

Learning Assessment Task Force Meeting Notes

September 3, 2013

3:40 pm – 5:00 p.m.

Student Services Center, I4-402

ATTENDEES	Julie Barnes, Chair	Ed Helscher	Marichu Magaña
	Jill Baker	Madeleine Hinkes	Michelle (Toni) Parsons
	Leela Bingham	Pam Luster	Susan Topham
	Jennifer Cost	Andrew MacNeill	

AGENDA ITEM A: Teaching and Learning Conference

COMMENTS/ DISCUSSION	The Teaching and Learning Conference workshops went well. Although many drew small numbers, they were productive and robust. Some workshops like Chris Sullivan's "Rubric Redux" should be re-presented for filming, captioned, and readily available for viewing. Conference Recommendations • We need to market the Teaching and Learning Conference. • Faculty had a difficult time distinguishing conference workshops from FLEX workshops. Perhaps the two should be held separately going forward. • We might think about bringing workshop information and discussion to sitting committees as regular standing items. • We might make these presentations in smaller bite-sized pieces and/or could use the 5th Tuesdays for workshops.
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ACTION ITEMS	PERSON(s) RESPONSIBLE	DEADLINE
Film/Caption Select Workshops	LATF	Ongoing

AGENDA ADDENDUM: General Education Learning Outcomes (GELOs)

COMMENTS/ DISCUSSION	GELO Status: In light of legislative changes and a shift in emphasis from GE to major prep/transfer, we need to reconceive our GELOs. The current GELOs are not going to work for Mesa as we move forward. Most students will leave without having their GE completed but will have completed their major prep. Tim will take the implications of this shift to CIC. Toni Parsons facilitated a discussion of the GELOs at the 2013 Teaching and Learning Conference. This GELO workshop and others may be offered later this fall for personnel who were not able to participate. Standing GE Patterns: UC's IGETC and the CSU's General Breadth patterns will not go away; however, our GE pattern may be substantially revamped or disappear. [Sidebar: Students completing the IGETC or CSU patterns are eligible for certificates at Mesa. This is important because the Federal Government bases some funding on degrees/certificates awarded.] Assessment & Conclusion: The group discussed the current assessment of GEs and decided that using GELOs no longer seems appropriate given the new emphasis on major preparation; using ILOs to assess GEs seems more appropriate. GEs could be assessed at the course level, and then mapped to the appropriate ILO(s). When the college conducts its overall ILO assessment, the GE subset could be evaluated separately by ILO, and this would become the GELO assessment. The Task Force also discussed revision of the subtext of the ILOs, so they more specifically describe the types of things included in the outcome (e.g., including quantitative reasoning as a bullet under Critical Thinking and then providing additional subtext that includes GE as well as other outcomes). Formal Recommendation: The committee therefore resolves to recommend to the PIE Committee that Mesa's ILOs be the new GELOs and that we no longer have a separate set of GE learning outcomes. The VPSS will place this item on the next PIE Committee agenda. Next Steps: We will put together a group of faculty and staff to review and revise ILO subtext so it more meaningfully reflects the desired outcomes of our GEs, and will look for some good examples, including those from organizations like AACCC.
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ACTION ITEMS	RESPONSIBLE	DEADLINE
Place GELO/ILO recommendation on PIE agenda	VPSS	Done, 9/10
Revise ILO subtext to map to Mesa's GEs	LATF	Ongoing

AGENDA ITEM B: LATF Goals for 2013-2014

DISCUSSION	<i>Tabled for next meeting.</i>
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ACTION ITEMS	RESPONSIBLE	DEADLINE
Reschedule LATF goals discussion	VPSS	Next meeting, 9/17

AGENDA ITEM C: Institutional Learning Outcomes Assessment

COMMENTS/ DISCUSSION	Mesa ILO Assessment: Jill Baker presented the PowerPoint, "Assessing our Assessments," which was also given at two workshops during the Teaching and Learning Conference. The assessments address ILO achievement. At LATF, Jill presented feedback from Spring 2013 Convocation breakout groups, which evaluated GE/ILO assessment data from Taskstream and discussed other possible measures for assessing ILOs. Next, Jill presented the findings of the ILO achievement survey administered to over 600 students applying for graduation in Spring 2013. Question: Teaching and Learning Conference participants and LATF members were asked to evaluate the outcomes of two assessments, the first from the Spring 2013 Convocation breakouts, and the second from the Spring 2013 graduation survey, and determine if students are meeting ILO targets. Secondly, they were asked to determine if the assessments are effective and adequate –or – if we need to refine them and add more multiple measures of ILO assessment. Dialog: LATF members discussed the evaluation of the GE/ILO (as opposed to a separate GELOs) course-level assessment and concurred with faculty and staff suggestions that, in addition to collecting course-level data mapped to ILOs, we should collect more authentic assessment data at the program-level. To evaluate student responses to the graduation survey, LAFT noted that students had generally rated their learning in the two highest levels, "very much" and "somewhat," and, therefore, the group felt that the students had met the target. Like workshop participants, however, they felt that the four-item Likert scale should be expanded into a seven-item scale. Revision of Survey: The group discussed how the survey could be improved for its next administration. In addition to using a broader Likert scale, they concurred with an outcome of the Spring Convocation evaluation: the SLOs themselves need to be revised. It is okay to keep the top level titles (e.g., Critical Thinking), but we must provide subtext that clarifies what we are looking for.
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	Going forward: • Survey: • Continue administering but expand to a 7-point Likert scale • Perhaps conduct formative assessments in addition to the summative graduation survey. • ILOs: • Revise the six ILOs so that their subtext more explicitly communicates what the college has intended for these overarching outcomes. • ILO course-level assessment: • Continue with this as one measure of effectiveness. • Other measures: • Promote discussion about how we might use holistic program- or service area-level assessment to evaluate achievement of ILOs. (This agrees with recommendation of faculty and staff participating in the Spring 2013 Convocation.)
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ACTION ITEMS	RESPONSIBLE	DEADLINE
Create 7-point Likert scale for student assessment	OIE/LATF	For next assessment
Continue working with departments in identifying SLOs	OIE/LATF	Ongoing

AGENDA ITEM D: Roundtable & Miscellaneous

COMMENTS/ DISCUSSION	ACCJC's Assessment of Institutional Effectiveness: In our packets was ACCJC's assessment rubric for institutional effectiveness. While we want to minimize compliance as the focus of what we do for students, we want to know the requirements so we can confirm we're meeting them. Institutional Effectiveness Measures in Practice The math department faculty have done excellent work in gathering artifacts and developing meaningful pathway/assessment grids that look at curricular gaps between courses and disciplines. How might these gaps be shored up so that physics and engineering courses, for example, share common expectations (e.g., how do we talk about and use the metric system at Mesa)? The Math faculty have taken ownership of this project and have proposed a detailed list of meaningful solutions. Great faculty-driven and authentic self-assessment. Updates: Kris Clark, Learning Assessment Facilitator • Assessment Workshop Hours (by arrangement): M: 1-4; T: 2:30-4 • The Teaching Academy Schedule (working title): • Jan (Flex): Habits of Mind • Feb: Assessing our Assessments (relevance of SLO assessment) • March: Using Technology in the Classroom • April: Bridging the Gap (remaining relevant to younger students) • May: Full-day, multi-discipline, multi-college conference
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	• Assessment Learning Resource Center: Currently gathering materials • Note: Classified staff have difficulty participating due to desk duties/release. Ed Helscher, Learning Assessment Coordinator • Ed has been working with the faculty to identify changes that need to be made to Task Stream. He will have an update at our next meeting. LATF Website: • Julie Barnes and Trina Larson will have access to the LAFT website to make additions, etc. We plan to reinvigorate website. Jonathan has given us many useful documents, which we can post there. Question: How do we make this a go-to site for faculty and staff? The new Learning Resource Center for assessment could be added to this page. We could also add the proposed videos.
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ACTION ITEMS	PERSON(s) RESPONSIBLE	DEADLINE
Verify committee membership	VPSS	Prior to next mtg
Add Task Stream update to next LATF agenda	VPSS	Now

Next Meeting: Tuesday, September 17, 2013, 3:40 pm – 5 pm, I4-402
2013-2014 Calendar: 1st/3rd Tuesdays, 3:40-5, I4-402

SAN DIEGO MESA COLLEGE

Learning Assessment Task Force

Members:

Julianna Barnes, Chair

Jill Baker

Leela Bingham

Kristan Clark

Jennifer Cost

Nellie Dougherty

Ed Helscher

Madeleine Hinkes

Angela Liewen

Pam Luster

Andrew MacNeill

Marichu Magaña

Michelle Parsons

Mariette Rattner

Susan Topham

September 3, 2013

Agenda

- A. Learning and Teaching Conference Debrief (All)
- B. LATF Goals for 2013-2014 (All)
- C. Institutional Learning Outcomes Assessment (Baker)
- D. Roundtable

Next Meeting:

September 17, 2013

3:40 pm– 5 pm

Graduating Student Institutional Learning Outcome Survey 2013 (June 2013)

Mesa College Institutional Effectiveness

Background and Methodology

In spring 2013, a survey was developed and administered via the Internet to students who applied for graduation at Mesa College. The goal of the survey was to assess graduating students' perceptions of Mesa College and provide a self-assessment to students related to the college's six institutional learning outcomes. The six institutional learning outcomes include the following:

- Critical Thinking
- Communication
- Self-Awareness and Interpersonal Skills
- Personal Action and Civic Responsibility
- Global Awareness
- Technological Awareness

The survey included two Likert scales each with one item pertaining to each institutional learning outcome. In addition, open ended items related to most valuable learning experiences and suggestions for change or improvement were also contained in the survey.

Invitations to complete the survey were sent to 638 students who applied for graduation with an associate degree and/or certificate in spring 2013. A total of 194 students responded to the survey for a response rate of 30%. The results of the survey are summarized in the following section, and a distribution of responses to all survey items can be found in Appendix A.

Summary of the Results

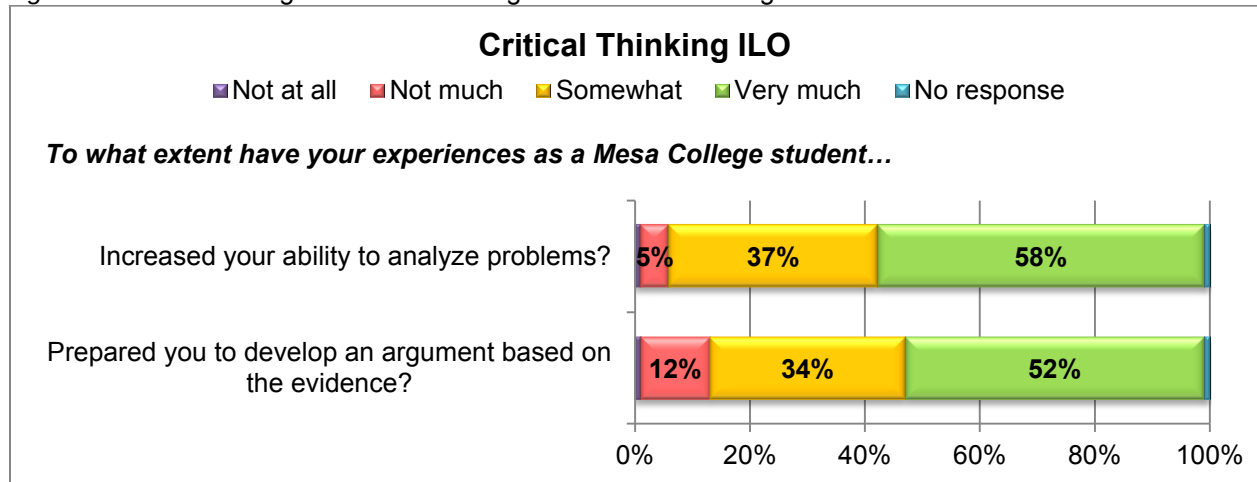
The vast majority of respondents (88%) expected to graduate from Mesa College in spring 2013. Another 5% expected to graduate in summer 2013, and 6% expected to graduate in fall 2013. Four in five (81%) respondents expected to graduate with an associate degree only, and another 18% expected to graduate with an associate degree and certificate. Just one percent expected to graduate with a certificate only.

Respondents were asked to rate the degree to which their experiences at Mesa College helped them in six overarching areas based on the college's institutional learning outcomes.

► Critical Thinking Learning Outcome

The majority (58%) of respondents indicated their experiences as a Mesa College student very much increased their ability to analyze problems, and a slightly lower percentage (52%) said their experiences very much prepared them to develop an argument based on the evidence. Figure 1 illustrates responses to the Critical Thinking institutional learning outcome items.

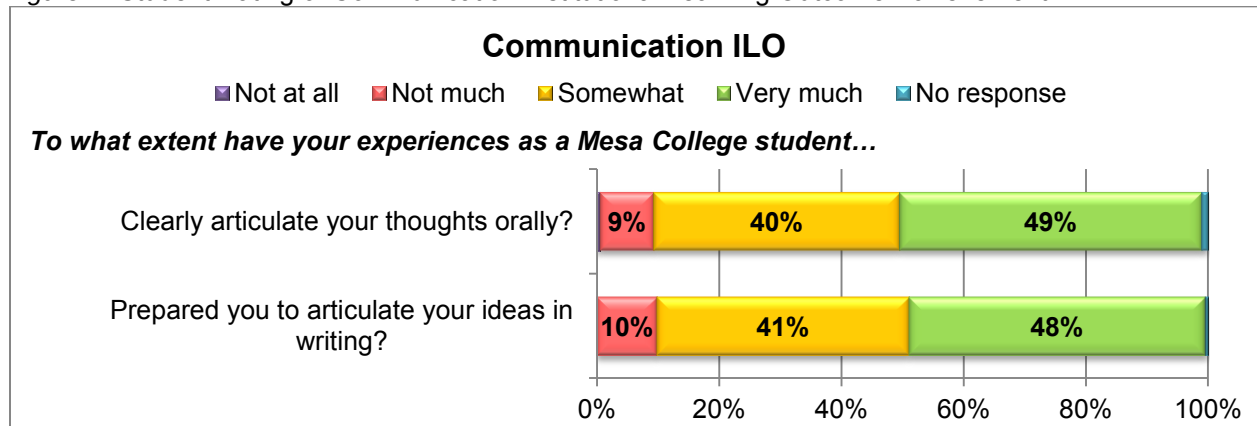
Figure 1. Student Rating of Critical Thinking Institutional Learning Outcome Achievement



► Communication Learning Outcome

Nearly half of all respondents (49%) indicated their experiences as Mesa College students very much prepared them to clearly articulate their thoughts orally, and a similar percentage (48%) said their experiences very much prepared them to articulate their ideas in writing. Figure 2 illustrates student responses to Communication learning outcome items.

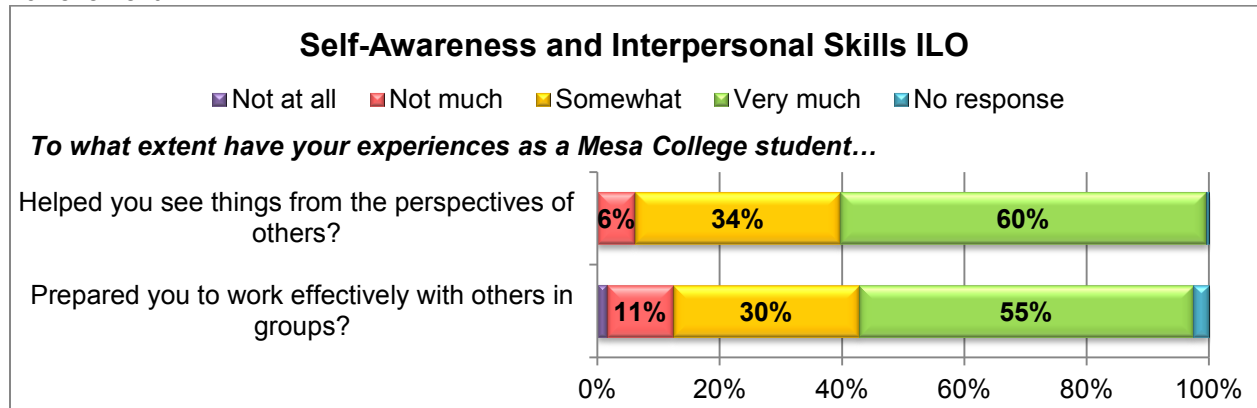
Figure 2. Student Rating of Communication Institutional Learning Outcome Achievement



► Self-Awareness and Interpersonal Skills Learning Outcome

Sixty percent of all respondents indicated their experiences as Mesa College students very much helped them see things from the perspectives of others, and 55% said their experiences helped them work effectively with others in groups.

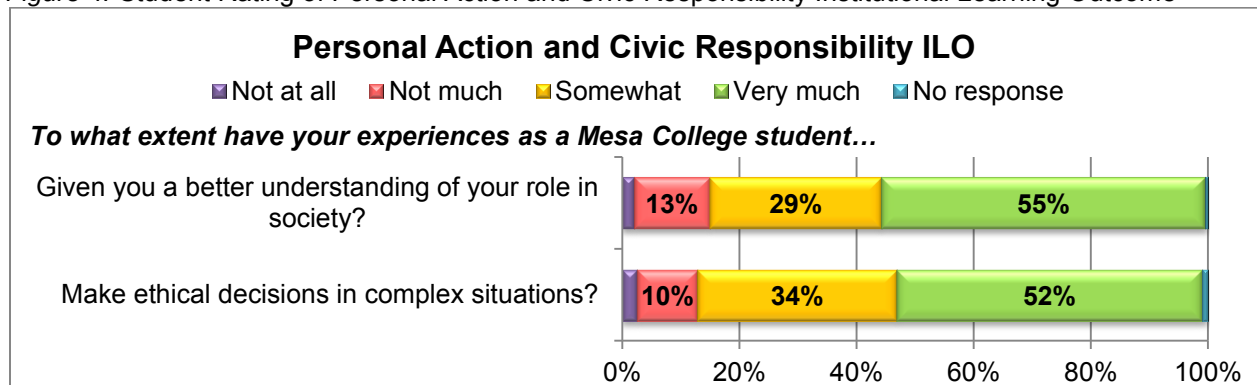
Figure 3. Student Rating of Self-Awareness and Interpersonal Skills Institutional Learning Outcome Achievement



► Personal Action and Civic Responsibility Learning Outcome

Over half (55%) of respondents indicated their experiences as Mesa College students very much gave them a better understanding of their roles in society. Similarly, just over half of the respondents (52%) said their experiences at Mesa prepared them to make ethical decisions in complex situations.

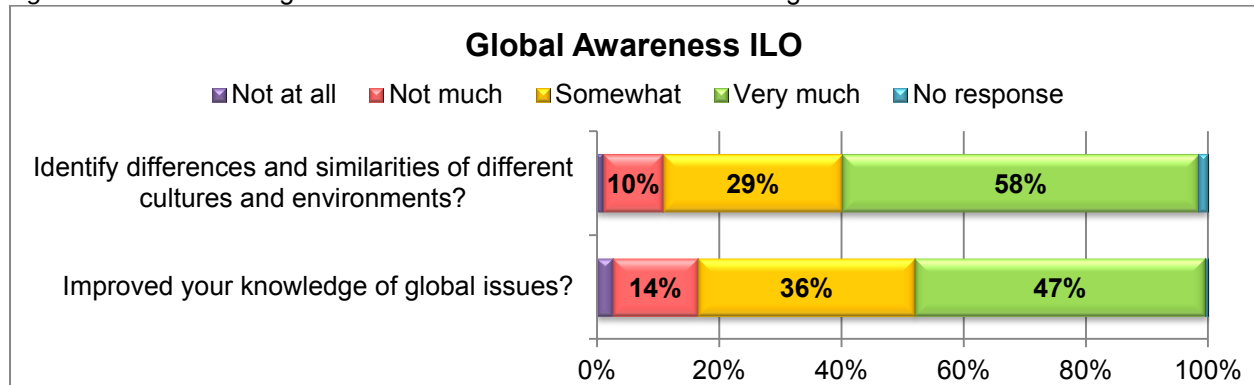
Figure 4. Student Rating of Personal Action and Civic Responsibility Institutional Learning Outcome



► Global Awareness Learning Outcome

The majority of respondents (58%) indicated their experiences at Mesa College very much helped them identify differences and similarities of different cultures and environments, but less than half of the respondents (47%) indicated their experiences at Mesa College very much improved their knowledge of global issues.

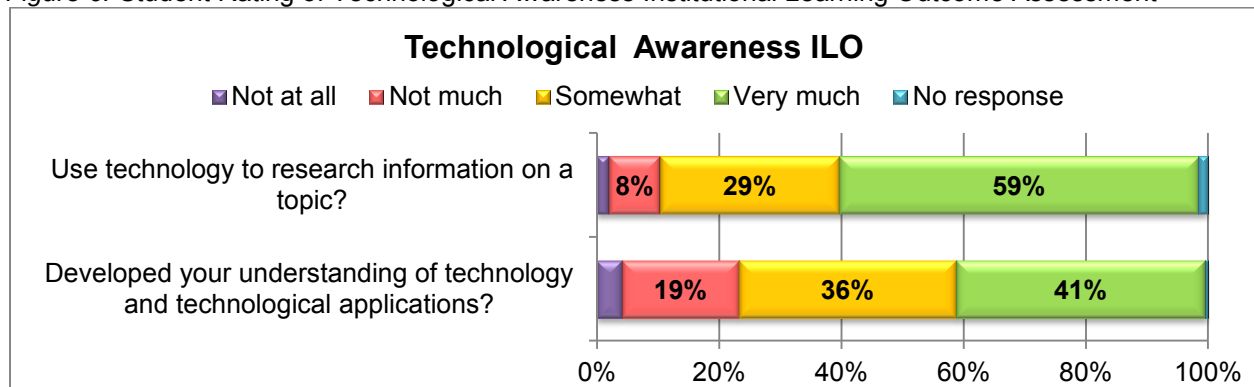
Figure 5. Student Rating of Global Awareness Institutional Learning Outcome Achievement



► Technological Awareness Learning Outcome

While the majority of respondents (59%) indicated that their experiences at Mesa College very much helped them use technology to research a topic, just 41% said their experiences at the college very much developed their understanding of technology and technological applications.

Figure 6. Student Rating of Technological Awareness Institutional Learning Outcome Assessment



► Most Important Learning Experiences at the College

Respondents mentioned several experiences and skills learned during their time at Mesa College. Among the most frequently mentioned experiences and skills were communication (written and general communication skills), positive experiences with the college's faculty, critical thinking skills, time management skills, workforce preparation, and study skills.

► Recommendations for Change

When respondents were asked to provide recommendations for changes at the college, a number of respondents said they would not change anything. Among respondents who made suggestions for changes, the most commonly mentioned items were improved on-campus parking, completion of construction projects, more accessible counseling and advising services, reinstatement of summer courses, and consistent academic advising.

Conclusions and Recommendations

In reviewing student responses, the majority perceived that their learning experiences at Mesa College resulted in achievement of most of the Institutional Learning Outcomes (ILOs). Each of the six outcomes was assessed for two components, for a total of twelve criteria. Results indicated that for some ILOs, the students were very secure in both measures (rated as “very much”); these included Self-Awareness and Interpersonal Skills, Critical Thinking, and Personal Actions and Civic Responsibility. Two ILOs, Global Awareness and Technological Awareness, had a discrepancy between the two measures, indicating that they had been met unevenly. One ILO, Communication, was strongly aligned for both measures, but they were slightly below 50%, indicating that the students did not perceive their achievement as securely as with the rest. However, achievement of learning outcomes in written and oral communication emerged as one of “best learning experiences” at the college in the open ended responses.

Overall, the majority of students indicated that they had significantly achieved the institution’s learning outcomes through their experiences at the college. The next largest response was that they had “somewhat” achieved learning in these areas, with very few listing “not much” or “not at all”. The results indicate that students perceive they are learning, but to what degree and to what target is unclear. It can be said with confidence that for most of the ILOs, over half of the students perceived that they grew “very much”. The question is whether that is satisfactory.

It is recommended that the College engage in dialogue regarding the findings of the survey and decide upon a target of achievement and whether students are meeting the target. This survey is a good first step in establishing an evaluative assessment of student learning upon graduation.

Appendix A:
Graduating Student Institutional Learning Outcome Survey 2013
Distribution of Responses
(N=194)

Q1. When do you expect to graduate with a degree and/or certificate from Mesa College?	Number	Percent
Spring 2013	170	88%
Summer 2013	9	5%
Fall 2013	11	6%
Spring 2014	3	2%
No response	1	1%
<i>Total</i>	<i>194</i>	<i>100%</i>

Q2. Do you expect to graduate with an associate degree, a certificate, or both?	Number	Percent
Associate degree	157	81%
Certificate	1	1%
Both associate degree and certificate	35	18%
No response	1	1%
<i>Total</i>	<i>194</i>	<i>100%</i>

Q3. To what degree have your experiences as a Mesa College student...		
Q3_1. Increased your ability to analyze problems?	Number	Percent
Not at all	1	1%
Not much	9	5%
Somewhat	71	37%
Very much	112	58%
No response	1	1%
<i>Total</i>	<i>194</i>	<i>100%</i>

Q3_2. Prepared you to articulate your ideas in writing?	Number	Percent
Not much	19	10%
Somewhat	80	41%
Very much	94	48%
No response	1	1%
<i>Total</i>	<i>194</i>	<i>100%</i>

Q3_3. Helped you see things from the perspectives of others?	Number	Percent
Not much	12	6%
Somewhat	65	34%
Very much	116	60%
No response	1	1%
<i>Total</i>	<i>194</i>	<i>100%</i>

Q3_4. Given you a better understanding of your role in society?	Number	Percent
Not at all	4	2%
Not much	25	13%
Somewhat	57	29%
Very much	107	55%
No response	1	1%
<i>Total</i>	<i>194</i>	<i>100%</i>

Q3_5. Improved your knowledge of global issues?	Number	Percent
Not at all	5	3%
Not much	27	14%
Somewhat	69	36%
Very much	92	47%
No response	1	1%
<i>Total</i>	<i>194</i>	<i>100%</i>

Q3_6. Developed your understanding of technology and technological applications?	Number	Percent
Not at all	8	4%
Not much	37	19%
Somewhat	69	36%
Very much	79	41%
No response	1	1%
<i>Total</i>	<i>194</i>	<i>100%</i>

Q4. To what degree have your experiences as a Mesa College student...		
Q4_1. Develop an argument based on the evidence?	Number	Percent
Not at all	2	1%
Not much	24	12%
Somewhat	65	34%
Very much	101	52%
No response	2	1%
<i>Total</i>	<i>194</i>	<i>100%</i>

Q4_2. Clearly articulate your thoughts orally?	Number	Percent
Not at all	1	1%
Not much	17	9%
Somewhat	78	40%
Very much	96	49%
No response	2	1%
<i>Total</i>	<i>194</i>	<i>100%</i>

Q4_3. Work effectively with others in groups?	Number	Percent
Not at all	3	2%
Not much	21	11%
Somewhat	59	30%
Very much	106	55%
No response	5	3%
<i>Total</i>	<i>194</i>	<i>100%</i>

Q4_4. Make ethical decisions in complex situations?	Number	Percent
Not at all	5	3%
Not much	20	10%
Somewhat	66	34%
Very much	101	52%
No response	2	1%
<i>Total</i>	<i>194</i>	<i>100%</i>

Q4_5. Identify differences and similarities of different cultures and environments?	Number	Percent
Not at all	2	1%
Not much	19	10%
Somewhat	57	29%
Very much	113	58%
No response	3	2%
<i>Total</i>	<i>194</i>	<i>100%</i>

Q4_6. Use technology to research information on a topic?	Number	Percent
Not at all	4	2%
Not much	16	8%
Somewhat	57	29%
Very much	114	59%
No response	3	2%
<i>Total</i>	<i>194</i>	<i>100%</i>

Q5. Overall, how satisfied are you with your experience at Mesa College?	Number	Percent
Extremely satisfied	92	47%
Moderately satisfied	14	7%
Not at all satisfied	1	1%
Not very satisfied	6	3%
Satisfied	80	41%
No response	1	1%
<i>Total</i>	<i>194</i>	<i>100%</i>

Q6. What were the most important things you learned during your experience as a Mesa College student?

Abundant child development classes that enabled me to better understand my work.
Academically help me to accrue the knowledge necessary to expend my opportunities to work for an institution of my choice. Help me understand all areas of study.
Accounting classes and business class were very important.
After taking a ton of classes over the last 4 years, I have learned to work well with others and the importance of staying organized with time and materials. I also learned to be confident in what I am learning.
Always come early the first 2 weeks of the semester to find parking!
Always talk to a counselor even if you think you know what you're doing.
Arrive early on the first day of class
As a student at Mesa College one of the most important things that I have learned is how to articulate my thoughts on paper, through research papers and creative writing assignments.
Careers in psychology
Caring faculty.
Clinical rotations and joint mobilizations
College isn't all about the degree you get, it's about the experience and the people you meet that will help get you to where you want to go.
Critical thinking and communication
Culture, writing, and that parking is expensive and hard to come by.
Degree information: veterinary medicine, husbandry. Microbiology, hematology, radiography.
Different cultures
Don't park in handicapped spots unless ur actually handicapped. Otherwise u get charged \$480.
Drive, dedication, perseverance, cultural dynamics, interpersonal communication and interaction, business structure and management, and self confidence.
During my four years at Mesa College I learned that I was in the drivers seat and had to make my own decisions on which way to go. Although I've had plenty of support from Star Trio, the writing center, high tech center and DSPS, easy. Most of Mesa's teachers/ staff faculty are really friendly outgoing and helpful. so you could dive deeper into my understanding I feel that I have become a better knowledgeable person as well as student. From all the different classes I have taken I do have to say that I've learned many things that will help me in three areas which consist of my continuing schooling, work, and in society. In addition to this relevant piece of information. When I first started Mesa College I was just like a flower bud now from all these hard working seasons my great accomplishments/ achievements has blossomed into an amazing beautiful flower.
Educational plan, and programs leading to an Associate Degree
English, Researching, opportunity, group work, critical thinking !
Every aspect of my experiences throughout my attendance in Mesa College is of utmost importance.
Everything to do with my behavioral stats class and research methods.
Everything was important. My time here was very educational.
Getting a degree does not mean that you will have a job
How to apply myself at school.
how to be a great student, responsibility as a student, the motivation I received from all the faculty and staff, very optimistic and helpful in every aspect of my time here in mesa college.
How to be an RVT in the animal health program.
How to better articulate my thoughts as well as advocate for myself. To promote change through leadership and fight for education now and in the future as a global citizen.
How to cooperate with professor and students.
How to improve my skills
How to interact with and collaborate with groups of students and faculty to attain educational goals and technical skills.
How to look at the world critically
How to pace my workload to meet deadlines.
How to perform medical procedures vital to my desired career in a timely and efficient manner
How to properly analyze data, and come to important conclusions based on statistical evidence.

How to stay focused on school and how to manage my time

How to think analytically and develop my writing.

How to use my resources such as tutoring, counseling, and instructor support.

How to work with individuals you don't get along with

How to work with others in groups and how to use the resources provided to me via blackboard and other online tools to my advantage for research papers and other projects.

How to write a college paper.

How to write effectively, how to become involved on campus, development of study skills, and that community colleges offer amazing opportunities and education.

HowToSolveThingsOnMyOwn

I found my passion for nursing.

I grew up. It gave me time to decide what I really wanted to do in my life. This institution as well as Miramar and Miracosta are the most fantastic institutions in this country. From the transfer centers to the professors, I was extremely pleased. Thank YOU!

i had a couple good professors that made the experience memorable.

I had a variety of experiences as Mesa College. I, of course, learned much knowledge from lectures, and also gained how to manage time, work, and priority.

I have come along way. I never thought in million years that I will come this far with schooling. College has been an extraordinary and an amazing experience for me. It has changed my life. It's amazing how much I have learned. College life tremendous. Mesa College prepared me to be confident and to believe in myself that I can really accomplish something in life. I know now that there is nothing to be afraid of in life and I believe that I can really accomplish and succeed, but I couldn't have done it without Mesa College and the wonderful professors. My dream and my goal is to get a Bachelor's Degree as I continue my education and transfer to SDSU I am confident that I will make it. Thank you to my wonderful professors at Mesa. I will miss Mesa so much.

I have found CISC 181 to be very helpful. I'm glad it was a required course for my major.

I have learned about the many opportunities awaiting those who complete a college degree.

I have learned to manage a schedule and to know how big of a load one can handle. I have also learned how failing a test does not mean that it's the end of your grade. Learning to fail is what I thought was the most important because in life pathway is perfect and failure is common, but the most important thing is that one is able to get back up on one's feet and return to change what failed.

I have to be very proactive in my education. I have to figure out how the education system works and follow through. Even if I leave a message I may not get a return call/e-mail.

I improved my overall knowledge and my skills in English.

I learned a lot in Mesa College. I think the most important thing is that I learn a lot of writing skills in English 101. It is a must take class. In addition, I learned a lot of math and physics. Those classes help me to be success in the future.

I learned about how important it is to schedule time to study and study a lot to get good grades. My communications skill got better.

I learned great study methods and communication skills.

I learned how important it is to rely on myself in order to get things done effectively.

I learned how to be a better, more engaged student. I have gained tools to help me succeed and be the best that I can be.

I learned how to be a successful student at Mesa; how to appropriately interact with teachers to gain the best education possible as well as understand with greater detail the perspectives of others and explore the possibilities and validity of others opinions.

I learned how to communicate better and I learned how valuable my education is and how amazing it is to have the opportunity to go to school.

I learned how to do research, how to write essays, and how to get involved in the community.

I learned I can be anything I put my mind to be and networking is a very important tool.

I learned if you really want something to work hard to achieve it. I did this to gain acceptance to San Diego State.

I learned more about global issues that have effected my outlook on life. I also learned how to write a good argument/persuasive essay, as well as how to prepare and give a strong speech.

I learned of the diversity of students, from those serious about their chosen vocation, to those who literally have just left high school, and do not have a clear direction in which to head.

I learned persistence.

I learned that group projects are the hardest things to control for when there are more than 2 individuals in your group. I also learned that critical thinking is very much used in the real world and without it you may not get ahead or very far in life

I learned that I like to learn.

I learned that my passion was fitness and nutrition. I learned great study habits and had many amazing professors.

I learned that there are people from all walks of life in school here to accomplish the same goals. You don't need to be a certain age or follow a certain 4 year plan, you just need to work hard wherever you are and enjoy what you do.

I learned to become more independent and responsible when it comes to my academic future.

I learned to listen to different perspectives that people have about controversial issues. I also learned how to use evidence that was given to me, to make my own ethical conclusions about situations. **** is a great professor. I also enjoyed about health with professor **** and have used the information from that class very frequently, which has given it its value.

I learned who I am and what I really wanted to do for the rest of my life.

I really enjoyed most of the classes that I took. My favorite course was Cultural Anthropology, I learned a great deal about other cultures and got to live vicariously through our professor who has spent years traveling the globe.

I studied a wide variety of subjects at Mesa, however the most influential one's were involving Psychology and Philosophy. These courses often allowed an environment in which you could see beyond your own reasoning and into that of others. They gave you a better understanding of the world around you.

I think the most important things I learned during my experience at Mesa College were things about myself. Taking challenging classes and experiencing new ideas opened my eyes and I've been able to change my way of thinking.

Instructors and professor spoke about topic that was on the current news and relate it to the class, or express them. For examples, in Biology, talk about finding an allele in a human to find if there's a possible chance of having cancer.

It's not about the name on top of the degree it's what you learned while earning that degree.

It's okay not to kill yourself trying. It's okay to mess up. Things are going to work themselves out.

I've learned leadership in one of the Mesa Clubs by participating as an officer and going to conferences that this club was organizing and participating in. I've learned English better since it's not my first language.

I've learned that there is very drastic differences between societies and cultures. We have all evolved to become too smart and are starting to consume and pollute the environment we live in.

Learning to articulate myself and use my resources effectively.

Listen, learn and appreciate everything and everyone

Most important thing I have learned is that school counselors should be given more credit than more-so; teachers. The true guidance lies in the hands of counselors who are willing to go above and beyond in order to guarantee that your educational goals are met. Thank you ****!

My pre major courses.

N/A

Office is terrible to deal with.

One of the most important things that I have learned being a Mesa College Student is that there is a strong need for dedication. Whether it be attending a traditional class or online course, the professors are very eager to help in any way possible, but also by encouraging and giving feedback to personal needs in regards to education and learning abilities. I feel that each professor that I had really took the time to make sure that the curriculum was thorough and provide each student with not only the general knowledge, but specifics as well. All of them were very prompt in addressing issues and assisted in pointing me in the right direction to attain the goals I had set for myself.

One of the most important things that I learned through Mesa College is that there is always a path to get where you want to be, the trouble is finding it. The faculty at Mesa College provide exceptional support and guidance in finding these avenues.

Overall, it was very amazing school to be in.

Patience and appreciation of differences in opinions.

Priority between academic and non academic life Understanding the thinking of others from diverse ages and backgrounds

Professors at Mesa College are very friendly and helpful

Schools is all about hard work and ethics, professors may not be your friends but they are there to teach self motivation

Skill development

Some of the most important things I learned at Mesa were to become a better critical thinker, to analyze local and global issues, and how to improve my study ethics.

That community college is not designed for working adults. It's really meant for people ages 18-26 who are dependent students in terms of financial aid.

That **** is the BEST thing to ever happen to this school!!! That the Counseling Dept. and the Financial Aid Dept. DO NOT respect the fact that PAYING students are the reason they are here. Miramar College has current, active students as their Financial Aid reps. **** is the wonderfully kind advisor. We have ****, and a bunch of middle-aged people that act like they are doing you a favor by even looking your way!!! I have written to Financial Aid at Mesa for almost six weeks trying to resolve an issue they have with my information, I have called and left a message with ****- it is very obvious they DO NOT Care! They don't write back, they don't call back!!! The Counseling Dept. is another complete JOKE!!! They do not respect the students, the **** lady at the counter is completely professional. The rest of the staff looks the other way also when you show up!! When you ask about an ed plan, you are told to make an appointment, then you are told an appointment is only set a week in advance, so you call first thing in the morning a week early, only to be told the appointments are all full already. You need to make the students the priority!! If the Ed Plan quite often is what the student is asking for, why not have somebody just deal with Ed Plans? We voted for Prop 30 for our schools-the budget is no reason to have inadequate Counselors. I have written to the Chancellor about my counseling experience, she kindly passed my contact info along to ****. **** wrote me back in very professional language explaining-she DID NOT care either. I had an issue with Professor **** locking me and several other students out of the class. **** also made fun of my comments in class and belittled me, I wrote to ****. She made me go confront **** alone before she would talk to him-He still has a job here teaching, which tells me he was prepared with answers to defend himself. Why not bring ME, ****, and **** together to resolve ****'s infractions on the Student Conduct Code. **** never replied to let me know the results of her disciplining ****-obviously she didn't discipline ****. **** is mean and rude to his students-just ask them they'll tell you.

That History is a process, not an event.

That if you wish to achieve your goals in a certain time period you must work harder than the average student. Also how to parallel park superbly.

That it isn't a race to get your AA, slow and steady wins the race!

That it never too late to learn something new.

That no matter how long it takes for you to reach your goal, Mesa College is there to help you out.

That this college is a joke. I can not believe how this school operates in its events and hiring of professors. The event "Tents of Tolerance" is the biggest waste of time and should relly be called "tents of hate" because of the way it portrays our country and our military. The fact that you allowed the such an inept look at American history that maliciously attacks an old view in society as if it is what we are like today, the misconception you allow push at students of Border patrol agents in the field, just honestly shows what how biased and uninformed Mesa College is. You guys lose all credit when you have a joke of a school paper that only presents one side on current issues, and quotes Karl Marx as if he is a noble educator and his input triumphs over any argument. Not only that but you hire teachers that are so far left, instead of teaching, they use the classroom as a place to give the agenda of socialism is the only answer for the world and how evil America is. (****, ****) The fact that any right sided teacher has to keep his political identity a secret so he does not lose his job is absolutely ridiculous. I have had only a few really good teachers who teach without bias and actually care about students learning. (****, ****, ****-Italian). The political science department her is a joke because of ****and ****, who could obviously care less about teaching, but at least **** teaches the way lessons should be taught. He provides the information and theories and teaches about them, but in no way trys to steer you in any direction

and allows you to make up your own mind about politics, and he doesn't bash one side as stupid and racist. Every department here uses their field of study to set an agenda.

That you never too old to go back to school and that learning is power. Going back to school made me feel powerful. I learned to control my learning experience by being present.

the courses I took at Mesa College were online with the exception of one. The courses taught me to organize my work so that all work was completed on time. Do additional searching on topics related to the coursework to better understand material. Develop good study habits.

The importance of good communication skills, critical thinking, and very importantly about leadership.

The importance of working hard to achieve my educational goals.

The information I obtained in my science classes.

The most important thing I learned during my time at Mesa is to be persistent.

The most important thing that I learned as a Mesa College Student was that "you have to ask for help always".

The most important things I learned as a student at Mesa College was to make sure to read and stay updated on homework assignments. I found that as long as homework assignments were due I stayed up to date in that class.

The most important things I learned at Mesa are culinary basic skills that ready me for outside work.

The most important things I learned during my experience as a Mesa college student was making sure that I attended every class and not give up when things became challenging. All my professors push me to my limit, however it help me achieve my goals.

The most important things I've learned as a Mesa College student are how to do research, be a team player, and to be confident in myself.

The most important things that I learn as a mesa college student came from my sociology class because it shows how society works and how life is in reality.

The pta program should be at the bachelors level.

The resources made available to a student who may need assistance with tutoring or disability services.

the science classes were very good and I feel I got a real college experience in this classes.

The things I learned ABOUT the classroom, rather than IN the classroom... I learned that I don't always agree with what is being discussed or how it is being presented, but there comes a point of RESPECT and really trying to understand the other person's viewpoint. I feel like I learned how "real life" conversations will go in work environments. One of my absolute favorite things at Mesa was in Prof. ****'s field work psychology class where it was like this thing that I "dreamed" about doing suddenly became reality and there were stepping stones. It was no longer about having to suffer through a class in order to "be something" later on, but instead you got a little taste of different opportunities. I loved that and became so much more aware to places I had never even considered volunteering at around San Diego.

There is just a lot of teaching provided and I am there to learn as much as I can, but to actually obtain the understanding and experience is through my own time and effort.

Things related to my occupation - construction industry

Time management, hard work gets you where you want to be

Time management, having multiple projects due at the same time and working full time is a struggle, but definitely worth it. Also, working with technology to improve quality and speed. Being taught by people who are working in the profession I'm training for is also a huge advantage.

To always make the effort to ask for help from my classmates and professors if I do not understand a concept or anything covered in class or homework; to make study groups for each class and take the time to study with these groups, rather than try and study on my own without getting anywhere; to give everyone the benefit of doubt before judging them; and to walk away from a situation when it becomes more than I can handle or I choose not to provoke the situation and make it worse than it already is.

To be open minded

To be organized and well-informed about important information regarding my education. Double-check information provided by my college.

To manage my time more effectively

To not be afraid to talk to my professor, in fact it is what helped me succeed the most, creating a strong relationship with my professors.

To take things at my own pace

too many things, i could not list out.

What I want to do in my life.

Work hard and play later

Work hard, stay determined and motivated, don't slack off, and appreciate your education.

Working with others in a group as well as learning different teaching and learning styles

-Write a paper efficiently. -Be more social. -Learn to prioritize time.

Writing skills and being objective

You are responsible for everything you do and learn. You are your own advocate, teacher, counselor and tutor. Nobody is gonna help you or remind you of things, its all on your shoulders.

No response (53)

Q7. What could Mesa College have done to improve your learning experience?

-
admin and records is more of a pain than other schools i have attended. i presume budget issues is the main culprit.
All that I have experience at Mesa College has been helpful and rewarding. I don't see any improve necessary.
As an evening student, to have more evening class options since I work full time during the day.
Additionally, open up closer staff parking to evening students. There are way too many teacher and staff parking spots than there are teachers in the eve
At the moment I do not have any suggestions as to how Mesa College could have improved my learning experience during my time at the school. I believe I have had a very good learning experience at Mesa.
Been better at leading students in the right directions with their degrees
Better organization of offices, better classrooms--all things that will be available once construction is done.
Better parking.
Better student orientation
Construction throughout the years was a pain.
construction, organization and more availability of office hours for all facility, including the library.
Create many opportunities for employment
Desks in the allied health building to study before class
Do whatever it takes to change the degree for pta program to a bachelors.
Does the admin here even know what a student looks like close-up? You're not just here to use the schools resources for your ability to make a paycheck. Professor **** is teaching us as a FACT there were six black U.S. presidents. **** at Miramar needs to be taken to court over his comments. An Asian girl asked what "gratuity" means. He told her, (directly quoted) "It is what you will make working El Cajon Blvd tonight after class." This man has a background in stand up comedy-a classroom isn't a nightclub!! Why do people in the admin use our school resource to go on trips? There is a lot of money coming to this school, but EVERY service to the student is limited while there are lots of visible catered admin functions/activities. If you wanna hear more- just call ***_***_****_****.
Email is not the most efficient way of contacting graduating transfer students who have applied for an evaluation but was assigned the wrong major. Calling students on their cell phones or house numbers would greatly reduce the lack of clarity given to transfer students during the graduation process and it would save many denied CSU transfer students heartbreak who have been misinformed by their counselors about the TAG program. Also send emails about the TAG program to all students, regardless if they have decided to transfer during their first semester. Awareness and transparency during LONG-TERM educational plan counseling of the transfer degree (AA-T/AS-T) will reduce difficulties in the graduation process, and it would help/guarantee Mesa students who are preparing to transfer to CSU campuses.
Encourage students more strongly to come up with a 4year plan during their FIRST semester. I could have saved myself plenty of credits had I done so.
Everything has been great
foster more of an atmosphere. this school is tense. Counselors dont have answers to transfer questions.
Free food.
Giving me the tools to learn and very good teachers
Glad you asked! We got a brand new Student Services building which is ugly as sin and is the same color as numerous kitchen appliances I had back in the 1970s. The new building replaced a building that was approximately 20 years old (according to one of Mesa's professors) and not in need of replacement... and the same is about to happen with the new science building replacing the existing science buildings (which also don't need replacement). Why did I point out the new buildings, you wonder? Well in the District's rush to acquire and blow a bunch of money on unnecessary buildings, SDCCD ignored the single greatest piece of failing infrastructure on the campus: PARKING. I bought a parking pass every semester and could generally only use it at the very beginning or end of the day. For day classes, I usually parked two miles off campus and

walked. Many students skip class because of a lack of parking. They might be lazier than I am, as I'm not afraid to walk, but what a major pain to have to do that every day. I get enough exercise without going on some epic trek four times a week.

Had counseling easily available to everyone. It was difficult to get an appointment in a timely manner.

Have better math professors. Students who are at low level math classes need encouraging teachers, not teachers that want them to fail.

Have counselors be more informed and be on the same page as those in the transfer center. I was told by a counselor that SDSU had an agreement with Mesa for priority when transferring with an AA-T in Psychology, only to find out they do not when I was denied admission.

Have more access to study areas and tutoring without having to come to one program students have work and other responsibilities and sometimes cannot commit to a specific program, have a lending book program where students or books can be lent without having to pay a big price for them.

Having great professors

I can't really say they could have done anything more to improve it. A person's learning depends on the individual. You can have the best resources and professor in a class but if a student doesn't want to take the time to learn and relearn material and keep learning then it's not meant for them. We have as students what we need but it's up to us to use those resources.

I don't believe anything needs to change about the learning experience...we need more parking spaces though that's for sure!

I feel that more guidance from counseling staff would have been very appreciated. It was a very difficult process to meet with counseling staff and I feel that oftentimes they were rushed to complete our sessions. I appreciate how other schools are able to assign counselors/advisors to students, so that a student can feel familiar with that representative and can feel that there is someone truly there to help push a student to move on to a four year institute or graduate.

I feel that the only thing that could have improved my college experience is if summer courses were not cancelled. I would have graduated a year earlier, but at the same time enjoyed a little extra time off between semesters.

I had an enjoyable time at Mesa College and appreciated the amount of technology that is available to so many students to increase their learning and interests.

I have been amazed at the quality of resources available at the school. From x-ray machines to instructors to the Learning Resource Center. For a community college, Mesa College should be proud of its ability to serve their students.

I have not have the best teachers at Mesa and this makes me very sad. Opposed to other colleges I have been to, the quality in teaching is very poor here. The last few semesters I have come across teachers who have provided poor teaching skills and it has set me back in a variety of ways. More specifically, the sociology department should get a rain check on the teachers they have working. That's all.

I know it is outside of the college's control, but I do wish more science classes could be offered, and that summer classes were available.

I think Mesa needs a stronger student body, with more activities and clubs participating.

I think some classes do not have enough meeting time, such as calculus courses. I think instead of two days per week, can be increase to 3-4 times per week. Or I think instead of having 3 different calculus classes, there could be 4 classes. So the knowledge learned in each class will be less, and be well absorbed by students.

I think that everything was there for me and don't need improving.

I think that more professors like Professor **** would be very much helpful because she gives students the push they need to better themselves

I thought that all my classes taught me something new and useful. I think that engaging students in more research or internship opportunities in their major or interest would give students insight to their major. They could contemplate whether or not their chosen career is right for them.

I was lucky to be part of EOPS student. There, I was able to set up a plan to not waste time and take the right classes. By taking the right classes, I also took advantage to use the Financial Aid at all semesters that I attended at Mesa. However, I know lots of students that is at Mesa more than 4 years and they are lost and don't know what they want. They already lost privileges to receive Financial Aid and other services. Because Mesa is a community college, I think it is important to

informe not only EOPS student but every single student about the expiration date of Financial Aid eligibility and others services.

I wish I would have stayed in San Diego longer.

I would have like to have had a little bit more guidance when entering Mesa in terms of what classes to take so I could have transfered faster.

I would have liked an on-campus orientation when first starting, with more emphasis on the different resources available to students.

I would want to have more classes, but everything else is fine such as safety and transpotation.

Improve on parking spaces. There are not enought spots in the morning.

Incorporate more hands-on teaching skills, and hire more teachers that are more passionate about their teaching topic, rather than someone to make a "quick-buck"

Instructors should be more strict when it comes to the Student Guidelines given; for example, if a student or group of students is being disruptive or disrespectful to not only the professor, but the other students in the class, they should be asked to leave and if the disruptive or disrespectful behavior does not cease, then they should be not allowed back to class until they will be respectful and not disruptive to their fellow students and the professor.

Intercession courses.

It may have been the fact that I did not take very difficult classes and I understand that your policy is to give everyone a chance, but I did feel as if some of the classes were not rigorous enough.

It will benefit the students if the consulers at all centers (EOPS, DSPS, General, etc) work together. They lack communication and areas that has created problems to students. In addition, some consulers act like they has seen it all, and have poor listening skills. Assuming rather than listening. For consulers that are aware that the student it's receiving Financial Aid and they advice on instructors, they should mention to the student to investigate the cost of books prior to enrolling the class. So the student can choose if they should look for another instructor with a lower book cost or follows the recommendation to take that instructor. A better parking availability system during the first half of the semester, specially at beginning of semester. Many classrooms are missing clocks and/or are not updated during time change. For classes such as Math where you spend most of the time solving problems, exams should either be shorter or allow more time. Another classes would not require the same amount of time. Give a reasonable amount of homework! The work in some classes are just overwhelming. Identify the Professors that are not there for the students, I had a teacher that come to class just to make fun of all the students that will not pass the class. And that is how he spend most of the class time. Other instructor that would just come to class to tell stories and not teach anything. Now, we like that the instructor makes it personal, but we also want to learn. Over all, a better and more communication among the different departments and workers will avoid many problems they currently make. Alone with a better understandment of what it is truly the best course of action for the student. Have the tutoring center open more hours and if possible during Saturday on finals days. Some students that work are not able to get tutoring at all or very limited. I also wanted to mention some services I am very appreciative and really helped me: DSPS Department Financial Aid Scholarships

It's taken me 8 years to earn my Associates degree, mostly because the classes I needed were not offered in the evening or online or they filled up before my registration date.

Laboratory, library research, field trip

Made it easier to form a club on campus. There is too much paperwork and too much red tape. It took all of my time and energy just to start the club, find an adviser, and fill out the paperwork. In my opinion, it should be easy to start a club so that more students become involved. Having 10 active members to be considered a club is understandable, but maybe reduce that to 5.

Made it easier to get into classes needed to graduate! Higher level students should have priority to classes to finish their degree on time.

Make it easier to register for classes, have more classes available.

Make more parking lots available to students. It can be extremely stressful to find parking; especially when it was test day.

Make more parking spots.

Make us more aware of the resources through the use of guides or maps. As construction began it was more difficult for students to discover how to find certain locations.

Many classes got cancelled had hard time registering for classes.

Maybe add more counselors in order to get more help throughout the semester.

Maybe I lived under a rock or something, but I really had no idea about any clubs or student government or anything until my last semester at Mesa, and by then I kind of felt like "why bother now, when I'm leaving here in 2 months..." ... I wished I would have connected on FB at the beginning of my time at Mesa to see activities (like the canyon clean up and others) that I could have participated in. I just didn't know these things because they weren't talked about in my classes or anything.

Mesa can improve registration for classes because it is stressful not getting into classes you need to stay in order to graduate on time.

Mesa College could do more group work in classes in order to create a circle of friends in community college and feel a sense of belonging.

Mesa College have done an outstanding job.

Mesa College improved my learning experience significantly. I would like to see for upcoming students who attend computer business technology 1.0 credit classes not have to pay \$100 or more just to use the MYITLAB. This should be free or some kind of discount offered to the student. I believe MYITLAB should be used for 3.0 credit classes.

Mesa has done a great job providing more online classes each semester to make my degree even easier to complete.

More articulated education plans at the time of registration

More availability of the teachers

More available resources such as being able to see a counselor without waiting six hours.

More class availability for microbio, better educational plan system/transcript evaluation, improving the electronic systems - blackboard, reg-e, etc

More class options and summer courses; modern/ up dated classroom environments; update projectors in class rooms; replacement of chalkboards with white dry-erase boards or something better.

More classes

More classes, because it can be hard to get a necessary class.

More classes/ class times available.

More online classes, more night classes, more classes

More parking

More parking spaces, more available class selections, greater clarification of degree requirements by counselor and more prompt notification if those requirements changed

More professors should promote clubs like honors, psi beta, etc. because I didn't know about these until a professor mentioned them.

More school wide events.

More services for students. Like having tutoring center open for longer hours.

More time in joint mobs

More uniform syllabus templates for all instructors. I found some of them well thought out and others lacking.

More workshops and fairs! They are fun and educational! Please, turn off the AC on the 4th floor in the LRC. It's impossible to study in a freezer!!! I wish I came to Mesa after the construction was over :) Everything else is great!

N/A

Nothing

None. I would not change a thing.

Not cut classes I needed which extended my time at Mesa. Less promoting of UC's when they are cutting CC students out and support other options.

Not raising fees.

nothing

Nothing that I can think of.

Nothing, I had to learn to control my own learning experience to succeed by being present and prepared.

Nothing, I loved Mesa!

Nothing, Really

Nothing.

Nothing. Program is great. Took me forever because I have to work and raise a family, but it made a huge difference in my life, including my income. Thanks.

Nothing. I am very happy with my education.

Nothing. If Mesa wasn't just a community college (and it offered the programs I intend to be in) I would definitely stay!!! I love this place.

Offer more Micro classes. They are non-existent. I have tried for 2.5 years to get into one and that's the only reason I will not be graduating this spring!

Offer more classes and summer school

Offer more classes for the increasing demand of student population

Offer more information about internships, scholarships, etc

Offer summer classes, and more classes in general.

Parking!

Participated in clubs.

Provide abroad opportunities..

Provide more hands-on learning than just a teacher at the board covering materials from a book.

Provide summer classes plus more online classes.

Provide more night classes and summer school.

Require a studies skills class that teaches effective study methods and learning strategies. Have Psych 259 in an actual lab. This subject should not be offered as an online class. It should be taught with psych stats as a concurrent lab. Have Psych stats and the lab as prereqs for Psych 255 Research methods.

Require mandatory counselling to help students design, understand, and reach the goals to accomplish their aspirations.

so far so good, just keep it up.

Some

Some career counselors are just heating up a seat. They do not listen to students and try to limit your education to just obtaining a major, when there are certificates of performance or achievement that can be used as tools to motivate students to continue their education. For example, I felt motivated to continue my education because I set goals on the short run that lead me to obtain my long-term goals. As I obtained my certificates, I felt that my work had been rewarded and it was an incentive for me to continue setting more goals and at the same time I was completing my major course requirements. When I had my first contact with a counselor he did not know, and did not care to look up, about certificates that can be reached as you complete courses.

Some classes (ex. Federal and state tax classes) were only available at night. I was interested in taking those classes but did not have time to take them at night. Mesa College should have made those classes both day and evening classes

Some of the professors were not on top of things time-wise and email-wise.

Some professors need to give some handouts instead of mostly teaching on powerpoint.

Some queer theory classes would have been nice.

Staff in the financial office are always willing to help me effectively and with a smile. Everything in Mesa College is wonderful, from the environment to the staff and most importantly the professors in Mesa College. This is definitely one of the most beautiful times in my life.

-Stronger parking enforcement! It's hard to grow your learning experience if you can't make it to class. - Take 'Rate my Professor' into consideration when hiring, there are a lot of professors that teach incorrectly so it's losses your motivation to learn.

The counseling department really messed me up! I was a transfer student and I am a military spouse. I was told I was all on track to graduate before we moved across the country, I took every class they told me to take, I called a week before we moved to FL that I was 2 credits shy of getting my degree, by that time it was too late for me to take a class, then when I called and explained what happened, I still had to pay out-of-state tuition for the class. The counseling department could've been more observant.

The Health Information program seems a little disconnected with the entire college experience. The services available to students are crucial but some of them are not promoted as well as they should.

The ongoing construction was fairly bothersome, regardless, I was satisfied overall.

The Science teachers definitely challenged my mind but there were some who just didn't care. The fact that they had tenure was new to me until one of my teachers brought it to my attention, which I believe is not right. All in all though, most of the teachers wanted to help me.

The transfer/academic counselors should have consistent answers among them. I made many appointments with counselors in order to figure out the exact steps required for my success at Mesa and beyond. Sometimes the counselors would not provide all of the information I needed, couldn't completely answer questions or didn't have the same answers as other counselors. I have learned to be persistent, but students that don't understand the amount of time and effort it requires to transfer will not survive. It would be helpful to provide a new student counselor/transfer orientation to help students understand the amount of effort required.

There are many problems involved in the bureaucracy of Mesa College. I am not sure if it is the fault of Mesa or the educational system in general. From counseling to financial aid, it can be very difficult to get correct information from staff members. Combining the inconsistency of correct information disseminated with the multi-step bureaucracy in place, it can make for a long, frustration ride for the student.

There is a lot of information about the school(s) that isn't readily available to new students. A student has to be very determined to find something out/get something done in order for anyone to initiate action or produce an answer or solution to a problem. Freshmen have little hope of attaining a certificate or Associates degree in two years because there are no rules that ensure they are able to get the classes they need. At a UC I attended, all students were initially limited to 3 classes until ALL students had three class. At this point, the schedule was open for any student to enroll in more.

There should be a class in which teach me about every sources offered at the college to help students with their education, such as how to use the library Application to do research. There are many helpful source from the library Application that can help students doing research that I had not konwn untill the last semester! Thanks

Theres many information out there that students don't receive or know about, that's the only thing I can come up that mesa can improve.

This might just be a comment on the entire teaching system but I believe a more frequent evaluation of teachers must! be done. It has been my experience that some teachers with higher tenure are severally slacking in delivering a productive and worth while education to those who are paying a good penny for.

To improve my learning experience, Mesa College could have more night classes available. As a working student, sometimes it is very hard to get day time classes.

Update the classrooms which chalk boards.

We need a summer session, I feel I wasted precious time being forced to take the summer off.

Well Mesa has many helpful/sucessful resources that accomindate to many people's needs/ interests. However, I feel that the writing/ tutoring centers could have been more organized. I've spent every semester in the writing center which did improve my critical thinking, writing patterns, and lastly grades. To give Mesa's final estimate score I intend to give San Diego Mesa College a 10 out of 10. I would like to have many thanks to the caring teachers/ tutors/ counselors/ faculty.

What they could of done is had more tutors for the science department.

You guys could stop allowing the tents of tolerance, because that tent only spreads hate. Actual provide a newspaper without bias that is fair and balanced and has both side to an argument. Stop hiring only left teachers and allowing them to use their classroom as propaganda and actually them accountable to what should be taught. In the end I can not be more happy to leave such an uncredible institution, so I can actually go learn. I got into Ohio State and will look back at Mesa college with a feeling of sadness for the institution and the students who have to go through what I did. I wish Mesa college would hold teachers accountable to teaching the material without bias and in the middle. I could not be less proud of getting a degree from here, and I can't wait to leave. I hope you guys someday will have a wakeup call.

SD Mesa College 2012-13 Learning Assessment Task Force Mid Year Status Report and Action Plan

February 5, 2013

Learning Assessment Task Force Purpose:

To facilitate meaningful dialogue and assessment practices which support the ongoing improvement of student learning and institutional effectiveness. To provide planning, support, facilitation, communication, and leadership that will enable the achievement of college goals pertaining to learning assessment.

Goals	Objectives for 2012-13	Status	Actions & Timeline (what & when)	Person(s) Assigned
1. Assuring compliance with accreditation requirements, and adequate documentation of evidence	1. Survey / assess needs a. Review & discuss ACCJC SLO assessment standards, evaluate and propose action plans as needed b. Review & Discuss SLO Survey Results	a. In progress/ Ongoing b. completed	Has been done for purposes of SLO Report. Documentation is mostly in place via TaskStream (gaps may exist for institutional level). Review of standards would facilitate further fine-tuning & institutionalization of assessment – to be completed in collaboration with PIE and/or the Accreditation Committee. May move forward until Fall and/or wait to see what ACCJC publishes in response to the fall SLO reports.	LATF
2. Envision what would constitute "Sustainable Continuous Quality Improvement" at Mesa College, provide guidelines/benchmarks and support for its implementation, including: a. Develop a draft plan for sustainable continuous assessment, which identifies the timeline and key components of a complete cycle, encompassing the varied levels of assessment	6. Review ACCJC Rubric, and define how SCQI could best be achieved at Mesa / utilize stakeholder input	Not started	Spring 13 (Retreat?) Schedule discussion of SCQI & a discussion aimed at developing a draft plan for continuous assessment with timelines, guidelines, etc. for the different levels of assessment. This will be the focus of our upcoming LATF Retreat	LATF

SD Mesa College 2012-13 Learning Assessment Task Force Mid Year Status Report and Action Plan

February 5, 2013

Goals	Objectives for 2012-13	Status	Actions & Timeline (what & when)	Person(s) Assigned
from course to institutional				
3. Define the objectives and/or duties of the Learning Assessment Facilitator role, and provide collaborative support for their achievement	2. Define LAF role	Completed	Discussion of how best to fill gap until role is appointed and commenced. LAF Role description/task list to be reconfirmed and/or revised at Spring Retreat, and a call for applications likely to be issued shortly thereafter.	LATF
4. Modify web presence (incl. enhance resources and user-friendliness of web page)	3. Develop FAQs 7. Website Development	Not started	Website to be redeveloped in Spring 13 as part of overhaul of Institutional Effectiveness pages. LATF could identify key components to help guide this work. At one of our spring meetings we will begin by updating the links for our existing SLO webpage – LATF members will be asked to bring a list of links to an upcoming meeting.	Pam, Jill, Jonathan & LATF
5. Facilitate the sharing and discussion of effective assessment practices across SLOs & AUOs, for example, Community of Practice	11. Support the planning and implementation of campus-wide opportunities for the sharing of effective practices, discussion and analysis of findings, future institutional planning in this sphere	Partially started	First campus-wide institutional assessment analysis discussions were held in January 2013. Assessment showcase and dialogue on different approaches should be planned in Spring 2013 & for 13-14. At least one flex activity will be planned for Spring, LATF to discuss further, and also explore	LATF

SD Mesa College 2012-13 Learning Assessment Task Force Mid Year Status Report and Action Plan

February 5, 2013

Goals	Objectives for 2012-13	Status	Actions & Timeline (what & when)	Person(s) Assigned
			instituting a forum within TaskStream.	
6. Assessment of unmet needs		Ongoing	This has been done in different ways. It needs to be a regular part of self-assessment activities. LATF should discuss next SLO survey & other opportunities for gathering data. The next SLO Survey won't happen sooner than Fall 13.	LATF & other?
7. Evaluation of Mesa's assessment resources and systems/mechanisms/structures, and provide recommendations in support of continuous improvement	9. Fine tuning of TaskStream a. Develop wish list b. Support an enhanced ability to retrieve data from TaskStream in a useful format 10. Evaluation of TaskStream	Various stages	Broad, comprehensive discussion of all systems, mechanisms, etc. has not occurred. Feedback needs to be captured when "closing the loop." TaskStream Evaluation is underway.	LATF TaskStream Task Force to do most of this. Office of IE is now evaluating portfolio assessment mechanisms.
8. Establish meaningful institution-level learning assessments (e.g., at the level of general education, and the institution as a whole)	4. Run an institution level ILO assessment report from TaskStream a. Evaluate results and make recommendations to PIE regarding future institution-level learning assessment 5. Review assessment models from other colleges, devise and implement assessment of ILOs, GE, etc.	Various stages	ILO Report from TaskStream completed in Fall 12 and evaluated in Spring 13. Report on results needs to occur in Spring 13. Other college's assessment models were reviewed in Fall 12. GE assessment to happen in Spring 13, <u>planning for this is a priority.</u> In addition to assessment instrument, we also need to	LATF Pam, Jill, and Bri will work together to bring a draft assessment to the group

SD Mesa College 2012-13 Learning Assessment Task Force Mid Year Status Report and Action Plan

February 5, 2013

Goals	Objectives for 2012-13	Status	Actions & Timeline (what & when)	Person(s) Assigned
			explore a rubric, and a process for evaluating the results and making recommendations in a timely fashion (e.g., for inclusion in Midterm Report)	
9. Analyze findings of institution-level learning assessments and summary reports and recommend actions in support of continuous improvement		In progress	Breakout groups have done evaluations of mapped ILO assessments, summary report to be prepared for Spring 13	LATF
	8. Evaluate scope and longevity of Task Force, continuation into future vs. replacement by committee	Not started	Could be discussed at final Spring meeting as part of annual review and forward planning	LATF



**ACCREDITING
COMMISSION
for COMMUNITY and
JUNIOR COLLEGES**

*Western Association
of Schools and Colleges*

10 COMMERCIAL BOULEVARD
SUITE 204
NOVATO, CA 94949
TELEPHONE: (415) 506-0234
FAX: (415) 506-0238
E-MAIL: accjc@accjc.org
www.accjc.org

Chairperson
SHERRILL L. AMADOR
Public Member

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July 2013

Memo to: ACCJC Member Institutions

From: Barbara Beno, President

Subject: ACCJC Rubric for Evaluating Institutional Effectiveness

Attached you will find a copy of the Rubric for Evaluating Institutional Effectiveness, updated by the Accrediting Commission for Community and Junior Colleges/WASC in June 2011. This Rubric was first published in 2007 and has undergone two previous editorial revisions. The 2011 edition reflects language added to provide some additional detail.

Since 1994, the Commission's Accreditation Standards have required institutions to engage in a systematic and regular review of program quality as well as in short-and long-term planning, and an allocation of resources to assure that institutions achieve their stated mission and assess and improve institutional effectiveness. The 2002 Accreditation Standards added requirements that institutions become more intentionally supportive of student learning by defining intended student learning outcomes, assessing learning, and incorporating the results of assessment into decisions about institutional priorities and improvement plans.

The Rubric for Evaluating Institutional Effectiveness was developed to assist colleges as they conduct self evaluation, and to assist external review teams as they examine institutional quality during accreditation reviews. The Rubric gives institutional members, evaluators, and the Commission a common language to use in describing the institution's practices in three key areas of the continuous quality improvement process – Program Review, Integrated Planning, and Student Learning Outcomes.

It is important to note that the sample behaviors described in each text box of the Rubric are not new criteria or standards for evaluation of an institution's quality, but rather are examples of behavior that, if characteristic of an institution, would indicate the institution's stage in the implementation of the Accreditation Standards, particularly Standard IB and important sections of Standard II and Standard III. The Rubric should be used in conjunction with the Accreditation Standards and the *Guide to Evaluating Institutions*, and *Guide to Evaluating Distance Education and Correspondence Education*.

The Commission has previously announced its expectations for institutional performance with regard to the practices described in the Rubric, as follows:

- The Commission expects all accredited institutions to be at the Sustainable Continuous Quality Improvement level in Program Review (Part I of the Rubric) and Planning (Part II of the Rubric).
- The Commission expects all accredited institutions to be at least at the Development Level or above in Student Learning Outcomes (Part III of the Rubric).

Institutions in the ACCJC membership widely share a commitment to the purposes of assessment – to improve student outcomes. The Commission hopes that institutional leaders will continue to find the 2011 Rubric helpful as they assess their own institution's quality and work to achieve greater student success.

The Commission welcomes any ideas for improving the Rubric and for improving institutional practices in continuous quality improvement.¹ Please direct comments to accjc@accjc.org.

BAB/mg

Attachment

¹ The ACCJC's Task Force on Student Learning Outcomes met in spring 2011 to provide the updates contained in the 2011 Rubric.

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

Rubric for Evaluating Institutional Effectiveness – Part I: Program Review
(See cover letter for how to use this rubric.)

Levels of Implementation	Characteristics of Institutional Effectiveness in Program Review <i>(Sample institutional behaviors)</i>
Awareness	• There is preliminary investigative dialogue at the institution or within some departments about what data or process should be used for program review. • There is recognition of existing practices and models in program review that make use of institutional research. • There is exploration of program review models by various departments or individuals. • The college is implementing pilot program review models in a few programs/operational units.
Development	• Program review is embedded in practice across the institution using qualitative and quantitative data to improve program effectiveness. • Dialogue about the results of program review is evident within the program as part of discussion of program effectiveness. • Leadership groups throughout the institution accept responsibility for program review framework development (Senate, Admin., etc.) • Appropriate resources are allocated to conducting program review of meaningful quality. • Development of a framework for linking results of program review to planning for improvement. • Development of a framework to align results of program review to resource allocation.
Proficiency	• Program review processes are in place and implemented regularly. • Results of all program reviews are integrated into institution-wide planning for improvement and informed decision-making. • The program review framework is established and implemented. • Dialogue about the results of all program reviews is evident throughout the institution as part of discussion of institutional effectiveness. • Results of program review are clearly and consistently linked to institutional planning processes and resource allocation processes; college can demonstrate or provide specific examples. • The institution evaluates the effectiveness of its program review processes in supporting and improving student achievement and student learning outcomes.
Sustainable Continuous Quality Improvement	• Program review processes are ongoing, systematic and used to assess and improve student learning and achievement. • The institution reviews and refines its program review processes to improve institutional effectiveness. • The results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning.

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Rubric for Evaluating Institutional Effectiveness – Part II: Planning

(See cover letter for how to use this rubric.)

Levels of Implementation	Characteristics of Institutional Effectiveness in Planning <i>(Sample institutional behaviors)</i>
Awareness	• The college has preliminary investigative dialogue about planning processes. • There is recognition of case need for quantitative and qualitative data and analysis in planning. • The college has initiated pilot projects and efforts in developing systematic cycle of evaluation, integrated planning and implementation (e.g., in human or physical resources). • Planning found in only some areas of college operations. • There is exploration of models and definitions and issues related to planning. • There is minimal linkage between plans and a resource allocation process, perhaps planning for use of "new money". • The college may have a consultant-supported plan for facilities, or a strategic plan.
Development	• The Institution has defined a planning process and assigned responsibility for implementing it. • The Institution has identified quantitative and qualitative data and is using it. • Planning efforts are specifically linked to institutional mission and goals. • The Institution uses applicable quantitative data to improve institutional effectiveness in some areas of operation. • Governance and decision-making processes incorporate review of institutional effectiveness in mission and plans for improvement. • Planning processes reflect the participation of a broad constituent base.
Proficiency	• The college has a well documented, ongoing process for evaluating itself in all areas of operation, analyzing and publishing the results and planning and implementing improvements. • The institution's component plans are integrated into a comprehensive plan to achieve broad educational purposes and improve institutional effectiveness. • The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes. • The college has documented assessment results and communicated matters of quality assurance to appropriate constituencies (documents data and analysis of achievement of its educational mission). • The institution assesses progress toward achieving its education goals over time (uses longitudinal data and analyses). • The institution plans and effectively incorporates results of program review in all areas of educational services: instruction, support services, library and learning resources.
Sustainable Continuous Quality Improvement	• The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning. • There is dialogue about institutional effectiveness that is ongoing, robust and pervasive; data and analyses are widely distributed and used throughout the institution. • There is ongoing review and adaptation of evaluation and planning processes. • There is consistent and continuous commitment to improving student learning; and educational effectiveness is a demonstrable priority in all planning structures and processes.

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Rubric for Evaluating Institutional Effectiveness – Part III: Student Learning Outcomes
(See cover letter for how to use this rubric.)

Levels of Implementation	Characteristics of Institutional Effectiveness in Student Learning Outcomes <i>(Sample institutional behaviors)</i>
Awareness	• There is preliminary, investigative dialogue about student learning outcomes. • There is recognition of existing practices such as course objectives and how they relate to student learning outcomes. • There is exploration of models, definitions, and issues taking place by a few people. • Pilot projects and efforts may be in progress. • The college has discussed whether to define student learning outcomes at the level of some courses or programs or degrees; where to begin.
Development	• College has established an institutional framework for definition of student learning outcomes (where to start), how to extend, and timeline. • College has established authentic assessment strategies for assessing student learning outcomes as appropriate to intended course, program, and degree learning outcomes. • Existing organizational structures (e.g., Senate, Curriculum Committee) are supporting strategies for student learning outcomes definition and assessment. • Leadership groups (e.g., Academic Senate and administration), have accepted responsibility for student learning outcomes implementation. • Appropriate resources are being allocated to support student learning outcomes and assessment. • Faculty and staff are fully engaged in student learning outcomes development.
Proficiency	• Student learning outcomes and authentic assessments are in place for courses, programs, support services, certificates and degrees. • There is widespread institutional dialogue about the results of assessment and identification of gaps. • Decision-making includes dialogue on the results of assessment and is purposefully directed toward aligning institution-wide practices to support and improve student learning. • Appropriate resources continue to be allocated and fine-tuned. • Comprehensive assessment reports exist and are completed and updated on a regular basis. • Course student learning outcomes are aligned with degree student learning outcomes. • Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.
Sustainable Continuous Quality Improvement	• Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement. • Dialogue about student learning is ongoing, pervasive and robust. • There is evaluation of student learning outcomes processes. • Evaluation and fine-tuning of organizational structures to support student learning is ongoing. • Student learning improvement is a visible priority in all practices and structures across the college. • Learning outcomes are specifically linked to program reviews.