

San Diego Mesa College

**POLICY ON THE GENESIS, DEVELOPMENT AND APPLICATION OF
STUDENT LEARNING OUTCOMES**

It is the policy of San Diego Mesa College to promote learning at the course, department/program, school, support services unit, and college levels. The definition of student learning outcomes (SLOs) has been adopted by the college as a broad set of principles, the application of which may guide schools, departments/programs, individual faculty members, and support services units.

In any evaluation of student learning, the use of SLOs is only one component of a general profile. The Council for Higher Education Accreditation (CHEA) Board of Directors' *Statement of Mutual Responsibilities for Student Learning Outcomes* (September 2003) prudently affirms that "judgments about quality are complex and must be based on a range of factors, including the purposes, resources, processes, and values of an institution... In applying these guidelines, it is imperative for accrediting agencies-as well as the institutions and programs they accredit-to avoid narrow definitions of student learning or excessively standardized measures of student achievement."

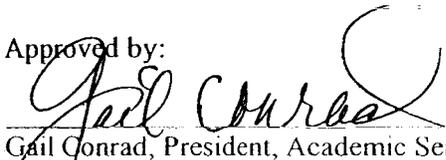
As a corollary, San Diego Mesa College also acknowledges the second principle stated by CHEA that, "Institutions and programs are responsible for establishing clear statements of student learning outcomes and for collecting, interpreting, and using evidence of student achievement." San Diego Mesa College embraces the principle stated by the CHEA that, "collegiate learning is complex and evidence used to investigate it must be similarly authentic and contextual."

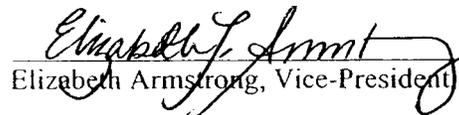
Properly conceived, SLOs are generated by faculty members-who are subject matter experts-in conformity with the principles and guidelines of their respective professional associations and licensing boards. Accordingly, the participatory governance bodies of San Diego Mesa College are in concord that the use of SLOs at the department or individual course level shall not be prescriptive or intrusive on the principle of academic freedom.

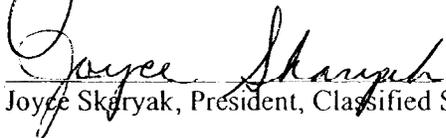
These same governance bodies also uphold the principle that all non-classroom faculty and classified staff are professionals who perform essential duties supportive of the educational mission of the college in conformance with their own respective professional standards. Like classroom faculty, in their domain they will benefit from the articulation of SLOs.

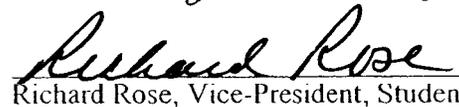
The decisions about the genesis, development, and global application of SLOs are a collective responsibility of faculty, administrators, and accrediting agencies; nonetheless, the responsibility for the interpretation and local implementation of SLOs shall remain within the purview of individual faculty department/programs or student services units.

Approved by:


Gail Conrad, President, Academic Senate


Elizabeth Armstrong, Vice-President, Instruction


Joyce Skaryak, President, Classified Senate


Richard Rose, Vice-President, Student Services


Constance Carroll, President, Mesa College

Date: 5/4/04
3/12/04