

STANDARD
2A
EXCERPT

WE ARE *Mesa*

Spring 2010

Institutional

self.study

For Reaffirmation of Accreditation



VISION

San Diego Mesa College shall be a key force in our community to educate our students to shape the future.

MISSION

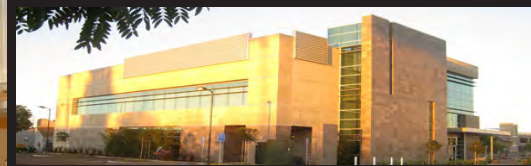
To inspire and enable student success in an environment that is strengthened by diversity, is responsive to our communities, and fosters scholarship, leadership and responsibility.

VALUES

• Access • Accountability • Diversity • Equity • Excellence • Integrity
• Respect • Scholarship • Sustainability • Freedom of Expression.

GOALS

To deliver and support exemplary teaching and learning in the areas of transfer education, associate degrees, career and technical education, certificates, basic skills.
• To provide a learning environment that maximizes student access and success, and employee well-being.
• To respond to and meet community needs for economic and workforce development.
• To cultivate an environment that embraces and is enhanced



Mesa
SAN DIEGO MESA COLLEGE

SAN DIEGO MESA COLLEGE
INSTITUTIONAL SELF STUDY
FOR REAFFIRMATION OF ACCREDITATION
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STUDENT LEARNING OUTCOMES EVIDENCE

INTRODUCTION

San Diego Mesa College is in varying stages of developing and assessing Student Learning Outcomes (SLOs) and Administrative Unit Outcomes (AUOs) at the course, program, service area and degree level. The following report describes evidence gathered to date, how it is being used, and what plans exist for the continued expansion of this effort. The College initiated its SLOs and AUOs at the program and service area levels. Faculty and staff are using TaskStream to map program/service area level SLOs and AUOs to the course and degree levels. More detail concerning SLOs and AUOs can be found in the appropriate parts of Standard IB and IIA.

The goal of the Student Learning Outcomes (SLO) Survey 2009 was to gauge the progress, needs, and perceptions of all Instructional, Student Services, and Administrative Services programs/service areas, referred to in this report as units, concerning Administrative Unit Outcomes (AUOs) and Student Learning Outcomes (SLOs). For the sake of brevity, the term “SLO” is used in a broad sense throughout this report to refer to both AUOs and SLOs. The purpose of the last year’s survey was to collect baseline data. The College administers the survey annually to measure progress over time.

METHODOLOGY

The original survey instrument was created in Spring 2008 and administered to the Research Committee, SLO Subcommittee, and Program Review Committee for feedback. Based on feedback from the Dean of Research and SLOAC Coordinator, the 2008 instrument was refined, and the finalized version of the SLO Survey 2009 appears in Appendix C. The survey was primarily conducted online via web-based survey software, and a follow-up paper survey administration also occurred. Survey invitations were distributed via email to all designated unit SLO contacts on October 26, 2009. Two reminder emails were sent, and the survey closed on November 20, 2009, for a four-week administration timeframe.

As this was a census survey, non-respondents were contacted after the official survey timeframe and encouraged to respond. Since the online survey had closed by this time, late respondents completed paper surveys. Responses were received from the designated SLO contacts for all 70 units by January 2010. Programs were unlikely to have made marked progress with SLOs from late November through January due to holiday breaks. Therefore, the extended timeframe for data collection is not of significant concern.

Of the 70 units that responded, 53 (76%) were Instructional, 12 (17%) were from Student Services, and 5 (7%) were from Administrative Services. Changes from last year’s respondent profile include the addition of the Cooperative Work Experience Program (Instructional) and the addition of five Administrative service areas.

HIGHLIGHT OF THE FINDINGS

Progress in the Student Learning Outcomes Assessment Cycle (SLOAC)

The Mesa College Student Learning Outcomes Assessment Cycle (SLOAC) for 2009 comprises four steps, reduced from the five steps in 2008 due to the assumption that all units have written their SLOs:

Step1. The program-level/service area-level SLOs to be assessed and ways to assess them have been identified, i.e., your unit has discussed assignments or activities through which the outcomes can be assessed.

Step 2. Assessment of the program-level/service area-level SLOs for at least one course or service area activity/event has been conducted. A shared rubric has been adopted and used to measure the students' levels of facility with the SLO.

Step 3. Results of the assessment have been documented and analyzed and any necessary changes determined, i.e., the results have been translated into “action plans” for improved learning in the future via changes in program design, instruction or service.

Step 4. The next iteration of the SLO assessment cycle, starting again with Step 1, has begun.

With regard to the four steps in the SLOAC, respondents were instructed as follows: *For your unit, please indicate whether each step in the program-level / service area-level SLO assessment cycle is COMPLETED, IN PROGRESS, or NOT STARTED. If you are unsure or unaware for any of these steps, please select PROGRESS UNKNOWN.*

Of the 70 units, 32 units (46%) have “Completed” Step 1, while 27 units (39%) have “Completed” Step 2. Units were in varying stages of development with regard to Step 3, and half (n = 34 out of 68 item respondents) have “Not started” Step 4 (see Table 4). Compared to the 2008 baseline data, marked progress has been made in all areas of SLOAC. Tables 1 and 2 in Appendix A provide a snapshot of where each unit stands with regard to the four steps in SLOAC, while Table 3 provides an overall view of the College's progress compared to the 2008 baseline data.

SLO Assessment

Based on their responses to unit progress in the SLOAC, respondents were routed to the appropriate questions. Respondents were only asked questions pertaining to those steps in the SLOAC with which their units were “COMPLETED”. Please note that Administrative Services adopted their AUOs in 2009 and have not yet begun the assessment portion of SLOAC.

On the Instructional side of the house, when asked, “Have course-level SLOs been adopted for the courses listed?” 18 of the 20 (90%) item respondents replied “yes” while 2 of the 20 (10%) item respondents replied “no.” In Student Services, 2 of the 3 (67%) item respondents replied “yes” and 1 of the 3 (33%) item respondents replied “no” (see Table 4).

Of the 21 Instructional units that completed Step 2 in SLOAC, 17 units (81%) indicated that they used a shared, unit-wide rubric to measure their SLOs and 4 units (19%) indicated that they did not (see Table 4). Of the 6 Student Services units that completed Step 2 in SLOAC, 2 units (valid 40%) indicated that they used a common, unit-wide rubric to measure their SLOs and the remaining 3 (valid 60%) indicated that they did not while 1 unit declined to respond (see Table 5).

Respondents were asked to indicate whether their units conducted direct assessment, which involves observable demonstrations of student learning; indirect assessment, which involves self-reported student learning; or both. Of the 27 College units that completed Step 2 in SLOAC, 17 units conducted direct assessment only (15 Instructional units and 2 Student Services units), 4 units conducted indirect assessment only (3 Instructional units and 1 Student Services unit), and 6 units conducted both kinds of assessment (3 Instructional units and 3 Student Services units) (see Table 6).

Among the 23 units that conducted direct assessment, the most popular direct assessment activities were common exam questions and written or oral reports, used by 10 units each (43%), followed by course-embedded assessment and “other activities not listed”, both of which were used by 7 units each (30%) (see Table 7). Units may have used a variety of direct assessment activities.

Among the 10 units that conducted indirect assessment, 9 units administered surveys and 1 unit conducted interviews (see Table 8). Units may have used more than one type of indirect assessment activity.

Of the 15 units that completed a full cycle of SLO assessment and began another cycle, 7 units (47%) kept the same SLOs and assessment methods from one iteration of the cycle to the next while 8 units (53%) modified their SLOs and/or assessment methods (see Table 9).

Dialogue and Praxis

Seven Likert-scale items were constructed based on the Student Learning Outcomes rubric provided by the Accrediting Commission of Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC). These items focus on dialogue and praxis, defined as the intersection of reflection and action.

Descriptive data for these seven items are shown in Table 10 and are compared with the 2008 baseline data in Table 11. According to a paired-samples t-test, the 2009 means on four of the seven items were significantly higher ($p < .05$) than last year's 2008 baseline means, bringing the means for all seven items above 3.0 in 2009 (based on a 4-point Likert rating scale). The items which showed statistically significant improvement from last year to the current year of 2009 stated (in order of appearance on the survey instrument): 1) dialogue about student learning involves all faculty/staff in my unit; 2) the dialogue that occurs in my unit about student learning is robust; 3) Student Learning Outcomes assessment occurs in a systematic fashion in my unit; and 4) results of Student Learning Outcomes assessment are used for continuous quality improvement in my unit.

Units Requesting Assistance from the SLO Committee

Table 12 lists the units that requested assistance with the various stages of the SLOAC. Five units requested assistance from the Committee with selecting an SLO to be assessed and a way to assess it (Step 1), 15 units need help assessing the selected SLO (Step 2), 12 units would like assistance documenting and analyzing the data (Step 3), and 14 units requested assistance with starting the next iteration of the SLOAC (Step 4).

Decisions Informed and Actions Prompted by SLO Assessment Results

Respondents from all units were asked, *Please describe any decisions informed or actions prompted by your documented program-level / service area-level SLO assessment results.* Verbatim responses are listed in Appendix B.

Unique Circumstances or Challenges

Respondents from all units were asked, *Please use this space to elaborate on any of your responses to the [survey] questions. You may also use this space as an opportunity to tell us about any unique circumstances or challenges your unit has faced.* Verbatim responses are listed in Appendix B.

SUMMARY

The SLO Survey gathered data regarding progress among all College units on the four steps of the Student Learning Outcomes Assessment Cycle (SLOAC) listed below:

Step1. The program-level/service area-level SLOs to be assessed and ways to assess them have been identified, i.e., your unit has discussed assignments or activities through which the outcomes can be assessed.

Step 2. Assessment of the program-level/service area-level SLOs for at least one course or service area activity/event has been conducted. A shared rubric has been adopted and used to measure the students' levels of facility with the SLO.

Step 3. Results of the assessment have been documented and analyzed and any necessary changes determined, i.e., the results have been translated into "action plans" for improved learning in the future via changes in program design, instruction or service.

Step 4. The next iteration of the SLO assessment cycle, starting again with Step 1, has begun.

Of the 70 units, 32 units (46%) have "Completed" Step 1 – Choose an SLO and a way to assess it, while 27 units (39%) have "Completed" Step 2 – Conduct assessment of your chosen SLO. Units were in varying stages of development with regard to Step 3 – Document and analyze SLO assessment data, and half (n = 34 out of 68 item respondents) have "Not started" Step 4 – Begin the next iteration of SLOAC (see Table 4). Compared to the 2008 baseline data, marked progress has been made in all areas of SLOAC. Of those units that have completed Step 2 – Conduct assessment of SLOs, the strong majority of College units have adopted course-level SLOs and used a shared unit-level rubric to assess their chosen SLOs. Units used a mix of direct and indirect assessment methods. Direct assessment activities varied from unit to unit, whereas almost all units who engaged in indirect assessment conducted surveys. Regarding the items on a four-point Likert scale pertaining to dialogue and praxis about SLOs, the results of a paired-sample t-test comparing the 2008 baseline means and the 2009 means suggest that the College has made significant progress in four areas, all of which happen to be the areas in which the College scored lowest on the 2008 SLO Survey. The four items stated, "Dialogue about student learning involves all faculty/staff in my unit"; "The dialogue that occurs in my unit about student learning is robust"; "Student learning outcomes assessment occurs in a systematic fashion in my unit"; and "Results of student learning outcomes assessment are used for continuous quality improvement in my unit." Also, compared to 2008 survey results, in 2009, many more units requested assistance with all steps of the SLOAC.

APPENDIX A. TABLES

Table 1 of 2

Unit progress in SLOAC: Step 1 completed

STEP 1	STEP 2	STEP 3	STEP 4	What is the official title or name of your unit?
Completed	Completed	Completed	Completed	Chemistry
				Communication Studies (Speech)
				Languages
				Mathematics
				Student Health Services
				Transfer Center
			In progress	Accounting
				Business
				Disability Support Programs and Services
				Economics
				Financial Aid
				Marketing
				Music
				Radiologic Technology
				Real Estate
			Not started	Physical Education
	In progress	Not started	Not started	Assessment and Orientation
				Fine Art
				Philosophy
				Physical Therapist Assistant
				Teacher Education
			In progress	Dance
				Dramatic Arts
		Not started	Progress unknown	Physics Program
			Not started	History
In progress	Completed	Completed	Completed	Cooperative Work Experience Program
	Not started	Not started		Biology
				Computer Business Technology Education (CBTE)
				Physical Sciences (Astr, Geol, Phyn)
			Progress unknown	Computer and Information Sciences
	Progress unknown	Progress unknown	Progress unknown	ACP - Math
Not started	Not started	Not started	Not started	Multimedia

Table 2 of 2
Unit progress in SLOAC: Step 1 not completed

STEP 1	STEP 2	STEP 3	STEP 4	What is the official title or name of your unit?
In progress	In progress	In progress	In progress	American Sign Language / Interpreter Training Program
				Anthropology
				Engineering
				Evaluations
				Medical Assisting
				Nutrition
			Not started	ACP - Political Science
				Consumer Studies
		Not started	Not started	Black Studies
				Hospitality
				Learning Resources Center
				Psychology
				Student Affairs
			Progress unknown	Animal Health Technology
			In progress	Admissions/Records & Veterans
				Fashion Program
	Not started	Not started	Not started	Chicano Studies
				Child Development
				Counseling
				Geographic Information Systems
				Political Science
				Sociology
		In progress	Not started	EOPS
	Completed	Completed	In progress	Career Center
			Not started	Dental Assisting
	Progress unknown	Not started	Not started	Reprographics
				Stockroom
		Progress unknown	Not started	Tutoring
Not started	Not started	Not started	Not started	Employment/Payroll/Admin/Tech Support & Information Services
				Architecture
				Business Services
				Interior Design
	In progress	Not started	Not started	English
Progress unknown	In progress	In progress	In progress	Geography
	Progress unknown	Progress unknown	Progress unknown	Building Construction Technology
				Health Information Technology
				Student Accounting Office

Table 3
Overall institutional progress in SLOAC

	Completed		In progress		Not started		Progress unknown		Total	
	% in 2008	% in 2009	% in 2008	% in 2009	% in 2008	% in 2009	% in 2008	% in 2009	Total # in 2008	Total # in 2009
Step1. The program-level / service area-level SLOs to be assessed and ways to assess them have been identified, i.e., your unit has discussed assignments or activities through which the outcomes can be assessed.	35%	46%	56%	41%	8%	7%	1%	6%	66	70
Step 2. Assessment of the program-level / service area-level SLOs for at least one course or service area activity/event has been conducted. A shared rubric has been adopted and used to measure the students' levels of facility with the SLO.	20%	39%	38%	34%	39%	19%	3%	9%	66	70
Step 3. Results of the assessment have been documented and analyzed and any necessary changes determined, i.e., the results have been translated into "action plans" for improved learning in the future via changes in program design, instruction or service	12%	28%	15%	25%	70%	42%	3%	6%	66	69
Step 4. The next iteration of the SLO assessment cycle, starting again with Step 1, has begun.	8%	10%	18%	31%	70%	50%	5%	9%	66	68

Table 4
Course-level SLOs

		Instructional Programs		Student Services	
		Count	Row %	Count	Row %
Has your unit adopted course-level SLOs?	Yes	18	90%	2	67%
	No	2	10%	1	33%
	Total	20	100%	3	100%

Table 5
Use of unit-wide rubric in completion of SLOAC Step 2

		Instructional Programs		Student Services	
		Count	Row %	Count	Row %
Were your SLOs measured using a common, unit-wide rubric? (Although the assessment activities may have varied, the rubric was the same).	Yes	17	81%	2	40%
	No	4	19%	3	60%
	Total	21	100%	5	100%

Table 6

Use of direct and indirect assessment in completion of SLOAC Step 3

		Instructional Programs		Student Services		Total College-Wide	
		Count	Column %	Count	Column %	Count	Column %
What kind of program-level / service area-level SLO assessment did your unit conduct?	Direct assessment ONLY	15	71%	2	33%	17	63%
	Indirect assessment ONLY	3	14%	1	17%	4	15%
	BOTH direct and indirect assessments	3	14%	3	50%	6	22%
	Total	21	100%	6	100%	27	100%

Table 7

Direct assessment conducted in SLOAC Step 3 (23 programs / service areas)

	Count	Row %
Capstone projects (final projects which synthesize essential course objectives)	3	13%
Common exam questions (items designed to elicit student understanding of essential course objectives)	10	43%
Course-embedded assessment (representative student work generated in response to typical course assignments)	7	30%
Performance exams (e.g., external licensing examinations)	3	13%
Portfolios (collections of student work which demonstrates growth and development over time)	2	9%
Reports, written or oral	10	43%
Other activities not listed above	7	30%

Table 8

Indirect assessment conducted in SLOAC Step 3 (10 programs / service areas)

	Count	Row %
Surveys	9	90%
Focus groups	0	0%
Interviews	1	10%

Table 9

Restarting the cycle in completion of SLOAC Step 4

		Count	Column %
As you began another SLO assessment cycle this year, what happened to your program-level / service area-level SLOs and the methods you chose to assess them?	We kept the same program-level / service area-level SLOs and assessment methods from one iteration of the cycle to the next.	7	47%
	We modified our program-level / service area-level SLOs and/or assessment methods from one iteration of the cycle to the next.	8	53%
	Total	15	100%

Table 10
Dialogue and praxis: Frequencies

	Strongly disagree		Disagree		Agree		Strongly agree		Total
	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count
Dialogue about student learning occurs on an ongoing basis in my unit.	0	0%	9	13%	34	50%	25	37%	68
Dialogue about student learning involves all faculty/staff in my unit.	0	0%	8	12%	36	54%	23	34%	67
The dialogue about student learning that occurs in my unit is robust.	1	2%	8	12%	36	55%	21	32%	66
Student learning improvement is a visibly high priority in my unit.	0	0%	6	9%	32	47%	30	44%	68
Student learning outcomes assessment occurs on an ongoing basis in my unit.	0	0%	12	18%	30	45%	25	37%	67
Student learning outcomes assessment is conducted in a systematic fashion in my unit.	1	2%	14	21%	32	48%	19	29%	66
Results of student learning outcomes assessment are used for continuous quality improvement in my unit.	0	0%	11	17%	30	45%	25	38%	66

Table 11
Dialogue and praxis: Comparison of 2008 and 2009

*Note: n represents number of paired responses from 2008 and 2009. Please note that Administrative Services was not included in the 2008 SLO Survey administration.

	Comparison of 2008 (Baseline) Means and 2009 Means		
	2008 MEAN	2009 MEAN	Sig.
Dialogue about student learning occurs on an ongoing basis in my unit. (n = 65)	3.20	3.22	No
Dialogue about student learning involves all faculty/staff in my unit. (n = 64)	2.97	3.22	p < .05
The dialogue about student learning that occurs in my unit is robust. (n = 61)	2.79	3.15	p < .05
Student learning improvement is a visibly high priority in my unit. (n = 64)	3.33	3.36	No
Student learning outcomes assessment occurs on an ongoing basis in my unit. (n = 63)	3.06	3.22	No
Student learning outcomes assessment is conducted in a systematic fashion in my unit. (n = 62)	2.82	3.06	p < .05
Results of student learning outcomes assessment are used for continuous quality improvement in my unit. (n = 61)	2.90	3.26	p < .05

Table 12
Units requesting assistance from SLO Committee

Step in which assistance is requested	Unit requesting assistance
Step 1. The program-level / service area-level SLOs to be assessed and ways to assess them have been identified	Child Development Health Information Technology Student Accounting Office Student Health Services Tutorial Centers
Step 2. Assessment of the program-level / service area-level SLOs for at least one course or service area activity/event has been conducted	Employment/Payroll/Admin/Information Services & Tech Support Architecture and Environmental Design Black Studies Business Services Chicano Studies Department Child Development Computer Business Technology Educ Dental Assisting Geography Health Information Technology Stockroom Student Accounting Office Student Affairs Student Health Services Tutorial Centers
Step 3. Results of the assessment have been documented and analyzed and any necessary changes determined	Admissions/Records & Veterans Anthropology Architecture and Environmental Design Chicano Studies Department Child Development Dental Assisting Health Information Technology Student Accounting Office Student Affairs Student Health Services Testing and Orientation Tutorial Centers
Step 4. Continue the cycle	Animal Health Technology Architecture and Environmental Design Child Development Counseling Dance Dental Assisting Fashion Program Health Information Technology Physical Sciences (Astr, Geol, Phyn) Physical Therapist Assistant Student Accounting Office Student Health Services Teacher Education Program Tutorial Centers

APPENDIX B. OPEN-ENDED RESPONSES

All comments are verbatim and have not been edited except to protect the identity of a specific person. Identifiable information has been replaced with asterisks (***)

Please describe any decisions informed or actions prompted by your documented SLO assessment results.

Assessment still in progress

assessments have not yet begun. Process still in progress.

Change of workshop format to more interactive small group sessions. Focus more on student autonomy rather than simply providing information. Focus on access to resources.

Changes in assessment questions and addition of learning activities to one course

Completed 5 year assessment cycle in 2008. Met with our program assessment committee and revamped our goals (SLO's) and restructured some measurement tools. In process of new assessment cycle #1.

Decided to use same test in different PE classes during Spring semester 2010. Same SLO will be assessed in spring. 2nd SLO will begin assessment in Fall 2010.

Issue arose through analysis of spring 2009 presurvey results. While students taking work experience for the second time did rate their ability to write SMART learning objectives higher than students who had not taken the course before, the difference was minimal. We discussed this at our fall instructor meeting. Then, implemented the following: Instructors were to review how the orientation presentations and program materials could be improved in order to help students with the development of SMART objectives. Actions included putting the student handbook in PDF format and sending it to students so they could read it prior attending orientation. We are also changing the format of our learning objectives worksheet.

No decisions made at this time

One instructor found that student repeat performance of homework improved exam results. Another instructor will increase the question and answer sessions to improve learning opportunities; also, assignments will be changed to assure a better grasp of financial statement analysis and lecture on select topics will be increased.

Prompted training for writing rubrics

Still discussing data collection methods. Have held surveys for 2 semesters. We are comparing results and deciding if the measuring tool is effective.

The FA office collects a great deal of data, the question is how best to use that data, what does the data show us, and what data should we collect to provide a clearer picture of what our students may be learning from their FA experiences. It was decided to create and track data in the area of Student Academic Progress. The ability of the student to analyze their academic issues, seek counseling advice, communicate their issues in writing clearly and devise a plan of action is essential for a successful outcome of the Appeal process. A log template was devised where each of the Financial Aid Technicians would be able to keep statistics on these various elements as they relate to Appeal denials and approvals. The number of Appeal approvals, denials and reasons for denial are logged after each weekly Appeal meeting. The logs are examined at the end of each semester by the Financial Aid Officer and statistics are compiled. After the statistics are analyzed and discussed, recommendations are made to change elements of the Appeal communication process to help lower the percentage of Appeal denials due to unclear student communication, or any other issue which becomes apparent.

We also used the state exam results

Please use this space to elaborate on any of your responses to the above questions. You may also use this space as an opportunity to tell us about any unique circumstances or challenges your unit has faced.

As a result of the evidence several new tactics were used to help students with their Appeal process: -A "Helpful Hints" sheet was prepared to make sure students realize why they need to appeal, and to help guide them in writing their Appeal letter. Issues covered include: Completion rate, Low GPA, Prior Degree and attempting more than 90 units. The effectiveness of this handout has been tracked through many semesters and the form is adjusted when the SLO analysis results indicate a need. -Additional information was added to the Appeal Cover Sheet and the actual Appeal Form to continue to make the Appeal process as transparent and comprehensible as possible. -Financial Aid Adjunct counselors have been hired to work specifically with Appeal students. In former years Counseling was unable to complete Student Education Plans for Appeal students during several months in the summer due to their own high office impact. Counselors were also unavailable to assist on the Appeal committee from mid-July, when students are initially notified that they need to appeal, until mid-September. In order to make sure all student appeals were treated with academic equality it was decided that an academic counselor needed to be present for each Appeal Committee meeting. - Communication at the Financial Aid front counter has been enhanced as a result of the new written material included with the Appeal Form. Students are instructed to read the information, make sure they understand why they need to appeal and ask questions of the office staff. They are now able to receive their Appeal decision verbally without having to wait for e-mail or letter confirmation. Challenges: Every year the pieces of information which students seem to have difficulty with seem to change. We are constantly having to identify new student perception issues and try to amend verbage for better understanding. It is an on-going process. Whenever we think we have an element ideally worded, the government makes a change and we need to start over.

Assessing a course per term as originally proposed by *** appears manageable. Putting the assessments on Task Stream, which I believe will consume much time and help desk assistance is another matter. Also, the goal of having all courses assessed by the end of 2010 and put on Task Stream is not feasible in light of the work load issue. In this department, 30 courses are offered of which 21 (70%) are taught solely by adjuncts. In our view, only the teacher can assess the course. The developing consensus is that the current SLO assessment process needs serious reevaluation.

Budget initiations have scaled back the types of outreach done and adjustments had to be made which has slowed the process. Also, the move to the Modular Village interrupted the flow of the office as adjustment to the new environment continues

I DO NOT REMEMBER WHAT THE SLO FOR THE COURSES WERE, OR IF THEY WERE EVEN DEVELOPED. WE HAVE DISCIPLINE SLO THAT CAN BE FOUND IN THE MESA CATALOG. NOR DO I REMEMBER WHICH COURSES WERE ASSESSED. ANOTHER PERSON IN THE DEPARTMENT HAS THAT INFORMATION AND HE IS UNAVAILABLE RIGHT NOW. I DO NOT HAVE THE SLO RESULTS; SOMEONE ELSE IN THE DEPARTMENT HAS THEM AND HE IS UNAVAILABLE RIGHT NOW.

I have no idea how SLOs for tutoring can be measured

I only teach in the Fall semester, so I've been out of the loop.

*** met with our department 11/16/09. Immensely helpful and will help again as needed. We will be tying in our implementation steps with our january department meeting.

Last two items not filled out due to previous answers regarding status. I will be discussing with Dept. Chair.

My department is one of the ones with a fair amount of resistance to the SLO process and assessment cycle; because ***, perhaps they expect me to "do it all for them." Planning has been sporadic at best. Perhaps if we had a liaison from the "new" SLO Committee, complete with due dates, we could get moving.

Our area affects student learning outcomes indirectly. We strive to provide best customer service so faculty & staff can concentrate on student needs & success.

Q9 - Laboratory practice exams

Regarding the questions below: Student learning outcomes and their assessment have always been a vital part of our teaching and learning even before the current accrediting cycle. Long before SLOs were a fad, we developed and modified courses, creating teaching and learning techniques that addressed student needs to assure their success. We accomplished this in a more timely and comprehensive manner than prescribed by the current SLO cycle mandate. The SLO cycle as prescribed by the ACCJC is a time consuming, gross over simplification of our traditional assessment and is therefore detrimental to our teaching. The assessment of three or four concepts in our department is perfunctory at best and could never replace our current methods of assessment. Therefore when we choose to agree with the following statements it is congruent with our time tested methods not with the current mandated and marginally tested SLO cycle. Sorry but I'm new at this program. My supervisor retired and so I'm not sure where she left off. I would have to find her stuff and we moved recently so I'm not sure if I can find them

The language used in this survey should be made very simple to understand regarding the data your seeking to obtain departments. My department makes extended efforts to address many of these issues outside of defined SLO's so its confusing as to what your seeking to obtain. We engage what you define as SLO's into our core curriculum values & standards.

There are many adjunct faculty in CBTE. It is a challenge to train them in taskstream. It is also not clear what the work flow of adjuncts would follow to have the SLO's assessed and recorded. As of now, we think the contract faculty are responsible but we unsure of how to gather the SLO assessment data, judge it and input it for a class we didn't teach.

There are no contract faculty in GIS. I am taking the responsibility for the SLO's for GIS as this program is included in my department (CBTE/MULT/GIS). We were able to write the program SLOs. I cannot assess SLO's in the classroom as I teach in CBTE and MULT.

There are two SLO that I will need help on in assessing.

There is no current discussions being conducted on the status of SLOs in the department. I'm not sure that the courses offered are being are measuring student learning outcomes or if they are utilizing assessment measures. The original energy has waned.

WE ARE MEETING WITH *** TO LEARN MORE ABOUT THE SLO PROCESS.

We need to see how we can assess the AUOs. The rest of the survey does not realte to us. There should have been another box entitled "N/A."

We plan to expand to assess a fourth course

We requested help earlier in the semester, but have worked through the problems and now have a pilot assessment in place for the end of the semester.

We started the inital SLO list during our program review amd identified 5 SLO's. We have attended a SLO workshop/ webinar this semester. Our entire department is moving to new offices and we are totally overwhelmed with planning and are unable to do anything more on SLO's at this time. However, we all are involved with student learning just not in the systematic fashion that this process has asked us to use. (see below)

APPENDIX C. SURVEY INSTRUMENT

San Diego Mesa College Student Learning Outcomes (SLO) Survey 2008

The goal of this survey is two-fold: to learn about the progress that your unit has made in the area of Student Learning Outcomes (SLOs) and to identify any areas of SLOs in which the Mesa SLO Committee might be of assistance to your unit.

In what area of the College does your unit (program or service area) reside?

- ☐ Administrative Services
- ☐ Instructional Programs
- ☐ Student Services

What is the official title or name of your unit? *For units comprising two or more disciplines / service areas, please see your department chair / supervisor if coordination questions arise.*

As of Summer 2009, all college units have adopted their program-level / service area-level SLOs. For your unit, please indicate whether each step in the SLO assessment cycle is COMPLETED, IN PROGRESS, or NOT STARTED. If you are unsure or unaware for any of the steps, please select PROGRESS UNKNOWN.

	☐	☐	☐	☐
Step 1. The program-level / service area-level SLOs to be assessed and ways to assess them have been identified , i.e., your unit has discussed the assessment of your SLOs and chosen assignments or activities through which they will be assessed.	Completed	In progress	Not started	<i>Progress unknown</i>

	☐	☐	☐	☐
Step 2. Assessment of the program-level / service area-level SLOs for at least one course or service area activity/event has been conducted . A common, unit-wide rubric has been adopted and used to measure the students' levels of facility with the SLO.	Completed	In progress	Not started	<i>Progress unknown</i>

	☐	☐	☐	☐
Step 3. Results of the assessment have been documented and analyzed and any necessary changes determined , i.e., the results have been translated into "action plans" for improved learning in the future via changes in program design, instruction or service delivery.	Completed	In progress	Not started	<i>Progress unknown</i>

	☐	☐	☐	☐
Step 4. Continue the cycle , i.e., begin the next iteration of the SLO assessment cycle, starting again with Step 1.	Completed	In progress	Not started	<i>Progress unknown</i>

Please list the program-level / service area-level SLOs your unit has chosen to assess this year. You may list up to five SLOs.

SLO A: _____

SLO B: _____

SLO C: _____

SLO D: _____

SLO E: _____

In which courses has your unit conducted SLO assessment? You may list up to five courses.

SUBJECT ABBREVIATION + COURSE NUMBER _____

SUBJECT ABBREVIATION + COURSE NUMBER _____

SUBJECT ABBREVIATION + COURSE NUMBER _____

SUBJECT ABBREVIATION + COURSE NUMBER _____

SUBJECT ABBREVIATION + COURSE NUMBER _____

Have course-level SLOs been adopted for the courses listed above?

- ☐ Yes
☐ No

Were your SLOs measured using a common, unit-wide rubric? (Although the assessment activities may have varied, the rubric was the same).

- ☐ Yes, we used a unit-wide rubric.
☐ No, we did not use a unit-wide rubric.

What kind of SLO assessment did your unit conduct?

- ☐ Direct assessment ONLY (observed demonstrations of student learning)
☐ Indirect assessment ONLY (reported perceptions of student learning, including surveys, interviews, and focus groups)
☐ BOTH direct and indirect assessments

Which of the following activities did you use to observe students' facility with the outcome in your direct assessment? Please select all that apply.

- ☐ Capstone projects (final projects which synthesize essential course objectives)
☐ Common exam questions (items designed to elicit student understanding of essential course objectives)
☐ Course-embedded assessment (representative student work generated in response to typical course assignments)

- ☐ Performance exams (e.g., external licensing examinations)
- ☐ Portfolios (collections of student work which demonstrates growth and development over time)
- ☐ Reports, written or oral
- ☐ Other activities not listed above

Which of the following activities did you use to gather information for your indirect assessment? Please select all that apply.

- ☐ Surveys
- ☐ Focus groups
- ☐ Interviews

Please describe any decisions informed or actions prompted by your documented SLO assessment results.

As you began another SLO assessment cycle this year, what happened to your program-level / service area-level SLOs and the methods you chose to assess them?

- ☐ We kept the same program-level / service area-level SLOs and assessment methods from one iteration of the cycle to the next.
- ☐ We modified our program-level / service area-level SLOs and/or assessment methods from one iteration of the cycle to the next.

Please indicate the areas of the SLO assessment cycle in which you would like assistance from the SLO Committee. Please select any or all that apply. If no assistance is needed, please leave the items blank.

- ☐ Step 1. Identify the SLOs to be assessed.
- ☐ Step 2. Identify a way to assess the selected SLOs in particular courses or service area activities/events.
- ☐ Step 3. Conduct assessment of the program-level / service area-level SLOs.
- ☐ Step 4. Close the loop: analyze the documented results of the assessment and determine whether any changes should be made.

Please use this space to elaborate on any of your responses to the above questions. You may also use this space as an opportunity to tell us about any unique circumstances or challenges your unit has faced.

Please indicate your level of agreement or disagreement with the following statements about your unit's stages of development with regard to SLOs.

	Strongly agree	Agree	Disagree	Strongly disagree
Dialogue about student learning occurs on an ongoing basis in my unit.	☐	☐	☐	☐

Dialogue about student learning involves all faculty/staff in my unit.	<i>Strongly agree</i> ☐	<i>Agree</i> ☐	<i>Disagree</i> ☐	<i>Strongly disagree</i> ☐
The dialogue about student learning that occurs in my unit is robust.	<i>Strongly agree</i> ☐	<i>Agree</i> ☐	<i>Disagree</i> ☐	<i>Strongly disagree</i> ☐
Student learning improvement is a visibly high priority in my unit.	<i>Strongly agree</i> ☐	<i>Agree</i> ☐	<i>Disagree</i> ☐	<i>Strongly disagree</i> ☐
Student learning outcomes assessment occurs on an ongoing basis in my unit.	<i>Strongly agree</i> ☐	<i>Agree</i> ☐	<i>Disagree</i> ☐	<i>Strongly disagree</i> ☐
Student learning outcomes assessment is conducted in a systematic fashion in my unit.	<i>Strongly agree</i> ☐	<i>Agree</i> ☐	<i>Disagree</i> ☐	<i>Strongly disagree</i> ☐
Results of student learning outcomes assessment are used for continuous quality improvement in my unit.	<i>Strongly agree</i> ☐	<i>Agree</i> ☐	<i>Disagree</i> ☐	<i>Strongly disagree</i> ☐

Thank you for participating in the SLO Survey!

After clicking below to "submit" your survey, you will be immediately redirected to the Mesa SLO web site.

OFF-CAMPUS SITES AND DISTANCE LEARNING

Mesa College assures the quality of its programs offered at off-campus sites and centers as well as distance-learning efforts by applying the same standards, criteria, and processes used for its on-campus programs. The largest off-campus offering is the Accelerated College Program (ACP) at ten (10) San Diego high schools, which is a long-term program that has linked our college with our high school partners. High school students may enroll in college-level political science and/or calculus classes. These students may earn up to 15 semester units of transferrable college credit without leaving their high school campuses.

As reported throughout Standard IIA, Instructional Programs, Mesa College has criteria in place to assure the quality of instruction regardless of type, delivery mode or location. Like its on-campus counterparts, the Accelerated College Program addresses the mission of the institution. The curriculum offered at the high schools is of the same rigor and content required by Title 5 so students can successfully transfer to universities. Mesa College faculty members, experts in their fields of knowledge, teach these courses using appropriate delivery modes and meet the same minimum qualifications required for all community college classes. It is critical to note that all curriculum is the same as that taught on-campus, by faculty who carry the same credentials as other Mesa faculty. Furthermore, ACP professors also teach those same courses on campus. Faculty evaluation is done using the same process and instrument.

ACP faculty have developed Student Learning Outcomes and use the same approach and methodology as their on-campus colleagues. They perform Program Review using the same instrument and engage in the planning process. Our enrollment of approximately 800 students provides evidence of the continued need in our community for high-quality college-credit courses provided by academic specialists to accelerated students in San Diego's high schools.

Off-site courses offered by the School of Health Sciences and Public Services in Medical Assisting and Child Development and those offered by the School of Physical Education, Health Education and Athletics assure quality in the same manner as described above.

The same requirements must be met for distance learning. Online faculty members are subject to the same standards and scrutiny in hiring and evaluation as all other faculty at Mesa College and must also demonstrate that they are adequately prepared to teach using this delivery system as well as to meet the same minimum qualifications required for all community college classes. Because online courses are approved and administered with the same standards as face-to-face instruction, they meet the same standards articulated in Standard IIA including SLO identification and assessment. Approval by the Accrediting Commission of Mesa's 2007 Substantive Change Proposal for Distance Learning provides evidence of this quality.

Quality is assured through the use and maintenance of materials developed by the San Diego Community College District Office of Instructional Services and Planning. A District website, Online Learning Pathways, provides faculty with assistance to be successful in preparing and teaching fully online, partially online and web-enhanced on-campus courses. A portion of the website is designed for students to give them access to information they need to be successful in the online learning environment. Both faculty and students have 24/7/365 help through a Technical Support Center that offers live chat, online tutorials, phone contact, or "submit-a-ticket" options.

Abstract of the Report •



VALUES

• Respect • Scholarship • Sustainability • Freedom of Expression.

WE ARE *Mesa*

ABSTRACT OF THE REPORT

In the six years since the last accreditation Self Study, San Diego Mesa College has worked toward continuous quality improvement in each of the standards. Immediately following receipt of the 2004 Self Study evaluation report, work began to address recommendations; results were reported in the 2007 Focused Midterm Report which was accepted by the Commission. As with most public colleges during the current economic downturn, San Diego Mesa College has been tasked in recent years to do more with less and to meet the needs of its many students with their varied educational goals. The College has remained true to its mission in response to these challenges.

While dealing with state funding cutbacks, the College has also been the beneficiary of two Proposition 39 bond measures, which have provided funds to update and upgrade facilities throughout the District. Nearly \$500 million has been dedicated to San Diego Mesa College for the purpose of building and equipping new facilities to support instruction and student services. Planning of these facilities has followed a model driven by the practitioners who will teach and provide services in these facilities. Again, mission has driven planning and decision making.

Themes have been prevalent in the Self Study, including institutional commitments; evaluation, planning, and improvement; Student Learning Outcomes; organization; dialogue; and institutional integrity. Beginning with institutional commitments, the College worked to further define its mission in the past two years to assure that the College was clear in terms of *what we do* to serve our community and our students. Mission is at the center of planning, including Strategic Planning and other institutional plans at the college level, and Program Review at the program, service area, and administrative unit levels. Mission drives instruction and services, informing curriculum, student services, support services, and resource allocation. In short, it informs all decision making.

The theme of evaluation, planning, and improvement was pervasive throughout all of the standards. The College has worked hard to build its culture of evidence over the past six years and now has its own Campus-Based Researcher. Program Review has continued to evolve and is now integrated into one process across all organizational divisions. The new strategic plan has key indicators of effectiveness that are clearly delineated in the Research Planning Agenda, which is updated annually. Decision making is focused upon data-informed practices.

The theme of Student Learning Outcomes is seen in each of the standards. Established in Standard II, it was also clearly present in each of the resources in Standard III: human resources, with hiring priorities; physical resources, with facilities' design; technology, with assurance of standards for online instruction, district-wide infrastructure, and applications; and finance, with mission-driven decision making. Student Learning Outcomes, created first at the associate level and then at the program and course levels, are in place and moving forward as indicated with the two annual SLO Survey results, conducted in fall 2008 and fall 2009.

The theme of organization is clear in the manner in which learning and learning outcomes are planned, orchestrated, measured, and communicated to the public. Curriculum is driven, evaluated, and modified when necessary by faculty, as described in Standard II. All institutional planning and evaluation processes are considered in Standard I. Standard IV makes clear that decision making is based upon a participatory process that is evaluative. Standard III reflects a structure that follows this process and provides the resources necessary to achieve optimum outcomes.

Dialogue is a recurrent theme in each of the standards and is an essential component of all decision making. The College has a strong culture of participatory governance, which is based upon dialogue. Numerous committees addressing various standards, and including processes such as strategic planning, budget development, information technology, curriculum, research, Student Learning Outcomes, and Program Review, exist for the purpose of broad dialogue and informed decision making. This same philosophy exists for dialogue at the program, service

area, and administrative unit levels. Research reports and data inform this dialogue, with numerous reports created in response to requirements of governing bodies, internal measures at the institutional level, and measures specific to programs and service units, all of which are identified in the Research Planning Agenda.

Institutional integrity is seen in each area of the standards, with the participatory governance structure providing the checks and balances that assure integrity in all that the College does. The values of the College include integrity, equity, respect, diversity, access, and accountability. These set the tenor for *how* the College does what it does.

Standard Two: Student Learning Programs and Services

IIA. Instructional Programs

The College's instructional program continues to be guided and supported by the Program Review process, Student Learning Outcomes, and District policies/procedures. The Mesa College Curriculum Committee continues to apply state and district standards to courses and programs. The use of TaskStream SLO management software was initiated in 2009 and assists faculty and staff with the management and assessment of student learning and administrative unit outcomes.

IIB. Student Support Services

Although the current economic crisis in California has had a devastating effect on the Student Services' budget, this College division has continued to provide a high level of student support. Dialogue and cooperation among the various Student Services areas and the remainder of the college community have permitted the Division to meet its mission. Numerous programs, including matriculation, learning communities, EOPS, DSPS, outreach, counseling, transfer services, and the career center provide the needed support necessary for student success.

Since the 2004 Self Study, Student Services has developed and is assessing Student Learning Outcomes for all of its service areas. They have become a part of the College's robust and integrated Program Review process. Point of Service surveys were conducted in 2009, and results were reported in the appropriate sections of this Self Study. These surveys will continue to be administered and evaluated as part of the Program Review process to support the College's planning process. As evidenced by the Strategic Plan for Online Matriculation Services, the need for offering all matriculation services in the online modality continues to be a priority.

IIC. Library and Learning Support Services

The College has a rich history of meeting the library and learning support needs of the College community. Library services are available face-to-face and online, including 24/7 reference service and a rich offering of databases and e-books in addition to the print collection, and a website designed to serve students both on campus and online. Tutoring services were reorganized to bring together in one central location all services, including those in support of basic skills. Campus computer labs, including the DSPS High Tech Center, support student computing needs. On-going planning, documented in Program Review, provides the direction for library and learning support efforts.

Responses to Recommendations •

from 2004 Comprehensive Evaluation



GOALS

To deliver and support exemplary teaching and learning

WE ARE *Mesa*

RESPONSES TO RECOMMENDATIONS FROM THE 2004 COMPREHENSIVE EVALUATION

Recommendation 1.1

The college should implement a more fully integrated process for planning and resource allocation, grounded in data from program reviews (which should include data on student learning outcomes) and student learning outcomes assessment. This process and its outcomes should be widely communicated. The college should evaluate the process regularly to assess its impact on institutional effectiveness. (I.B.3, I.B.4, I.B.5, I.B.6, I.B.7, II.A.2.f)

Response

As described in the Focused Midterm Report, the President's Cabinet continues in its role as the central participatory governance council. This role was made clear in the Educational Master Plan. The Annual Integrated Planning Matrix depicted the planning and resource allocation activities approved by President's Cabinet. The Educational Master Plan Subcommittee was created May 9, 2005, by President's Cabinet and began its work to integrate all previous planning efforts into one comprehensive plan. The result was a long-term document that will serve the College from 2006-2007 to 2010-2011 with annual reviews and revisions. The Educational Master Plan contains four separate categories, with each one grounded in a part of the Mission Statement, that focus on Mesa's specific priorities and needs. The original Educational Master Plan Subcommittee was reorganized as the Strategic Planning Subcommittee through discussion and action at the April 18, 2008, President's Cabinet Retreat, where the Educational Master Plan was reviewed and work began on a strategic planning model. A summer 2008 Strategic Planning Working Group was formed and met regularly to institute the changes articulated at the spring retreat. This group developed a "continuous quality improvement framework" and revised the mission, vision, and values statements that were reviewed and discussed by President's Cabinet during the fall 2008 semester. In December 2008, the membership was expanded, and the purpose of the Strategic Planning Committee was reviewed and accepted. The committee became a working group of the President's Cabinet designed to advance strategic planning for the College. The group met on a regular basis to complete and implement the revised planning approach grounded in and integrated by performance indicators. These performance indicators would be used to evaluate the strategic planning process to assess the impact on institutional effectiveness.

During the April 24, 2009, President's Cabinet Retreat, working groups refined draft statements for the mission, vision, and values as well as goals. The strategic planning model was reviewed, and performance indicators were discussed. The College's strategic planning priorities and goals from the 2007 Educational Master Plan were reviewed by one of the small groups at the 2009 President's Cabinet Retreat. This group soon realized that the Continuous Quality Improvement Framework being developed required the current planning priorities and goals to be more global in nature to support Mesa's revised Strategic Planning Model. The group recommended a more simplified approach built upon five (5) overarching College goals that would be supported by measurable objectives to be developed by the College's three divisions: Instruction, Student Services, and Administrative Services. Within these divisions, the schools and service units would in turn use information/data from the program and/or service area plans reported during the annual Program Review cycle. The use of performance indicators (PI) and Program Review findings to help the College measure progress towards goal completion was endorsed. These indicators include equity/access, engagement/retention, persistence, success, and institutional effectiveness measures that will be used by the College to determine how successful we are in reaching our goals as well as integrating the College's planning processes.

At the April 28, 2009, President's Cabinet, after an update by Dr. Cepeda, the Mesa College Strategic Planning Framework model was approved. The existing Strategic Planning group met during the summer 2009 to develop a draft of the mission/vision/values, the performance indicators, and the college-wide goals. In addition, the link between planning and budgeting was to be

included in the model. In November 2006, a Budget Development Committee was formed to integrate planning and resource allocation; however, it was found that not all of its original charges were met. A crucial part of this planning process involves the allocation of resources using Program Review plans. To test and inform the fall 2009 approved Mesa College Planning Framework process, the Strategic Planning Committee recommended that a pilot be conducted during that same semester. This pilot involved all of the players in the planning process. The Resource Allocation Committee (RAC) was formed, and a representative sample of programs and service areas were selected from Years One to Five of the Program Review cycle, including representation from each of the college divisions and schools. Using provided research and documentation, each group presented their resource requests to the RAC. At the conclusion of the pilot, feedback from all participants concerning the process was collected and incorporated into a report distributed to the College for use and to inform the spring 2010 resource allocation process.

Mesa's planning process is informed and supported by its integrated Program Review process. Since the Focused Midterm Report, Student Services and Administrative Services joined with Instruction to become part of the Program Review process. One participatory governance committee now oversees the five-year cycle. Student Learning Outcomes and their assessment findings continue to be reported as part of the Program Review plan. In addition to providing the infrastructure for the process that includes the setting of timelines and providing liaison support and direct training to lead writers, the committee prepares annual reports for presentation to and approval by the President's Cabinet. These reports contain recommendations for continuous quality improvement to the process that is data-driven.

The culture of evidence that became well established at Mesa in the period 2004-2007 continues to grow. The Research Committee reviews and updates its Research Planning Agenda on a regular basis. The most recent revision can be found on the college's recently developed Institutional Research website. Representatives from the College Research Committee continue to work with and sit on the district-wide Research Committee that provides for a collaborative and integrated basis for collection and analysis of data.

In addition, the College provided appropriate detail in its responses within Standard I.B.3, I.B.4, I.B.5, I.B.6, I.B.7 and II.A.2.f of this Self Study.

Evaluation

Significant progress continues to be made addressing this recommendation.

Recommendation 1.2

The college should strengthen its dialogue about student learning by articulating specific goals with respect to the educational effectiveness of the college, and stating the goals (and supporting objectives) in measurable terms so that the degree to which they are achieved can be determined, widely discussed and planning for improvement can take place. (I.B.1, I.B.2)

Response

The 2007 Focused Midterm Report indicated that this recommendation was met by addressing this dialogue at two levels, and it has expanded since then to include:

- 1) the campus continues to ***address SLOs in measurable terms (the process is detailed and analyzed in each program's and service area's Program Review plan)***;
- 2) the college has addressed ***SLOs in the context of division, school, and department goals and objectives*** that are an integral part of the ***Educational Master Plan and also the recently adopted Strategic Planning process.***

Since that time, Student Services and Administrative Services have developed outcomes and, like the Instructional Programs, report the development and assessment results in their Program Review plans.

The 40% reassigned time SLOAC position created in 2005 and the SLO subcommittee created by the Research Committee to assist faculty and staff with Student Learning Outcomes functioned until the fall of 2009. Up until this time, the SLOAC coordinator and subcommittee collaborated with the Flex subcommittee to provide workshops on outcomes assessment and best practices. Working with the Vice President of Instruction, the SLO coordinator developed a five-step learning outcome assessment cycle that was implemented fall 2008. A survey instrument was developed by the Campus-Based Researcher with input from the SLO subcommittee to gather data concerning the progress among the College units on the five steps of the Student Learning Outcome Assessment Cycle. The survey results are posted on the Institutional Research website. This survey continues to be done on an annual basis for comparison and planning purposes as well as providing data for the SLO subcommittee.

Unfortunately, budget constraints prevented the continuation of reassigned time to the SLOAC coordinator, who co-chaired the SLO subcommittee. In addition, continued discussions relative to the philosophical and practical aspects of Student Learning Outcomes and their assessment impacted the work of the subcommittee. The SLOAC coordinator attempted to find another faculty co-chair from the existing subcommittee, but these efforts failed. In December 2009, the subcommittee began discussions concerning the next steps including its possible dissolution which materialized during the spring 2010 when a recommendation to return the SLO function back to the Research Committee was approved. Another factor impacting the SLO subcommittee and its role was the passage of an Academic Senate Resolution concerning SLOs on October 12, 2009, which focused primarily on the faculty workload issue associated with SLOs.

Outcomes have been developed at the program and service area level for all College units. The most recent edition of the catalog carries these outcomes. These outcomes are also found in TaskStream, a SLO/AUO software package purchased by the District for use at Mesa College. An implementation project took place during the spring 2009. Using its Program Review structure, the College built a hierarchy that included Instruction, Student Services, and Administrative Services. The Office of Instructional Services, Resource Development and Research was given the responsibility to assist the faculty in the implementation of the software as well as to organize and offer trainings. During the summer 2009, outcomes at the program and service area levels were input into TaskStream. Program and service area mission statements were also input as well as institutional level and general education outcomes. Clerical support is available to faculty and staff if assistance is needed. Training began in the fall 2009 with a general session that introduced the software to the College faculty, staff and administrators. More specific trainings followed for instruction, student services and administrative services. These trainings were archived and are available online for reference.

The Office of Instructional Services, Resource Development and Research continues to provide outcomes data and assist with the design of specific program/service area surveys to collect it for discussion and planning for improvement. In addition, results from the Community College Survey of Student Engagement (CCSSE) have been reviewed by the Research Committee, resulting in several written briefs posted to the college's IR website. The SLO subcommittee posts its meeting materials and included a streamed video of a recent SLO Fair so those who could not attend this function can have access to the dialogue on student learning.

College faculty and staff attend SLO conferences and institutes as well as provide workshops on outcomes assessments and best practices through the Flex program.

In addition, the College provided appropriate detail in its responses within Standard I.B.1 and I.B.2 of this Self Study.

Evaluation

Although the recommendation has been completed, the College will continue its dialogue relative to student learning to achieve the 2012 SLO deadline.

Recommendation 3.1

The college should complete the work on student learning outcomes which it has begun so effectively in the areas of instruction and student services and ensure that work on student learning outcomes is undertaken in all of the areas of the college in which the standards call for it. (III.A.1.c, III.B.2.b)

Response

The Focused Midterm Report addressed how human, physical, technology, and fiscal resources were being used to support Student Learning Outcomes (SLOs). Up until the present budget crisis, Mesa College continued to use its Faculty Hiring Priorities to select positions that supported teaching and learning. The process is reviewed on a regular basis with the most recent revision occurring in the 2008-2009 academic year. Due to a district-wide hiring freeze, the application was not updated.

Mesa's building projects continue on an accelerated construction schedule with all new buildings and renovations designed by the faculty that will teach in them to ensure that Student Learning Outcomes are supported by the new environments including robust technology infrastructures, sciences labs, and smart classrooms.

The College's Information Technology Plan continues to be annually updated to ensure that all technology aspects of the educational environment support student learning. During the spring of 2009, a software package called TaskStream was purchased to alleviate the workload associated with Student Learning Outcomes (SLOs) and Administrative Unit Outcomes (AUOs). This software package is used by Mesa and City colleges as the main "reporting mechanism" for assessment. This system permits each of the colleges to design their own configuration to support their SLO/AUO efforts and contains the following detailed information:

- a complete list of all programs and service areas arranged in a hierarchy using Program Review as an organizer;
- program and service area SLOs/AUOs that will map to institutional outcomes;
- course level SLOs/AUOs that will map to program and institutional outcomes;
- assessment results for a given cycle;

- the methods and measures (assignments and rubrics) used to assess the selected outcomes;
- the findings from these assessments;
- any recommendations, suggestions or reflections resulting from conducting the assessments.

At the District level, negotiations relative to faculty evaluation and SLO assessment have been discussed with encouraging results. The existing faculty evaluation instrument will be revised with new proposed language to meet the requirements as stipulated in the ACCJC standard IV. Mesa College continues to adhere to sound fiscal policies and practices. The Vice President of Administrative Services and the campus budget development committee meet on a regular basis to review state, District, campus and department budgets to ensure they are aligned to campus strategic goals. During the fall 2009, a pilot project to link planning and resource allocation was conducted. The results of this pilot will be analyzed and the next steps developed during the spring 2010.

In addition, the College provided appropriate detail in its responses within Standard III.A.1.c and III.B.2.b of this Self Study.

Evaluation

The recommendation has been completed.

Standard Two •

Student Learning Programs and Services

- A. Instructional Programs
- B. Student Support Services
- C. Library and Learning Support Services



GOALS

To cultivate an environment that embraces ...diversity.

WE ARE *Mesa*

Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

Standard II.A Instructional Programs: The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

San Diego Mesa College is one of the largest of California's 112 community colleges and offers programs that lead to associate degrees and/or certificates. Baccalaureate courses are offered at the lower-division level for students considering transfer to a four-year college or university. The College is the top transfer institution in the region. (II.A-1) Career and technical programs that promote regional economic development are also available.

The College is in the midst of a massive campus modernization and expansion that will help meet the education and job-training needs of San Diego students for decades to come. As part of the District's Proposition S and N construction bond program, the College is undergoing a \$442.9 million expansion involving more than 20 projects, including ten new instructional facilities, several major building renovations, a new parking structure and expanded parking areas, and a major infrastructure project. The campus build-out will help support the eventual enrollment of 25,000 students. (II.A-2, II.A-101)

Standard II.A.1: The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

Description

Consistent with its mission, the College offers 75 certificate and 109 associate degree programs with 925 baccalaureate level courses for students considering transfer to a college or university. Career and technical programs which promote regional economic development are also offered. (II.A-3)

All curriculum proposals, whether for changes in existing courses or programs or for new ones, are submitted first to the College's Curriculum Review Committee (CRC), a subcommittee of the Academic Senate. The CRC is responsible for ensuring that all proposals serve the College mission and meet state regulatory guidelines (Title 5) and curriculum standards. In addition, the district-level Curriculum and Instructional Council (CIC) reviews all curriculum proposals in light of the community college mission, District, and Title 5 policies, standards and guidelines. All programs support the College mission, vision, and values statements.

The College assures the high quality of its programs and service areas through an established, on-going five-year Program Review process. In 2007, student service areas merged with the academic Program Review process and the committee was renamed the Program Review Committee. In 2008, Administrative Services joined the Program Review process. Therefore, academic, student service and administrative services areas have been integrated into one

Program Review process. (II.A-4) In addition, the College assures the quality of its instructional courses and programs by the College and District curriculum processes. The College Curriculum Review Committee (CRC) and the District Curriculum and Instruction Committee (CIC) review all curriculum proposals and are responsible for ensuring that all proposals serve the College and District mission, meet Title 5, California State University (CSU), and University of California (UC) guidelines and standards. (II.A-5), (II.A-6)

The high quality and appropriateness of the College programs and services is demonstrated through the students' ability to:

- successfully transfer to universities (transfer volume in 2008-2009 was 1,267 students, a 20% increase since 2004-2005. According to the 2010 SDCCD Transfer Report, the transfer rate for 2002/03 to 2007/08 was 42%.); (II.A-1)
- pass statewide exams in meeting pre-employment requirements such as required in the Allied Health profession;
- meet the minimum qualifications for employment upon program completion;
- meet regional employment opportunities and demand.

The field of study in which the College offers programs is determined by:

- the needs assessment of the community served (i.e., environmental scans which provides geographic area information); (II.A-91)
- program advisory committees which link the College to the community and keeps programs up-to-date with business and industry standards; (II.A-7) (II.A-98)
- regional groups such as the San Diego and Imperial Counties Community College Association (SDICCCA) which discusses program offerings and establishes non-duplication of program agreements between regional community colleges; (II.A-8)
- courses and programs required for transfer to local and out-of-state four-year educational institutions;; (II.A-9)
- the geographic area demand and opportunities
- the economic climate (i.e., the current economic downturn has led many to the College to obtain and/or update their skills in order to re-enter the workforce).

The College Instructional Services, Resource Development and Research Office along with the District Institutional Research and Planning Office produce a wide variety of research that documents student outcomes for the College as well as district-wide. The research provides quantitative and longitudinal data on institutional outcomes measures such as graduation, transfer rates and employment. In addition, various College programs develop research requests for specific purposes. For example, the chemistry program obtained data relative to the career and education goals of General Chemistry II (CHEM 201) students. The program administered a baseline survey and intends to track students for five years with follow-up surveys to discover if their career and educational goals are being realized. (II.A-10) These and other research efforts provide quantitative and qualitative information about student-learning needs and allow the programs to recognize their strengths and challenges and then plan appropriate adjustments and/or enhancements.

The College ensures that its programs and curricula are current through:

- the expert knowledge of faculty who stay up-to-date with trends in their fields;
- advisory committees which link the College to the community and/or industry; (II.A-7), (II.A-98)
- the continuous changes in programs and updates to courses as required by universities for transfer and to establish or maintain articulation; (II.A-11)
- the special accreditation required for programs such as in Allied Health; (II.A-12), (II.A-13)
- the trends in the economy (i.e., demand in an area that students need training in to re-enter the workforce).

Evaluation

The College demonstrates that its instructional programs meet the College mission and upholds its integrity through an extensive and rigorous curriculum review process, which has many levels of course and program scrutiny. In addition, the College has an exceptional review process for all campus programs and service areas in instruction, student, and administrative services. The integration of these programs and service areas into one review process has greatly enhanced the overall effectiveness of courses and programs. With the integration of administrative services into this review process during 2008-2009 academic year, the College will have an opportunity to study how this division affects its institutional effectiveness.

As indicated in the Spring 2009 student satisfaction survey, students are overwhelmingly pleased with the quality of instruction received in preparing them to meet their educational goals. These findings are detailed in the descriptive section of II.A.2.c.

The College meets the standard.

Standard II.A.1.a: The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

Description

The College embraces formal and practical guidelines for providing appropriate classroom settings and training faculty to support the learning needs of the student population served by the institution. These practices include assessment of students' level of academic skill, provision of basic skills classes for those not ready for college-level classes, specialized equipment and services for disabled students, as well as tutoring services that provide remedial assistance for a wide variety of subjects.

The student learning needs research includes:

- environmental scans,, which provide geographic area information such as the educational trends of students; (II.A-91)
- occupational outlook information and population shifts at the federal, state and local level provided by the San Diego Association of Governments (SANDAG); (II.A-14)
- high school to community college pipeline reports which provide college placement information such as reading, writing and math outcomes; (II.A-15)
- basic skills reports indicating student characteristics, placement, retention and success, subsequent course success or improvement, and certificate/degree completion and/or transfer;
- student equity data that disaggregates retention and success by student characteristics;
- Accountability Reporting for Community Colleges (ARCC) indicators that demonstrate areas in which the College excels and areas in need of improvement.

Beyond facilitating the provision of data, the Office of Instructional Services, Resource Development and Research hosts hands-on data trainings and interactive briefings marked by dialogue among faculty, staff, and administrators and the campus-based researcher. Some examples of campus conversations concerning data and their implications include the Basic Skills Report briefings, the Program Review data integration training workshops, ARCC Updates with the Academic Senate and President's Cabinet, Community College Survey of Student Engagement (CCSSE) presentations and briefings as well as Accreditation Survey briefings for the 2009 Student Satisfaction and Employee Perception Surveys.

Students are assessed for education preparation through:

- placement examinations that provide information about the course(s) needed upon enrollment;
- the educational level achieved upon entering the College (i.e., a high school graduate is expected to have achieved a learning level that differs from those who have not completed high school);
- the courses completed by a student who has transferred from another college or university as listed on their transcript.

The information is incorporated into program planning through the needs assessment of the community served and environmental scans which provide geographic area information.

The Student Learning Outcome (SLO) survey is an instrument used by the College to determine the progress in the assessment of student learning and the status of Student Learning Outcomes in the programs and service areas. In addition, various programs and service areas have assessed their Student Learning Outcomes and reported such during the SLO Fair that occurred during the spring 2009 semester and more recently in the newly acquired SLO management software, TaskStream. Also, these outcomes continue to be reported in the College's Program Review documents. (II.A-16), (II.A-17), (II.A-18)

Evaluation

The College meets the varied educational needs of students prior to matriculation through the use of research data as found in environmental scans, Program Review documentation, and Student Learning Outcomes. Upon the matriculation of students, the College provides various types of assessment to ensure appropriate course and program placement. In addition, support services are provided so that students have the opportunity to maximize their success as they pursue their educational goals.

The College also uses research and analysis to identify student learning needs and assesses progress toward achieving stated learning outcomes. The College has identified and published Student Learning Outcomes at the institutional level as well as for its programs, courses, and service areas. Although all program-level SLOs have been input at the course level, not all of these have been assessed at the present time. As faculty discuss and develop the course-level SLOs in their respective programs, they will revise, delete and add as appropriate to those program outcomes already in place. In addition, the mapping function will insure proper alignment to program as well as institutional and/or general education outcomes. The College continues its work to assess student learning. The recent purchase of the TaskStream software will greatly assist in tracking SLOs and SLO assessment pieces. In addition, the College has a Campus-Based Researcher who is available to assist with specific data needs of the College. In the Spring 2009 student satisfaction survey, the majority (55%) of students agreed or strongly agreed that the College was responsive in helping students improve academic performance (Q61).

The College meets this standard.

Standard II.A.1.b: The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Description

The College Curriculum Review Committee (CRC) reviews and approves the delivery systems and modes of instruction proposed for the institution's curriculum to ensure that they are appropriate and compatible with the objectives of its courses and programs. (II.A-5)

The delivery and modes of instruction fit is determined by:

- highly qualified instructors who determine the best mode of delivery using pedagogical standards and professional experience;
- the acceptance of courses for credit at transfer institutions which confirms that required guidelines are met; (II.A-19)
- fulfilling the requirements needed by vocational students for examinations, certifications, and employment;
- the acceptance of a course for articulation at transfer institutions; (II.A-9)
- the success rate of students in the course;
- assessment (i.e., student, instructor, etc.).

The effectiveness of delivery systems is evaluated through in-classroom assessments using direct or indirect methods, student surveys, selected data, and oversight committees composed of internal and external peers. Another method is the use of faculty evaluation. One such oversight group, the District Online Steering Committee, provides a forum for dialogue on the success of online courses. In addition, the faculty who have experience teaching courses online become mentors to others and share best practices. Some faculty teach via multiple modes of delivery including distance learning, simulations, role plays, group discussion, portfolios, reflective journals, outdoor activities, independent study and learning communities. This approach, in addition to providing a basis for dialogue among faculty, assures that each mode facilitates the same Student Learning Outcomes (SLOs). For example, the same SLOs are identified and achieved in both on-ground and on-line classroom settings.

Delivery systems and modes of instruction dialogue occur:

- during curriculum development or revision between the originator and the curriculum coordinator, technical review liaison, curriculum committees and District staff; (II.A-5), (II.A-6)
- at the program and/or department level (i.e., with colleagues within the individual program, with the program chairperson, the school dean, and with colleagues at our sister colleges if the course is aligned);
- between the College faculty and the community which occurs through advisory committees;
- between college and university faculty at transfer institutions in discussing necessary content needs and/or changes;
- during the curriculum approval process between the originator and the technical review liaison, articulation officer, deans, department chairpersons, curriculum committee members and District staff to ensure compliance with Title 5 and transfer-related matters; (II.A-5), (II.A-6)
- during regional committee meetings such as the San Diego and Imperial Counties Community College Association (SDICCCA).

There are numerous studies that demonstrate how the linking of classes improves student learning. The Online Course Satisfaction Surveys show the overall student satisfaction with online courses in comparison to those taken on-ground or face-to-face. (II.A-20) The Basic Skills Study supplements instruction by allowing departments to effectively plan with the data provided. The Basic Skills study includes:

- Assessment and Course Taking Trends;
- Headcount and Student Characteristics;
- Success and Retention rates by Subject and Course;
- Overall Persistence;
- Subsequent Course Enrollment and Success by Subject (2008); (II.A-21)
- Longitudinal cohort tracking for certificate/degree attainment and/or transfer (2009);
- Outcomes in classes with Supplemental Instruction (SI) versus those without SI (2009 Mesa BSI May Retreat Data).

Evaluation

The College uses delivery systems and modes of instruction that are compatible with the objectives of the curriculum and appropriate to the current and future needs of students. The faculty keeps up-to-date with current trends in their fields through various continuing education efforts and also receives input from program advisory committees. Through the dialogue that often occurs with the faculty at the four-year institutions, the needs of students are addressed as the courses and programs are updated and meet the standards required for transfer so that once students matriculate to the university, they are adequately prepared to successfully complete courses as they pursue higher level degrees. Students in career-technical programs are adequately prepared to pass statewide and/or national exams, which are required in various professional fields. For example, in 2008, 100% of Medical Assisting students who took the statewide exam passed. (Note: The pass rate is based on the number of students who took the exam and may not include all of the students who completed the programs.) (II.A-44) In addition, the Spring 2009 student satisfaction survey indicates that 78% of students agreed or strongly agreed that their course work prepared them for transfer to a university (Q32), and 72% agreed or strongly agreed they were prepared for future employment in their field of choice (Q31).

The College meets this standard.

Standard II.A.1.c: The institution identifies student learning outcomes for courses programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Description

The College established a coordinated effort in the development of Student Learning Outcomes (SLOs) and Administrative Unit Outcomes (AUOs) for its courses, programs, certificates, degrees and service areas. The first SLOs were developed at the associate degree or institutional level and are as follows:

- Critical Thinking;
- Communication;
- Self-awareness and Interpersonal Skills;
- Personal Actions and Civic Responsibility;
- Global Awareness;
- Technological Awareness. (II.A-22)

Since 2002, the College has continued with its development of Student Learning Outcomes for its program and service areas. The tenets of the Genesis Paper authored by the Research Committee and the College's mission, vision, and value statement drive the development and implementation of these outcomes. (II.A-23) During this evolution, the College engaged in various activities to keep faculty, staff, and administrators informed and knowledgeable. (II.A-24), (II.A-45), (II.A-46), (II.A-47), (II.A-48), (II.A-49), (II.A-50), (II.A-51)

During the fall 2008 semester administrative services concluded the development of their Administrative Unit Outcomes (AUOs). When the College acquired TaskStream, these AUOs along with the SLOs from instructional departments and service areas were collected by the College into this one repository. Instructional program SLOs appear in the in the 2009-2010 College catalog and website. (II.A-3), (II.A-25) Student Services SLOs and Administrative Service Area AUOs will appear in the 2010-2011 College Catalog.

From the very beginning, the College recognized the need for a faculty member to serve as the SLO coordinator to assist the Research Committee with SLO implementation. As the College became fully engaged in the SLO process, there arose a need to assist the SLO coordinator in meeting growing demands. Therefore, the Student Learning Outcomes and Assessment

Committee (SLOAC) was formed and served as a subcommittee of the Research Committee through the 2008-2009 academic year. (II.A-26) SLOs have been long linked to the Program Review process. The re-organization of the SLO subcommittee is part of continuous quality improvement and will strengthen the planning efforts of the College through the Program Review process. Finally, technology, in the form of computer software, was introduced in the fall of 2009 to assist with the management of SLOs and AUOs.

The development of SLOs was and continues to be a faculty driven process. As experts in their fields, faculty are able to identify SLOs. The SLOs at the program level are consistent with the institutional SLOs. SLOs have been developed at the program and student service level as well as Administrative Unit Outcomes (AUOs) for administrative services. The collection of these program and service area outcomes by the College with input into TaskStream occurred during the summer of 2009. Training on the use of this software began in the early fall 2009 semester followed by faculty and staff input of assessment data. (II.A-89), (II.A-90)

Student Learning Outcomes are assessed by the faculty and staff. The assessment results are used for improvement to revise the outcome if it is deemed necessary or revise the methodology of the SLO if necessary. Programs and service areas are at various levels of assessment. Some are involved in pilot projects before full implementation of official assessment, while others have received results from their assessments and are working to strengthen their programs and service areas. (II.A-16)

According to a comparison of the SLO Survey Report findings for 2008 and 2009, marked progress has been made in all areas of the Student Learning Outcome Assessment Cycle (SLOAC). In 2008, 56% of units had written their SLOs in contrast with 100% of units in 2009. The percentage of units that had completed the step of selecting the SLO to be assessed and a way to assess it was 35% in 2008 and grew to 46% in 2009. In 2008, 20% of units had completed assessment of at least one SLO, whereas in 2009, 39% of units had completed this step. Finally, only 26% of units had begun or were in the process of beginning another cycle of the SLOAC in 2008 whereas 49% were completed or in progress with starting another full cycle of assessment in 2009.

SLOs are verifiable for each degree and certificate program and appear in the 2009-2010 College catalog. (II.A-3) The College recognized the need to invest in a product that would assist in managing the SLO/AUO assessment process. The College is deeply committed to the value that SLO/AUO assessment provides and uses the TaskStream software purchased by the District for implementation at its colleges despite severe budget constraints. TaskStream is the official repository of SLO/AUO information for the College. (II.A-17) The Instructional Services, Resource Development and Research office manages TaskStream for the College and has completed the initial input of the SLOs/AUOs and program/service area mission statements. This office will continue to provide a leadership role in the overall administrative/technical and training support for TaskStream. SLO/AUO development and assessment is a continuous process. Working with the SLO Coordinator and SLOAC, the Office of Instructional Services, Resource Development and Research assisted in the organization of workshops to train faculty and staff. These trainings will enable faculty and staff to access and navigate the software to work with their outcomes and assessment pieces and produce data for use in planning and to implement changes to improve student success. (II.A-89), (II.A-90)

During the spring 2009 semester, the College hosted a SLO Fair where a variety of instructional programs, student and administrative service areas reported their SLO/AUO development and/or assessment efforts. All College programs and service areas have developed SLOs/AUOs; however, assessments are at various stages, including Administrative Services, who used Point-of-Service surveys for assessment. The Counseling Center conducted an assessment pilot during the spring 2009 semester and is compiling data. (II.A-16)

Examples of assessment results dialogue that guided improvement in courses and programs occurred during the following activities:

- a college-wide SLO Fair held April 23, 2009; (II.A-16)
- program meetings; for example, the Mathematics Department incorporated SLO activities within various course committees including Development Math and Algebra. These groups are responsible for working on SLOs and assessment pieces to share during department meetings for discussion and/or approval; (II.A-92)
- leadership meetings (school deans and department chairpersons);
- during school meetings (school deans, chairpersons, contract and adjunct faculty);
- statewide academic senate regional meetings; (II.A-27)
- the Program Review process where programs and service areas report on the progress made in developing and/or implementing SLO/AUOs. (II.A-18)

As noted during the spring 2009 SLO Fair, programs and service areas are at various SLO/AUO assessment stages. Some programs and service areas have completed their assessments and are in the process of compiling the results while others have completed their assessments, have the results and are working to strengthen their programs. For example, the Languages Department began SLO assessment with Spanish courses, which have the largest student population. The program created the assessment, included it with course exams, and received assistance from the Campus-Based Researcher in compiling and scoring the data. Using the assessment results, the program learned that reading and writing practice assignments varied significantly. Also, there were wide differences with the methods used in grading writing assignments. These findings resulted in the program working to align their methodologies to strengthen instruction. (II.A-16)

Evaluation

The College has identified SLOs/AUOs for courses, programs, certificates, degrees and service areas and is on target with its assessment plan. As described in the narrative, the College identified two phases of SLO development. The first phase was to create the model and the second involved assessment development. The plan of the College during each phase is to provide numerous awareness activities to assist programs, and service areas in fully understanding SLOs/AUOs and assessment as well as implement training in developing such and collect the SLOs/AUOs and assessment pieces into one repository. The development and collection of SLOs/AUOs for all courses, programs and service areas has been accomplished. The current focus of the College is to continue to provide awareness and training activities related to SLO/AUO assessment. For example, the College recently provided the opportunity for assessment training through workshops offered by the Accrediting Commission for Community and Junior Colleges (ACCJC). (II.A-52) As explained in the descriptive summary, the College program and service areas are at various stages in SLO/AUO assessment. Many program and services areas are in the early stages of assessment development; a few others have completed their assessment and are compiling data while others have completed initial assessments and are developing strategies to strengthen their program or service area. The College will continue to administer its SLO survey and use its Program Review process to monitor progress made in this area.

As programs and service areas develop assessment pieces, they will input the information into TaskStream, a SLO software management system. TaskStream is the College's repository for all SLOs/AUOs and will allow programs and services areas to track and update their SLOs/AUOs within one system. In September 2009, programs and services areas had the opportunity to take their assessment pieces to TaskStream training sessions to input into the system. The College has plans to coordinate the continued collection of SLO/AUO assessments to meet the accrediting commission's 2012 deadline.

The College meets this standard.

Standard II.A.2: The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

Description

The criteria the College uses to determine course and program offerings have been previously described when discussing fields of study.

The College offers a variety of courses and programs for students, including international students, which are developmental, pre-collegiate and short-term training. The College does not offer continuing, community, or contract education courses and programs. The College recently terminated the study abroad program due to the lack of funding.

The College assures the high quality of its instructional courses and programs through:

- a rigorous curriculum review and approval process at the College and District levels; (II.A-28)
- a 5-year Program Review cycle; (II.A-4)
- a 6-year course review cycle and 3 year for career-technical courses;
- special accreditation requirements for programs such as those in Allied Health; (II.A-13)
- Title V, San Diego Community College District (SDCCD), California State University (CSU) and University of California (UC) policies, guidelines and standards; (II.A-29), (II.A-30)
- the students' ability to successfully transfer to universities and complete baccalaureate or higher degrees;
- the students' ability to pass statewide and/or national exams in meeting pre-employment requirements such as with Allied Health programs; and
- the students' ability to meet minimum qualifications for employment upon completion of required courses or program.

The process for establishing and evaluating each type of course and program, including the credit type, delivery mode, and location, is determined by measuring the graduation and transfer rates.

The College uses the evaluation of courses and programs effectively for improvement, which may require course and/or program revision, deletion, replacement, or no change. The College has an exceptional review process that involves all campus programs in instruction, student, and administrative services. The integration of these programs and service areas into one review process has greatly enhanced the understanding and agreement about the quality of courses, programs, and service areas. (II.A-4)

Evaluation

The College assures the quality and improvement of all instructional courses and programs by following the rigorous on-going curriculum review process as well as the integrated Program Review process. During the review processes, the various courses and programs are scrutinized for relevance and in accordance with statewide and District policies.

The College meets this standard.

Standard II.A.2.a: The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Description

As detailed in the San Diego Community College District policy, faculty (contract or adjunct), students, administrators, College and District councils and committees, members of the Board of Trustees, and members of the community may originate curriculum proposals. The faculty develops and writes curriculum as well as serves on the College and District curriculum committees. The curriculum committees are responsible for evaluating and reviewing courses and programs. The faculty also participates in the Program Review process as lead writers and as members of the Program Review Committee. (II.A-41)

The faculty and service area staff are responsible for identifying appropriate Student Learning Outcomes (SLO) and Administrative Unit Outcomes (AUOs). As described previously when addressing SLOs/AUOs and assessment, the spring 2009 SLO Fair included representatives from various programs and service areas who reported how assessment results have been used to improve the quality of their programs and/or service. For example, after receiving assessment results for Elementary Algebra and Geometry, mathematics professors placed more emphasis on developing linear models in applications in the course. (II.A-42)

SLOs and AUOs have been established at the institutional, administrative services, instructional program, and service area levels. The “fit” is evaluated through the assessment pieces developed by faculty and staff for program and service area outcomes.

In response to the 2009 Employee Perception Survey, the majority of employees agreed or strongly agreed that “the faculty has a central role in assuring quality of instruction” (86%, Q32), “the college has implemented plans and strategies for identifying student learning outcomes” (76%, Q35), and “my department/program/discipline has an effective faculty-driven process for assessing student learning outcomes” (72%, Q36). Also, 79% of employees agreed or strongly agreed with the statement “the faculty is central to decision-making involving curriculum development” (Q84).

The proposals are submitted via CurricUNET by which faculty administer, evaluate and approve courses and programs. CurricUNET is an Internet-based software application designed to automate and enhance the development and approval of curriculum in a multi-campus district. Faculty use simple menus and a text entry to develop course and program proposals online. (II.A-31)

The process is effective due to the number of check and balances that occurs during the curriculum process. For example, CurricUNET allows for an automated workflow process which permits curriculum approvals by curriculum committees and administrators. An e-mail notification system notifies authorities when curriculum is in queue for their approval. Databases of course outlines and programs and tables of recognized approval authorities are integral to the operation of the system. Articulation and transfer to other educational institutions are facilitated by inclusion of courses required as preparation for majors. The system permits tracking of curriculum proposals and provides status reports on demand. It serves as a repository for archival course outlines as well as current ones; status reports reveal when programs and courses were last revised, permitting improved curriculum management by the District.

Courses and programs are evaluated through:

- a rigorous on-going curriculum review and approval process;
- a 5-year Program Review cycle;
- a 6-year course review cycle or 3-year for career-technical courses.

The results of the evaluation demonstrate:

- the students’ ability to successfully transfer to universities;
- the students’ ability to pass statewide and/or national exams in meeting pre-employment requirements such as required in the Allied Health profession;

- the students' ability to meet the minimum qualifications for employment upon completion of program;
- the ability of the College to prepare students to meet the regional employment demand and opportunities;
- the College adheres to Title 5 of the California Code of Regulations, San Diego Community College District (SDCCD), California State University (CSU) and University of California (UC) policies, guidelines and criteria;
- courses/programs may require revision, deletion, replacement or no change.

All courses at the College, whether offered at more than one college (aligned) or offered only at the College (non-aligned) are represented by a District-approved process. This process includes those college and district-level committees specifically tasked with curriculum as well as the District Governance Council, (DGC) and the Board of Trustees (BOT). (II.A-32) The DGC, a participatory governance group, reviews and discusses all CIC-approved curricula prior to its presentation to the BOT for final approval. Courses are revised by adding to or deleting from, re-writing or replacing with a new course, or deleting altogether. The curriculum-approval process for courses and programs is driven by the faculty as well as the Program Review process.

As a part of continuous quality improvement, the College recognized that many course outlines had not been updated since the late 1980s; therefore, in 1997, the District colleges began to review and/or integrate all course outlines. Integrating the outlines means that each course description is consistent with the objectives of the course, which are clearly reflected in the outline of topics, kinds of assignments including critical thinking, and methods of evaluation. These objectives must include the development of college-level skills such as critical thinking, oral and written communication skills, awareness of issues of diversity, etc. Because the initial progress was slow, in 2000-2001, the College assigned one faculty member to act as facilitator for the outline integration project and another to provide technical assistance. The facilitator gave workshop presentations and met with departments, schools, deans, and individuals, orienting them to the process, the computer program, and the content requirements. Since that time, the College Curriculum Review Committee (CRC) has spearheaded the integration effort. As the outlines are updated, they are sent through the established curriculum review process through the CRC with final approval by the District Curriculum and Instructional Council (CIC). Since the start of the project, the College has integrated 885 courses. As of October 7, 2009, there are 56 remaining course outlines for the College to integrate. (II.A-78)

Evaluation

The College established and implemented the plan in which SLOs and AUOs have been identified for its courses, programs and service areas. The College is in the early stages of evaluating outcomes and is on target with its assessment awareness and training plan. The SLO Committee continues to assist with assessment efforts. Support for assessment development and evaluation is provided through the Campus-Based Researcher. In addition, the Office of Instructional Services, Resource Development and Research provide support for assessment tracking through the use of the newly purchased TaskStream software system.

It is the primary role of the faculty to develop and strengthen the curriculum for instructional courses and programs. This is accomplished through the very detailed curriculum and Program Review processes as indicated in the descriptive narrative. The College is committed to quality improvement and has continued with the course integration project, which is nearly complete.

The College meets this standard.

Standard II.A.2.b: The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Description

The competency levels and measurable Student Learning Outcomes (SLOs) are determined through past practices, research, testing and reading articles in professional journals. Dialogue with universities and the knowledge and skills of instructors who are subject matter experts also contribute. The advisory committees provide information about the needs of the community to programs. Lastly, State regulations and external agencies provide special accreditations.

As previously discussed, it is the role of the faculty to develop SLOs. The advisory committees provide input to the department regarding community and industry needs. The faculty takes such input into consideration during competency level and SLO development.

Once students successfully complete the SLO model which maps from the course to the program to the institutional level, they will have obtained the necessary competency for their intended goal.

The College first developed SLOs at the institutional level. The outcomes for all programs were collected by the College in the fall 2008. Instructional program SLOs appear in the 2009-2010 college catalog and on the website. The student services SLOs and administrative services area AUOs will appear in the 2010-2011 College Catalog.

Students are regularly assessed to gauge their success in achieving learning outcomes. The effectiveness of learning and assessment occurs while students go through the process of completing their academic goals. Once the students successfully complete the cycle that leads to graduation, transfer or in obtaining employment, they will possess the intended skill and/or knowledge set for reaching their goals. For example, the nature of the career-technical programs results in an emphasis on assessing defined competencies since the course of study results in the students' having an identifiable product in hand upon completion.

SLO/AUO assessment is administered and tracked within the individual programs and service areas with the status reported to the College through the Program Review process. In addition, the College uses TaskStream, the official repository for all SLO/AUO assessment tracking.

Evaluation

The College relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable SLOs for courses, certificates, programs including general and career-technical education, and degrees. The College has taken the additional step of including administrative services in the review process and has developed Administrative Unit Outcomes (AUOs).

The first phase of the College plan to develop and collect SLOs/AUOs at the institutional, program, course and service area level is complete. The College is in the early stages of a systematic assessment of student progress towards achieving outcomes.

The College meets this standard.

Standard II.A.2.c: High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Description

The College engages in dialogue regarding the quality and level of its programs through:

- the provision by the College curriculum committee (CRC) of continuous updates regarding the curriculum to the Academic Senate. (II.A-33) The faculty co-chair is a member of the Senate's Executive Staff and the CRC;
- the creation and continued support of a strong review process that assesses programs on an annual basis;
- on-going and established dialogue at the research level with the Research Committee who provides information for data-driven decisions; (II.A-34)
- the establishment and publication of program SLOs which appear in the 2009-2010 college catalog.

The College has established standards that support quality instruction and is demonstrated by:

- a detailed faculty-driven curriculum approval process to maintain quality in the content of courses and programs;
- an integrated Program Review process that includes administrative services, instructional programs and student services areas;
- Student Learning Outcome and Administrative Unit Outcome (SLO/AUO) development and assessment;
- the College educational master plan that supports the planning process in which goals and objectives are outlined to maintain quality instruction; (II.A-37)
- staff development opportunities which assures that the quality of instruction is maintained;
- support for faculty conference attendance in order to maintain currency and be informed of new and developing trends in their field;
- an active and vibrant flex program for faculty; (II.A-35)
- the regional accreditation received as a college along with additional special accreditation required and received by various programs;
- an updated College mission, vision and values statement; (II.A-36)
- courses which meet the College mission, vision and value statement;
- the needs assessment of the community served;
- advisory committees which link the College to the community and industry;
- regional groups such as the San Diego and Imperial Counties Community College Association (SDICCCA) which addresses regional matters including program offerings; (II.A-8)
- surveys (i.e., graduate follow-up, employer, basic skill, etc.) which provide critical data needed to assist with the College planning process;
- high-quality faculty;
- established hiring practices to assure quality instruction.

Evidence supporting Mesa's stated commitment to high-quality instruction includes findings from the 2009 Employee Perception and Student Satisfaction surveys. In response to the 2009 Employee Perception Survey, the majority was satisfied or very satisfied with "instruction" (88%, Q13) and agreed or strongly agreed with the statement "I am satisfied with the overall quality of instruction in my program" (84%, Q 41). According to the 2009 Student Satisfaction Survey, the majority of students agreed or strongly agreed with the statements "I am satisfied with the overall quality of instruction" (78%, Q34) and "Overall, I am satisfied with the course content in most of my classes" (82%, Q36).

To examine time-to-completion, longitudinal cohort-tracking research is available through the Accountability Reporting for Community College (ARCC), the 2009 Basic Skills Report, the 2009 High School to Community College Pipeline Report and the 2010 Transfer Report.

The 2009 Student Satisfaction Survey results suggest that the College facilitates timely program completion, as evidenced by the majority of students agreeing or strongly agreeing with the statements that “there are a sufficient number of General Education courses offered in each semester in order for me to complete my educational goal within a reasonable amount of time” (70%, Q24) and “there are a variety of courses offered in my major each semester so that I can complete my educational goal within a reasonable amount of time” (59%, Q25). However, subsequent to the administration of this survey to students, a reduction in the number of class sections offered due to budget cuts, coupled with the enrollment boom, has led to a large number of students being waitlisted for courses or altogether unable to enroll. This problem is further intensified by our local four-year institutions turning away our eligible students.

The criteria the College uses in deciding on the breadth, depth, rigor and sequencing, time to completion, and synthesis of learning breadth of each program offered has been established through San Diego Community College District (SDCCD) policy which is in accordance with Title 5 and implemented through the curriculum and Program Review process. According to District procedure 5300.2, it is the responsibility of the College curriculum committee to review and approve all courses and programs, review and approve all curriculum proposals and catalog descriptions for new and revised courses and programs, including course activations and deactivations, for compliance with state and federal regulations and District policy to ensure the following:

- degree-credit courses meet the standards for approval as defined in Title 5 (grading policy, units, intensity, prerequisites and co-requisites, basic skills requirements, difficulty, and level); (Title 5: Section 55002 [a])
- assure that courses and programs comply with the criteria as defined in the California Community Colleges Curriculum Standards Handbook (appropriateness to mission, need, quality, feasibility, and compliance); (II.A-38)
- credit courses fulfill the requirements for submission as general education courses to Intersegmental General Education Transfer Curriculum (IGETC), California State University (CSU), University of California (UC) or meet the transfer standards for electives and major requirements to campuses of CSU, UC, and/or other postsecondary colleges and universities;
- new programs and program modifications are reviewed, including activations, deactivations, and substantial changes to approved programs.

It is the primary role of the faculty to determine the level of a program in accordance with State guidelines.

Evaluation

In accordance with Title 5, the College assures high-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs by adhering to the SDCCD policy 5300.2 as detailed in the descriptive narrative. The curriculum review process is very strong at the College and District with multiple levels of scrutiny to ensure appropriateness for each course and program.

The College meets this standard.

Standard II.A.2.d: The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Description

Student learning styles are assessed by the College through offering:

- placement exams upon matriculation to the College;
- various course levels (i.e., pre-collegiate, developmental, baccalaureate, etc);
- college orientations for new students;
- counseling services which assist students in determining the appropriate courses to enroll in along with establishing an educational plan;
- learning communities that provide an alternate approach to the traditional way of learning. Studies show that students who participate in learning communities develop better study habits, participate in a team learning approach, make long-lasting friendships and obtain better grades; (II.A-39)
- four to eight-week course sessions;
- on-ground, on-line and hybrid courses;
- personal growth courses which assist student in building a foundation for college success;
- course prerequisite(s), co-requisites and/or advisories;
- a Significant Lapse of Time Course Repetition Policy; (II.A-40), (II.A-71)
- evaluation of students by the professor.

As previously discussed, the College demonstrates that it is meeting the needs and learning styles of its students through research and various assessments. In addition to the faculty, for the past two years the classified staff conducted research and established staff development activities by creating two-day classified staff development conferences. During the spring of 2009, the conference included workshops that provided information on how to improve skills when assisting students. The workshops offered included "Communication-Adapting to Styles," "Conflict Resolution," and "Diversity-Stereotyping 101." Acquiring such skills supports instruction and greatly benefits students. (II.A-79)

In their coursework, faculty use multiple measures when assessing student learning, including essays, multiple-choice exams, true-false exams, experiments, observation, oral presentations and research papers. Instructors continuously assess students, formally and informally, between methodology and performance. The appropriate delivery modes are determined by the subject, course level (developmental, pre-collegiate, baccalaureate, etc.), professional judgment of qualified faculty, success of the student from one discipline to another, and success of the student in completing degree and/or transfer goals.

The teaching methodologies that are commonly used include direct, indirect, and group. The methodologies are selected by the type of course (i.e., lecture/lab, hands-on).

The College strives to accommodate the varied learning styles of students. Prior to entering courses, students will know which to select based on:

- placement assessment;
- college orientation;
- guidance from a counselor (i.e., in selecting courses to take);
- pre-requisites and advisories met through the completion of a sequence of courses or testing.

According to the 2009 Employee Perception Survey, the majority agreed or strongly agreed that "the college identifies and seeks to meet the varied educational needs of its students through diverse programs and services" (84%, Q33) and "instructors use teaching methodologies that reflect the diverse needs of students" (75%, Q34).

The College has been effective in producing learning through the success of students completing educational goals in obtaining degrees, transferring to baccalaureate level institutions and/or passing statewide examinations. For example, in 2008, 100% of radiology students who took the statewide exam passed. (Note: The pass rate is based on the number of students who took the exam and may not include all of the students who completed the programs.) (II.A-44)

Evaluation

The College uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students. Learning needs are assessed at the very beginning when students matriculate to the College (i.e., through placement examinations) and continues as they take courses (i.e., through the continuous assessment of instructors while in class). As described in the narrative, the College continuously seeks to accommodate the learning needs of students and has incorporated a wide range of delivery modes and teaching methodologies.

Online instruction is one example of how the College serves the diverse needs and learning styles of its students. Many students find that the distance-education delivery method meets their needs better than on-campus courses as they attempt to balance work, military duty, parenting obligations and physical disabilities which limit their mobility. The College has offered courses through the distance-education mode for over nine years and has also developed a comprehensive array of instructional and student support services available in a distance-education format. Concurrently, the College has developed the processes to monitor, evaluate, and improve the quality of distance-education instruction and service.

The College conducted an analysis of its courses and programs in respect to distance-education offerings and submitted a Substantive Change Proposal for Distance Learning to the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges in May, 2010. The proposal reported 40 associate degrees and 31 certificates in which 50% or more of the courses are offered through the distance-education mode. The proposal also provided an update to the College's previously approved General Education (GE) program through the distance-education mode as reported to the accrediting commission in 2007. (II.A-102)

The College meets this standard.

Standard II.A.2.e: The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Description

College courses and programs are evaluated for effectiveness through the ongoing curriculum approval and regular review processes. Programs are reviewed through an established, ongoing five-year cycle of the Program Review process. Courses are reviewed through a 6-year cycle or 3-year cycle for career-technical courses. In addition, Student Learning Outcomes (SLOs) have been developed at the institutional level and for instructional programs and student services areas.

The Program Review process is consistent for instruction, student and administrative services. Relevancy, appropriateness and currency are addressed by considering the program or service area in light of the mission statement of the College, the goals of the students (employment, transfer, certification, etc.), the diversity of the student population and the needs of the surrounding community. An essential part of Program Review is setting goals for the future and documenting their completion. Development and assessment of SLOs/AUOs is included.

The Office of Instructional Services, Resource Development and Research provides data that are used for program evaluation. The four most recent primary semesters (or two years) of data are given in the following categories: Student learning indicators including retention and successful course completion rates, student graduation rates, student job placement rates and student scores on licensure exams, where available. (II.A-53) Some data that are needed for the program evaluation are discipline specific and may be obtained from the School dean and/or department. Programs may submit requests for additional research to the Office of Instructional Services, Resource Development, and Research. Programs may develop or ask the Research Office to assist in developing specialized surveys.

Curriculum in all courses is subject to a 6-year review cycle or 3-year review cycle for career-technical courses. The course review is independent of Program Review; however, its progress is documented during the Program Review process and becomes part of planning. Program Review examines courses to determine whether they meet the mission of the College and/or are required for degrees in that program. Programs and service areas with coursework assess their value and how they serve the College.

The relevancy of a program and service area is determined by:

- the needs assessment from the community and/or Industry advisory committees which link the College to the community; (II.A-97), (II.A-98)
- regional groups such as the San Diego and Imperial Counties Community College Association (SDICCCA) which discusses program offerings and establishes non-duplication of program agreements between regional community colleges;
- courses and programs required for transfer;
- geographic area demand and opportunities (i.e. – environmental scan which includes information regarding occupations requiring an associate degree); and
- the economic climate (i.e., the current economic downturn has led many to the College seeking to obtain and/or update their skills in order to re-enter the workforce).

SLOs for all instructional programs were identified in fall 2008 or earlier. Coordinated assessment began in the spring of 2009. A limited number of assessments of outcomes of individual courses, in addition to the specific learning objectives in the course outlines, have already been done in individual departments. Experience with the limited assessments contributed to the development of SLOs for each program. The TaskStream software has been purchased by the District for College use and provides a central location for SLO/AUO assessment information.

The resulting reports from the Program Review process are the foundation for institutional planning and resource allocation. The results of program evaluation are used in institutional planning as follows:

- course report grids are provided to the curriculum chairperson and dean's council to assist in planning;
- Program Review information concerning SLOs was used in publishing these in the 2009-2010 college catalog for each academic program and also on the College's website;
- in the establishment of the newly formed college Catalog Subcommittee; (II.A-43)
- by the SLO Coordinator and SLO Subcommittee;
- short-term and long-term planning goals that are provided for Program Review are used by the deans, vice presidents and president;
- in establishing faculty hiring priorities;
- in establishing equipment purchase priorities (i.e., used by the Instructional Equipment and Library Materials (IELM) Committee);
- in making overall budget decisions for the College.

Evaluation

College courses and programs are evaluated for effectiveness through the on-going curriculum approval and regular review processes using its Program Review cycle as a mechanism. In addition, Student Learning Outcomes provide assessment information. The regular use of research findings is used for program evaluation.

The College meets this standard.

Standard II.A.2.f: The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Description

The institution wholeheartedly embraces and deeply understands the notion of ongoing planning. Planning entities include educational master planning, faculty hiring plan, strategic planning, facilities planning, research and its planning agenda, and the integrated Program Review process. (II.A-4), (II.A-37) Standard IB provides a detailed description of the integrated planning approach developed and implemented by the College. Its Program Review process is cyclical in nature and incorporates the systematic evaluation of programs and service areas over a five-year period. Resource allocation is informed by program goals, a major component of the Program Review process. Programs and service areas are provided appropriate data by the Office of Instructional Services, Resource Development and Research each year during the cycle.

According to the 2009 SLO Survey Report, the vast majority of SLO representatives from all College units, including Instructional Programs, Student Services and Administrative Services agreed or strongly agreed that “student learning outcomes assessment occurs on an ongoing basis in my unit” (82%), “student learning outcomes assessment is conducted in a systematic fashion in my unit” (77%), and “results of student learning outcomes assessment are used for continuous quality improvement in my unit” (83%). For these last two items, results from the 2009 survey showed statistically significant improvement since last year’s 2008 baseline data according to a paired-samples t-test. The mean score for the first item did not show statistically significant improvement from 2008 to 2009; however, the mean score was relatively higher to begin with in the 2008 baseline data. Both the 2008 and the 2009 SLO Survey Reports are posted on Mesa’s Institutional Research website.

Evaluation

The College engages in ongoing and systematic evaluation and integrated planning through its integrated Program Review process that incorporates the use of data.

The College meets this standard.

Standard II.A.2.g: If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Description

The colleges in the San Diego Community College District (SDCCD) use an approved set of second-party assessment instruments for evaluating and placing incoming students into English, reading, math and English-as-a-Second Language as follows:

English: Most students who place into English courses use the Accuplacer computer-adaptive tests. English placement is determined through two separate Accuplacer tests:

Sentence Skills and Reading Comprehension. Each student is required to take both tests for English placement. The Sentence Skills score determines the student's placement in the "Writing" half of the English requirement, and the Reading Comprehension test determines the "Reading" placement. When the computerized Accuplacer Sentence Skills and Reading Comprehension tests are not available, the corresponding "Companion to the Computerized Placement Tests" are utilized.

Math: Students who place into math are assessed using two Accuplacer tests: Arithmetic and Elementary Algebra. The student selects which test to take, depending on his or her prior mathematics coursework and competence. When students choose Elementary Algebra (the more advanced of the two) and scores low, they will be instructed to take the Arithmetic test to determine proper placement. Conversely, if students choose to take the Arithmetic test and scores very high, the test proctor will suggest that they take the Elementary Algebra test to get a more accurate placement. The written test used for mathematics placement is Intermediate Algebra Diagnostic Test (A Pre-calculus Readiness Test), which is provided by the CSU/UC Mathematics Diagnostic Testing Project, or MDTP, which also provides the materials for the Algebra Readiness Test, a diagnostic test of topics needed for success in a first course in algebra. Pencil-and-paper tests are used on a limited basis in cases where Accuplacer is not available or accessible.

ESOL: The test to place students in English for Speakers of Other Languages (ESOL) courses is only administered in written form; the SDCCD does not utilize the Accuplacer computerized ESL tests. The test used for ESOL placement is CELSA: An English Language Skills Assessment which is provided by the Association of Classroom Teacher Testers.

All of the instruments are on a recurring cycle of validation and are currently in compliance with statewide recommendations. The Computerized Accuplacer and Accuplacer Companion and MDTP are valid until 2012. The CELSA is valid through 2011. The instrument validation conducted at SDCCD includes three specific validation processes: 1) Content-related validity to determine appropriateness of the test for placement into a course or course sequence, 2) Criterion-related and/or consequential validity to determine appropriate cut-scores, and 3) Disproportionate impact to determine test bias. (II.A-88)

In addition to the standardized instruments listed, the colleges employ a variety of multiple measures that help to more fully assess students' preparation levels. These multiple measures are self-reported and include the following:

- length of time the student has been out of school;
- number of years of English that the student completed in high school;
- grade the student received in the last English class completed;
- students high school grade point average;
- highest level of math class completed;
- grade the student received in the last math class completed.

Evaluation

The College has applied practices which minimize test bias and validate effectiveness of student learning through the use of multiple measures.

The College meets this standard.

Standard II.A2.h: The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Description

Although credits awarded are consistent with the accepted accrediting bodies, advisory committees and District norms in higher education, the College uses the achievement of Student Learning Outcomes as evidence that students have gained the knowledge or skill sets associated with the coursework that comprises the programs. As much as possible, the College aligns its standards and practices with other California public higher education systems such as the California State University and the University of California. This alignment allows for consistency in the application of credit and attempts to provide the student with a seamless transfer process.

Evaluation

The College has aligned its practice in the awarding of credit with the other systems of public higher education in California. The College practice appears to best benefit students as they seek transfer to four-year colleges and universities.

The College meets this standard.

Standard II.A.2.i: The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

Description

The College Student Learning Outcomes (SLO) model is built on the mapping concept: the course to those in the program, and the program to those for the institution. Mapping provides a means for outcome(s) to support each other in a hierarchical manner. The six SLOs of the institution are supported by the program SLOs and, in turn, program SLOs are supported by the course SLOs.

Throughout the SLO development effort, dialogue has occurred through various activities and included reformation of the research committee that spearheaded the effort of Student Learning Outcomes (SLO) development for the College. The College has established a coordinated effort in the development of SLOs for its courses, programs and service areas. On-going dialogue is encouraged and occurs within program and/or service areas (i.e., with colleagues within the individual program, with the program chairperson, and with the school dean); between the program and the SLO Coordinator in discussing necessary content needs and/or changes; during Student Learning Outcomes and Assessment Committee (SLOAC) meetings; during meetings between the College and District Instructional Services administrators and/or staff.

Evaluation

Each program has SLOs that appear in the College catalog and website. The College awards degrees and certificates based on the student achievement of a program's stated learning outcomes and therefore meets the standard.

The College meets this standard.

Standard II.A.3: The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalogue. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

Description

During the 2008-2009 academic year, the District Curriculum and Instructional Council (CIC) coordinated the effort to develop general education Student Learning Outcomes (SLOs) for all District colleges. This effort was led by the Dean of Instructional Services at the District. During the spring 2009 semester, the Dean and the SLO Coordinators from each San Diego Community College District (SDCCD) college developed the general education SLOs. The proposed SLOs were presented to the academic senates of each SDCCD college. (II.A-93) The general education SLOs appear in the 2009-2010 college catalog. In accordance with Title 5 and San Diego Community College District (SDCCD) policy, the rationale for general education is provided to all stakeholders in the College catalog and SDCCD website.

Currently, the process for analyzing courses for the general education pattern will be done using the developed SLOs. Because these outcomes are district-wide, the CIC will continue to play a leadership role in the development and implementation of the assessments to be done by each of the colleges.

The College Statement of Philosophy served as the foundation for the Mission, Vision, and Values Statement as well as the six institutional SLOs. (II.A-57), (II.A-87) To meet the general education philosophy of producing a student that is well-rounded, these requirements became part of major requirements and the associate degree. Students who intend to acquire an associate degree must complete the SDCCD or a transfer general education pattern. Since the SLOs are mapped from course, to the program, and to the institution, the general education philosophy is present at every level. Once the student completes general education and major requirements, the College will have prepared the student for real world experiences.

Evaluation

As previously discussed with SLO development, the College Statement of Philosophy served as the foundation in developing the Vision, Values and Mission Statement along with the institutional (also known as associate degree level) Student Learning Outcomes. Through the mapping concept, this philosophy is present in all academic and career-technical degree programs.

As stated in the descriptive narrative, the College recently completed work with sister colleges and the District that has resulted in the development of general education curriculum SLOs for the SDCCD colleges. The College will continue to work with sister colleges and District leadership to develop guidelines that will be considered when determining the appropriateness of courses to be included in the SDCCD general education pattern by examining the stated learning outcomes for these courses.

The College meets this standard.

Standard II.A.3.a: General education has comprehensive learning outcomes for the students who complete it, including the following: An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

Description

The basic content and methodology of traditional areas of knowledge in general education including the humanities and fine arts, the natural sciences, and the social sciences are determined by Title 5 of the California Code of Regulations and the District's Board of Trustees adopted procedure 5300.2. (II.A-54)

The curriculum processes require careful scrutiny by Curriculum Review Committee (CRC) members and Curriculum and Instructional Committee (CIC) members when courses are

proposed for general education during the curriculum development or integration process. The articulation officer plays a central role in this process.

The following approval process to submit courses for District general education and general education transfer patterns is used to ensure general education courses include appropriate content and methodology:

1. District general education (GE) (II.A-55)
 - a. Course activation—if the District GE area is already approved at one college, it is automatically approved for the activating college. Separate approval is not required.
 - b. New course—the District GE area shall be reviewed and approved at either the second Curriculum and Instructional Council (CIC) meeting in November or the first CIC meeting in May.
 - c. Course revision—if a new Intersegmental General Education Transfer Curriculum (IGETC) area is being added or changes are being made, it shall be reviewed and approved at either the second CIC meeting in November or the first CIC meeting in May.
2. California State University (CSU) general education (II.A-55)
 - a. Course activation—if the CSU GE area is already approved at one college, it shall be submitted for the activating college. Separate approval is not required.
 - b. New course—CSU GE area shall be reviewed and approved either at the second CIC meeting in November or the first CIC meeting in May.
 - c. Course revision—if a new CSU GE area is being added or changes are being made it shall be reviewed and approved at either the second CIC meeting in November or the first CIC meeting in May.
3. CSU elective credit (II.A-55)
 - a. All courses are approved when proposed. Separate approval is not required.
4. California State University and University of California Intersegmental General Education Transfer Curriculum (IGETC)
 - a. Course activation—if the IGETC area is already approved at one college, it shall be submitted for the activating college. Separate approval is not required.
 - b. New course—IGETC area shall be reviewed and approved at either the second CIC meeting in November or the first meeting in May.
 - c. Course revision—if a new IGETC area is being added or changes are being made, it shall be reviewed and approved at either the second CIC meeting in November or the first CIC meeting in May.
5. University of California Transferable Course Agreement (UCTCA) (II.A-55)
 - a. All courses are approved for submission for UCTCA when proposed. Separate approval is not required.

SLOs will eventually be used to analyze courses for SDCCD general education consideration. The course-level assessment of SLOs is currently underway with a plan to “map” the course outcomes to general-education outcomes. The plan at the College is to use GE information recorded in the Program Reviews of those disciplines that have GE components and on a regular basis perform a meta-analysis using data of the GE SLOs.

The CIC conducts a review of the following general-education actions during the second meeting in November and the first meeting in May: (II.A-55) (II.A-56)

- San Diego Community College District (SDCCD) General Education;
- California State University (CSU) General Education Breadth;
- Intersegmental General Education Transfer Curriculum (IGETC);

- University of California Transfer Course Agreement (UCTCA). Note: courses proposed for IGETC consideration must have UCTCA approval be submission. The procedures apply to both active and new courses that are proposed for any GE action.

GE approval is on the agenda at a CIC meeting every November and May. Prior to the meeting, CIC members receive a list of all courses proposed throughout the year for these four GE actions. During the meetings, the CIC votes on these actions based on criteria identified in Title 5 and the District's Board of Trustees adopted policy. Any changes, additions, or deletions to the course list by the CIC are administratively entered into CurricUNET, and the Articulation Officers prepare applications to the transfer institutions for each college. The CIC's decisions on the general-education actions are recorded and distributed with the approved curriculum from the meeting.

Currently, when CIC approves these four GE actions, the effective term is as follows: (II.A-55)

- For SDDCD GE actions, the effective term is the fall semester after approval, and the academic requirement sections of all three catalogs are automatically updated;
- For the remaining three GE actions, the effective term is "to be determined" because it is not effective until approved by other institution(s): CSU and/or UC (after an application is submitted to CSU and/or UC by each applicable college articulation officer).

As previously discussed with the SLO mapping concept, students are able to apply their understanding in various areas due to the way in which mapping provides outcome(s), at every level, to support each other. Once the students fulfill their educational goals, the College will have prepared the student for subsequent coursework, employment, or other endeavors. The College is able to track such success through:

- the assessment of their learning;
- transfer rate data; (II.A-94)
- the articulation of courses based on established criteria;
- the integrated Program Review process;
- Student Learning Outcomes assessment.

Evaluation

As described in the narrative, comprehensive learning outcomes have been developed for the SDCCD general education pattern for each SDCCD college. (II.A-64) An understanding of the basic content and methodology of the major areas of knowledge have also been defined. The plan for developing the criteria to consider the appropriateness of including courses in the pattern has yet to be determined.

The College meets this standard.

Standard II.A.3.b: A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

Description

As previously addressed, the San Diego Community College District (SDCCD) has developed general education Student Learning Outcomes (SLO). Since GE courses require these skills and the skills are assessed at the course level, students who complete GE requirements will have achieved these Student Learning Outcomes. The College started the process by incorporating general education information in the Program Review process. The next steps involve district-wide collaboration in the development of measurable criteria and then the assessment of these. This collaboration is necessary due to the alignment of the general education pattern.

As previously discussed, when addressing the process to approve and administer courses and programs, there is a consistent process for assuring expected skill levels in the course outline. The integrated course outline includes the subject area and course number, course title, catalog course description, units, requisites (prerequisite, co-requisite, advisory, limitation on enrollment), field trip requirement, total lecture hours, total lab hours, student learning objectives, outline of topics, reading and writing assignments, appropriate outside assignments, appropriate assignments that demonstrate critical thinking, methods of evaluation and instruction, required textbooks and supplies. (II.A-31) All of the SDCCD colleges' course outlines are housed and maintained in the CurricUNET computerized system. In addition, the District Instructional Services Office is currently in the process of including Student Learning Outcomes in the course outlines or reports. Therefore, the expected skill level, as detailed in the course outline, is effective due to the number of checks and balances that occurs during the curriculum review process.

Student achievement of the outcomes is evidenced through:

- survey information such as employment milestones, including promotion, raise and/or hire;
- transfer data; some of which includes top code data;
- the on-going integrated 5-year Program Review process;
- prerequisites that are met for sequenced courses;
- course level assessments.

In addition, according to the 2009 Student Satisfaction Survey, the majority of students agreed or strongly agreed that "I have gained knowledge in different subject areas" (85%, Q64). Less than half (45%) agreed or strongly agreed with the statement "I have gained computer skills" (Q65), which may be attributed to the assumption that many students in this era come to college already possessing computer skills, leaving less than half to "gain" such skills.

Evaluation

The integrated course outlines, which are housed in one repository for SDCCD colleges include the necessary information which assures that there are expected and consistent skill levels. In addition, the College has worked collaboratively with the District Office of Instruction and sister colleges in developing general education SLOs. The College is ready to continue its collaboration to develop measurable general education criteria and assessment.

The College meets this standard.

Standard II.A.3.c: A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

Description

As previously discussed, ethics and effective citizenship concerns are addressed through the way in which the College philosophy is linked to the mission, which in turn, is linked to the program SLOs and course SLOs. The College philosophy aims to lead students to "to achieve insights gained through experience in thinking about ethical problems". (II.A-57) In the newly revised mission statement, the College has stated that the reason we exist is "To inspire and enable student success in an environment that is strengthened by diversity, is responsive to our communities, and fosters scholarship, leadership and responsibility." (II.A-36)

The College provides students avenues through which the mission can be realized by creating opportunities for participation in leadership, civic, political and social activities with focus on and attention to ethics, civility, and diversity. Described in more detail in Standard IIB, students are invited to participate in numerous participatory governance committees at the College, including the President's Cabinet where healthy dialogue and decision making occurs with matters such as the

learning environment. In addition, students have initiated campaigns such as the smoke-free campus initiative, which was adopted district-wide and have also led demonstrations related to the reduction in funding by the State to community colleges. Students, faculty and staff annually participate in civic activities such as Aids Walk, city-wide Cesar E. Chavez commemorations, the Martin Luther King Jr. Day parade and events and the Linda Vista Multicultural Parade and Festival. Each semester, the College offers a multitude of events, lectures, activities and presentations that promote global and multicultural understanding, civic engagement and social responsibility. In 2008, Mesa College was recognized nationally as an institution committed to diversity by Minority Access Inc. <http://www.minorityaccess.org/>. (II.A-85), (II.A-86)

According to the 2009 Student Satisfaction Report, the majority of students agreed or strongly agree with the statements “my experience at this college has given me a better understanding and appreciation of diversity” (65%, Q62). “My college education has helped me to understand myself better (71%, Q63), “I have learned about other parts of the world and other cultures (66%, Q66), and “I have improved my interpersonal skills by interacting with people on campus” (63%, Q67).

Evaluation

The College philosophy, along with its revised mission, vision and values statement, serves as the foundation from which ethics, diversity and civility are promoted. The practical application of developing and nurturing well-rounded and educated students, faculty and staff occurs through many activities the College offers such as participatory governance committees, campus and community activities (i.e., H1N1 campaign, Aids Walk) along with leadership training and opportunities (i.e., student government leadership retreat). The College has demonstrated that it has planned, articulated and provided the practical application of the values outlined in this standard.

The College meets this standard.

Standard II.A.4: All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Description

The College degree programs contain at least one area of focused study or interdisciplinary core including the Liberal Arts and Sciences degrees intended for students preparing to transfer, and is in accordance with Title 5 and San Diego Community College District (SDCCD) policy and procedures. The College also offers professional degree programs that prepare students to enter the workforce such as American Sign Language Interpreting, which is the only Interpreting program in the region, Health Information Technology, Radiology, and Culinary Arts. (II.A-3)

In addition, completion of many of our Allied Health programs allows students to become eligible for other programs and certifications. Completion of the Medical Assisting program may allow students to continue into nursing programs (i.e., LVN or RN). Completion of the Dental Assisting program may allow students to become eligible for Dental Hygiene programs. The College has established articulation with the program at Southwestern College in Chula Vista, CA. Completion of the Radiology program allows students to become eligible for other radiology certificate programs and specialties. Therefore, once students become licensed and/or certified, they are eligible to obtain additional skills to move forward. (II.A-44)

Evaluation

In accordance with Title 5 and the SDCCD policies and procedures, the College meets the standard.

The College meets this standard.

Standard II.A.5: Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Description

The College career and technical, degree and certificate programs prepare students to meet employment, licensure and certification by external agencies. This is evidenced:

- through meeting the special accreditation requirements for some programs,
- by the success of students passing required exams for licensure,
- by most students having jobs upon completion of the program. (II.A-44)

The College acquires reliable information about the ability of students to meet requirements through:

- feedback from community-based advisory committees; (II.A-98)
- the College Instructional Services, Resource Development and Research Office; (II.A-34)
- the District Institutional Research Planning department; (II.A-99)
- Professional Associations such as the American Culinary Federation (ACF), California Department of Consumer Affairs, Veterinary Medical Board., the Dental Board of California and the American Dental Association.

Individual programs at the College generally keep licensure and placement data. In addition, the Office of Instructional Services, Resource Development and Research has the capacity to develop graduate follow-up surveys as well as employer questionnaires.

Evaluation

The College has successfully prepared students, who have completed career technical programs, for external licensure and certification as well as for the technical and professional competencies that are required to obtain employment. One way this is demonstrated is through the pass rate of students completing statewide examinations. For example, in 2007 and 2008, 100% and 86% of Dental Assisting students passed the statewide exam, respectively. (II.A-44)

The community recognized the value of the College's career technical programs and has provided support to the College through donations. For example, equipment and use of facilities for directed clinical practice have been donated; hospitals who partner with our Radiology program have paid for the supervision of students when in clinical practice. (II.A-44)

The College meets this standard.

Standard II.A.6: The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.

Description

During the spring 2009 semester, the College established a Catalog Review Committee, which is a subcommittee of the College Curriculum Review Committee. This subcommittee reorganized and assumed the annual work associated with the review and update of the College's catalog. This participatory governance committee was approved by President's Cabinet with representation from the campus community and the District office. The committee's statement of purpose indicates that it "recognizes the catalog as a legal document which provides students, faculty, staff and other educational institutions information regarding academic policies, degree and certificate programs, course offerings, curricula for transfer to

baccalaureate institutions, and student services. The primary purpose of the committee is to coordinate the yearly update of the college catalog and to ensure that the contents are accurate, clear and useful.” (II.A-58)

The College catalog includes degree and certificate information that is clearly described. The catalog provides students and prospective students information about educational courses, programs and transfer policies. A description of each program and its purpose as well as a listing of the course requirements is provided. The Student Learning Outcomes (SLO) for instructional programs appear in the 2009-2010 catalog and were posted to the college’s website. As of the fall 2009 semester, the College has collected the SLOs for student service programs and administrative service areas. These SLOs/AUOs will appear in the 2010-2011 College Catalog and will also be posted to the website.

The College verifies that students receive a course syllabus:

- through District Policy 3100, 1.1 which requires that students be given a copy of the syllabus at the first class meeting; (II.A-74)
- by individual school dean’s review of professors’ syllabi;
- under the College Institutional Policies, “Student Rights, Responsibilities and Administrative due process,” 2.0 Student Responsibilities 2.2 which indicates that students are responsible for reading and adhering to the policies and procedures as outlined in catalogs, schedules, course syllabi and other official printed materials. (II.A-74), (II.A-75), (II.A-76) in the College “Handbook of Policies, Rights and Responsibilities,” under “Faculty Rights and Responsibilities,” it clearly defines that faculty must state in course syllabus [that students receive] guidelines and all course grading and objectives. (II.A-77)

According to the 2009 Student Satisfaction Survey, the vast majority of students (82%) agreed or strongly agreed that “in general, instructors clearly define how I will be graded” (Q28).

CurricUNET provides faculty with easy access to a syllabus template in a word processing format that integrates information directly from the official course outline including the course description, objectives of the course, outline of topics, reading, writing, critical thinking, out-of-class assignments, and methods of evaluation. (II.A-31) With the purchase of the TaskStream software, faculty can easily access SLOs for use in their syllabi. TaskStream is the official repository for SLOs/AUOs at the College.

The College verifies that individual sections of courses adhere to course objectives and learning outcomes through the:

- College policy which states that each faculty has the responsibility to define course objectives and learning outcomes; (II.A-100)
- Student Learning Outcomes (SLOs) specified for the associate degree approved by the College Research Committee on May 23, 2003; (II.A-59)
- College Student Learning Outcomes and Assessment Committee (SLOAC) cycle proposal approved the Academic Senate on May 23, 2005, and the President’s Cabinet on May 24, 2005; (II.A-60)
- success of students in completing sequence courses;
- exit examinations taken by students;
- SLOs which map the course to the program and the program to the institutional level;
- established policies which indicate that instructors must give a mid-term and final examination.

Evaluation

The College policies and practices that have been detailed in the descriptive narrative assure that students and prospective students receive clear and accurate information about educational

courses and programs and transfer policies. The College established a Catalog Subcommittee in spring of 2009. The purpose of this subcommittee is to ensure that Mesa's catalog as a legal document contains information that is accurate, clear and useful.

In addition, District policy requires that students receive a course syllabus that specifies learning objectives. The Student Satisfaction survey reports that 77% of students indicate that their instructors inform them about the types of learning outcomes that are expected (Q41).

The College meets this standard.

Standard II.A.6.a: The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Description

The San Diego Community College District (SDCCD) accepts course credit from institutions that are regionally accredited. These courses undergo evaluation at the District office to determine appropriate use by the colleges. (11.A-72), (11.A-95)

New, revised and deactivated courses must go through the curriculum process. This process begins with CurricUNET, the electronic curriculum management system. CurricUNET manages the process that ensures faculty and administrators actively work together in their defined roles to facilitate the curriculum approval process. The faculty reviews the criteria established by the California State University (CSU) and University of California (UC) in developing and revising baccalaureate level and general education courses. The courses are reviewed by the College and District curriculum committees. Official course outlines of record are housed in CurricUNET and are available to faculty and students. The course outlines are also reviewed by transfer universities when courses are submitted for articulation proposals.

Student Education Plans are developed by counselors that provide information regarding the use of courses in meeting a major requirement, general education or other graduation requirements. The faculty and College evaluators continuously review courses for equivalency and appropriate use in meeting transfer and associate degree requirements. Information about the transferability of a course appears in the College catalog. Students are strongly encouraged to meet with a counselor and develop an education plan. Students may also refer to ASSIST, a computerized student-transfer information system that can be accessed over the World Wide Web. It displays reports of how course credits earned at one California college or university can be applied when transferred to another. ASSIST is the official repository of articulation for California's public colleges and universities. (II.A-9)

To assist in informing students about transfer-of-credit policies, the Transfer Center makes available to students the catalogs of four-year transfer institutions, both public and private; provides on-line resources such as the College Source, ASSIST, CSU Mentor, and UC Pathways; and provides numerous written reference materials and guides. Workshops and counseling assistance are provided. Advisers from four-year institutions are routinely available for advising appointments.

The Catalog describes the various ways in which credit may be accepted by the College. These include credit for prior academic work; non-traditional education such as Advanced Placement

(AP), College-Level Examination Program (CLEP), Defense Activity for Non-Traditional Education Support (DANTES), and International Baccalaureate (IB); credit by examination; and credit for non-college credit vocational courses. The specific criteria in granting credit for non-traditional education credit are specified in the catalog. Credit by examination is available through examinations designed by individual departments. For non-college credit vocational courses, the District maintains Tech-Prep agreements with the San Diego Unified School District to grant credit in selected areas of the occupational curriculum. These agreements, which include detailed outlines of Student Learning Outcomes, are reviewed by faculty and updated annually. (II.A-73)

Articulation agreements are established with public and private institutions throughout the year by the Articulation Officer. Agreements are established with regionally accredited institutions only. Guidelines in establishing articulation agreements can be found in the California Articulation Policies and Procedures Handbook by the California Intersegmental Articulation Council (CIAC) *Revised Spring 2009*. (II.A-61) Additional College guidelines for private/independent institutions can be found on the College Articulation Office website. (II.A-62) The Articulation Officer annually receives a ranking of institutions that students transfer to from the College research office. (II.A-63) (II.A-80) This information is used in determining the priority in establishing articulation agreements. Articulation agreements are evaluated each year through the process of updating agreements. The Articulation Officer also considers the transfer climate when setting the priority in creating and/or renewing agreements. For example, the current transfer climate may limit the ability of students to gain access to the most popular college/university choices for transfer. Therefore, the Articulation Officer will adjust the priority by seeking to establish agreements with a broader range of institutions in order to provide additional transfer options for students to consider and to ease the transfer process.

Evaluation

Through the joint effort of Instruction and Student Services, the articulation and transfer needs of students are being met. It is the goal of the College to provide a seamless process for students who may transfer into or away from the College. This goal is accomplished through established policies and procedures and the effective action of faculty and staff. For example, it is the policy of the SDCCD that courses are accepted for credit from other regionally accredited institutions only. Evaluators scrutinize courses for equivalency and proper use in completing degree requirements as well as in certifying courses on a transfer general-education pattern. The counseling and teaching faculty advise students as they prepare for transfer. The articulation officer is involved with a wide range of articulation and related activity, such as establishing course-to-course articulation agreements, proposing courses for baccalaureate consideration, and proposing general education courses for transfer. The collective effort of the College has been very effective, as the College leads the region with the most transfer students.

The College meets this standard.

Standard II.A.6.b: When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Description

The San Diego Community College District (SDCCD) Procedure 5300.2 states that it is the responsibility of the curriculum committee to review program modifications, including activations, deactivations, and substantial changes. (II.A-5) The College policy that addresses the elimination of a program is called Program Discontinuance. The Program Discontinuance Position Paper #8 was developed by Academic Affairs, a participatory governance committee. (II.A-65)

The College makes appropriate arrangements for enrolled students in case of program changes or elimination. Students are provided with program change information through the department

and have counseling services available. Program changes are grandfathered in so that students are not adversely affected. If a change affects the entire campus, such information appears in the class schedule, catalog and/or website.

Evaluation

The College meets this standard through the adoption of the SDCCD procedure 5300.2 as well as through its own Program Discontinuance policy. The College is committed to ensuring that students have every opportunity to fulfill their intended educational goal and has gone to great lengths in the past to do so, as noted in the 2004 Self Study.

The College meets this standard.

Standard II.A.6.c: The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

Description

Regular review of published policies and practices occurs through the annual review of the catalog, class schedule, handbooks (faculty/student), and other publications. Various individuals and/or offices coordinate the review efforts. Publications are provided for programs by the department; campus-wide matters are published by the College public information officer; the class schedule, Program Review Committee, catalog, and research information is provided by the Office of the Dean of Instructional Services, Resource Development and Research.

The College website pages (any starting with www.sdmesa.edu) have a content manager, who is responsible for keeping the information up to date and accurate. The content manager is listed on every page at the bottom, near the top of the picture of the shoreline.

The District Office of Institutional Research and Planning and Mesa's Research Committee provide information on student achievement during hands-on data trainings, interactive research briefings, and formal presentations as well as the Mesa IR website. District information can be found on its website. The information is updated annually by the Office of the Vice Chancellor of Student Services. It is released to the public as necessary or in a timely manner by the District and/or College public information officers. Specific data are verified with the College researcher, as needed, and corroborated by the District's "Facts on File" and the Fact Book. The Facts on File and the Fact Book are updated annually for SDCCD colleges, Continuing Education and the District. (II.A-66)

Evaluation

The College annually reviews its publications whether in hard copy or online. During the spring 2009 semester, the College formed a catalog committee. The catalog committee is a sub-committee of the Curriculum Review Committee, whose purpose is to ensure that the catalog is as clear and accurate as possible. The subcommittee membership includes administrators, faculty, staff and a student as well as District personnel. (II.A-58)

The College meets this standard.

Standard II.A.7: In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

Description

In accordance with the District Policy 3100, the College publishes the Academic Honesty and Freedom policy in the College catalog and on the web site. The College led the way for the revision to the Academic Freedom and Freedom of Expression policy which was adopted by the District April 28, 2009 and appears in the 2009-2010 College catalog. The Freedom of Expression portion of the Academic Freedom policy, includes the rights and responsibilities of faculty, staff and students. (II.A-67), (II.A-68), (II.A-69) (II.A-82), (II.A-83)

According to the 2009 Employee Perception Survey, 82% of employees agreed or strongly agreed with the statement "the college supports academic freedom, (Q40).

Evaluation

The College meets the standard by making available to all interested parties, including the public, governing board adopted policies related to codes of conduct and responsibility through the College catalog, website and various offices.

The College meets this standard.

Standard II.A.7.a: Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Description

Academic freedom is protected by the California Education Code and by Title 5 of the California Administrative Code. In addition, Article XII of the Collective Bargaining Agreement clearly states that academic freedom is essential to the teaching-learning process and commits the San Diego Community College District (SDCCD) to the protection of faculty in their pursuit of truth in their role as teachers and researchers. (II.A-70)

Academic freedom policies are documented in the Faculty and Staff Handbook (ref. Section on Faculty and Staff Rights and Responsibilities), which is distributed annually to all faculty and staff. They include rights to informal and formal mediation and arbitration and the faculty role in participatory governance in accordance with legislative reform. College-wide forums and hearings are conducted on issues of interest to all faculty and staff. (II.A-81)

While the institution supports academic freedom, the College has a long-established culture of distinguishing between personal convictions and the fair, equitable presentation of known facts. Students are protected from the imposition of personal convictions by faculty and are guaranteed their freedom to pursue their own interpretation of the truth in Section 1.5 of District Policy 3100, Student Rights and Responsibilities. The regular evaluation of adjunct as well as tenured and non-tenured faculty provides a review process to ensure that students are satisfied with the objectivity of instruction provided. (II.A-74)

According to the 2009 Student Satisfaction Survey, 82% of students agreed or strongly agreed with the statement "in general instructors attempt to be fair and objective in their presentation of course materials" (Q27).

The College communicates its expectation that faculty distinguish between personal conviction and professionally accepted views in a discipline and uses the faculty evaluation process in determining the effectiveness in meeting this expectation.

Evaluation

In accordance with statewide policy and the SDCCD adoption of such, the College clearly

provides the academic freedom and freedom of expression policies to all essential and interested parties. Such information is readily available in Faculty and Staff handbooks and College catalog and website and is discussed on campus in various forums. The continuous evaluation of faculty by students helps to ensure a balanced assessment in meeting the policy. In addition, the newly SDCCD adopted Freedom of Expression portion of the Academic Freedom policy includes the rights and responsibilities of faculty, staff and students.

The College meets this standard.

Standard II.A.7.b: The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.

Description

Honest academic conduct and student rights and responsibility (Policy 3100) reflect State, San Diego Community College District (SDCCD) and College requirements and goals and are described in the College catalog and on the College website. Mechanisms for enforcement and a process for grievance and due process are also printed in the catalog and are available in the Student Affairs office, from the Vice President of Student Services, and from other College offices.

Student disciplinary procedures are published in the online and printed Faculty and Staff Handbook as well as the Student Handbook that includes cheating and plagiarism information. The disciplinary procedures followed when a student is charged with a violation of the student code of conduct are spelled out in Policy 3100 and summarized in the Student Handbook and include actions from admonition to expulsion. The Office of Student Affairs administers this process and provides information and guidance additional to the published materials. The Dean of Student Affairs gives presentations on this subject at school meetings and at the Academic Senate.

Syllabus information reminds students of the honest academic conduct that is expected by the individual instructor. Information on how to convey that message is available in the handbook for syllabus writing that is distributed throughout each school. Copies are available in the deans' offices, and discussion occurs at department or school meetings and orientations. (II.A-96) In addition to educating students on this issue, some faculty members used Turnitin.com, a website to assist faculty in preventing Internet plagiarism. The use of other alternatives is being explored.

Evaluation

Procedure 3100 includes the SDCCD academic honesty policy that the College has adopted. The procedure may be found in the College catalog, web site and specific campus offices and is available to faculty, staff, administrators and students. The procedure includes the rights and responsibilities of students, the code of conduct as well as the student grievance process. (II.A-84)

The College meets this standard.

Standard II.A.7.c: Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

Description

As previously discussed, requirements of conformity to codes of conduct are communicated through:

- the College Catalog;
- Student and Faculty Handbooks, which include code of conduct policies;
- the College web site;
- the College Class Schedule;
- President's Cabinet as well as school, department, faculty, and student meetings;
- Course Syllabi.

As a California community college, Mesa strives to communicate a broad picture related to world views and beliefs. This stance is articulated in the College philosophy and operative in its mission, vision, and values statement. This position is relative to teaching and learning only and is clearly communicated in the College catalog and other publications. (II.A-36), (II.A-57)

Evaluation

The College has clearly communicated specific codes of conduct that are expected of staff, faculty, administrators, and students. This information can be found in the Student Handbook, the Faculty and Staff Handbook, the College catalog, as well as the website and is readily available in various campus offices.

The College meets this standard.

Standard II.A.8: Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.²

Not applicable. The College does not offer curricula in foreign locations to non-U.S. students.

Planning Agenda for Standard IIA: Instructional Programs

The College's instructional program will continue to be guided and supported by the Program Review process, Student Learning Outcomes, and District policies/procedures. The Mesa College Curriculum Committee will continue to apply state and District standards to courses and programs. The use of TaskStream will continue to assist faculty and staff with the management and assessment of Student Learning and Administrative Unit Outcomes.

The college has identified two areas to address within the scope of this standard and recommends:

4. Meeting the 2012 accreditation commission timeline for faculty implementation of Student Learning and Administrative Unit Outcomes; and
5. Working with sister colleges and District leadership to develop the criteria for course inclusion in the SDCCD GE pattern. The collaboration with sister colleges and coordination by the District Office is necessary due to the alignment of the SDCCD GE pattern.

Standard IIA Evidence

II.A-1	California Postsecondary Education Commission (CPEC) – Report of System-wide Transfers by Individual Community Colleges (1989/1990 to 2008/2009): a. California State University b. University of California http://www.cpec.ca.gov/OnLineData/TransferPathway.asp
II.A-2	Interview with Dr. Rita Cepeda, President, San Diego Mesa College, Mesa is Building a Better Future Article by Ursula Kroemer, Mission Times Courier, San Diego, 8/31/2009
II.A-3	2009-2010 San Diego Mesa College Catalog http://www.sdccd.edu/catalogs/mesa/
II.A-4	2009 San Diego Mesa College Program Review Handbook for Instructional Programs, Student and Administrative Services http://www.sdmesa.edu/instruction/prog-rev/materials.cfm ; refer to “Program Review Handbook”.
II.A-5	San Diego Community College District (SDCCD) Procedure 5300.2: College Curriculum Committee Responsibilities 2.0 – August 27, 2008.
II.A-6	San Diego Community College District (SDCCD) Procedure 5300.2: District Curriculum Instructional Council (CIC) responsibilities 4.0 – August 27, 2008.
II.A-7	San Diego Community College District (SDCCD) Procedure 5300.2: Purpose and Description 1.7.4 – August 27, 2008.
II.A-8	San Diego and Imperial Counties Community Colleges Association (SDICCCA) http://www.sandiegatwork.com/generate/html/Employers/wap_sdiccca.html
II.A-9	Articulation System Stimulating Inter-institutional Student Transfer (ASSIST); the official repository of articulation for California's public colleges and universities. http://www.assist.org
II.A-10	October 2, 2009 interview with Robert Fremland, Chairperson, San Diego Mesa College Chemistry Department
II.A-11	California State University Curriculum Summaries http://www.sdmesa.edu/articulation/csu-summaries.cfm
II.A-12	2009-2010 San Diego Mesa College Catalog, p. 214, Radiologic Technology program description. http://www.sdccd.edu/catalogs/mesa/
II.A-13	Joint Review Committee on Education in Radiologic Technology (JRCERT). http://www.icert.org
II.A-14	San Diego Associate of Governments. http://www.sandag.org , refer to Demographics and Other Data.
II.A-15	2004/2005 – 2008/2009 San Diego Mesa College High School to College Pipeline (Feeder) Report http://research.sdccd.edu/pages/1.asp , refer to Student Profiles followed by High School Feeder.
II.A-16	San Diego Mesa College Student Learning Outcomes (SLO) Fair, April 23, 2009 – Compact Disc (105 Minutes) or http://www.sdmesa.edu/instruction/slo/index.cfm , refer to SLOs Fair 2009 - VIDEOS
II.A-17	TaskStream Student Learning Outcomes (SLO) management system http://www.taskstream.com
II.A-18	2009 San Diego Mesa College Program Review Handbook for Instructional Programs, Student and Administrative Services, p. 17 (Question #2 – a ,b, c and d) http://www.sdmesa.edu/instruction/prog-rev/materials.cfm ; refer to “Program Review Handbook”.
II.A-19	Articulation System Stimulating Inter-institutional Student Transfer (ASSIST); the official repository of articulation for California's public colleges and universities. http://www.assist.org ; refer to the University of California Transfer Course Agreement (UCTCA).

II.A-20	Online Course Satisfaction Surveys, Spring: a. 2006 b. 2007 c. 2008 d. 2009 http://research.sdccd.edu/pages/137.asp
II.A-21	San Diego Mesa College Basic Skills Report 2008 http://research.sdccd.edu/pages/153.asp , refer to Table of Contents.
II.A-22	2009-2010 San Diego Mesa College Catalog, pgs. 8-9, refer to Student Learning Outcomes. http://www.sdccd.edu/catalogs/mesa/
II.A-23	San Diego Mesa College Policy on the Genesis, Development and Application of Student Learning Outcomes – May 4, 2004 http://www.sdmesa.edu/instruction/slo/index.cfm
II.A-24	San Diego Mesa College Student Learning Outcomes Workshop with Dr. Norena Badway – October 14, 2005 http://www.sdmesa.edu/instruction/slo/index.cfm
II.A-25	San Diego Mesa College Instructional Student Learning Outcomes http://www.sdmesa.edu/academic-programs/index.cfm
II.A-26	San Diego Mesa College Student Learning Outcomes and Assessment Subcommittee: http://www.sdmesa.edu/instruction/slo/index.cfm
II.A-27	Academic Senate for California Community College Student Learning Outcomes Regional Meeting Announcement: http://www.asccc.org/events/Accreditation.htm , refer to Events
II.A-28	San Diego Community College District (SDCCD) Procedure 5500.1 – Curriculum and Program Review Process – October 9, 2001.
II.A-29	California State University (CSU) Baccalaureate Level Course and general education criteria: a. CSU Baccalaureate Level Course Criteria b. CSUGE-Breadth Criteria c. IGETC Criteria http://www.sdmesa.edu/articulation/csu.cfm
II.A-30	University of California transfer course and general education criteria: a. UC Transferable Course Guidelines b. IGETC Criteria http://www.sdmesa.edu/articulation/uc.cfm
II.A-31	CurricUNET, http://www.sdccdcurricu.net/sdccd2/
II.A-32	Curriculum Board Agenda items http://instsrv.sdccd.edu/agenda_items_2009.html
II.A-33	San Diego Mesa College Academic Senate Minutes – November 9, 2009 http://www.sdmesa.edu/academic-senate/minutes.cfm?yoa=2009
II.A-34	San Diego Mesa College Research Committee http://www.sdmesa.edu/governance/committees/research.cfm
II.A-35	San Diego Mesa College Flex Subcommittee http://www.sdmesa.edu/instruction/flex/index.cfm
II.A-36	San Diego Mesa College Mission, Vision and Values Statement http://www.sdmesa.edu/mission-statement/index.cfm
II.A-37	San Diego Mesa College Educational Master Plan 2007-2011 http://www.sdmesa.edu/instruction/accreditation/emp.cfm
II.A-38	California Community Colleges Program and Course Approval Handbook http://instsrv.sdccd.edu/Curriculum/Handbook/Curriculum_Handbook032003.doc
II.A-39	San Diego Mesa College Learning Communities flyer http://www.sdmesa.edu/learning-communities/index.cfm
II.A-40	San Diego Community College District Board of Trustees Policy 3910 – Course Repetition, Academic Renewal and Grade Alleviation http://www.sdccd.edu/public/district/policies

II.A-41	San Diego Community College District (SDCCD) Procedure 5300.2: Purpose and Description 1.0 – August 27, 2008 http://instsrv.sdccd.edu ; refer to the “Policies” tab.
II.A-42	September 15, 2009 message from Judith Ross, San Diego Mesa College Mathematics Professor and former Department Chair.
II.A-43	San Diego Mesa College Catalog Sub-committee http://www.sdmesa.edu/governance/committees/catalog.cfm
II.A-44	December 16, 2009 interview with Margie Fritch, Dean, School of Health Sciences and Public Service
II.A-45	San Diego Mesa College Research Committee Minutes, March 18, 2005 – Item #6
II.A-46	San Diego Mesa College Research Committee Minutes April 29, 2005 – Item #3
II.A-47	San Diego Mesa College Research Committee Minutes May 20, 2005 – Item #4
II.A-48	San Diego Mesa College Research Committee Minutes September 30, 2005 – Item #3
II.A-49	San Diego Mesa College Research Committee Minutes October 21, 2005 – Item #2a
II.A-50	San Diego Mesa College Research Committee Minutes February 24, 2006 – Item #2
II.A-51	San Diego Mesa College Research Committee Minutes September 22, 2006 – Item #6
II.A-52	San Diego Mesa College Academic Senate Minutes March 23, 2009 – Item V #D
II.A-53	2009 San Diego Mesa College Program Review Handbook for Instructional Programs, Student and Administrative Services, p. 13, refer to Instructional Programs http://www.sdmesa.edu/instruction/prog-rev/materials.cfm ; refer to “Program Review Handbook”.
II.A-54	San Diego Community College District (SDCCD) Procedure 5300.2: Purpose and Description 1.7.3 – August 27, 2008.
II.A-55	August 17, 2009 interview with Dr. Shelly Hess, Dean, San Diego Community College District Curriculum and Instructional Services
II.A-56	Curriculum Instructional Council – Review and Approval of G.E. and Transferability Actions, November 12, 2009
II.A-57	2009-2010 San Diego Mesa College Catalog, p.8, refer to Statement of Philosophy http://www.sdccd.edu/catalogs/mesa/
II.A-58	San Diego Mesa College Catalog Sub-Committee Information http://www.sdmesa.edu/governance/committees/catalog.cfm
II.A-59	San Diego Mesa College Student Learning Outcomes (SLOs) for the Associate Degree – Approved by the Research Committee May 23, 2003 http://www.sdmesa.edu/instruction/slo/index.cfm , refer to SLOs for the Associate Degree.
II.A-60	San Diego Mesa College Student Learning Outcomes (SLOAC) and Assessment Cycle Proposal – Approved by the Academic Senate May 23, 2005, and the President’s Cabinet, May 24, 2005 http://www.sdmesa.edu/instruction/slo/index.cfm , refer to Student Learning Outcomes and Assessment (SLOAC) Cycle.
II.A-61	California Articulation Policies and Procedures Handbook, California Intersegmental Articulation Council (CIAC) Revised Spring 2009 http://ciac.csusb.edu/ciac/handbook.html
II.A-62	San Diego Mesa College Articulation Guidelines and Sample http://www.sdmesa.edu/articulation/aiccu.cfm
II.A-63	San Diego Mesa College Office of Instructional Services, Resource Development, and Research Request for Research Reports – Submitted by the San Diego Mesa College Articulation Officer January 22, 2007
II.A-64	2009-2010 San Diego Mesa College Catalog, pgs. 74-75, refer to General Education Outcomes Defined http://www.sdccd.edu/catalogs/mesa/
II.A-65	San Diego Mesa College Program Discontinuance Policy – Approved by the Academic Senate May 23, 2005 and the President’s Cabinet, May, 24, 2005
II.A-66	San Diego Mesa College Fact Book: a. 2008 b. 2009 http://research.sdccd.edu/pages/152.asp

II.A-67	San Diego Mesa College Academic Senate Minutes – March 23, 2009, Item VII #A http://www.sdmesa.edu/academic-senate/minutes.cfm?yoa=2009
II.A-68	San Diego Community College District Board of Trustees Policy 4030 – Academic Freedom and Freedom of Expression http://www.sdccd.edu/public/district/policies
II.A-69	2009-2010 San Diego Mesa College Catalog, pgs. 64-65, refer to Academic Freedom and Freedom of Expression http://www.sdccd.edu/catalogs/mesa/
II.A-70	American Federation of Teachers Guild-College Faculty, Local 1931 Agreement with the San Diego Community College District, Article XII-Rights of Parties–Faculty Rights (12.1), The Pursuit of Truth (12.1.2), p. 88 http://www.aftguild.org
II.A-71	2009-2010 San Diego Mesa College Catalog, p. 50, refer to Course Repetition – Lapse of Time. http://www.sdccd.edu/catalogs/mesa/
II.A-72	2009-2010 San Diego Mesa College Catalog, p. 52, refer to Transferability of Credits http://www.sdccd.edu/catalogs/mesa/
II.A-73	2009-2010 San Diego Mesa College Catalog, pages 52-57, refer to Academic Credit for Nontraditional Education http://www.sdccd.edu/catalogs/mesa/
II.A-74	San Diego Community College District Board of Trustees Policy 3100 – Student Rights, Responsibilities, and Administrative Due Process, October 14, 1998 http://www.sdccd.edu/public/district/policies
II.A-75	2009-2010 San Diego Mesa College Catalog, pgs. 62-64, refer to Student Rights, Responsibilities, and Privacy of Student Records (Policy 3100) http://www.sdccd.edu/catalogs/mesa/
II.A-76	San Diego Mesa College Student Affairs website, refer to Student Rights and Responsibilities http://www.sdmesa.edu/student-affairs/index.cfm
II.A-77	San Diego Mesa College 2009-2010 Faculty and Staff Handbook, refer to p. 19 #1.3. http://www.sdmesa.edu/handbook/faculty-staff.cfm
II.A-78	San Diego Community College District (SDCCD) Instructional Services Curriculum Updating Project as of October 8, 2009 CIC
II.A-79	San Diego Mesa College 2008 Classified Staff Professional and Interpersonal Development Conference Packet (Cover Letter, Session Schedule and Registration Form)
II.A-80	San Diego Mesa College Full-Year Transfers 2006/2007: a. California State University (CSU) b. University of California (UC). Data Source: California Postsecondary Education Commission (CPEC)
II.A-81	San Diego Mesa College 2009-2010 Faculty and Staff Handbook http://www.sdmesa.edu/handbook/faculty-staff.cfm
II.A-82	San Diego Community College District Honest Academic Conduct Policy, Procedure 3100.3, January 16, 2009 http://www.sdmesa.edu/instruction/policy/academic-conduct.cfm
II.A-83	2009-2010 San Diego Mesa College Catalog, p. 50, refer to Honest Academic Conduct http://www.sdccd.edu/catalogs/mesa/
II.A-84	San Diego Community College District Student Grievance Policy, Procedure 3100.1, October 14, 1998 http://www.sdmesa.edu/instruction/policy/student-grievance.cfm
II.A-85	Minority Access, Inc. News Release, October 2, 2008 – Colleges and Universities Committed to Diversity Recognized by Minority Access, Inc.
II.A-86	San Diego Mesa College Public Information Officer, Lina Heil's, Draft Press Release – San Diego Mesa College to Receive National Award for Commitment to Diversity
II.A-87	July 2009 interview with Dr. Yvonne Bergland, Dean of Instructional Services, Resource Development and Research
II.A-88	San Diego Community College District, May 2010

II.A-89	San Diego Mesa College TaskStream Training Invitations: a. July 28, 2009 TaskStream Training (SLO Software) First Training b. August 17, 2009 TaskStream Training (SLO Software) Department Chairs and Managers c. August 18, 2009 TaskStream General Training Sessions (SLO Software) d. September 4, 2009 Special Training for TaskStream SLO Assessment Workspaces e. September 8, 2009 TaskStream General Training for AUOs
II.A-90	a. Notification of TaskStream Training Sessions – Posted Online, January 15, 2010 b. TaskStream Training Videos http://www.sdmesa.edu/instruction/slo/index.cfm
II.A-91	San Diego Community College District San Diego Regional Environment Scan Final Report, July 2006 http://research.sdccd.edu/Include/Miscellaneous/Environmental%Scan_July%202006.pdf
II.A-92	September 16, 2009 telephone interview with Judith Ross, San Diego Mesa College Mathematics Professor and former Department Chair (follow-up to 9/15/09 e-message).
II.A-93	San Diego Mesa College Academic Senate Minutes – December 1, 2008, Item VI #B http://www.sdmesa.edu/academic-senate/minutes.cfm?yoa=2008
II.A-94	San Diego Mesa College Fact Book: a. 2008 (pgs. 52-58) b. 2009 (pgs. 54-60) http://research.sdccd.edu/pages/152.asp
II.A-95	San Diego Community College District (SDCCD) Procedure 5300.2 (1.6 and 1.7), August 27, 2008.
II.A-96	San Diego Mesa College School of Business, Computer Studies and Technologies Course Syllabus Sample Packet: a. Course Syllabus Checklist b. San Diego Mesa College Course Syllabus Information Sheet c. San Diego Community College District Course Syllabus Sample (ACCT 116A) d. San Diego Community College District Official Course Outline – Accounting 116A, CIC approval November 8, 2007.
II.A-97	2009 San Diego Mesa College Program Review Handbook for Instructional Programs, Student and Administrative Services, pgs. 17 and 23 – Value of the Program/Service Area to the Community (Question #1a re: requested advisory committee information) http://www.sdmesa.edu/instruction/prog-rev/materials.cfm ; refer to “Program Review Handbook”.
II.A-98	Industry Advisory Committees http://www.sdccd.edu/public/partnerships/industrycouncils.shtml
II.A-99	San Diego Community College District Office of Institutional Research and Planning http://research.sdccd.edu/pages/1.asp
II.A-100	San Diego Community College District Classification Description – Contract Instructor, Faculty.
II.A-101	Proposition S and N Campus Facility Master Plan Presentation – Mesa Campus Forum, March 4-5, 2010. http://www.sdmesa.edu/facilities/index.cfm
II.A-102	San Diego Mesa College Substantive Change Proposal-Distance Learning, May 5, 2010