

SAN DIEGO MESA COLLEGE

Accreditation 2017

Standard IIA

November 2nd Draft

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Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

IIa. Instructional Programs

All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting Standard

The faculty, staff, and administration of San Diego Mesa College are dedicated to the institution's mission to empower our diverse student body to reach their educational goals and shape the future. All instructional programs in all fields of study are planned and conducted in accordance with the College's mission. As a comprehensive community college committed to access and success, we promote student learning and achievement leading to degrees and certificates in support of transfer, workforce training, and lifelong learning. Faculty and staff collaborate with our students to foster scholarship, leadership, and responsibility to effect positive change within our community.

The College endeavors to meet the educational needs and accommodate the learning styles of its students through early implementation of Student Success and Support Program practices, use of varied pedagogy generally regarded as best practices, and regular and thorough assessments of both teaching methods and student learning outcomes. In addition, the College gathers and regularly reviews data on student learning outcomes assessments, degree and certificate

completion, passing statewide and/or national examinations (primarily by those in Career Technical Education programs), employment, and transfer to baccalaureate institutions.

All Mesa courses have current student learning outcomes (SLO's) that are assessed on a regular basis. These SLO's must be included in course syllabi, and their assessments are reviewed by all content experts thus providing an opportunity for faculty to engage with one another to ensure that their courses are current as well as to discuss learning strategies that will promote student success. Tenured, tenure-track, and adjunct faculty review and, if necessary, revise SLO's in the contexts of School meetings, department meetings, flex sessions, and, for tenure-track faculty, in regular meetings of the New Faculty Institute. **(IIA-1 ADD EVIDENCE HERE)**

The College uses advance practices to accommodate the varied learning styles of students and to prepare them for academic success. Prior to enrolling in courses, entering students are assessed to determine college-level readiness, undergo a comprehensive orientation, and are guided through the completion of a student education plan. College counselors aid students in selecting courses to most effectively meet the terms of their education plans, and alert them to satisfying prerequisites and/or advisories.

The teaching methodologies that are commonly used by faculty include direct instruction through lecture, indirect instruction often aided by technology, and directed group discussions. The appropriate delivery modes are determined by the subject, course level (developmental, pre-collegiate, baccalaureate, etc.), professional judgment of qualified faculty, success of the students across disciplines, the timely completion of degrees or certificates, and the reaching of transfer goals. The methodologies selected are always influenced by the type of course (i.e., a ceramics course will require more "hands-on" activity, a course in architectural history will require consistent study of visual images, and a philosophy course may be a mix of lecture and discussion).

In the classes they teach, faculty use multiple measures when assessing student learning: these include but are not limited to essays, multiple-choice exams, true-false exams, experiments, observation, oral presentations and research papers. Professors and adjunct instructors continuously assess students, formally and informally, regarding methodology, critical thinking, and discipline knowledge. **(IIA-2 BRING IN EVIDENCE)**

When appropriate, the College uses online instruction to meet the diverse needs and learning styles of its students. Many students **(EVIDENCE HERE IIA-3 SURVEY?)** find that the distance-education delivery method meets their needs better than on-campus courses as they attempt to balance work, military duty, parenting obligations and physical disabilities which limit their mobility. The College has offered courses through the distance-education mode for over ten years and has also developed a comprehensive array of instructional and student support services available in a distance-education format. All those opting to teach online courses are required to complete a twenty-hour Distance Education training program offered by the District under the supervision of experts in online instruction. Concurrently, the College continues to refine processes to monitor, evaluate, and improve the quality of distance-education instruction and service.

Also to better support instruction and thus meet student needs, for the past two years the classified staff has conducted research and established staff development activities by creating two-day classified staff development conferences.

Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

The faculty, including tenured, tenure-track, and adjunct, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations through a variety of practices. All College programs and courses must go through a rigorous curriculum review and approval process at the College and District levels. Faculty are required to follow the basic format in a “Course Outline of Record” (COR) for each course that they teach. This COR is created by discipline faculty and then must go through the campus and district curriculum review process to be approved. The COR is then forwarded to the San Diego Community College Board of Trustees, and, if it is a Career Technical Education (CTE), to the regional workforce Deans. After positive reviews by all the aforementioned bodies, the COR is sent to the State Chancellor’s Office for final review and approval (document). The curriculum review cycle for all non-career-technical education (CTE) courses is 6 years, while a 2-year review cycle is required for CTE courses (document).

To ensure that our campus is following both local and state curriculum requirements, the Mesa College Faculty Curriculum Chair, the campus Articulation Officer, the Campus Technical

Curriculum Review specialist and the Campus Academic Senate President attend the bi-annual statewide Curriculum Plenary Sessions to engage with the State Chancellor and Statewide Academic Senate leaders to learn about the latest and most current curriculum rules and regulations.

Faculty are required to create a syllabus that is compatible with the course objectives outline in the COR and that lists the SLO's for the course. All syllabi are reviewed by the responsible School Dean each semester. All School Deans hold regular meetings to review, discuss and evaluate courses in terms of their facilitating student success.

There is a five-year Program Review cycle required for all instructional programs at the discipline level. Discipline faculty write the detailed, data-supported studies, School Deans review and comment upon the documents, and a College Program Review Committee and the Dean of Institutional Effectiveness offer assessments of all program reviews (document). The Program Review process for instructional offerings is consistent with those for student and administrative services. For each discipline, relevancy, appropriateness and currency are addressed by considering the instructional program and courses in light of the mission statement of the College, the goals of the students (employment, transfer, certification, etc.), the diversity of the student population, and the needs of the surrounding community. An essential part of Program Review is the setting of goals for the future and documenting their completion.

(Evidence IIA-5)

Faculty also ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations by meeting special accreditation requirements for certain programs, such as those in Allied Health (document); addressing the appropriate provisions of Title V, and the instructional policies, guidelines, and standards of the San Diego Community College District (SDCCD), the California State University (CSU), and, the University of California (UC) (document); monitoring and assuring the students' ability to successfully transfer to universities and complete baccalaureate and/or higher degrees (document); monitoring and assuring the students' ability to pass statewide and/or national exams necessary to meet pre-employment requirements in fields such as those addressed by the Allied Health programs (document); and, assuring the students' ability to meet minimum qualifications for employment upon completion of required courses or programs (document). **(LET'S COMBINE ALL DOCUMENTATION HERE INTO A SINGLE EVIDENCE IIA-6)**

The Academic Senate encourages and promotes classroom excellence in a way that has created very high standards for our campus.

Faculty, staff, and administrators act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success in a variety of ways, including but not limited to:

measuring graduation and transfer rates (document);

initiating course and/or program revision, deletion, or replacement whenever the data suggest such needs (document);

engaging in a review process that involves all campus programs in instruction, student, and administrative services. The integration of these programs and service areas into one review process has greatly enhanced the understanding and agreement about the quality of courses, programs, and service areas (document);

following the rigorous on-going curriculum review process as well as the integrated Program Review process. During the review processes, the various courses and programs are scrutinized for relevance and in accordance with statewide and District policies (document).

The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

As the major recommending body of the college, President's Cabinet is the centralized place where recommendations on integrated resource planning and institutional effectiveness take place, and which is responsible to ensure that review and assessment of campus programs occur on a regular basis and in a and continuous manner. The President's Cabinet holds semi-annual retreats to assess the impact of planning and resource allocation on college effectiveness. Utilizing internal and external data, budget, outcomes assessment, and key performance indicators, the Cabinet reviews and revises process and policy. As it has done for several years, the President's Cabinet continues to focus on increased communication of the planning cycles and outcomes so that all stakeholders have opportunities for involvement. **(Evidence IIA-7)**

Mesa College has created three campus planning committees that report to Presidents' Cabinet:

The Planning and Institutional Effectiveness Committee (PIE) is a participatory governance committee charged with planning that report directly to President's Cabinet.

The PIE is designed to advance the overall planning work for the College, whereas the Program Review Committee advances planning at the unit level – discipline, program, or service area. These two committees work in tandem as illustrated on the Integrated Planning Process diagram (approved by President's Cabinet, March 1, 2011).

Following the sustainable continuous quality improvement model, the Planning and Institutional Effectiveness Committee is responsible for assuring that the College's planning framework is consistent with accreditation standards; for guiding the annual assessment of progress on stated goals, objectives and priorities and recommending changes as indicated; and for assuring the integration of planning across the campus.

The Planning and Institutional Effectiveness Committee may establish sub-committees to carry out specific purpose and objectives of the committee. These sub-committees will report directly back to the PIE Committee.

The objectives of the Planning and Institutional Effectiveness Committee are to:

Coordinate the critical planning constructs of the college (such as mission, vision, values; annual objectives and priorities; and long-term goals) and ensure their integration into the planning and operations of the entire college;

Work in tandem with the Program Review Committee to assure that planning at the unit level is aligned with planning at the college-wide level;

Foster the college's planning processes, informed by internal and external data;

Foster the integration of the resource allocation recommendation processes at the college level;

Carry out on-going assessment of the effectiveness of the alignment and integration of the college's planning activities and recommend and implement improvements;

Facilitate the development of the college's educational master plan;

Provide oversight for the College's compliance with WASC-ACCJC Accreditation Standards and the Commission's recommendations regarding the integration of the college's planning efforts; and,

Serve as the steering committee for the preparation of reports for the Commission including annual reports, mid-term report, and the self-study.

A second committee reporting to the President's Cabinet is formally a sub-committee of the Planning and Institutional Effectiveness Committee: the Committee on Assessment (COA), which grew out of the Learning Assessment Task Force (LATF). The purpose of this committee is to facilitate meaningful dialogue and assessment practices which support the ongoing improvement of student learning and institutional effectiveness, and to provide planning, support, facilitation, communication, and leadership that will enable the achievement of college goals pertaining to learning assessment.

The LATF had set Goals and Objectives for the academic year 2013-2014 that were achieved with such success that they have remained with some updating as standards for the new Committee on Assessment. The very name of the Committee, which was established in Spring 2015, attests to the importance assessment now plays in College-wide decision making.

The Committee on Assessment has assumed the following responsibilities:

Ensure that all measures of learning assessment are in compliance with accreditation requirements;

Continue to monitor "Sustainable Continuous Quality Improvement" at Mesa College that follows the guidelines/benchmarks established by the LATF; on.

Enhance digital presence and online tools (including enhanced resources and user-friendliness of the COA webpage).

Facilitate the sharing and discussion of effective assessment practices across SLOs and AUO in a variety of venues;

Continue to evaluate Mesa College's assessment resources & systems/mechanisms/structures and provide recommendations in support of continuous improvement;

Expand meaningful institutional-level learning assessments;

Engage in robust dialogue about the results of college-wide learning assessment;

Review new ACCJC rubric and define how SCQI could best be achieved at Mesa, utilizing stakeholder input;

Expand the COA website with enhanced resources and high impact practices at the local, state, and national levels (incl. "how to" tools);

Regularly communicate evidence of learning outcomes at Mesa;

Continue supporting the planning and implementation of campus-wide opportunities for sharing effective practices, discussion and analysis of findings, and future institutional planning in this sphere;

Continue reviewing assessment models from other colleges.

The Committee on Assessment has set the following goals for 2015-2106:

Develop a formal reporting process for both end of year and end of cycle assessment data;

Establish an informal process for recording discussions that happen in pockets such as a blog, repository, tweets, Facebook, etc.;

Clarify outcomes and objectives, and reassess outcomes for the next cycle;

Streamline Taskstream as it reports on Student Learning Outcomes and Program Reviews;

Review and analyze the Outcomes component in Program Review;

Plan what the next cycle looks like and revisit the ILO's; and,

Conduct a survey of Assessment users in Fall 2015.

In conjunction with the work of the President's Cabinet, the PIEC, and the COA, the Deans and the department chairs, together with the campus Student Learning Chair (who serves on the COA) collaborate to create, assess and review student learning outcomes for all programs and courses. Some of this work takes place in department and School meetings to ensure that the campus faculty are engaged with student learning outcomes.

All faculty are required to provide their School Dean with a copy of a syllabus for each section of each course that they teach. These syllabi are reviewed to ensure that course objectives compatible with those in the appropriate COR are being taught, as well as to ensure that student learning outcomes are included on each class syllabus.

If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

All basic skills courses are numbered below "100" **which is the proper designation for pre-collegiate courses**. As is the case for all of the courses offered in the San Diego Community College District, basic skills classes are reviewed and approved by both the college and district curriculum committees to ensure that they meet college, district and education code standards.

San Diego Mesa College also has a very active and engaged Basic Skills Committee that continually reviews all of the success rates for the basic skills classes. This review process is conducted in the fall and spring semesters in conjunction with the Campus-Based Researcher to ensure that accurate and current data is available for the committee to review. This review has resulted in the Basic Skills Committee recommending the development of an accelerated English class that combines both reading and writing comprehension into one course that has provided students with another alternative to reach their educational goals.

The Math Department recently moved into a new Math Science Building on campus and the building was designed to promote student interaction and engagement. The building houses small and medium-size study rooms and “engagement centers” outside of faculty offices that provide glass walls for students to exhibit their math problems. Math Department faculty have partnered with colleagues from our Continuing Education program to move the lowest level Math course from credit to non-credit and thus promote better learning opportunities for students.

The Basic Skills Committee has also promoted college, district and regional meetings to ensure that all basic skills faculty have professional development opportunities to continue to work with other faculty to ensure that new pedagogical and curriculum approaches are available for Mesa faculty. This committee has funded individual professional development opportunities for faculty to not only present but attend national conferences to engage with a larger constituency of faculty to continue to strive for excellence in our classrooms.

The campus has also supported a very vibrant and engaging tutoring center that has been funded by our basic skills grant and provides an excellent support service for our basic skills students. Both the English and Math Departments have piloted mandatory tutoring combined with basic skills Math and English to assist students in ensuring that they are supported in these classes.

(Evidence IIA-8)

The institution’s degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

With the understanding that it is the primary role of the faculty to determine the level of a program in accordance with State guidelines, the criteria the College uses in deciding on the breadth, depth, rigor and sequencing, time to completion, and synthesis of learning breadth of each program offered has been established through San Diego Community College District (SDCCD) policy which is in accordance with Title 5 and is implemented through the curriculum review and Program Review processes. According to District procedure 5300.2, it is the responsibility of the College Curriculum Committee (CRC) to review and approve all courses and programs, review and approve all curriculum proposals, and catalog descriptions for new and revised courses and programs, including course activations and deactivations, for compliance with state and federal regulations and District policy.

The College engages in dialogue regarding the quality, length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning in its degree and credential programs through:

reviewing the provision by the CRC of continuous updates regarding the curriculum by the Academic Senate (document); The faculty co-chair of the CRC is a member of the Academic Senate's Executive Staff;

the creation and continued support of a strong review process that assesses programs and degree requirements on an annual basis to confirm that degree-credit courses meet the standards for approval as defined in Title 5, Section 55002 (a) (document);

maintaining consistent dialogue with the College- and District-based Researchers, which provides information for data-driven decisions (document);

currency with all provisions of the state-mandated Associate Degrees for Transfer (ADT's);

the establishment and publication of program SLOs which appear in the annual College catalog (document);

assuring that courses and programs comply with the criteria as defined in the California Community Colleges Curriculum Standards Handbook (appropriateness to mission, need, quality, and feasibility);

verifying that credit courses fulfill the requirements for submission as general education courses to the Intersegmental General Education Transfer Curriculum (IGETC) [California State University (CSU), and the University of California (UC)] and/or meet the transfer standards for electives and major requirements to campuses of CSU, UC, and/or other postsecondary colleges and universities;

reviewing new programs and program modifications, including activations, deactivations, and substantial changes to approved programs.

The College has established standards that support high-quality practices common to American higher education as demonstrated by:

a detailed faculty-driven curriculum approval process to maintain quality, length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning in all courses and programs (document);

an integrated Program Review process that includes administrative services, instructional programs and student services areas (document);

Student Learning Outcome (SLO) development and assessment (document); SLOs for all instructional programs have been in place since the fall 2008 or earlier. Coordinated assessment began in the spring of 2009 and has continued and intensified ever since. Assessments of outcomes in individual courses are conducted in every discipline, and course-specific learning objectives are required in all syllabi. The Taskstream software purchased by the District for College use continues to provide a central location for SLO/AUO assessment information;

the current College Educational Master Plan that supports a planning process in which goals and objectives intended to maintain quality instruction are clearly stated (document);

the Vice President of Instruction and the Instructional Deans change resource allocations to meet student needs in consultation with the Enrollment Management Committee, which is a shared-governance body;

staff development opportunities which assure that the quality of instruction is maintained (document);

support for faculty conference attendance in order to maintain currency and be informed of new and developing trends in their fields (document);

support for faculty professional presentations and publications in order to foster scholarship and professional development (document);

an active and vibrant flex program (on-campus professional development) for faculty (document);

regional institutional accreditation received along with additional special accreditation required and received by various programs (document);

an updated College mission, vision and values statement (document);

courses which meet the College mission, vision and value statement and the assessed needs of the community (document);

advisory committees which link the College to the community and industry (document);

membership in regional groups such as the San Diego and Imperial Counties Community College Association (SDICCCA) which addresses regional matters including program offerings (document);

surveys (i.e., graduate follow-up, employer, basic skills, etc.) that provide critical data needed to assist with the College instructional planning (document);

partnering with the Center for Urban Education to develop and refine Equity and Student Success programs for Basic Skills students;

nationwide searches and clearly articulated screening, interviewing, and hiring practices to assure the appointment of the highest-quality tenure-track faculty (document);

a peer-driven evaluation process that respects academic freedom and due process rights while rigorously assessing faculty performance every year during the probationary period for tenure-track faculty (document);

a peer-driven promotional evaluation process that respects academic freedom and due process rights while rigorously assessing faculty performance during the eighth year of a tenured Associate Professor's service (document);

a peer-driven triennial evaluation process that respects academic freedom and due process rights while rigorously assessing faculty performance every third year of a tenured full Professor's service (document);

evaluation of all adjunct faculty during their first semester of teaching and at least once every six semesters thereafter (document).

The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Mesa College administrators and faculty take great pride in developing class schedules that are based on student needs and transfer criteria. Both instruction and student service leadership work closely together to ensure that the College schedule is created to meet current student needs.

The College has a number of committees that meet on a regular basis to review and discuss student success and transfer rates:

President's Cabinet

Dean's Council

Student Service Council

Committee on Assessment

Planning and Institutional Effectiveness Committee

Chairs Council

Basic Skills Committee

Enrollment Management Committee

Executive Team

Administrative Team.

All of these groups and committees are provided pertinent data by both District- and College-based researchers to ensure that accurate information is considered in making enrollment/schedule decisions. Both student services and instruction work together to review this data and to determine if the current schedule meets student needs. **(Evidence IIA-9)**

The San Diego Community College District is currently updating their Enterprise Resource Project (ERP); this work will allow the district system to incorporate a two year schedule into our college system. This two year schedule will allow for administrators and faculty to review and update the course schedule to match the student educational planning system which will help students meet their established education goals in a timely manner.

While awaiting the final implementation of the ERP, the School Deans **are working [worked]** with the Vice President of Instruction in conjunction with the Enrollment Management Committee to create a two year schedule that will take into account the ever changing student needs for degrees and certificates in light of the change in transfer requirements through Associate Degrees of Transfer with the California State University System.

The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Mesa's Vice President of Student Services has directed the work for our campus Equity Plan, described as:

The student equity plan focuses on increasing access, course completion, ESL and basic skills completion, degrees, certificates and transfer for all students as measured by success indicators linked to the CCC Student Success Scorecard, and other measures developed in consultation with local colleges. "Success indicators" are used to identify and measure areas for which disadvantaged populations may be impacted by issues of equal opportunity. Each college develops specific goals/outcomes and actions to address disparities that are discovered, disaggregating data for indicators by student demographics, preferably in program review. College plans must describe the implementation of each indicator, as well as policies, activities and procedures as they relate to student equity at the college. Student equity plans are prepared with three- to five-year timeframes in terms of planned activities and improvements, to align with the Student Success and Support Program Plan, but must be updated annually.

Mesa has responded to the State Chancellor's Office's request to develop a Student Success and Equity plan by doing the following:

Forming an Equity committee to develop a comprehensive, campus Equity Plan, as per the CCCCCO's request;

Expanding the Diversity Committee's membership;

Sending teams comprised of administrators and faculty from Student Services and Instruction to two conferences offered by The Center for Urban Education and the National Conference on Race and Ethnicity in Higher Education. Attendees were tasked to bring back specific information and ideas for implementation in our campus' Equity Plan.

Hosting a Student Equity Conference (August 8, 2014) co-sponsored by San Diego Mesa College, MiraCosta College, Southwestern College, and the San Diego State University Community College Leaders Alumni Chapter. At this conference participants dialogued with their colleagues about current college equity efforts;

Learning about the latest student equity research conducted by SDSU doctoral graduates, and endeavoring to understand how to develop high impact student equity plans (Dr. Brad Phillips,

CEO of Institute for Evidence Based Change, facilitated this discussion at the conference cited above); The conference built upon earlier discussions with the Region X CIOs and CSSOs focused on building a regional synergy and fostering an integrated approach to student success and equity planning. The conference also aligned with the CC Leaders Alumni Chapter's efforts to infuse research-based practices into student equity planning efforts;

Holding professional development workshops to inform and involve campus faculty and staff regarding student equity and success data;

Drafting the Mesa College 2014-2015 Equity Plan and disseminating the Plan's information for feedback from our campus Shared Governance groups. A team co-led by faculty and administration taken the lead on co-writing this Plan;

Submitting the Equity Plan; Date?

Holding a December 3rd, 2014 Student Success and Equity retreat with the Center for Urban Education for Administrators, Faculty and Staff Leadership to explore and plan to become one of the leading colleges implementing programs for Student Success and Equity.

The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

The College engages in dialogue regarding the quality and level of its programs through the provision by the Curriculum Review Committee (CRC) of continuous updates regarding curriculum to the Academic Senate; the creation and continued support of a strong review process that assesses programs on an annual basis; on-going and established dialogue at the research level with the Research Committee that provides information for data-driven decisions; and, the establishment and publication of program and SLOs which appear in the 2016-2017 college catalog.

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

detailed faculty-driven curriculum approval process to maintain quality in the content of courses and programs;

an integrated Program Review process that includes administrative services, instructional programs and student services areas;

Student Learning Outcome and Administrative Unit Outcome (SLO/AUO) development and assessment;

the College Educational Master Plan that supports the planning process in which goals and objectives are outlined to maintain quality instruction;

staff development opportunities which assure that the quality of instruction is maintained;

support for conference attendance in order to help faculty maintain currency and be informed of new and developing trends in their field;

an active and vibrant flex program for faculty;

the regional accreditation received as a college along with additional special accreditation required and received by various programs;

a regularly updated College mission, vision and values statement;

courses which meet the College mission, vision and value statement;

the needs assessment of the community served;

advisory committees which link the College to the community and industry;

membership in regional groups such as the San Diego and Imperial Counties Community College Association (SDICCCA) which addresses regional matters including program offerings;

surveys (i.e., graduate follow-up, employer, basic skill, etc.) which provide critical data needed to assist with the College planning process;

highly-quality faculty; and,

established hiring practices to assure the continuation of quality instruction.

The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Mesa College awards course credit, degrees, and certificates based on student attainment of learning outcomes. The College Student Learning Outcomes (SLO) model is built on the mapping concept: course SLO's are mapped to program SLO's, and the latter are mapped to six Institutional Learning Outcomes (ILO). Mapping provides a means for outcome(s) to relate to one another in an ordered and a progressive manner.

Throughout the process of SLO development, dialogue occurred in a variety of venues and included the re-formation of the research committee that spearheaded the initial efforts of SLO development for the College. **(Evidence IIA-10)** The College has established a coordinated effort in the development of SLOs for its courses, programs and service areas. On-going dialogue is still encouraged and continues in program and/or service areas among colleagues within individual disciplines and/or programs, between discipline faculty and the appropriate department chairpersons, and between all faculty in individual Schools, including chairs, and the appropriate Dean. Additional discussions occur on a regular basis between faculty and the SLO Coordinator to assess necessary content needs and/or changes.. College-wide development and assessment processes are discussed during COA meetings and these are then incorporated into the campus Program Review process.**(Evidence IIA-11)** During meetings between the College and District Instructional Services administrators and/or staff SLO's have been frequent topics of discussion as well.

Each program and/or discipline has SLOs that appear in the College catalog and website. As noted above, the College awards degrees and certificates based on the student achievement of a program's stated learning outcomes. Each course has SLO's that appear in course syllabi, and at least one of these is assessed each semester until all have been addressed.

Although credits awarded are based on the achievement of stated SLO's, the College's policies are also consistent with standards set by the accepted accrediting bodies, advisory committees, and District norms in higher education. The College regularly examines evidence that students have gained the knowledge or skill sets associated with the coursework that comprises the programs. **(Evidence IIA-12)** As much as possible, the College aligns its standards and practices with other California public higher education systems such as the California State University and the University of California. This alignment allows for consistency in the application of credit and attempts to provide the student with a seamless transfer process. The College practice benefits students as they seek transfer to four-year colleges and universities.

The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

In the Mesa College catalog, the District Office of Student Services provides a “Transferability of Credit” statement, which states the following:

Transferability of Credits - Credits from other regionally accredited institutions

may be accepted for transfer credit after evaluation by District evaluators. San Diego Mesa College will not accept the transfer credits from another institution if the evaluation by the District evaluators determines that the credits received from another accredited institution do not meet the equivalent standards for a similar course taken at San Diego Mesa College.

The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

All of Mesa College’s program and discipline SLO’s are mapped to the College’s Institutional Learning Outcomes adopted for the Associate Degree. They are prominently displayed in the College catalog as follows:

Critical thinking: Students will be able to evaluate the credibility and significance of information, effectively interpret, analyze, synthesize, explain, and infer concepts and ideas; solve problems and make decisions; and construct and deconstruct arguments.

Examples will include, but are not limited to, the following:

Draw reasonable conclusions based on evidence to make decisions and solve problems;

Apply accurate and logical analysis to achieve a reasonable outcome;

Evaluate information or data for quality, validity and bias.

Communication: Students will demonstrate effective communication and comprehension skills.

Examples will include, but are not limited to, the following:

Comprehend, analyze, and respond appropriately to oral, written, and visual information;

Effectively communicate/express information through speaking, writing, visual, and other modes of communication/expression appropriate to the context.

Self-awareness and Interpersonal Skills: Students will be able to analyze the impact of their own actions and work effectively with others in groups.

Examples will include, but are not limited to, the following:

Engage in meaningful relationships with peers, instructors, and others.

Demonstrate cooperation and collaboration with others in academic, artistic, athletic, and other settings.

Personal Awareness and Civic Responsibility: Students will be able to identify their roles in society, take responsibility for their own actions, make ethical decisions, and become productive citizens.

Examples will include, but are not limited to, the following:

Self-assess knowledge, skills and abilities;

Set personal, educational, and career goals;

Work independently and collaboratively to achieve a common goal;

Identify lifestyle choices that promote self-reliance, financial literacy and physical, mental, and social health.

Take responsibility for the ethical implications of individual and collective action.

Global Awareness: Students will be able to recognize the interconnectedness of global, national, and local concerns from multiple perspectives and demonstrate cultural competence.

Examples will include, but are not limited to, the following:

Act with sensitivity, respect, and integrity in interactions with individuals from diverse backgrounds, perspectives, and values;

Evaluate the impact of global processes on others worldwide with an understanding of ethical obligations to respect, learn from and support the world's resources.

Technological Awareness: Students will be able to effectively use technology to enhance learning.

Examples will include, but are not limited to, the following:

Maintain, improve, and apply academic and technical skills;

Demonstrate life-long learning skills to acquire and employ new knowledge;

Set goals and devise strategies for personal and professional development;

Communicate effectively using technology; and,

Adapt to changing technology.

The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

The general education program at San Diego Mesa College is designed to broaden students' knowledge and their understanding of methods of gaining knowledge in a variety of disciplines and to develop students' abilities in critical thinking, in oral and written communication, and in mathematics. The awarding of an Associate Degree symbolizes the intent of the college to lead students through patterns of learning experiences designed to develop an awareness of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding. In addition to these

accomplishments, students should possess sufficient depth in some field of knowledge to contribute to individual lifetime satisfaction and to positive participation in civil society.

College courses and programs are evaluated for effectiveness through the ongoing curriculum approval and regular review processes. Programs are reviewed through an established, ongoing five-year cycle of the Program Review process. Courses are reviewed through a 6-year cycle for traditional liberal arts courses or 2-year cycle for career-technical courses. In addition, Student Learning Outcomes (SLOs) have been developed at the institutional level and for instructional programs, individual courses, and student services areas.

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

The curriculum processes require careful scrutiny by Curriculum Review Committee (CRC) members and Curriculum and Instructional Committee (CIC) members when courses are proposed for general education during the curriculum development or integration process. The articulation officer plays a central role in this process.

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

1. District General Education (GE)

- a. Course activation—if the District GE area is already approved at one college, it is automatically approved for the activating college. Separate approval is not required;
- b. New course—the District GE area shall be reviewed and approved at either the second Curriculum and Instructional Council (CIC) meeting in November or the first CIC meeting in May;
- c. Course revision—if a new Intersegmental General Education Transfer Curriculum (IGETC) area is being added or changes are being made, it shall be reviewed and approved at either the second CIC meeting in November or the first CIC meeting in May.

2. California State University (CSU) General Education

- a. Course activation—if the CSU GE area is already approved at one college, it shall be submitted for the activating college. Separate approval is not required;

b. New course—CSU GE area shall be reviewed and approved either at the second CIC meeting in November or the first CIC meeting in May;

c. Course revision—if a new CSU GE area is being added or changes are being made it shall be reviewed and approved at either the second CIC meeting in November or the first CIC meeting in May.

3. CSU Elective Credit

a. All courses are approved when proposed. Separate approval is not required.

4. California State University and University of California Intersegmental General Education Transfer Curriculum (IGETC)

a. Course activation—if the IGETC area is already approved at one college, it shall be submitted for the activating college. Separate approval is not required;

b. New course—IGETC area shall be reviewed and approved at either the second CIC meeting in November or the first meeting in May;

c. Course revision—if a new IGETC area is being added or changes are being made, it shall be reviewed and approved at either the second CIC meeting in November or the first CIC meeting in May.

5. University of California Transferable Course Agreement (UCTCA)

a. All courses are approved for submission for UCTCA when proposed. Separate approval is not required;

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

c. The CIC conducts a review of the following general-education actions during the second meeting in November and the first meeting in May:

San Diego Community College District (SDCCD) General Education;

California State University (CSU) General Education Breadth;

Intersegmental General Education Transfer Curriculum (IGETC);

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

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

e. Currently, when CIC approves these four GE actions, the effective term is as follows:

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

6. Through use of the SLO mapping concept, students are able to apply their understanding in various areas due to the way in which mapping provides outcome(s), at every level, to support each other. Once the students fulfill their educational goals, the College will have prepared the student for subsequent coursework, employment, or other endeavors. The College is able to track such success through: the assessment of their learning; transfer rate data; the articulation of courses based on established criteria; the integrated Program Review process; and, Student Learning Outcomes assessment.

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

The Office of Institutional Effectiveness provides data that are used for program evaluation. The four most recent primary semesters (or two years) of data are given in the following categories: Student learning indicators including retention and successful course completion rates, student graduation rates, student job placement rates and student scores on licensure exams, where

available. (II.A-13<==??). Some data that are needed for the program evaluation are discipline specific and may be obtained from the School Dean and/or department.

Programs may submit requests for additional research to the Office of Institutional Effectiveness. Programs may develop or ask the Office to assist in developing specialized surveys.

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

The needs assessment from the community and/or Industry advisory committees which link the College to the community;

Regional groups such as the San Diego and Imperial Counties Community College Association (SDICCCA) which discusses program offerings and establishes non-duplication of program agreements between regional community colleges;

Courses and programs required for transfer;

Geographic area demand and opportunities (i.e. – environmental scan which includes information regarding occupations requiring an associate degree); and,

Economic climate (i.e., the current economic downturn has led many to the College seeking to obtain and/or update their skills in order to re-enter the workforce).

SLOs for all instructional programs were identified in fall 2008 or earlier. Coordinated assessment began in the spring of 2009. Since 2008, the College has developed Institutional SLO's, General Educations SLO's as well as individual Program and course SLO's. The general education SLOs appear in the 2014-2015 college catalog. In accordance with Title 5 and San Diego Community College District (SDCCD) policy, the rationale for general education is provided to all stakeholders in the College catalog and SDCCD website. The Taskstream software has been used by the College for the last six years and provides a central location for SLO/AUO assessment information. Ongoing assessment and student learning outcome work has continued on a regular basis since 2009 and the campus reported a 99.8 rate of college course with ongoing assessment of leaning outcomes in our 2012 SLO statewide report.

Currently, the process for analyzing courses for the general education pattern originates with faculty in each department, using the developed SLOs. The content is then reviewed by Chairs and Deans of that particular

School and forwarded to the campus Curriculum Review Committee (CRC). The course is finally reviewed by the CIC prior to being submitted to the State for approval. Because these outcomes are district-wide, the CIC will continue to play a leadership role in the implementation of the assessments to be done by each of the colleges.

The San Diego Mesa College Statement of Philosophy, referenced in the 2014-2015 college catalog, reads as follows:

“The general education program . . . is designed to broaden students' knowledge and their understanding of methods of gaining knowledge in a variety of disciplines and to develop students' abilities in critical thinking, in oral and written communication, and in mathematics. The awarding of an Associate Degree symbolizes the intent of the college to lead students through patterns of learning experiences designed to develop an awareness of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding. In addition to these accomplishments, students should possess sufficient depth in some field of knowledge to contribute to lifetime interest.”

The College Statement of Philosophy serves as the foundation for the Mission, Vision, and Values Statement as well as the six institutional SLOs. (please see Standard 11 above). To meet the general education philosophy of producing a student that is well-rounded, these requirements became part of major requirements and the Associate degree for Transfer (ADT), and Associate degree. In recent years, the passage of the Student Transfer Achievement Reform Act (SB 1440, Statutes of 2010) and the Common Course Numbering System (SB 1415, Statutes of 2004) has greatly strengthened the effectiveness of transfer pathways and course articulation. Pursuant to this legislation, the Academic Senates for the California Community Colleges and the California State University developed statewide Transfer Model Curricula (TMC) as a means of establishing a common structure to the major preparation component of ADTs. As the Course Identification System (C-ID) is used to define the required courses in a ADT, colleges developing ADT degrees are required to obtain C-ID designations for those courses. Within a very short time period, the faculty, colleges, and staff at the Chancellor's Office have done an outstanding job engaging in all the local and statewide processes required under this new legislative framework. In Spring of 2014 the college approved 100% of the mandated ADT's implemented by the State. Students who intend to acquire an AD-T or associate degree must complete the SDCCD, ADT, or a transfer general education pattern. Since the SLOs are mapped from course, to the program, and to the institution, the general education philosophy is present at every level. Once the student completes general education and major requirements, the College will have prepared the student for real world experiences.

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

Course report grids are provided to the curriculum chairperson and Dean's Council to assist in planning; and,

Results are made available to the College Catalog Subcommittee and the SLO Coordinator.

The short-term and long-term planning goals that are provided for Program Review are used by the Deans, Vice Presidents, and resident and are identified in the 2014 Educational Master Plan as follows:

Establishing faculty hiring priorities;

Establishing equipment purchase priorities (i.e., BARC and Facilities Planning Committees); and,

Making overall budget decisions for the College.

All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and includes mastery, at the appropriate degree level, of key theories and practices within the field of study.

The San Diego Mesa College Catalog identifies all degree, non-transferable and terminal programs which contain at least one area of inquiry of focused study in an established interdisciplinary core based on student learning outcomes and competencies to ensure mastery assessment is met at the appropriate degree level of key theories and practices.

The degrees intended for students preparing to transfer are in accordance with Title 5 and San Diego Community College District (SDCCD) policy and procedures. Degree programs include but are not limited to the following general areas of study:

Arts & Languages

Business & Technology

Health Sciences/ Public Service

Humanities

Mathematics and Natural Sciences

P.E. /Health Education and Athletics

Social/ Behavioral Sciences and Multicultural Studies

Mesa offers additional professional degree programs preparing students to enter the workforce, which include, but are not limited to:

Culinary Arts/Culinary Management

Geographical Information Systems

Health Information Technology

Nutrition, Radiology

Real Estate.

At Mesa, students who complete our Career & Technical Education programs are eligible for certifications, licensures, and further career advancement. For example, students completing the Radiology program become eligible for radiology certification and other radiologic programs and specialties. Students completing the Medical Assisting program may continue into nursing programs (i.e., Licensed Vocation Nurse or Registered Nurse). Completion of the Dental Assisting program allows students to become eligible for Dental Hygiene programs. The College has established articulation with the Dental Hygiene program at Southwestern College in Chula

Vista, CA. Therefore, once students become licensed and/or certified, they are eligible to obtain additional skills to move forward.

(San Diego Mesa College Catalog 2014-2015 <http://www.sdccd.edu/catalogs/mesa/>)

Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

San Diego Mesa College Career Technical Education programs prepare students to meet the needs of employers, licensure and certification. This is evidenced:

through curriculum development based on competencies for licensure and certification;

Competency and learner based education;

Student success with passing licensure and certification examinations;

[Licensure or certification (state or national) success rate for selected programs are as follow]:

Animal Health Technology

2012: XXX

2013: XXX

2014: XXX

Culinary Arts/Culinary Management

2012: XXX

2013: XXX

2014: XXX

Dental Assisting

2012: XXX

2013: XXX

2014: XXX

Health Information Technology (100% pass rate when taken within 6 months of graduation)

2012: 15/25 students sat for the exam

2013: 12/28 students sat for the exam

2014: 5/25 students sat for the exam

Medical Assisting

2012: 100%

2013: 100%

2014: 96%

Nutrition (No exam after graduation)

Curriculum completion

2012: 100%

2013: 100%

2014: 100%

Physical Therapist Assistant

2012: XXX

2013: XXX

2014: XXX

Radiologic Technology

2012: 100%

2013: 100%

2014: 95%

Meeting the needs of industry through advisory committee recommendations;

Meeting and following standards and competencies set forth by industry;

Meeting competencies mandated by some accrediting bodies; and,

Students completing clinical hours where performance is evaluated by industry.

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

Under the terms of Procedure 5300.2 of the San Diego Community College District the Mesa College Curriculum Committee is accountable for reviewing and approving all curriculum proposals. The review process takes into account the activation, deactivation and substantial changes of approved programs. When the College eliminates a program it strictly follows the College's Program Discontinuance policy established by the Academic Affairs Committee of the Academic Senate.

If substantial changes are made within a program students will be notified by their instructors, counselors and through reference in the college catalog. Students can work with college counselors to adjust their education plans to make provisions for completing the program. When

a recommendation is made for discontinuance of a program, opportunities will be provided for students to finish the program or transfer to a related program.

The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

San Diego Mesa College takes great pride in our instructional programs as the College engages in dialogue regarding the quality and level of its programs through:

the provision by the College Curriculum Committee (CRC) of continuous updates regarding the curriculum to the Academic Senate (the faculty co-chair is a member of the Senate's Executive Staff and the CRC;

the creation and continued support of a strong review process that assesses programs on an annual basis;

on-going and established dialogue at the research level with the Research Committee that provides information for data-driven decisions;

the establishment and publication of program SLOs which appear in the 2014-2015 college catalog.

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

a detailed faculty-driven curriculum approval process to maintain quality in the content of courses and programs;

an integrated Program Review process that includes administrative services, instructional programs and student services areas;

Student Learning Outcome and Administrative Unit Outcome (SLO/AUO) development and assessment;

the College Educational Master Plan that supports the planning process in which goals and objectives are outlined to maintain quality instruction;

staff development opportunities which assures that the quality of instruction is maintained;

support for faculty conference attendance in order to maintain currency and be informed of new and developing trends in their field;

an active and vibrant flex program for faculty;

the regional accreditation received as a college along with additional special accreditation required and received by various programs;

an updated College mission, vision and values statement;

courses which meet the College mission, vision and value statement;

the needs assessment of the community served;

advisory committees which link the College to the community and industry;

regional groups such as the San Diego and Imperial Counties Community College Association (SDICCCA) which addresses regional matters including program offerings;

surveys (i.e., graduate follow-up, employer, basic skill, etc.) which provide critical data needed to assist with the College planning process;

high-quality faculty; and,

established hiring practices to assure quality instruction.

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

deactivations, for compliance with state and federal regulations and District policy to ensure the following:

degree-credit courses meet the standards for approval as defined in Title 5 (grading policy, units, intensity, prerequisites and co-requisites, basic skills requirements, difficulty, and level) [Title 5: Section 55002 (a)];

courses and programs comply with the criteria as defined in the California Community Colleges Curriculum Standards Handbook (appropriateness to mission, need, quality, feasibility, and compliance);

credit courses fulfill the requirements for submission as general education courses to Intersegmental General Education Transfer Curriculum (IGETC), California State University (CSU), University of California (UC) or meet the transfer standards for electives and major requirements to campuses of CSU, UC, and/or other postsecondary colleges and universities; and,

new programs and program modifications are reviewed, including activations, deactivations, and substantial changes to approved programs.

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

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

A. Instructional Programs

1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)
 - *How does the institution ensure that all course and program offerings align with the stated mission of the institution?*
 - *How does the institution choose the fields of study in which it offers programs? What evidence is there that student progress through and complete degrees and certificates, gain employment, or transfer to four-year institutions? How does the institution evaluate student progress and outcomes? By what means are programs assessed for currency, appropriateness within higher education, teaching and learning strategies, and student learning outcomes? (Federal Regulation)*
 - How does the institution choose the fields of study in which it offers DE/CE programs? What stakeholders are consulted about the choices of study in which the institution offers DE/CE and how are they consulted? (Federal Regulation)

- QFE: *Does the institution provide clear pathways for students that lead to achievement of their goals?*

Effective Practices

Each student is given a clear roadmap to success, a pathway that leads to further education and/or employment.

Students are required to declare a major early, and the institution assists them in establishing milestones of accomplishment for each term.

2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through

systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

- *How does the college determine what delivery modes are appropriate for its students?*
 - *Have faculty discussed the relationship between teaching methodologies and student performance?*
 - *Do criteria used in program review include relevancy, appropriateness, achievement of learning outcomes, currency, planning for the future? Is this process consistently followed for all college programs, regardless of the type of program (collegiate, developmental, etc.)? (Federal Regulation)*
 - *What types of data are available for program review?*
 - *How is the relevancy of a program determined?*
 - *How are results of program review used in institutional planning? What changes/improvements in programs have occurred as a result of the consideration of program review?*
- *How are competency levels and measurable student learning outcomes determined for DE/CE? Are they different from those selected for traditional programs? What is the rationale?*
 - *What is the role of faculty in this process? Has the institution established advisory committees with expertise in DE/CE, and if so what is their role?*
 - *What teaching methodologies are commonly used in DE/CE programs? How are methodologies selected? Do faculty discuss the relationship between the selected teaching methodologies and student performance?*
 - *Are there policies that dictate satisfactory progress in DE/CE courses/programs?*
 - *What types of data are available for DE/CE program evaluation? Does the evaluation include a curricular review?*
 - *How is the relevancy of a program offered in DE/CE mode determined?*
 - *How are results of evaluation of programs in DE/CE mode used in institutional planning?*

3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.
 - *Has the institution defined and assessed learning outcomes for all courses and programs? How are assessment results for learning outcomes used in course and program review?*
 - *What role do faculty play in these decisions?*

4. If the institution offers pre-collegiate level¹ curriculum, it distinguishes that curriculum from college level² curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

- *By what criteria and processes does the institution decide to offer developmental, pre-collegiate, continuing and community education, study abroad, short-term training, international student, or contract education?*
- *What is the process for establishing and evaluating each type of course and program? How does the college determine the appropriate credit type, delivery mode, and location of its courses and programs?*
- *What processes are in place to align pre-collegiate level curriculum with college level curriculum, in order to ensure clear and efficient pathways for students?*
- *By what criteria and processes does the institution decide to offer developmental, pre-collegiate, continuing and community education, short-term training, international student, or contract education programs in DE/CE mode? (Federal Regulation)*
- *Which of these (or other) categories of courses and programs does the institution offer in DE/CE mode?*

- *QFE: What is the success rate of students who enter the institution under-prepared for college level coursework, and how can the institution increase their success?*

Effective Practices

Redesign developmental education fundamentally, incorporating design principles emerging from community college research and practice, including acceleration, contextualization, compression, collaborative learning, and integrated student and academic support.

Appropriate to student placement, require enrollment in developmental English and math courses during the first semester.

¹ Glossary- Pre-Collegiate Level: Curriculum and courses offered by the college, either credit or noncredit, that the college defines as below the level of curriculum that satisfies requirements for either degrees or transfer. Pre-collegiate curriculum usually refers to courses which may prepare a student to successfully complete degrees or transfer. Pre-collegiate curriculum may also refer to courses which provide technical preparation for individuals to attain entry level work without completing studies which would qualify for either a certificate that is part of a degree, a degree or transfer.

² Glossary- College Level: Curriculum and courses offered by the college which are degree applicable and meet college graduation requirements, including courses in certificate programs that qualify toward an associate degree and above.

5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)
 - *How does the institution demonstrate the quality of its instruction? What evidence exists that all programs are characterized by the variables cited in this standard?*
 - *What criteria does the college use to decide the breadth, depth, rigor, sequencing, time to completion, and synthesis of learning of each program it offers? (Federal Regulation)*
 - *What is the process for establishing and evaluating each type of course and program offered in DE/CE mode? How does the college determine the appropriate credit type of its courses and programs offered in DE/CE mode? (Federal Regulation)*

6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.³ (ER 9)
 - *How well does the institution achieve and evaluate the effectiveness of learning at each level of a course sequence or program?*
 - *Does the institution schedule classes in alignment with student needs and program pathways, allowing students to complete programs within a reasonable period of time? (Federal Regulation)*

- *QFE: Can the institution re-design programs and class scheduling so that students can complete certificates and degrees and/or transfer within a reasonable time frame?*

7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.
 - *How does the institution demonstrate it understands and is meeting the needs and learning styles of its students?*
 - *Do courses include multiple ways of assessing student learning? How does the college determine what delivery modes are appropriate for its students?*
 - *What teaching methodologies are commonly used? How are methodologies selected? Have faculty discussed the relationship between teaching methodologies and student performance?*
 - *Has the college evaluated the effectiveness of its delivery modes? How effective are delivery modes and instructional methodologies that the college uses in producing learning?*

³ Glossary- Established expectations in higher education (also, appropriate for, accepted in, common to, accepted norms in, etc): Shared and time honored principles, values and practices within the American community of higher education.

- *What assessment of student learning styles that relate to teaching in DE/CE mode has the college performed?*
- *How does the institution demonstrate that it is meeting the needs and learning styles of its students? How are faculty and staff informed and kept up-to-date about learning needs and pedagogical approaches related to DE/CE?*
- *Do courses in DE/CE mode include multiple ways of assessing student learning?*
- *What teaching methodologies are commonly used in DE/CE programs? How are methodologies selected? Do faculty discuss the relationship between the selected teaching methodologies and student performance?*

8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

- *How does the institution ensure the use of unbiased, valid measures of student learning?*

9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

- *Are course-level learning outcomes the basis for awarding credit? Are credits awarded consistent with accepted norms in higher education? (Federal Regulation)*
- *By what means does the institution ensure that achievement of stated programmatic learning outcomes are the basis for awarding degrees and certificates?*
- *Does the institution demonstrate it follows Federal standards for clock-to-credit-hour conversions in the award of credit? (Federal Regulation)*
- *What policies does the institution have for the award of academic credit for DE/CE programs? Are the policies similar to the traditional programs? What is the rationale for the decision? Are these policies regularly reviewed, including review of the extent to which they are suited for DE/CE? (Federal Regulation)*

10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

- *What policies does the institution have to address transfer of coursework internally and externally, and how are they communicated to students? Are these policies regularly reviewed? (Federal Regulation)*
- *How does the institution develop, implement, and evaluate articulation agreements? (Federal Regulation)*
- *How does the institution develop, implement, and evaluate articulation agreements for DE/CE programs? What principles apply to the transfer of credit from other DE/CE programs where articulation arrangements do not exist? (Federal Regulation)*
- *What principles apply for the approval of granting of credit for prior work experience in the institution's DE/CE programs?*

11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

- *What criteria does the college use to determine the breadth, depth, rigor, sequencing, time to completion, and synthesis of learning for each program it offers?*
- *How well are students achieving the intended outcomes?*
- *What does the institution do to promote student understanding and appreciation of diverse perspectives?*
- *What are the information competencies that the institution purports to teach all students? What is the evidence that the institution acts purposefully to teach these competencies?*
- *How does the institution assess the competencies in information retrieval/use that it teaches students?*

12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

- *What evidence is found in the catalog of a faculty developed rationale for general education that serves as the basis for inclusion of courses in general education?*
- *How are student learning outcomes used to analyze courses for inclusion as general education?*

- *How is the general education philosophy reflected in the degree requirements?*
- *Are any of the institution's general education courses offered in DE/CE mode? What is the rationale for this decision and is it stated clearly in its catalog? How is it communicated to all stakeholders?*
- *What criteria does the college use to assure that the required skill level of students in DE/CE courses and programs meet collegiate standards and rigor?*
- *By what means does the institution ensure that the students develop the listed skills in DE/CE mode? How does the institution know that these means are effective?*

13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.⁴ The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.
14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.
 - *How does the institution verify and maintain currency of employment opportunities and other external factors? (Federal Regulation)*
 - *How are competency levels and measurable student learning outcomes determined? What is the role of faculty? What is the role of advisory committees for CTE programs?*
15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.
16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.
 - *How does the college evaluate the effectiveness of its courses and programs?*
 - *Do criteria used in program review include relevancy, appropriateness, achievement of student learning outcomes, currency, planning for the future? Is this process consistently followed for all college programs, regardless of the type of program (collegiate, developmental, etc.)?*

⁴ Glossary- Interdisciplinary Core: A set of courses required of all students for completion of an interdisciplinary major or degree. The courses are identified on the basis of the skills, knowledge, and habits of mind that students within the interdisciplinary program of study are expected to attain and demonstrate.

- *What types of data are available for program evaluation? Does the evaluation include a curricular review? Does the evaluation include a comprehensive review of the program role in the overall college curriculum?*
- *How are results of program evaluation used in institutional planning? What changes/improvements in programs have occurred as a result of the consideration of program evaluations?*
- *How does the college evaluate the effectiveness of its courses and programs offered in DE/CE mode? Is the process similar to courses and programs offered in traditional mode? What is the rationale?*
- *What types of data are available for DE/CE program evaluation? Does the evaluation include a curricular review?*
- *How are results of evaluation of programs in DE/CE mode used in institutional planning? What changes/improvements in programs have occurred as a result of the consideration of program evaluations?*

B. Library and Learning Support Services

1. *The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.*
(ER 17)

- *What information about student learning needs is provided by instructional faculty and staff to inform the selection of library resources?*
- *How does the institution assess the effectiveness of its own library and learning support services in terms of quantity, quality, depth and variety?*
- *How does the institution know it has sufficient depth and variety of library materials to meet the learning needs of its students?*
- *Are all campus locations/all types of students/all college instructional programs equally supported by library services and accessibility?*
- *How are comparable services provided to DE/CE students and students at off-site locations? (Federal Regulation)*
- *What is the availability of electronic access to library materials and learning support services? (Federal Regulation)*

- *QFE: Through curriculum redesign and scheduling, can the institution provide supplemental instruction and tutoring for academically at risk students, particularly in gatekeeper and developmental education courses?*

Sources of Evidence: Examples for Standard II

Listed below are examples of potential sources of evidence for Standard II. There may be many other sources relevant to each college's unique mission that institutions should provide and teams should consider.

Standard II: Student Learning Programs and Services

A. Instructional Programs

- ☐ Evidence that all instructional offerings align with the institution's mission regardless of where and how they are taught
- ☐ Evidence that the quality of all programs is consistently determined to meet a high standard and rigor appropriate for higher education
- ☐ Evidence of analytical reviews demonstrating that instructional programs are relevant to the interests, needs and educational goals of the students served by the institution
- ☐ Evidence students are achieving stated learning outcomes
- ☐ Evidence the institution considers how instruction is delivered and how it assesses that delivery is both appropriate and current
- ☐ Evidence of the development of student learning outcomes and strategies for attaining those outcomes at the course, program, certificate and degree level
- ☐ Evidence of assessment of student learning and program outcomes
- ☐ Evidence of assessment of student achievement data
- ☐ Evidence of institution-set standards
- ☐ Evidence of analysis of assessment results and use for improvement of student learning
- ☐ Evidence that an institutional process exists for determining the quality of all courses and programs
- ☐ Evidence that established procedures are used to develop courses and programs and that faculty play a major role in this endeavor
- ☐ Evidence of a faculty-driven assessment plan that includes systematic evaluation and integrated planning of student learning outcomes for all courses, programs certificates, programs, and degrees
- ☐ Evidence that systematic evaluation and review of student progress toward achieving learning outcomes take place
- ☐ Evidence of the role played by advisory committees
- ☐ Evidence instructional offerings are in appropriate areas of academic study given the institution's mission
- ☐ Evidence programs are appropriately sequenced to provide the bases for success in subsequent courses
- ☐ Evidence courses are of sufficient content, breadth, and length to permit the student to learn and practice expected knowledge, skills, and abilities
- ☐ Evidence the institution concerns itself with pedagogy that addresses student needs and learning styles
- ☐ Evidence that diverse methods of instruction are used and that students are exposed to a variety of points of view

- ☐ Evidence of regular, systematic evaluation and review of instructional courses and programs, using consistent and valid research strategies
- ☐ Evidence evaluation results are used for improvement
- ☐ Evidence that elements assessed include measures of student achievement and learning
- ☐ Evidence for an assessment plan that includes systematic evaluation and integrated planning of student learning outcomes for all courses, programs, certificates and degrees
- ☐ Evidence that results of evaluation are communicated and disseminated
- ☐ Evidence that results of evaluation are used for improvement
- ☐ Evidence of a process for validating the effectiveness of examinations that assess student learning
- ☐ Evidence that placement tests are examined for biases
- ☐ Evidence the institution has developed a means for awarding credit based on student learning outcomes
- ☐ Evidence that credits awarded are consistent with accepted higher education practices
- ☐ Evidence the college uses student achievement of stated learning outcomes in awarding credit for degrees and certificates
- ☐ Evidence that a consistent process for examining student learning outcomes is used to analyze courses for inclusion as general education
- ☐ Evidence that the rationale for general education is communicated to students, employers, and other constituencies
- ☐ Evidence that content and methodology is determined by appropriate discipline faculty
- ☐ Evidence the institution has determined standards for the skills in general education
- ☐ Evidence students who complete general education programs are proficient in general education skills
- ☐ Evidence the program of general education includes student learning outcomes concerning values, ethics, civic responsibility, and diverse perspectives
- ☐ Evidence that students who complete vocational and occupational degrees and certificates meet employment competencies, are prepared for certification by external agencies, are prepared for licensure
- ☐ Evidence that clear and complete information about degrees and certificates is made available to students in publications and course syllabi
- ☐ Evidence that transfer policies are made available to students
- ☐ Evidence that transferred courses accepted are comparable to the college's student learning outcomes for courses
- ☐ Evidence that articulation agreements exist and are regularly evaluated
- ☐ Evidence students are able to complete programs that substantially change or are eliminated
- ☐ Evidence students are advised on what they must do to complete the programs above
- ☐ Evidence that publications and other representations of the college are regularly reviewed for clarity and accuracy

- ☐ Evidence the institution provides the public with information about student achievement
- ☐ Evidence of board-approved and distributed policies on academic freedom and student academic honesty
- ☐ Evidence that the policies above are followed
- ☐ Evidence of faculty awareness and commitment to fair and objective presentation of knowledge
- ☐ Evidence that a college's declaration of specific world views or codes of conduct policies are clear in publications provided in advance of enrollment or employment
- ☐ Evidence that DE/CE offerings align with the institution's mission
- ☐ Evidence that the quality of all DE/CE programs is consistently assessed to determine that it meets a high standard
- ☐ Evidence of the annual growth in headcount enrollment into DE/CE programs*
- ☐ Evidence of analytical reviews demonstrating that instructional programs are relevant to the interest, needs, and goals of the students served in DE/CE courses and programs offered by the institution
- ☐ Evidence that students are achieving stated learning outcomes developed for the DE/CE programs
- ☐ Evidence of assessment of student achievement data for students enrolled in DE/CE programs
- ☐ Evidence of institution-set standards for student achievement and student learning
- ☐ Evidence that the institution considers how instruction is delivered and how it assesses that delivery of DE/CE programs is both appropriate and current
- ☐ Evidence that data has been analyzed for DE/CE and face-to-face students in order to compare student achievement and attainment of expected learning outcomes?
- ☐ Evidence of review of assessment results from DE/CE programs and utilization for improvement of student learning and student achievement
- ☐ Evidence of procedures to design, identify learning outcomes for, approve, administer, deliver and evaluate DE/CE courses and programs. Evidence of the role played by advisory committees and faculty with expertise in DE/CE
- ☐ Evidence of the role played by advisory committees and faculty with expertise in DE/CE
- ☐ Evidence that DE/CE programs are appropriately sequenced to provide the bases for subsequent courses
- ☐ Evidence that DE/CE courses are of sufficient content, breadth, and length to permit the student to learn and practice expected knowledge, skills, and abilities
- ☐ Evidence that diverse methods of instruction are used that address student needs, and learning styles are appropriate for DE/CE
- ☐ Evidence of regular, systematic evaluation and review of DE/CE courses and programs
- ☐ Evidence that evaluation results are used for improvement
- ☐ Evidence that the rationale for offering general education in DE mode is communicated to students, employers, and other constituencies

* Accreditors are required by the USDE to monitor overall growth of the institutions it accredits at least annually and collect headcount enrollment data, including for DE/CE programs.

- ☐ Evidence that clear and complete information about degrees and certificates offered in DE/CE mode is made available to students in publications and course syllabi
- ☐ Evidence that transfer policies are made available to students and how they apply to DE/CE
- ☐ Evidence that articulation agreements including DE/CE courses exist and are regularly evaluated
- ☐ Evidence that publications and other representations of the college that relate to its DE/CE activities are clear and accurate
- ☐ Evidence that the college has appropriate and effective mechanisms in place to verify that the students registered are the students participating in the DE/CE courses/programs and receiving the credit (student identity)
- ☐ Evidence that student attendance in DE/CE courses/programs is monitored
- ☐ Evidence that the mechanisms for student verification appropriately protect the students' privacy
- ☐ Evidence of how these policies on academic honesty are disseminated to students enrolled in DE/CE programs
- ☐ Evidence that the college's admission policies are applied to students who do not reside in the U.S and who are not U.S. nationals

B. Library and Learning Support Services

- ☐ Evidence that includes the evaluation instruments, their analysis, conclusions and plans for improvement of the library and learning support services (LSS), evidence that improvements are planned and implemented
- ☐ Evidence that demonstrates quantity, quality, depth and variety:
- ☐ Description of quantity: Number of volumes, number of periodicals, description of number and kinds of technological resources or equipment, including computers, microfiche machines, video equipment, audio tapes, CD ROM's and other data source, number of student stations available in library and learning resource center (LRC)
- ☐ Evidence that demonstrates ongoing instruction:
- ☐ List of courses, workshops and other training held each academic year and the attendance
- ☐ Course or workshop outlines, materials used in training, including identified learning outcomes
- ☐ Evidence the library evaluates the effectiveness of student learning during courses, workshops on information competency and use of the library and LSS
- ☐ Evidence that data links purchases to educational programs and SLOs defined by educational programs and by assessments of student learning
- ☐ A description of library acquisition plans related to educational plans
- ☐ Data and analyses of the institutional evaluations of library holdings by faculty (or disciplines or programs), students, and any external reviewers
- ☐ Other analyses showing relationship between library use and student learning