

STANDARD II.B  
EXCERPT  
(formerly II.C)

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

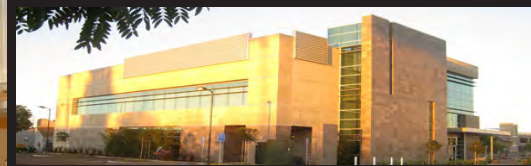
To inspire and enable student success in an environment that is strengthened by diversity, is responsive to our communities, and fosters scholarship, leadership and responsibility.

## 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%       | <b>46%</b> | 56%         | <b>41%</b> | 8%          | <b>7%</b>  | 1%               | <b>6%</b> | 66              | <b>70</b>       |
| 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%       | <b>39%</b> | 38%         | <b>34%</b> | 39%         | <b>19%</b> | 3%               | <b>9%</b> | 66              | <b>70</b>       |
| 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%       | <b>28%</b> | 15%         | <b>25%</b> | 70%         | <b>42%</b> | 3%               | <b>6%</b> | 66              | <b>69</b>       |
| Step 4. The next iteration of the SLO assessment cycle, starting again with Step 1, has begun.                                                                                                                                                                 | 8%        | <b>10%</b> | 18%         | <b>31%</b> | 70%         | <b>50%</b> | 5%               | <b>9%</b> | 66              | <b>68</b>       |

**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<br>2008 (Baseline) Means<br>and 2009 Means |              |         |
|------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|--------------|---------|
|                                                                                                                  | 2008<br>MEAN                                             | 2009<br>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

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

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

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

|                                                                                                                                                                                                                                                                                  |                          |                          |                          |                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
|                                                                                                                                                                                                                                                                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Step 3. Results of the assessment have been documented and analyzed and any necessary changes determined</b> , 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. | <b>Completed</b>         | <b>In progress</b>       | <b>Not started</b>       | <i>Progress unknown</i>  |

|                                                                                                                             |                          |                          |                          |                          |
|-----------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
|                                                                                                                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Step 4. Continue the cycle</b> , i.e., begin the next iteration of the SLO assessment cycle, starting again with Step 1. | <b>Completed</b>         | <b>In progress</b>       | <b>Not started</b>       | <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.**

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**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.**

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

|                                                                        | <i>Strongly agree</i>    | <i>Agree</i>             | <i>Disagree</i>          | <i>Strongly disagree</i> |
|------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Dialogue about student learning occurs on an ongoing basis in my unit. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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

**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 •

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## 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 •

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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).

**Standard II.C. Library and Learning Support Services:** Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

**Standard II.C.1:** The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

### **Description**

Mesa College library and learning support services provide essential front-line support for student learning. Many of these services are located within the School of Learning Resources and Technology, bringing together under one umbrella the library and all technology related services on campus. A benefit of this is the level of collaboration that takes place between programs and services to better support student learning. Tutoring also brings its services together to better meet student learning support needs with the consolidation of all tutoring services into one central learning support unit that is co-located with the Language Lab. The one exception to this is the Student Tutorial and Academic Resources (STAR) TRIO program, which is housed with the Extended Opportunity Programs and Services program and is administered by the Division of Student Services.

To support the multiple modalities by which students access their courses and engage in learning, the library provides many of its services both online and face-to-face. The library maintains a significant presence on campus within the four-story Learning Resource Center, but it also maintains a strong online presence for remote access. Prior to consolidation, two of the three tutoring services piloted online tutoring and writing center support. This was conducted in the 2008-2009 academic year; however, with the consolidation of tutoring services and current budget constraints, the pilot has been discontinued. Tutoring continues to provide a significant presence on campus.

### **Evaluation**

The College has made library and student learning support services a high priority. As detailed in each of the following sections, Mesa College provides services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, and it does so both on campus and online.

The College meets this standard.

**Standard II.C.1.a:** Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

### **Description**

#### ***Learning Resource Center***

Opened in 1998, the Learning Resource Center (LRC) is a 107,000 square foot facility that houses many of the resources administered by the School of Learning Resources and Technology. The library occupies the first three floors of the building, while the fourth floor is dedicated to technology related services. These services include (i) the Audiovisual

Department, which provides equipment and media support for instruction and campus events, oversees all audiovisual installations on campus, and administers the library's video collection, (ii) the Center for Independent Learning (CIL), which provides an open student computer lab, two independent faculty/staff computer labs, computer/technology training and support for faculty and staff, and administration of the multimedia reserve collection, (iii) the administrative office for the campus-wide Academic Computing Labs Supervisor, and (iv) the administrative office for the College Web Design Supervisor. The High Tech Center, which is located on the second floor, is a fully accessible computer lab/classroom that is administered by Disability Support Programs and Services. (II.C-1, II.C-5)

Two computer classrooms are located in the LRC. One is the library classroom, used primarily for information literacy instruction and containing 41 computer workstations in addition to a teacher's workstation, while the other is used by college faculty and contains 38 computer workstations plus a teacher's workstation. Both rooms were designed as smart classrooms, containing projection equipment, document cameras, computers, and sound systems, and both rooms have classroom management systems that allow the instructor to communicate directly with the student computers. In addition, a smaller training lab, with 16 computer stations, is available for staff training and occasional student use; it, too, has a full smart classroom installation. Laser printers are available in all three classrooms.

In addition to the computers made available for classroom and lab spaces, the LRC has a total of 42 workstations available for student use in the general Reference Area on the first floor and 19 more located throughout the building. Workstations with accommodations for ADA-compliant software and equipment are available on the first and fourth floors of the building.

For convenience to students, faculty, and staff, the LRC consolidated all of its printing and copying services into one server-based system that is accessed using either a Mesa College ID card or proprietary print card, which is available for purchase in the LRC Café. In addition, an ATM machine has been installed on the first floor, adjacent to the LRC Café, for user convenience. There is one photocopy machine that accepts coins only for those not wanting to use the card system. Printers and copiers are located in high-usage areas on the first and fourth floors, and copiers are available on the second and third floors. The fourth floor print/copy station is associated with the CIL student computer lab and contains two color laser printers, seven black and white laser printers, and one copier. The first floor has a total of four copiers and two black and white laser printers. A state-of-the-art microforms reader/printer, also located on the first floor, is part of this system. A total of five add-value stations are located throughout the building so that students can conveniently add money to their cards; a bill changer is located on the fourth floor. Assistance with print/copy services is available on both the first and fourth floors.

A recent addition to the LRC was the installation of wireless connectivity for SDCCD students, faculty, and staff, which is available throughout the building. The LRC also entered into a collaborative effort with the cafeteria and provided space on the first floor for the LRC Café, which sells coffee and other beverages and light snacks. Adjacent to the café is the Café Commons, which is a large area with tables and chairs for people to gather or work independently.

The LRC provides display venues for student and faculty art work and other course-related projects. It has hosted the Annual Multimedia Awards and regularly displays student work such as the annual poster presentations by Bridges to the Baccalaureate students. A display stage, located just inside the entrance to the building, is in near-constant use by various departments and clubs on campus. Displays have included the Dia de los Muertos presentation, apparel from the annual fashion show, documents for Constitution Day, and a historical presentation on Japanese-Americans during World War II. The LRC is home to the extensive African Art Collection, which rotates displays several times per year. (II.C-7) The LRC also hosts a variety

of musical events, including annual African performances, occasional three-minute choral concerts, and periodic full recitals, such as "Music for Dancers, Sports Fans, and Animal Lovers," which was performed in December, 2009. The LRC presentation room, which seats 65 and is a fully equipped smart classroom, provides a venue for numerous events, including those sponsored by the Humanities Institute, the Department of Social Sciences Occasional Lecture Series, and numerous guest speakers.

### **Library**

The library collection consists of 111,461 books, 141,733 microforms, 194 print periodical subscriptions, 484 audio-recordings, and 2,732 video recordings. (As of February 17, 2010; II.C.-2) It also includes online access to over 31,000 e-books, 400 reference books, and over 20,000 periodicals, which are accessed through subscriptions with numerous aggregator and reference databases. (II.C-3) The library provides limited-loan course reserve services for both print and multimedia materials for classroom instructional support. Reference services are provided face-to-face and by phone during most hours that the library is open; they are available online 24 hours per day, seven days per week via live chat provided by Ask-a-Librarian; the library also provides e-mail reference service. In 2009, the library website was completely rebuilt to improve its effectiveness; to this end, usability has been enhanced by the development of clear navigation and research support, the use of comprehensible language, and the creation of multimedia tutorials. Accessibility is assured by design with the use of Cascading Style Sheets and XHTML coding. (II.C-4) Students can also manage their library accounts online for applications such as the renewal of materials.

Library personnel work with College faculty and staff to assure that library services and materials selection support student learning needs. Librarians are assigned as liaisons to each of the College's instructional departments to facilitate communication and collaboration regarding selection and acquisition of library books and databases; there is also a requirement that a librarian sign-off on any new course that is accepted by the College to ensure that the library acquires adequate materials to support the new course. In addition, the library website includes an online form for faculty, staff, and students to request specific books for purchase. The library also maintains a suggestion box, which is a source for recommendations for purchase of materials or provision of services. Another venue for recommendations is the faculty feedback form filled out by all instructors obtaining library instruction sessions for their classes. For video selection and purchase, the Audiovisual Librarian works directly with faculty in each department to identify classroom instructional support materials. In addition, one librarian sits on the College Academic Affairs Committee to stay current on instructional issues and to serve as a liaison to the rest of the library faculty.

The Collection Development Librarian maintains a campus-wide presence and sends regular e-mail updates to College faculty and staff listing newly acquired books and audiovisual materials. This correspondence provides another venue for faculty and staff interaction. The Electronic Resources Librarian works directly with departments, programs, and individual faculty members to identify databases specific to their needs. Subscriptions to the following databases were a direct result of this type of collaboration: ARTstor; PsycARTICLES (which includes over 55 full-text journals from the American Psychological Association) and JSTOR, which is an archive of over 400 peer-reviewed journals.

Classified staff members provide dedicated support to specific areas, such as periodicals, technical services, course reserves, instruction, and acquisitions. These staff members work closely with the appropriate librarians to assure quality delivery of materials and services.

The library assesses the effectiveness of its library collection through multiple measures. Monthly Circulation Reports provide statistics for materials checked out through the library circulation

system and online e-book access, while the Electronic Resources Librarian provides similar statistics for databases. These data are analyzed for future purchases and subscriptions and for de-selection of materials or databases. The library also subscribes to reviewing resources and scholarly journals, which provide professional reviews regarding materials for possible purchase. Librarians attend department meetings and seek feedback from faculty.

### ***Center for Independent Learning***

Located on the fourth floor of the LRC, the Center for Independent Learning (CIL) provides multiple technology and student learning support services for the College. The CIL Student Computer Lab has 144 computer workstations (both Mac and PC) that are networked via a central server to access course-specific software, the Microsoft Office Suite, other applications, and the Internet. CIL faculty work with classroom faculty to ensure that software needed for course support is also provided in the CIL lab. Four full time Instructional Assistants work in the lab to provide user support. Peripherals such as scanners and cabling for multimedia are provided for student use as well. (II.C-6)

In addition to the student lab, the CIL provides two faculty/staff labs, which contain a total of 14 computers (both Mac and PC). The CIL also administers the faculty/staff training classroom, which has 16 networked workstations. CIL faculty provides support and training to faculty and staff in developing technology-based learning tools. The CIL faculty has collaborated extensively with the District SDCCD Online learning support department to provide college support for implementing WebCT/Vista, making materials ADA compliant, and using learner-centered practices both online and face-to-face. The CIL faculty/staff multimedia lab is staffed two days per week by an instructional designer from SDCCD Online, who provides direct support to faculty. In addition, a joint grant obtained by CIL and SDCCD Online led to the creation of a video studio for faculty to enhance their online presence.

### ***Audiovisual Department***

Also located on the fourth floor, the AV department is co-located with CIL media services. This department serves as the central location for checking out both library and reserve videos and other learning materials. The AV department ensures that all new media is accessible and that all playback and projection equipment is equipped with closed-caption decoders. The department also schedules and checks out portable presentation equipment for use in rooms not equipped with technology. The Audiovisual Librarian works with faculty to identify and purchase new videos to support their curriculum. A special feature of the library catalog, created to improve access to the video collection, is the disciplinary subject search page that identifies all videos of interest to a specific discipline. (II.C-8)

A key function of the AV department is to provide audiovisual equipment support for the campus, through specification, purchase, installation, and maintenance and support of all smart classrooms on campus. The department collaborates extensively with the academic departments to identify their instructional audiovisual needs and ensure that they are represented in the District audiovisual contract. The AV staff trains faculty and staff in the use of AV equipment, including specialized equipment specific to certain teaching applications.

The technical staff provides AV presentation support for all major events on campus, including Student Success Day, Faculty Convocations, African-American/Latino Male Leadership Summit, and the Festival of Colors.

In addition to equipment and video library services, the AV department also provides production services, including a full-time videographer and captionist and large-scale printing and laminating services. The videographer provides full production services for the campus, including the recording of numerous events, guest lecturers, and student presentations. The captionist ensures that all media produced by and for the College is fully compliant with ADA standards. The technical staff assures quality production on all printing and laminating requests.

### ***High Tech Center***

Disability Support Programs and Services (DSPS) administers the High Tech Center, located in the LRC, to provide individualized learning support services to disabled students enrolled in the College's DSPS academic programs. The lab has 24 computer workstations, all with adaptive technology in compliance with the Americans with Disabilities Act, for student use. The lab recently installed a fully accessible smart classroom installation to enhance classes and training sessions that are provided in the lab. The lab averages about 100 students per semester who enroll in DSPS 21 and also about 175 requests for alternate media. The lab is administered by a full-time DSPS faculty member with the assistance of two full-time support staff members, all of whom provide learning assistance to students. (II.C-9)

### ***Campus Computer Classrooms/Laboratories***

There are 25 academic computer labs and classrooms on campus that serve in direct support of classroom instruction. They include such programs as the Digital Art Lab, Architecture labs, Computer Information Systems labs, Computer Business Technology labs, and English lab. There are a total of 604 PCs and 43 Macs located in the campus academic computer labs and classrooms. (II.C-19) Maintenance of this equipment is the responsibility of the Academic Computer Labs Supervisor, who is part of the School of Learning Resources and Technology. The supervisor works closely with instructional faculty to ensure that all course-related software is loaded, managed, and updated in support of student learning. The supervisor specifies equipment and installs and maintains all computers, printers, and other peripherals in these environments and manages them through a series of servers across campus. The supervisor and staff of six instructional lab technicians provide direct support to faculty and students in these applications.

### ***Tutoring Services***

In fall 2009, due to budget constraints and the impact of new construction timelines, the three separate tutoring services, including the Math and Science Center, Tutoring Appointment Center, and Writing Center, were combined to provide one central tutoring service on campus. These services were joined with the Bridging Lab, which is funded by Continuing Education, to create a more comprehensive "one-stop-shop" tutoring center that addresses all levels of learning support needs, including Basic Skills-level mathematics and English, ESOL, and collegiate-level course support in multiple disciplines. By combining these services into one center, the College is able to offer comprehensive services to both day and evening students for Mesa College and Continuing Education students based at Mesa.

With the consolidation of the separate centers, the College was able to restructure and reduce its staffing levels from 2.6 FTEF contract positions to a total of 0.8 FTEF contract positions and from three separate centers to one. Now, one contract 0.6 FTEF position coordinates the work of the tutoring center function, and one contract 0.2 FTEF position coordinates the Writing Center function. They are involved in hiring, evaluating, and training the tutors and assuring the academic integrity of the services provided. A full-time supervisor provides the administrative support necessary to supervise and schedule the tutors and implement the programs established by the faculty. The supervisor is assisted by the one full-time Instructional Assistant.

In spring 2010, oversight of the tutoring center was moved from the Vice President, Instruction, to the Dean, Mathematics and Natural Sciences, who now provides day-to-day supervision of the center and coordinates long-term planning of tutoring services with disciplinary faculty and staff. The goal is to expand services to reach more students. Plans have been drafted for the inclusion of a state-of-the-art Academic Skills Center on the first floor of the new Social and Behavioral Sciences Building, which is scheduled to begin construction in 2013. Research conducted by the Basic Skills Committee and other sources of feedback and information will inform future planning for tutoring services.

Student Tutorial and Academic Resources (STAR) is a federally funded TRIO program with separate guidelines and is administered by the Director of STAR TRIO within the Division of Student Services. The program is housed with the EOPS program and is administered on a daily basis by the Assistant Director/Counselor of STAR TRIO. STAR targets low-income and first-generation students and those students with disabilities. Students qualifying for services can make appointments for up to two one-hour tutoring sessions per week and have unlimited assistance on a walk-in basis, pending tutor availability. As part of Student Services, the STAR program is discussed more fully in Standard II.B.

## **Evaluation**

*Learning Resource Center:* The LRC has become a centerpiece of the campus. The addition of wireless connectivity and the LRC Café has added to its appeal. In the 2009 LRC Point of Service Survey (POS), 81% of the respondents were satisfied or very satisfied with wireless access in the building (Q31), and 82% were satisfied or very satisfied with the LRC Café (Q39).(II.C-10) Every effort has been made to meet student needs in terms of access to technology and streamlined services. The new server-based print/copy system is owned and operated by the District and is serviced by LRC staff, ensuring that problems are addressed immediately. A contract with the vendor remains intact for equipment support and replacement. Students appreciate the convenience of being able to use their CSID cards for printing purposes; the LRC added a fifth add-value station to the building to ensure students can easily add money to their cards in multiple locations. In the POS Survey, 79% of the respondents were satisfied or very satisfied with the printing services (Q17) and 78% were satisfied or very satisfied with the copy services (Q16). (II.C-10)

In terms of overall satisfaction with the LRC, 85% of the respondents to the 2009 LRC POS Survey rated their overall satisfaction with the general services of the LRC as very satisfied or satisfied (Q10); an average of 80% were very satisfied or satisfied with the building and equipment (Q12-Q18); and an average of 83% were very satisfied or satisfied with the technology (Q24-Q31). (II.C-10)

Quality service is an LRC value, and results of the POS Survey reinforced this, as 85% of the respondents agreed or strongly agreed that the staff was knowledgeable and able to answer their questions (Q7); 88% agreed or strongly agreed that the assistance they received was useful (Q8), and 90% agreed or strongly agreed that they would feel comfortable returning for additional services (Q11). (II.C-10)

*Library:* Every effort is made to engage faculty, staff, and students in the selection of library materials and equipment. An example of collaboration with the academic departments is evidenced in the library's subscription to PsycARTICLES (database of 55 APA periodicals). The Psychology Department had previously requested more APA journals, which the library had been unable to augment due to cost. However, in 2006, when the Community College League negotiated a group price for PsycARTICLES database, the library was able to subscribe and did so as soon as it was available. This subscription has enabled Mesa students to access the journals they need. This level of collaboration and response to campus needs is evidenced in other acquisitions as well, including subscriptions to various databases and reference works for the Business Department and ArtSTOR for the Art Department. (II.C-4) In the case of ArtSTOR, not only has the library obtained a subscription to the database, but it has worked to ensure that the proper technology settings are installed on campus computers to assure access, and to provide instruction for both faculty and students on how to use the database.

A measure of the library's effectiveness in collaborating with the campus and meeting their needs was provided by the 2009 Employee Perception Survey, in which 82% of faculty and staff either agreed or strongly agreed that librarians consult with campus faculty and other campus

stakeholders to select and maintain books, periodicals, audiovisual materials, and other learning resources (Q47); 77% of the faculty and staff either agreed or strongly agreed that the library collection is adequate to meet the needs of their program or work function (Q50); and 91% of the faculty and staff were satisfied or very satisfied with Library Services (Q25). In the 2009 Mesa College Student Satisfaction Survey, 82% of students either agreed or strongly agreed that the library has an adequate selection of books, periodicals, and other learning resources (Q70); 88% of students were satisfied or very satisfied with the library (Q11). (II.C-11, II.C-12)

Another example of the effectiveness of this outreach is reflected in the increased number of faculty placing copies of their course texts, assigned readings, and videos in the Course Reserves. To integrate access to all reserves, both print and video materials are included in the Course Reserves section of the catalog. In addition, the Center for Independent Learning (CIL) media desk has been co-located with the Audiovisual Department service desk so that all videos, whether belonging to the library or placed on course reserve, are now available at one central service desk. Catalog access and co-location of videos have streamlined the process for students to locate the videos they need. Circulation statistics demonstrate that this strategy has been successful, with course reserve checkouts increasing from 10,343 items in fall 2008 to 13,277 items in fall 2009. (II.C-13)

The library has benefited from sustained and substantial funding in recent years; however, with the current economic downturn there is concern about supporting and adding to the collection, both online and in print, during this time.

*Center for Independent Learning:* As evidence of the commitment that students come first, the CIL student computer lab receives new computers each year. At the end of each year, these student computers are rolled down to other applications on campus, and new computers are placed in the lab. This practice ensures that students have the equipment they need in order to complete their assignments. The computers are networked in a manner to allow maximum efficiency and access to software, which benefits the students. A full-time Network Specialist ensures the effectiveness of the CIL student and faculty labs and the printing system. As a measure of this effectiveness, in the 2009 LRC POS Survey, 84% of the respondents rated their satisfaction with CIL computer labs as very satisfied or satisfied (Q15); 79% rated their satisfaction with CIL course related software as very satisfied or satisfied (Q28); and 77% rated their satisfaction with CIL lab tech support as very satisfied or satisfied (Q38). These levels of satisfaction are consistent with the results of the 2009 Mesa College Student Satisfaction Survey, in which 81% of the students were satisfied or very satisfied with the Open Computer Labs (CIL) (Q15). In the 2009 Employee Perception Survey, 80% of faculty and staff were either satisfied or very satisfied with the services of the Center for Independent Learning (Q20). Sixty six percent of faculty and staff either agreed or strongly agreed that the College provides adequate training to faculty and staff in the application of information technology (Q71). (II.C-10, II.C-11, II.C-12)

The CIL faculty has a long-established relationship with the instructional faculty in the design of learning support materials; this relationship continues and has moved to technology-based materials. A CIL faculty member has served as the WebCT mentor for the College for four years now. In addition, this same faculty member co-chairs the Academic Senate Standing Committee on Distance Learning, which puts him in direct dialogue with the needs of the faculty. He provides individual and group (Flex) training, pilots various technologies, and represents Mesa faculty as part of his membership on the District distance-learning committee.

With the retirement of one of the CIL faculty members this year, the department now has only one faculty member to support these services. With the current budget, it is uncertain when the position will be filled, and that is a concern.

*Audiovisual Department:* The AV department has become a central fixture in the specification and procurement of presentation equipment for classroom instruction. Although a Mesa Standard Smart Classroom Installation has been created, faculty are able to add features or customize the installation when needed to support their instructional needs. Collaboration is key in this pursuit. Installations such as the fully integrated dental lab in Allied Health exemplify the level of collaboration provided by the School of Learning Resources and Technology with the academic departments on campus.

In the 2009 Employee Perception Survey, 86% of faculty and staff were either satisfied or very satisfied with the services of Audiovisual Support Services (Q28). (II.C-11)

In the terms of the AV department's other function, in tandem with CIL Media Services, is the administration of the library's video collection and the Course Reserve Video Collection. This central desk is the location for reserving and checking out videos but also for reserving and checking out equipment and for obtaining print support services such as poster printing and lamination. In the 2009 LRC POS Survey, 80% of respondents were satisfied or very satisfied with the video collection (Q23); 81% were satisfied or very satisfied with the AV/CIL service desk (Q37); and 78% were satisfied or very satisfied with the AV media equipment (Q18). In terms of media equipment, the AV department does not have a dedicated source of funding and must rely on IELM block grant funds; these funds have decreased in recent years, and the AV department has been unable to update its inventory. With the current budget situation, it is unlikely that there will be much improvement in the near future. (II.C-10)

*High Tech Center:* The High Tech Center (HTC) is proactive in supporting specialized student learning needs. The HTC faculty member meets with each of the DSPS qualified students enrolled in DSPS 21 to create a Student Educational Contract and evaluates its completion. Each student has an individualized curriculum. In addition, the faculty member provides numerous Flex training sessions for both the campus and the District and provides support to the LRC to assist it in meeting ADA accessibility standards.

*Campus Computer Classrooms/Labs:* Academic labs are growing on campus, and the School of Learning Resources and Technology provides direct support. The design of the new Allied Health Building and the American Sign Language Laboratory are examples of the collaborative efforts of the Academic labs department, Audiovisual Department, and academic departments to design learning spaces that best meet student learning needs.

The computer labs and classrooms on campus rely on various sources of funding, including VTEA, IELM, and General Funds, all of which have been reduced in recent years. Approximately half of the computers in these labs are out of warranty (in excess of four years old). This is of concern, as is the staffing level of the labs, which has dropped from ten technicians in 2004 to six technicians in 2010. Again, with current budget issues, this is expected to continue. To address these staffing needs, there is collaboration between departments in the School of Learning Resources and Technology, specifically the technicians in the AV department and the academic labs. The academic lab technicians are a diverse team with different technical backgrounds, which provides for a breadth of support. A final concern is that new buildings equipped with computer technology and labs are coming online without adequate funding for new technology personnel to staff them.

In the 2009 Mesa College Student Satisfaction Survey, 71% of the students were satisfied or very satisfied with the equipment and software in the classroom computer labs (Q81). (II.C-12)

### *Tutoring Services:*

The major reorganization of tutoring services in fall 2009 was driven by the need to relocate due to budget reductions, contractual obligations for room space, and new construction timelines. The reorganization provided the opportunity to revisit tutoring services and their staffing levels given current budget considerations. By consolidating services, combining with the Bridging Lab, and co-locating with the Language Lab, the College was able to expand the hours of operation and decrease some of their overhead costs. The end result was a comprehensive center that meets the needs of more students. Long and short-term planning seeks to expand these services and assure that student needs are being met.

Tutoring Services were evaluated by faculty, staff, and students in 2009. In the 2009 Tutoring Services POS Survey, 95% of the students either agreed or strongly agreed that the tutoring staff was knowledgeable and able to answer their questions (Q9); 91% of the students agreed or strongly agreed that the tutor spent sufficient time assisting them with their problems (Q17); and 88% agreed or strongly agreed that tutoring services helped them succeed in their classes (Q14). In the 2009 Student Satisfaction Survey, 64% of respondents were satisfied or very satisfied with Tutoring Services (Q9). In the 2009 Employee Perception Survey, 73% of the respondents were satisfied or very satisfied with the Tutoring Services (Q18). (II.C-11, II.C-14)

The College meets this standard.

**Standard II.C.1.b: The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.**

### **Description**

Information competency is at the core of the library's instruction program. This is accomplished through a variety of means, including (i) the one-unit course, Library Science 101: Information Literacy and Research Skills; (ii) faculty requested instruction, specific to their course needs, typically taught in an 80 minute hands-on session in the library classroom; (iii) walk-in workshops, offered through a published schedule throughout the fall and spring, which consist of two one-hour workshops teaching information retrieval and analysis; and (iv) online tutorials targeting specific information literacy skills. A primary point of service for the delivery of one-on-one information competency instruction is the Reference Desk. Students, faculty, and staff receive individualized assistance and guidance with their research questions. Except for the 7:00-8:00 AM and the 9:00-10:00 PM hours, the Reference Desk is staffed by a librarian during the hours that the library is open. (II.C-15)

The College's commitment to information competency is evidenced in the library's smart classroom, which is dedicated to information literacy instruction. It contains 41 student workstations, including two that are ADA compliant, and has a ceiling-mounted projector and fully equipped lectern for teacher use. A feature of the system is its classroom management software, which allows the librarian to send his/her monitor image to the student workstations, so that students can follow along as the librarian demonstrates how to use various interfaces such as the library catalog and databases.

The library has specific Student Learning Outcomes (SLO's), which were determined through extensive dialogue among the library faculty. They include specific outcomes for the Library Science 101 course, the instructor-requested instruction sessions, and the walk-in workshops. Assessment of learning outcomes is a formal part of the one-unit course; assessment is also embedded in the instructor requested instruction sessions, through a pre and post test that is analyzed for learning. In addition, the library provides a worksheet for students to complete during the instructor-requested instruction; this provides the opportunity for the student to

demonstrate their application of the skills being taught. In addition to this direct feedback from students, librarians receive feedback in the form of an evaluation filled out by the instructor in the faculty-requested instruction sessions. An assessment tool for the walk-in workshops is a work in progress. (II.C-16)

Information competency is included as part of the Technological Awareness Student Learning Outcome for the associate degree. It is also inherent in the Critical Thinking outcome. Information literacy is considered to be a campus-wide commitment. (II.C-17) The librarian who now coordinates the Library Instruction Program is currently studying the feasibility of instituting information competency as a graduation requirement.

Also of benefit to students, the library offers Flex classes for faculty to update them on library resources that they can use and share with students. Of particular interest here are the databases which are expansive and include not just the comprehensive and reference databases, but subject-specific databases as well. Librarians also teach flex classes on topics such as plagiarism and copyright.

The Center for Independent Learning (CIL) provides instruction on information competency to both students and faculty/staff. The CIL Instructional Assistants (IA's) teach formal sessions to classes upon request by faculty; these sessions address software applications that the faculty member has placed in the student lab. In addition, the IA's provide one-on-one instructional assistance to students as they work in the lab. The CIL faculty member provides extensive instructional support for faculty and staff who are learning how to use software and online resources, create curricula, and search the internet.

The AV department, including the Audiovisual Librarian, provides assistance in the library and on campus with the skills necessary to use classroom presentation technology for the purpose of teaching and learning. This assistance includes instruction on using the Internet in the classroom and the application of various programs, players, and plug-ins.

Tutoring services assist students within the context of their specific assignments, which sometimes include information competency.

## **Evaluation**

Information competency is a core value for Mesa College, with its inclusion in the degree-level SLOs. Information competency is supported by the library and other learning support services. The library is actively engaged in outreach to students for information competency through the use of posters distributed on campus, e-mails to faculty, and Flex classes for faculty and staff. The most public source of outreach for information competency is the Reference Desk, where services are available at any time the building is open when class is in session. Beginning in the 2010 spring semester, an assessment tool consisting of a short exit survey started to be used to measure the success of the SLO created for reference service. Librarians stay abreast of new methods and techniques in teaching information competency through journal articles, newsletters for associations or interest groups, attendance at professional conferences, and the professional exchange of information between peers. They make heavy use of technology and hands-on experience to enhance the student learning experience.

As a measure of the effectiveness of information competency efforts, the 2009 LRC POS Survey indicated that 79% of the respondents were satisfied or very satisfied with the library instruction received in a scheduled class visit (Q35); 79% were satisfied or very satisfied with library instruction received in a walk-in workshop (Q36); and 84% were satisfied or very satisfied with Reference Services (Q33). In the 2009 Employee Perception Survey, 87% of respondents agreed or strongly agreed that the College provides ongoing training for users of library and other

learning support services to develop information competency (Q48). However, as encouraging as these statistics are, the library is looking to expand its outreach. It is hoped that with the new series of information competency tutorials, faculty can have their students complete the instruction outside of class. Also, by having the content broken up into discrete modules, students can get the instruction in smaller “bites” when they need them. (II.C-10, II.C-11)

The College meets this standard.

**Standard II.C.1.c: The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.**

### **Description**

During fall and spring semesters the LRC, including the library, AV department, and CIL labs, is open from 7:00 AM to 10:00 PM Monday through Thursday and from 7:00 AM -5:00 PM on Friday. During summer session it is open from 7:00 AM to 6:00 PM Monday through Friday. During recess periods, the LRC is open from 7:00 AM to 5:00 PM Monday through Friday; it is closed on week-ends and holidays. During the hours of operation, the staff is on duty to provide assistance to students and College personnel. (II.C-5)

In addition, the library provides a strong online presence, available 24 hours per day, seven days per week, via its library website, which provides access to the library catalog, databases, tutorials, and numerous support pages. In addition to being able to access the full collection of eBooks and databases at any time online, students and College personnel can also obtain online live chat reference assistance as well. Remote access is accomplished using EZ Proxy to validate registered users by CSID number and last name.

The High Tech Center is open during the semester on Monday, Tuesday, and Thursday from 8:30 AM to 4:30 PM and from 8:30 AM to 7:00 PM on Wednesday. The faculty member or a classified support staff member is present at all times. (II.C-9)

Academic computer classrooms and labs vary in the hours that they are available but are open when classes are taught and when students enrolled in the classes can conveniently use them, such as free periods between classes. Hours of operation for the labs are from 8:00 AM to 10:00 PM Monday through Friday. In addition, most of the software used in the academic labs on campus is also made available for student use in the CIL student lab, which is open for student use any time the LRC is open.

The Tutoring Center is open from 8:30 AM to 7:00 PM on Monday and Tuesday and 8:30 AM to 6:00 PM on Wednesday and Thursday. STAR is open Monday through Thursday from 8:00 AM to 5:00 PM and from 8:00 AM to 12:00 PM on Friday.

### **Evaluation**

It cannot go unsaid that the hours of availability for the LRC have been impacted by the current budget crisis. Prior to this, the LRC was open Saturdays from 8:00 AM to 3:30 PM during the fall and spring semesters and until 10:00 PM on weeknights. Every effort to compensate for these lost hours has been focused on improvement of the library website, which provides remote access 24 hours per day.

The 2009 LRC POS Survey indicated that 77% of respondents agreed or strongly agreed that the hours of the LRC were convenient to meet their needs (Q9). However, this survey was completed before the hours were reduced. In addition, extended hours of operation was a recurring recommendation in the comments section of the survey and is a persistent request in

the suggestion box. It is understandable that the hours had to be cut due to the budget crisis; however, when funding returns the College should reinstate the extended hours. In terms of satisfaction with the online services of the library, 85% of the respondents were satisfied or very satisfied with the LRC website (Q4); 84% were satisfied or very satisfied with the LRC online catalog (Q25); 83% were satisfied with the online journal and reference databases (Q26); 81% were satisfied or very satisfied with the e-book collection (Q27); and 69% of students were satisfied or very satisfied with Ask a Librarian online chat reference services (Q34). These results demonstrate substantial satisfaction with online services. (II.C-10)

As for availability of computer labs on campus, both in the academic labs and the CIL, in the 2009 Student Satisfaction Survey, 76% of the students agreed or strongly agreed that the availability of the open computers labs was sufficient to meet their educational needs (Q82). (II.C-12)

Tutoring hours have expanded overall with the consolidation of services into one central location. In the 2009 Tutoring Center POS Survey, 84% of the students agreed or strongly agreed that the office hours were convenient to meet their needs (Q11), and 89% agreed or strongly agreed that time spent waiting for assistance was reasonable (Q15). With the expansion of hours, more students, including evening students, will be able to access more services. (II.C-14)

The College meets this standard.

**Standard II.C.1.d: The institution provides effective maintenance and security for its library and other learning support services.**

**Description**

The LRC receives custodial support as needed during the day and evening shifts and a crew for the graveyard shift to ensure that the building is kept clean and is properly maintained. Custodial services are provided to Tutoring Services and the academic labs on a daily basis to ensure their cleanliness.

The LRC has an alarm system that is activated when the building is closed; this system feeds directly to the College/District police dispatch station. A separate security system has been installed for the library, ensuring that books and other materials are not removed from the library without authorization. Remotely accessed online library services requiring authentication are validated using EZ Proxy, which is checked against a list of current students and faculty that is updated daily. The CIL student lab uses an attendance tracking system based upon the student's CSID number. During hours of operation, two Instructional Assistants constantly staff the lab. In addition, network administration of the lab monitors the number of software licenses in use. Equipment has been secured throughout the LRC through cabling, and in some cases specific alarms have been installed.

The academic labs all have intrusion alarms, also feeding directly to the College/District police dispatch. When the labs are open, either a faculty member or a technician is present at all times.

In terms of securing downloads and files to the student computer equipment, the College uses Steady State and Avast, which is an anti-virus, and also deploys network administration of all machines. Maintenance of computers and AV equipment is administered by the School of Learning Resources and Technology technical staff on a scheduled basis. Every precaution is taken to ensure that the equipment is cleaned and maintained to assure maximum longevity.

In addition to considerations of security and maintenance, the LRC has created a detailed Disaster/ Emergency Plan, which is a comprehensive disaster plan that identifies LRC and campus emergency teams and includes location of fire extinguishers, evacuation plans and maps, collection salvage

supplies and priorities, insurance information, emergency supplies and disaster recovery resources. The LRC holds an institutional membership with San Diego and Imperial County Library Response Network (SILDRN) and Western States and Territories Preservation Assistance Services (WESTPAS). Both organizations provided guidelines and tools for creating the disaster plan and for the creation of the Pocket Response Emergency Plan, which is a one-page document that contains essential information needed at the point of emergency/disaster response. (II.C-20)

### **Evaluation**

Custodial maintenance of the LRC, tutoring services, and academic labs is satisfactory. The carpets in the LRC are cleaned on regular basis, but they are displaying wear. Security in the LRC and the academic labs is stable. There have been few cases of theft.

The College meets this standard.

**Standard II.C.1.e: When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.**

### **Description**

The library makes use of several collaborative relationships, which are secured via formal agreement, in order to better serve the needs of its constituents. These services are detailed below.

*San Diego/Imperial Counties Community College Learning Resources Cooperative (SDICCLRC).* This cooperative includes nine community college libraries in San Diego and Imperial Counties. The relationship is secured via a Joint Powers Agreement (JPA) that is administered through the San Diego County Office of Education. Benefits of membership include regular meetings of the library chairs/directors to discuss issues of common interest, participation in the shared video library collection (which includes delivery services), and access to "live chat" reference service through Ask-a-Librarian. Contracts for services such as this are negotiated through the cooperative to obtain discounted pricing.

*Community College League (CCL).* The library is a participating member in CCL, which is a statewide organization of all community college libraries, one of whose subcommittees evaluates databases and negotiates special pricing for members of the league. Examples of the database subscriptions obtained through this agreement include ProQuest, EBSCOhost, PsycArticles, and AP Archives.

*Library Advisory Group (LAG).* LAG includes librarians from all three of the colleges in the San Diego Community College District. The group meets twice per year to discuss mutual concerns and to cooperate on projects of benefit to all three libraries. LAG has implemented projects including (i) upgrading of the libraries' online catalog to be interactive with the Internet and accessible through the library websites, (ii) subscriptions to common databases and e-book collections, and (iii) creation of common elements of the 2009 LRC Point of Service Surveys for the three libraries.

*Interlibrary Loan Services (ILL).* The library obtains interlibrary loan of materials for its students, faculty, and staff through a variety of sources. The most immediate is the specialized and expedited loan of books between the three libraries in the District (SDCCD). The library is also a member of Online Computer Library Center, Inc. (OCLC), which enables the Mesa College Library to borrow requested titles from many other libraries in the U.S. for library users; the library also lends books to those same libraries for their library users who request titles Mesa owns.

## Evaluation

The library enjoys many benefits from their cooperative relationships. SDICCCLRC provides a venue for the nine participating libraries to meet bi-monthly in order to address common needs. The media library is a resource for the faculty, but most faculty have come to prefer locally owned media now. To accommodate this, the JPA was changed to allow participating libraries to use some of their consortium funds for local purchases. A new technology currently under discussion by the group is the purchase of a streaming video database. Of concern is the captioning of such products, which is a requirement for all California community colleges.

The Community College League, in partnership with the Council of Chief Librarians, conducts cooperative evaluation of databases, including cost negotiation; one of the Mesa librarians has been a member of this committee for over five years. This participation has enabled Mesa to stay apprised of opportunities to better meet our student needs.

The College meets this standard.

**Standard II.C.2: The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes.**

## Description

The library evaluates its effectiveness in meeting student needs through a variety of measures. One measure is the Point of Service Survey, which was administered in 2002, again in 2007 (which did not get a large enough number of respondents to make it generalizable), and in February of 2009. The library plans to make this survey a recurring measurement of its effectiveness and align it with the Program Review process. In addition, the library receives feedback from the college-wide Student Satisfaction Survey and the Employee Perception Survey. (II.C-10, 11, 12) Although informal, the LRC also collects feedback from the Suggestion Boxes located in the building.

The library also measures the Student Learning Outcomes of its one-unit Library Science 101 course and its instructor-requested library instruction classes. The latter uses a pre and post test, which is administered at the beginning and end of the instructional sessions. The former is assessed using assignments in which the student is expected to demonstrate the skills and knowledge associated with the SLOs. (II.C-15)

In terms of measuring what the library does, it keeps records on the number of library instruction sessions, the number of students who attend the walk-in workshops, the number of reference questions answered both at the Reference Desk and online, and circulation statistics for everything from the circulating book collection to e-books to videos and course reserves. The AV department keeps statistics on booth usage, production requests, and campus-support activities. The library participates in providing statistical information to the following surveys: the Association of College and Research Libraries "Survey on Information Literacy"; the California State Library's California "Academic Libraries Report"; National Center for Education Statistics "Academic Libraries Survey"; and the CCCCO and Council of Chief Librarians "Annual Library Data Survey."

The Center for Independent Learning also uses feedback from the LRC POS Survey and the college-wide surveys for student satisfaction and faculty perception to gauge their effectiveness in meeting student and faculty/staff needs. (II.C-10, II.C-11, II.C-12) In addition to this information, the CIL uses software generated reports to assess the number of times each software application was opened and for how long. In the CIL Faculty/Staff lab, information is collected regarding problems with the hardware or software and requests for support and future purchase.

The High Tech Center uses evaluation of the Student Educational Contract, which is created by the DSPS faculty member and the individual student, to determine Student Learning Outcomes. The faculty member is also evaluated by the student using the District Faculty Evaluation Form, which provides feedback to the faculty member.

The campus academic computing labs collect headcount information from students who enter, log on, and use the computer labs on campus. Faculty teaching courses using the campus labs collect evaluative information regarding Student Learning Outcomes in these settings.

Prior to consolidation, each of the tutoring centers kept extensive records on the number of students using the services and their satisfaction with the services. In addition, Point-of-Service Surveys were conducted in 2009. With the new consolidated tutoring center, changes to evaluation measures will be determined by the faculty, staff, dean, and advisory committee.

STAR TRIO tracks student usage of the lab using SARS TRAK and SARS GRID. In addition, tutors complete a Tutor Session Summary for each student that is tutored. Academic progress is monitored each semester via Student Progress Reports completed by instructors. Students identified by tutors or instructors as being “at-risk” are required to meet with a STAR TRIO counselor. STAR TRIO program data is tracked through StudentAccess, a dedicated TRIO database.

### **Evaluation**

The library has begun the process of measuring SLOs, but there have been technical difficulties with doing so in the library classroom setting. There is currently a pre- and post-test in place that is working, and data are being collected for evaluation. The SLO for Reference Service is being assessed in spring 2010, as described in section II.C.1.b. SLOs for the one-unit Library Science 101 class have been collected and assessed. Other measurements included surveys. In the 2007 Point of Service Survey, the response rate was too low to generalize; lessons learned from the administration of this survey led to the success of the survey that was administered in early 2009.

Clearly, data are collected and analyzed regarding usage of materials and services in the LRC. These data are used to inform the acquisition of materials, determine proper staffing levels, inform technology purchases, and provide other information as needed, but it is not clear how these data provide direct evidence of contributing to Student Learning Outcomes. The library is responsive to instructional needs, purchases books and videos and subscribes to databases in support of the curriculum, and makes these materials available to the campus constituents.

The Tutoring Center has been collaborating with disciplinary faculty in the past and will continue to do so with the newly consolidated model.

The College meets this standard.

### **Planning Agenda for Standard IIC: LIBRARY AND LEARNING SUPPORT SERVICES**

The College has a rich history of meeting the library and learning support needs of the College community. On-going planning, documented in Program Review, will continue to provide the direction for these efforts.

No other plans of action are identified at this time.

### Standard IIC Evidence

|         |                                                                                                                                                                                            |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| II.C-1  | School of Learning Resources and Technology Program Review Year One Report 2006-2007                                                                                                       |
| II.C-2  | Library Holdings Information: Email from Roger Olson, Technical Services                                                                                                                   |
| II.C-3  | Summary from Electronic Resources Librarian, Mesa College                                                                                                                                  |
| II.C-4  | Library Website: <a href="http://www.sdmesa.edu/library">http://www.sdmesa.edu/library</a>                                                                                                 |
| II.C-5  | LRC website: <a href="http://www.sdmesa.edu/lrc/index.cfm">http://www.sdmesa.edu/lrc/index.cfm</a>                                                                                         |
| II.C-6  | CIL website: <a href="http://www.sdmesa.edu/cil/index.cfm">http://www.sdmesa.edu/cil/index.cfm</a>                                                                                         |
| II.C-7  | African Art Collection: <a href="http://www.sdmesa.edu/african-art/index.html">http://www.sdmesa.edu/african-art/index.html</a>                                                            |
| II.C-8  | Audiovisual Department Website: <a href="http://www.sdmesa.edu/av/index.cfm">http://www.sdmesa.edu/av/index.cfm</a>                                                                        |
| II.C-9  | High Tech Center: <a href="http://www.sdmesa.edu/dsps/htc.cfm">http://www.sdmesa.edu/dsps/htc.cfm</a>                                                                                      |
| II.C-10 | 2009 Mesa College LRC Point of Service Survey                                                                                                                                              |
| II.C-11 | 2009 Mesa College Employee Perception Survey                                                                                                                                               |
| II.C-12 | 2009 Mesa College Student Satisfaction Survey                                                                                                                                              |
| II.C-13 | Mesa College Library Monthly Circulation Reports                                                                                                                                           |
| II.C-14 | 2009 Mesa College Tutoring Center Point of Service Survey                                                                                                                                  |
| II.C-15 | Library Instruction Website: <a href="http://www.sdmesa.edu/library/instruction.cfm">http://www.sdmesa.edu/library/instruction.cfm</a>                                                     |
| II.C-16 | Library Student Learning Outcomes                                                                                                                                                          |
| II.C-17 | Mesa College Associate Degree Level SLOs webpage:<br><a href="http://www.sdmesa.edu/instruction/slo/pdf/03-04ASdegree.pdf">http://www.sdmesa.edu/instruction/slo/pdf/03-04ASdegree.pdf</a> |
| II.C-18 | Tutoring Center Website: <a href="http://www.sdmesa.edu/tutoring-center/index.cfm">http://www.sdmesa.edu/tutoring-center/index.cfm</a>                                                     |
| II.C-19 | Mesa College Computer Inventory                                                                                                                                                            |
| II.C-20 | Mesa College LRC/Library Disaster Plan                                                                                                                                                     |