6](#)).

In general, a three-credit-hour course at the College is comprised of forty-five contact hours over a fifteen-week semester, plus time for a required final exam. In addition, courses require significant out-of-class assignments, which are described in their syllabi. Department chairs review all syllabi to verify that all required components are present, including student learning outcomes, assignments and descriptions of assessments.

Del Mar College's definition of a credit hour conforms, as well, to guidance provided to all Texas public community colleges in two manuals: the *Lower-Division Academic Course Guide Manual* (ACGM), which is the official listing of courses offered by Texas public two-year colleges, and the *Workforce Education Course Manual* (WECM), which is the official listing of courses for workforce education programs. Additional guidance for workforce education programs is provided in the *WECM Protocol Manual* and the *Guidelines for Instructional*

Part III: FR 4.9 Definition of Credit Hours

Programs in Workforce Education ([GIPWE](#)). All above-mentioned manuals offer regulatory guidance from the Texas Higher Education Coordinating Board.

The Texas Higher Education Coordinating Board (THECB) defines a contact hour as “A unit of measure that represents an hour of scheduled instruction given to students of which 50 minutes must be of direct instruction.” ([ACGM Glossary of Terms](#) and [GIPWE Glossary of Terms](#)). The number of semester credit hours awarded per contact hour is determined by the type of activity conducted in that contact hour. A standardization process in Texas determines the amount and level of credit for lecture and laboratory classes and external learning experiences. The ACGM states that, “In general, one semester credit hour is awarded per 16 contact hours of lecture instruction and one semester credit hour is awarded per 32 to 48 contact hours of laboratory instruction.”

Further, the ACGM [prescribes](#) contact hour range equivalencies to semester credit hours for lecture and lab combinations for academic courses. The GIPWE, [Chapter Four](#), provides information regarding the determination of the number of semester credit hours awarded for WECM courses. For professional/technical coursework, the GIPWE also prescribes equivalencies between semester credit hours (SCH) and contact hours for clinical experiences, internships, practicum experiences and cooperative work experiences:

Each course in the WECM has a suitable range of semester credit hours and/or contact hours necessary to master minimum learning outcomes. Ranges reflect an essential premise of WECM course construction, that is, minimum required outcomes are linked with maximum SCH and/or contact hour ranges to afford each college a choice of instructional strategies via lecture/lab components. ([Protocol 1-02-08](#), WECM Protocol Manual).

Del Mar College faculty who teach laboratory classes, clinicals, internships, practica or

cooperative work experiences determine the appropriate number of hours necessary to meet course and program outcomes based on the acceptable range of lecture/lab/credit hours in the ACGM or WECM. Course descriptions included in the College's *Catalog* show the lecture-lab-semester credit hour combinations in parentheses after each course number and title. These conform to the combinations that have been approved by the Texas Higher Education Coordinating Board.

Furthermore, Del Mar College's definition of a credit hour corresponds with the definition found in the [SACSCOC Credit Hours Policy Statement](#): "1. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit ... or the equivalent amount of work over a different amount of time, or 2. At least an equivalent amount of work as required outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours."

In general, Del Mar College courses are provided in 16-week and 8-week terms during the fall and spring semesters. In the summer, the College offers two 5-week sessions, two 6-week sessions, a 9-week session, a 10-week session and a 12-week session during June, July and August. The College also conducts a 2-week "Maymester" between the spring and summer terms. All courses, regardless of duration, meet the contact hour and semester hour policies as established by the College and conform to the policies of the Texas Higher Education Coordinating Board, SACSCOC and the federal government.

Determination of Amount of Credit Awarded

Del Mar College has in place policies and procedures for the determination of the appropriate amount and level of the credit awarded for each credit hour. Policy [B2.3.1.6](#) of the College's *Manual of Policies and Procedures 2016* charges the president of the College with

tasking appropriate personnel to develop instructional and student development programs.

Policies [B2.4 and A2.4.2](#) charge the president with establishing and appointing membership to various committees, including the Curriculum Committee. Policy [B2.5](#) establishes the responsibility of the faculty for development of the curriculum as a part of the shared governance process.

The Curriculum Committee consists of faculty members appointed by each academic department. The [committee](#) approves all changes made to courses currently in the curriculum and approves new programs or courses. The process for approving [curriculum changes](#), including the proposal of [new courses](#), new [General Education courses](#), course [deletions](#), and [new programs](#), is initiated by the faculty. A faculty member or group of faculty members submits an [application](#) for a curriculum change to the department chair. An application for a new course or program includes a sample syllabus that describes major assignments and delineates the anticipated number of formal assessments or examinations. The application form includes the chain of command in the approval process, but the curriculum change is initiated by faculty and initially approved by the department chair.

The syllabus for the prospective course must show the intended student learning outcomes, which are often prescribed by the THECB in the ACGM, and all syllabi must require assignments and reading of sufficient rigor to conform to the requested number of semester credit hours. Because the semester credit hours awarded to classes at the community college level in Texas are prescribed by the THECB publications mentioned above, the decision of the Curriculum Committee is often not about the number of semester credit hours awarded, but about whether the amount of work called for in the syllabus accurately represents the amount of semester credit hours that have been set by the THECB. In all cases, Del Mar ensures all new courses and programs award credit that is consistent with commonly accepted practices in higher education, as well as the requirements of the THECB and SACSCOC.

Consistent Application of Credit-Hour Criteria

Evidence that Del Mar College consistently applies its credit-hour criteria to the awarding of credit for courses and programs is provided in the [course description section](#) of the College's *Catalog*. Data regarding the level and amount of credit to be awarded for each course are reflected in the course numbering system. The level of the course is identified by the first digit; the assigned number of semester credit hours is represented by the second digit; and the institution or department codes are identified by the last two digits. Del Mar College uses the Texas Common Course Numbering System, which was developed to assist students in transferring courses among Texas public colleges and universities. For courses that contain lecture, laboratory, and/or clinical components, numbers in parentheses follow the descriptive title of the course to indicate the number of course hours associated with each type of instruction. The first digit indicates the number of lecture hours each week and the second indicates the number of laboratory hours. The last number refers to the number of semester credit hours awarded for the course.

Distance Education and Semester Credit Hours

Courses taught through distance education also require syllabus evaluation by the department chair. The designation of appropriate learning outcomes is required in the syllabus. These learning outcomes, along with the course calendar and information regarding discussion and bulletin board participation, readings and assignments, allow the department chair to review the level of student work and ensure that it is adequate for the semester credit hours assigned for the course.

All of Del Mar College's courses adhere to the same established criteria for course credit as stated in the annual *Catalog* and syllabi, regardless of the delivery method. Course descriptions, student learning outcomes and the level of credit awarded for online and hybrid classes are determined in the same way as with of face-to-face courses. Distance education

course standards, college credit, content and transferability are the same as in face-to-face courses.

The research of Streichler, Lewis and Staeck provides information regarding the average time required by various learning activities, including discussion boards, field trips and active learning (both face-to-face and distance learning). A [worksheet](#) has been generated that allows for comparison of this average learning activity time with what a professor believes to be the actual time the students spend performing similar activities. An [example](#) of a completed worksheet from the American Sign Language and Interpreting Program shows the types of learning activities and the estimated amounts of time students would be spending on each. The worksheet gives guidance to both faculty and department chairs as they review distance courses and ensure proper time spent both in and out of class.

Further, College Policy [A6.3.1.1.7](#) states that faculty are to teach classes and laboratories according to the schedule. Since there is no scheduled time for online classes, faculty are required to hold class for the semester contact hour amount as set forth by the ACGM or WECM. Policy [A6.3.1.1.8](#) states that faculty will provide students with a syllabus that facilitates a clear understanding of content, goals, requirements, expectations, evaluation methods and schedule of work.

Finally, Policy [A6.3.1.1.10](#) states that faculty will evaluate students' progress toward the course student learning outcomes. These policies serve to ensure that faculty who teach courses through distance education adhere to the credit hour policy. These policies also ensure that student workload, expectations and achievement are equivalent to those of a face-to-face class.

Conclusion

Del Mar College has policies and processes in place that define the credit hour and determine the amount of semester credit to be awarded that conforms to commonly accepted

practices in higher education and the guidance of outside agencies. Further, the College applies these policies and processes to all courses offered.

Compliance Level: Compliance

Attachments

[4.9 DMC Catalog Credit Hour Definition p82.pdf](#)

[4.9 USDOE FederalRegulation34 CFR 600.2.pdf](#)

[4.9 USDOE FederalRegulation34 CFR 668.8.pdf](#)

[4.9 Minimum Length of Courses TX Admin Code Title19 Ch4 SubChA Rule4.6.pdf](#)

[4.9 GIPWE 2015.pdf](#)

[4.9 ACGM Glossary of Terms.pdf](#)

[4.9 GIPWE Glossary of Terms.pdf](#) [4.9 ACGM Table1 p257 Spring2016.pdf](#)

[4.9 GIPWE Chap4.pdf](#) [4.9 WECMProtocolManual Protocol1-02-08 02052014.pdf](#)

[4.9 SACSCOC Credit Hour Policy.pdf](#)

[4.9 DMC Policy B2.3.1.6.pdf](#) [4.9 DMC Policy B2.4 A2.4.2.pdf](#)

[4.9 DMC Policy B2.5.pdf](#)

[4.9 Curriculum Committee Charge Membership 2016.pdf](#)

[4.9 Curriculum Committee Course Change Form.pdf](#)

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[4.9 New Gen Ed Core Course Form.pdf](#)

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[4.9 Curriculum Change Application.pdf](#)

[4.9 DMC Catalog Course Descriptions p334-340 2016-2017.pdf](#)

[4.9 DMC Credit-Clock Hour Activities Worksheet.pdf](#)

[4.9 SLNG 1317 Credit-Clock Hour Worksheet.pdf](#)

[4.9 DMC Policy A6.3.1.1.7.pdf](#)

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Part V: The Impact Report of the Quality Enhancement Plan

Narrative

Executive Summary

Del Mar College is a two-year community college located in Corpus Christi, Texas. The College registers approximately 22,000 students each year in academic, occupational and continuing education courses.

Del Mar College's Quality Enhancement Plan (QEP), MATH: The Road to Success, strives to improve student success in developmental math and subsequent math courses. This plan embraces a holistic view of students both inside and outside of the classroom. Three objectives guide the initiatives of the College's QEP:

- Objective 1: Increase the percentage of students who can demonstrate competency in developmental math concepts.
- Objective 2: Enhance opportunities for students to engage in academic and support services.
- Objective 3: Increase opportunities for professional development for adjunct and full-time faculty.

To improve student learning in the classroom, a course design will be implemented that includes aligning the curriculum, incorporating computer-assisted homework instruction to increase time on task and practice and integrating active learning strategies in the classroom to facilitate greater student engagement. To support students outside of class, academic and student support services seminars will provide students with additional assistance. The academic seminars will focus on difficult math topics, math anxiety and study and test taking

skills. The student service seminars will focus on learning resources, financial aid, career and curriculum connections to math and personal advising and academic advising.

Crucial to the success of the QEP is professional development of math faculty in curriculum alignment and computer-assisted homework instruction. Faculty will schedule discussion events to share experiences and instructional strategies that create optimal learning opportunities for students. Also, all faculty will be provided updated information through face-to-face workshops and online modules about advising students in developmental math.

As a result of MATH: The Road to Success, students will increase their success in developmental mathematics and, thus, achieve their educational goals. Ultimately, the QEP is a concerted effort to enhance student learning at Del Mar College.

The QEP Impact Report begins on the next page.



The Del Mar College community used a comprehensive process to develop its Quality Enhancement Plan (QEP). The process began with a steering committee to guide the solicitation of topics, the analysis of white papers, the facilitation of focus groups and the review of empirical data. After conducting workshops, faculty surveys, student focus groups and the analysis of institutional empirical data, the steering committee recommended that Del Mar College's Quality Enhancement Plan focus on **improving student success in developmental math and subsequent math courses.**

Del Mar College, like other colleges and universities across the nation, struggles with the challenge of students who are unprepared for college-level math. Consistent with national statistics, approximately 70 percent of the College's incoming students need to take some level of remedial mathematics. Mathematical skill, however, is only one part of the math-performance picture. Another factor that profoundly affects students' math performance is negative associations with math. Many students do not hesitate to voice self-deprecating declarations such as "I just can't do math" or "I hate math." Often, faculty members, in an effort to establish a compassionate connection with students, strengthen negative attitudes with comments like: "Yes, I'm terrible at math, too." While the intent is supportive, the result unwittingly reinforces students' already negative mindset.

As a result, the College's QEP was designed as a three-pronged approach: (1) addressing student math skill (the cognitive domain), (2) addressing students' beliefs about math (the affective domain) and (3) providing professional development for faculty to foster greater support for students in math.

The literature review of best practices in developmental education and in developmental mathematics reveals that programs focused on curriculum and instruction, academic and student support services and faculty professional development showed increases in student success. Therefore, the Del Mar College QEP became **MATH: The Road to Success**, and it was designed to encompass all of these elements in the effort to increase student success in developmental mathematics.

Initial Goals and Intended Outcomes

Three objectives guide the QEP:

Objective 1: Increase the percentage of students who can demonstrate competency in developmental math concepts.

Objective 2: Enhance opportunities for students to engage in academic and support services.

Objective 3: Increase opportunities for professional development for adjunct and full-time faculty.

Changes to the QEP, with Rationale

In order to improve the QEP as it progressed, the QEP committee made several changes to the original proposal:

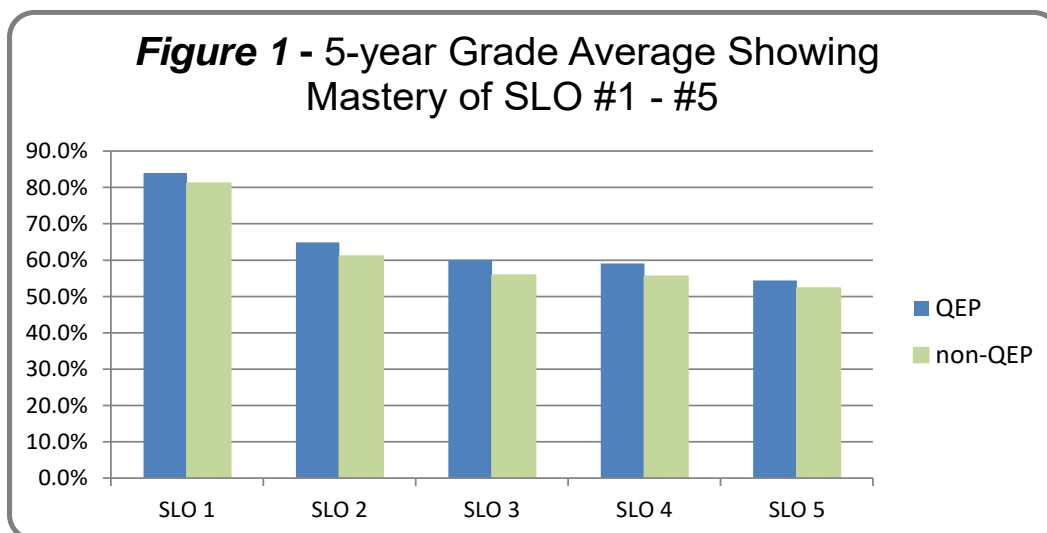
- The QEP data team decided to track students taking MATH 0371 only through MATH 0373, instead of tracking them through MATH 1314 (College Algebra). The group decided to make the change because: (a) many students do not need to take MATH 1314 as part of their certificate/degree programs and (b) the group determined the correlation should only be drawn in tracking students from MATH 0371 through the next course—MATH 0373—and only when the courses were taken in consecutive semesters. In other words, the correlation had little, if any, value when far removed from the experimental group treatment.
- The Curriculum Alignment Team (CAT) required developmental education students to attend the “Math, the Sine of the Times” Seminar (originally named “Rise to the Top”) and academic seminars as part of the required curriculum for MATH 0371.
- A campus-wide QEP essay contest (on how students used math in their non-math courses) was added to generate broader faculty and student participation in the QEP, to engage students in additional support services via the Del Mar College Alumni Association, and to engender a broader awareness of the QEP on campus. The contest was open to the entire student body, scholarships were awarded to contest winners and excerpts of essays from winners and finalists were published.
- The QEP committee decided to offer an additional open lab to provide students with more access to computer lab time and to help students complete homework using computer-assisted instruction.
- After reviewing student learning outcome assessment results, three new academic seminar topics were added to the original five, as well as seminars to review for the final examination. The group did so to address lower performance on student learning outcome (SLO) 5 and to provide students with the benefits of a review prior to the final examination.
- In year three of the QEP, the QEP group delayed the distribution of the computer-based training module for faculty advising because of pending changes to state mandates regarding developmental education. The training was revised and reoffered for professional development in Fall 2015.
- The original assessment plan included the reporting of both student success rate and student pass rate. Success rate was defined as the number of students who pass the course with a grade of “C” or better divided by the number of starters in the course. Pass rate was defined as the number of students who pass with a grade of “C” or better divided by the number of completers in the course. However, there was no meaningful difference between success rate and pass rate for reporting purposes of the QEP. Thus, although both success rate and pass rate were detailed in the QEP annual reports, only the pass rate was used for data description to help clarify this summary report.

The QEP's Impact on Student Learning

Objective 1: Increase the percentage of students who can demonstrate competency in developmental math concepts.

The evidence related to this outcome was derived from end-of-course student learning outcomes (SLO) assessment tests and college data on student enrollment.

Five student learning outcomes were identified for the MATH 0371 course. At the end of each semester, all students (QEP and non-QEP) were given an SLO assessment exam comprised of a set of problems covering the five SLOs. A target was set for 70 percent of QEP students to demonstrate mastery of the SLOs.



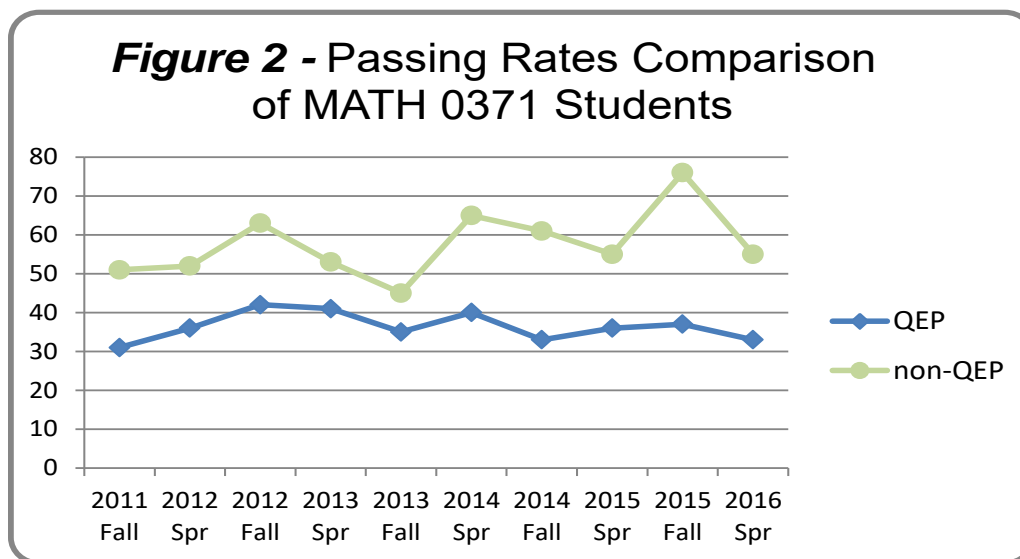
While the mastery achievement results varied by semester, the five-year average for SLO mastery (Figure 1) shows that the QEP group attained a higher mastery rate than the non-QEP group for all SLOs.

At the beginning of the study, the design team anticipated a higher course passing rate for students in the QEP sections. After the first year's data were charted (Figure 2) and examined, however, the data analysis team was surprised to see a lower passing rate for QEP students than for non-QEP students. Upon further reflection, the team realized the study design failed to identify, at the outset, an important factor: the individualized criteria for curriculum coverage and grading, thus passing rate, in each of the non-QEP classes.

The QEP classes maintained a strict adherence to the curriculum and grading criteria. In non-QEP courses, however, each instructor determined course elements such as curriculum concepts to be covered, concepts included on tests, curving of test or course grades, test

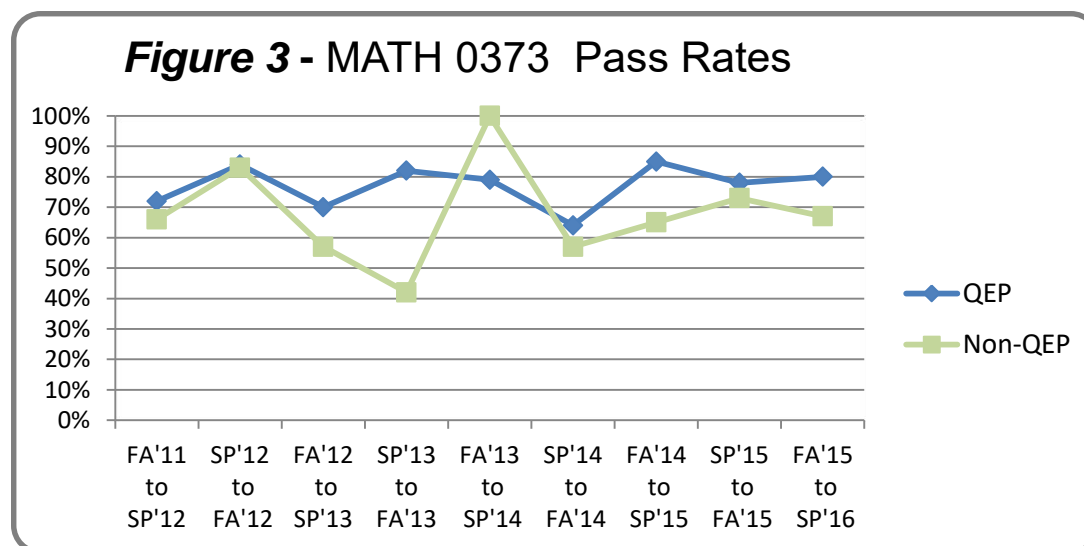
scores that might be dropped, test retakes, use of calculators for testing or other allowances that help students obtain passing grades.

The targets set for QEP students' increased performance over the historical passing averages suffered from the same problem: there were no set departmental standards in the past for curriculum coverage, course testing or grade policy. In other words, it was the proverbial "apples to oranges" comparison. The QEP students had to achieve a higher standard in order to pass the course. Therefore, it was reasonable that QEP classes did not have higher, or even comparable, course pass rates. In fact, comparing pass rates for the two groups would not yield any valid insights because of the inherent differences.



The more consistent pass rates by QEP students over time (Figure 2) suggest a more dependable outcome of student mastery as opposed to the widely varying non-QEP pass rates, that is, the passing QEP students were more reliably prepared for the following math class.

In fact, in contrast to the lower pass rate in MATH 0371, persistence data (Figure 3) reveal a typically higher pass rate of QEP students over non-QEP students who went on to the next course. Evidently, students who passed the stricter QEP math class were better prepared to succeed in the following math class, which is the overarching goal of the QEP. Figure 3 shows the comparative groups, for example, the Fall 2011 students in MATH 0371 (both QEP and non-QEP) who took MATH 0373 in Spring 2012.



Objective 2: Enhance opportunities for students to engage in academic and support services.

The evidence for this outcome was gathered from math tests and student surveys.

Academic Seminars

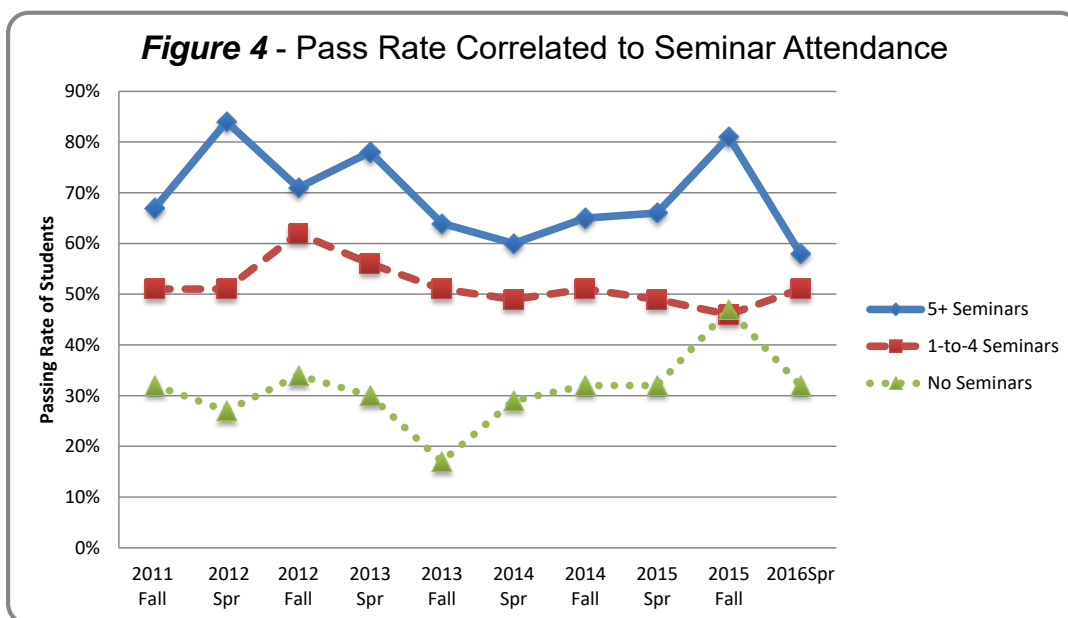
A key component of the QEP was to ensure an aligned curriculum among all the QEP math class sections. A curriculum alignment team (CAT) was assembled to design the scope and sequence of the MATH 0371 course topics. Sections of MATH 0371 using the QEP-designed treatment are referred to as QEP classes. Teachers agreeing to teach QEP classes also agreed to use the defined curriculum schedule, the defined grading protocol and the computer-based homework program. They also agreed not to allow students to use calculators during tests. Additionally, they agreed to meet repeatedly throughout the semester for collaboration and to consider program redesign strategies, as needed.

The CAT comprised both tenured and tenure-track faculty and adjunct faculty, who met bi-weekly for the first two years (bi-monthly after that) and worked together to set the timing of the topics in the course to ensure that difficult topics receive adequate class time. They also met to share feedback on the effectiveness of various teaching strategies, as well as to review data on specific math learning outcomes. Adjustments to teaching strategies and homework assignments were made as needed based on data results.

To support students' math efforts, academic seminars were designed on the topics covered in the class. All QEP classes require students to attend at least five seminars during the semester as a part of their course grades. The CAT identified eight topics needing support, and seminars were designed for each topic and scheduled to coincide with the topics in the course schedule. For each seminar, duplicate events were conducted on different days and times to accommodate students' varying schedules. At the conclusion of each seminar, the attending

students were surveyed, and the instructors compiled a brief narrative to record the number of students attending, their observations on the students' general attitudes, notes on what was successful or what might be done differently and notes on additional materials needed to conduct the seminar.

The following chart shows the correlation between student achievement and attendance at the seminars. Three groups are graphed in Figure 4: (1) those who attended five or more seminars, (2) those who attended one to four seminars and (3) those who did not attend any seminars. The chart shows students who attended the prescribed minimum number of seminars outperformed those who chose to attend fewer. Those who attended one to four seminars generally outperformed those who chose not to attend any of the seminars.



These results should be viewed with caution. No additional information was gathered on these students. Thus, students who attended five or more seminars obviously spent more focused time on task, but also might be a more motivated group, have more familial support, work fewer or no hours or have fewer family obligations.

Student Surveys on Academic Seminars

Students completed written surveys (containing both Likert scale items and open-ended questions) immediately following each seminar session. The common items addressed on all the surveys were:

- The workshop was a good learning experience.
- I would recommend the workshop to others.
- The instructor answered all of my questions.
- I am confident in my ability to [solve problems covered in the workshop] on my own.
- I am better prepared for [solving the problems covered in the workshop] on my own.

- The handouts assisted with my understanding of the subject of the seminar.
- The instructor provided information on resources available to me after the workshop.

The survey data indicate that students responded positively to the seminars, with all items consistently receiving a combined response of “Agree” or “Strongly Agree” at a rate of 95 percent. With regard to questions about their confidence levels in their ability to successfully exercise the math skill involved, students’ responses were still strongly positive. Clearly, the seminars were well-received and viewed as supportive strategies by participating students.

“Math: Sine of the Times” Seminars

As previously stated, the QEP was intended to treat students in a holistic way. It would be ineffective to design a learning improvement plan that addressed only cognitive weaknesses and failed to attend to students’ affective domain. Students’ beliefs about math have an effect on math performance that may equal their cognitive ability. Students enter college with strong opinions regarding math, their ability to do math and the usefulness of math in everyday life. Their opinions and feelings are often counterproductive. To address this issue, two strategies were developed and employed: (1) a “Math: Sine of the Times” seminar and (2) “Math in Life,” a bi-annual essay contest regarding how students use math in their non-math courses. Both events were advertised college-wide, and all students were invited to participate.

During the first few weeks of each semester, Student Support Services conducted a half-day seminar designed to boost student motivation and provide information on non-cognitive aspects of students’ lives. A keynote motivational speaker began each seminar, and breakout sessions covered topics such as math anxiety, math test-taking strategies, resources for academic and personal help and financial aid.

Student surveys from these seminars indicate that they learned tips and skills they could use in the future (96 percent Agree or Strongly Agree), that they were glad they attended (96 percent Agree or Strongly Agree), and that they would recommend that other students attend similar seminars (96 percent Agree or Strongly Agree).

QEP College-Wide Essay Contest

Since Fall 2014, the QEP group has each semester developed a college-wide essay contest with the following goals: (1) to provide all Del Mar College faculty and students with an opportunity to engage the QEP in non-math classes and (2) to involve more support entities on campus in the QEP.

The contest presented students with the following prompt: “In 300 to 500 words, explain how Introductory Algebra concepts are useful to you in non-math classes, or explain in what way(s) Introductory Algebra concepts have helped you in non-math classes.”

The contest, which was judged by math and English faculty members, awarded scholarships to the winners. Students in a wide variety of disciplines, including both academic and technical fields, submitted essays, with an average of thirty-three submissions per contest.

Objective 3: Increase opportunities for professional development for adjunct and full-time faculty.

The evidence for this outcome was gathered from pretest/posttest data and faculty surveys.

Faculty professional development was focused on two groups: specifically, full-time and adjunct math faculty teaching QEP classes and, generally, all full-time faculty, adjuncts and staff on campus.

Specialized Professional Development for Math Faculty

One strategy employed in the QEP classes was computer-assisted instruction (CAI) for math homework support. Most math faculty had never before used the MyMathLab program. Thus, specialized training was required to educate faculty on the program and to properly integrate the CAI homework component designed to reinforce the MATH 0371 QEP classes.

Because a core group of instructors continued to teach the QEP classes in subsequent semesters, the overall need for repeated training from semester to semester diminished. However, many start-up and wrap-up activities in the computer program included items that occurred only once during a semester. These infrequent activities required some training at the beginnings and ends of semesters to reacquaint faculty with the skills. After year 2, the CAT decided it was more efficient and effective to begin identifying a few math faculty members who knew the program as mentors for other faculty for solving problems and answering questions.

Generalized Professional Development for All Faculty and Staff

In order for the QEP to be successful, faculty and staff at the College needed to understand the challenges students face regarding their math education. Completion of students' required math sequence is essential to degree completion. A failure to understand and support students in math can have a negative impact on their degree completion.

At Del Mar College, all faculty, including adjunct faculty, informally or formally provide academic advising to students. The College follows a decentralized model for developmental education (DE), whereby DE students are integrated throughout the College's departments. Nearly all faculty members interact with DE students in advising, including math advising. Therefore, it was essential to increase faculty awareness of not only math advising issues, but also the importance of math advising to all students in their programs.

After extensive collaboration among math faculty, a list of problematic issues regarding math was identified, including:

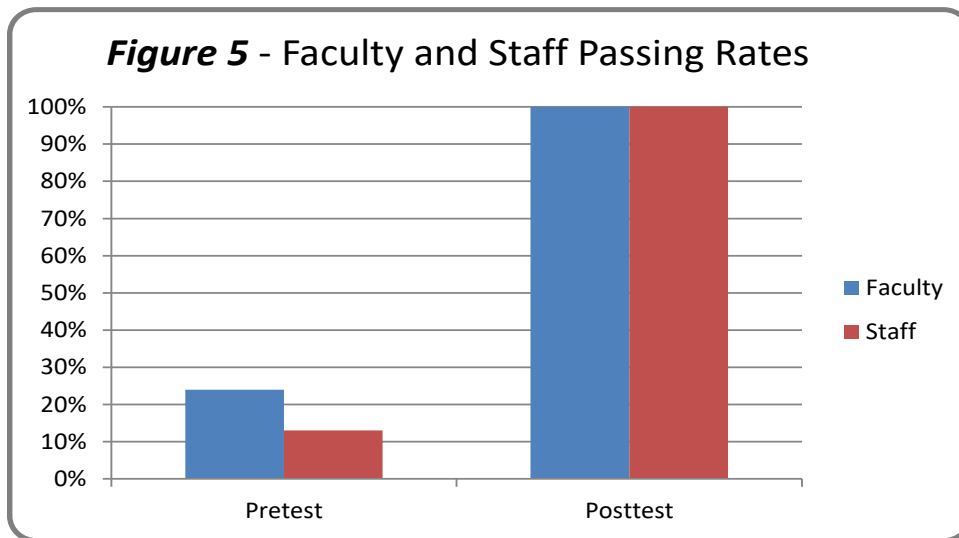
- Some faculty were too sympathetic with students' negative views of math, inadvertently reinforcing those negative views.
- Faculty often allow students to postpone their required math sequence, resulting in a completion problem for many students.
- Students do not understand the difference in teaching/learning between college-level math and high-school level math.

- Both faculty and students often do not realize the detrimental effect of long gaps of time between consecutive math classes. Students lose significant skills during a long period of math inactivity.
- Placement test scores older than two or three years are a poor indicator of students' current math competency.
- Students who attempt a math level for which they are underprepared are likely to fail and waste the financial aid hours allotted to DE courses for a program of study.
- Both faculty and students are generally unaware of the math resources available on campus to help support students in their math education.
- Both faculty and students generally do not understand the sequence of math courses leading to college algebra, nor what content those courses cover.

To address the identified issues, a computer-based training module was designed, developed and implemented to better train faculty in advising students. The advising module comprised a pretest, a lesson including information on all the issues, a posttest, a brief survey and a certificate documenting professional development for faculty who achieved an 80 percent or above level on the posttest.

Pretest/Posttest Data for the Training

Pretest/posttest data for the first three years indicate (Figure 5) significantly increased understanding by faculty and staff of advising issues. Participants were allowed to repeat the training and posttest if they desired to master the material and achieve a passing grade.



Reflection on What the Institution Has Learned

Connection of Adjuncts to Other Faculty

The QEP has helped the College understand the importance of cooperation among adjuncts and full-time faculty members. Many adjuncts welcome information about how full-time faculty

sequence course material, what strategies they find most useful and how they grade students. In interviews, adjuncts involved in the QEP reported a greater sense of confidence in their teaching from knowing how and what full-time math faculty teach and from knowing that they were working in concert with full-time faculty. Furthermore, they enjoyed the camaraderie of working as a team. The strict adherence to the grading policy to find the authentic student pass rate gave the QEP adjunct teachers a sense of security and motivation.

The importance of that sense of connection and collegiality is reflected now in building design across the campus. New building designs include the placement of adjunct offices in close proximity to full-time faculty offices in order to facilitate constructive conversations and collaboration among all faculty members in a department.

Focused Student Support on Difficult Academic Topics

Providing students with additional time on task and help for difficult material--as with the academic seminars--appeared to support significant gains in student learning. Given the successful response, including students' affective responses, the QEP committee strongly recommended retaining these academic seminars for math in the future and budgeting for the inclusion of this strategy.

Importance of Aligning Curriculum and Meeting Defined Course Outcomes

A major finding of this study was that students passed the next level course at a higher rate when they had mastered the enabling SLOs taught in the previous course. Given this evidence-based finding, it is clear that assuring mastery of SLOs for pre-requisite courses is key to students' success as they move forward in their programs of study. Thus, clearly defined outcomes and a cohesive faculty working to ensure the standards for achievement provide a desirable consistency to support outcomes mastery. A quality-controlled alignment and assessment process benefits both students and faculty. Students are more confident and better equipped to progress, and faculty can depend on incoming students to be primed for the rigors of the upcoming course material.

This finding has inspired teachers of introductory computer programming courses to undertake more curriculum concept alignment to improve student learning. Much like math classes, computer programming courses, nationwide, suffer from a high failure and drop rate.

Improved Understanding of the Assessment Process and Its Value

Conducting the QEP as a quantitative and qualitative study provided an excellent springboard for departments to increasingly understand the process of and the value of data-driven assessment. The QEP has encouraged appreciation for the value of data-driven assessment for decision making.