ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES

COLLEGE STATUS REPORT ON STUDENT LEARNING OUTCOMES IMPLEMENTATION

INSTRUCTIONS

Colleges are asked to use this report form in completing their *College Status Report on Student Learning Outcomes Implementation.* Colleges should submit a brief narrative analysis and quantitative and qualitative evidence demonstrating status of Student Learning Outcome (SLO) implementation. The report is divided into sections representing the bulleted characteristics of the Proficiency implementation level on the Rubric for Evaluating Institutional Effectiveness, Part III (Rubric). Colleges are asked to interpret their implementation level through the lens of the Accreditation Standards cited for each characteristic. The final report section before the evidence list requests a brief narrative self-assessment of overall status in relationship to the proficiency level, indicating what plans are in place to mitigate any noted deficiencies or areas for improvement. **Narrative responses for each section of the template should not exceed 250 words.**

This report form offers examples of quantitative and qualitative evidence which might be included for each of the characteristics. The examples are illustrative in nature and are not intended to provide a complete listing of the kinds of evidence colleges may use to document SLO status. College evidence used for one Proficiency level characteristic may also serve as evidence for another characteristic.

This report is provided to colleges in hard copy and also electronically, by e-mail, as a fill-in Word document. The reports must be submitted to the Commission by either the October 15, 2012 date or the March 15, 2013 date, as defined on the enclosed list of colleges by assigned reporting date. When the report is completed, colleges should:

   a. Submit the report form by email to the ACCJC (accjc@accjc.org); **and**

   b. Submit the full report *with attached evidence* on CD/DVD to the ACCJC (ACCJC, 10 Commercial Blvd., Suite 204, Novato, CA 94949).

Although evidence cited in the text of the report may include links to college web resources, the Commission requires actual copies (electronic files) of the evidence for its records.

COLLEGE INFORMATION: DATE OF REPORT; COLLEGE; SUBMITTED BY; CERTIFICATION BY CEO

Date of Report:

Institution's Name: San Diego Mesa College

Name and Title of Individual Completing Report: Tim McGrath

Telephone Number and E-mail Address: (619) 388-2755

Certification by Chief Executive Officer: *The information included in this report is certified as a complete and accurate representation of the reporting institution.*

Name of CEO: Pamela Luster   Signature: _____

                                                        (e-signature permitted)

Eligibility Requirement 10: Student Learning and Achievement

Standards: I.A.1; II.A.1.a; II.A.1.c; II.A.2.a,b,e,f,g,h,i; II.A.3 [See II.A.3.a,b,c.]; II.A.6; II.B.4; II.C.2].

EXAMPLES OF EVIDENCE: Evidence demonstrating numbers/percentages of course, program (academic and student services), and institutional level outcomes are in place and assessed. Documentation on institutional planning processes demonstrating integrated planning and the way SLO assessment results impact program review. Descriptions could include discussions of high-impact courses, gateway courses, college frameworks, and so forth.

PROFICIENCY RUBRIC STATEMENT 1: NUMERICAL RESPONSE
QUANTITATIVE EVIDENCE/DATA ON THE RATE/PERCENTAGE OF SLOs DEFINED AND ASSESSED

1. **Courses**

   a. Total number of college courses (active courses in the college catalog, offered on the schedule in some rotation): **911**

   b. Number of college courses with defined Student Learning Outcomes: **911**

   Percentage of total: **100%**

   c. Number of college courses with ongoing assessment of learning outcomes: **909**
   Percentage of total: **99.8%**

2. **Programs**

   a. Total number of college programs (all certificates and degrees, and other programs defined by college): **58**

   b. Number of college programs with defined Student Learning Outcomes: **58**;
   Percentage of total: **100%**

   c. Number of college programs with ongoing assessment of learning outcomes: **58**;
   Percentage of total: **100%**

3. Student Learning and Support Activities

   a. Total number of student learning and support activities (as college has identified or grouped them for SLO implementation): **20**

   b. Number of student learning and support activities with defined Student Learning Outcomes: **20**

   Percentage of total: **100%**

   c. Number of student learning and support activities with ongoing assessment of learning outcomes: **20**; Percentage of total: **100%**

4. Institutional Learning Outcomes

   a. Total number of institutional Student Learning Outcomes defined: **6**

   b. Number of institutional learning outcomes with ongoing assessment: **6**

PROFICIENCY RUBRIC STATEMENT 1: NARRATIVE RESPONSE

The assessment of student learning is a cornerstone of the campus review process at San Diego Mesa College. The program review document also guides dialog at the department and school level with regard to high-impact and gateway courses. Data collected are portable, allowing departments and programs to discuss assessment results for future curricular and budgetary planning. Goal matrices, attached to all program reviews, form the basis for future allocation decisions (1.1).

Student Learning Outcomes (SLOs) for the associate degree – which are also Mesa's Institutional Learning Outcomes (ILOs) – were developed in 2003 (1.2). In 2005, program-level outcomes were developed, and these were included in the college catalog in 2009-2010 (1.3.1 & 1.3.2). Development of course-level SLOs began in 2006, and by 2010, one or more SLOs were identified for all courses (1.4). By Fall 2012, 99% of the courses had one or more SLOs assessed at least once, and all support services have identified and assessed administrative unit outcomes (AUOs) (1.5). SLOs and authentic assessments are now being continuously evaluated and refined in conjunction with the program review process.

PROFICIENCY RUBRIC STATEMENT 2: THERE IS A WIDESPREAD INSTITUTIONAL DIALOGUE ABOUT ASSESSMENT RESULTS AND IDENTIFICATION OF GAPS.

Standards: I.B.1; I.B.2; I.B.3; I.B.5.

EXAMPLES OF EVIDENCE: Documentation on processes and outcomes of SLO assessment. Specific examples with the outcome data analysis and description of how the results were used. Descriptions could include examples of institutional changes made to respond to outcomes assessment results.

PROFICIENCY RUBRIC STATEMENT 2: NARRATIVE RESPONSE

In accordance with the continuous quality improvement model, dialogue on student learning assessment has evolved over time, becoming increasingly centered on assessment practices, and on analyzing and acting on the findings associated with the assessment process. SLO assessment results

have been discussed at the meetings and training workshops facilitated by Mesa's SLO Coordinators (2.1). For the past two years, the college has increasingly institutionalized these discussions (2.2.1, 2.2.2, & 2.2.3), particularly by making assessment results and identification of gaps more central to the program review and planning process (2.3), which affects the allocation of resources based on student success needs. The results of assessment are summarized and reported out to various participatory governance committees. The Planning and Institutional Effectiveness (PIE) Committee utilizes the assessment data to evaluate and fine tune organizational structures and processes in order to better support student learning and college-wide planning (2.4). The PIE Committee presented its analysis and data at the Fall President's Cabinet Planning Retreat, where recommendations are made pertaining to the next college planning cycle. In addition, 2012-13 is designated as the "Year of Teaching and Learning" for the purpose of highlighting the improvement of student learning as a central focus across the institution and to support college-wide assessment of Mesa College's Strategic Goal One.

PROFICIENCY RUBRIC 3: DECISION MAKING INCLUDES DIALOGUE ON THE RESULTS OF ASSESSMENT AND IS PURPOSEFULLY DIRECTED TOWARD ALIGNING INSTITUTION-WIDE PRACTICES TO SUPPORT AND IMPROVE STUDENT LEARNING.

Standards: I.B; I.B.3; II.A.1.c; II.A.2.f; III.A.1.c; IV.A.2.b.

EXAMPLES OF EVIDENCE: Documentation of institutional planning processes and the integration of SLO assessment results with program review, college-wide planning and resource allocation, including evidence of college-wide dialogue.

PROFICIENCY RUBRIC STATEMENT 3: NARRATIVE RESPONSE

Mesa College has worked since 2005 to create and refine an integrated planning and resource allocation process (3.1.1 & 3.1.2). Strands including institutional level goals and annual priorities, college mission, Program Review, Student Learning Outcomes, assessment, and resource allocation are threaded throughout this evolutionary process. Annual review and recommended revision of these

strands are the focus of each year's President's Cabinet Retreat (3.2.1, 3.2.2, 3.2.3, 3.2.4, & 3.2.5).

In spring 2012 the College completed its first fully integrated planning, assessment, and resource allocation process, utilizing unspent discretionary funds to meet resource requests on program review (3.3.1, 3.3.2, & 3.3.3). Allocation rubrics, developed through the campus participatory governance process, demonstrate that SLOs, assessment, and planning priorities drive the program, school, and institutional dialogue (3.4.1, 3.4.2, 3.4.3, & 3.4.4).

SLO Survey (2012) results support the level of dialogue regarding SLO assessment for decision making (3.5). Respondents indicated that their program uses student learning outcomes assessment in planning, decision making, and overall program improvement. Practices in which they would like more training were using SLO assessment in program review and planning, and generating actionable data through SLO assessment. By establishing Program Review as the cornerstone of college-wide planning and resource allocation, the new process bridges the gap between program and college (3.6.1 & 3.6.2). Making SLO assessment results central to program review, institutional planning, and resource allocation ensures dialogue about them at all levels, and institutional decisions are geared towards supporting and improving student learning.

PROFICIENCY RUBRIC STATEMENT 4: APPROPRIATE RESOURCES CONTINUE TO BE ALLOCATED AND FINE-TUNED.

Standards: I.B; I.B.4; I.B.6; III.C.2; III.D.2.a; III.D.3.

EXAMPLES OF EVIDENCE: Documentation on the integration of SLO assessment results with institutional planning and resource allocation.

PROFICIENCY RUBRIC STATEMENT 4: NARRATIVE RESPONSE

The campus program review process has been revised to align with our campus budget development cycle (4.1). Rubrics for the allocation of 1) equipment, supplies, and other expenses; 2)

classified staff; and 3) faculty have been created and utilized in the Program Review process for effective and efficient review of services and resource allocation (4.2.1, 4.2.2, 4.2.3, & 4.2.4). The incorporation of SLO assessment results into resource requests are a major factor in determining allocations. Use of these rubrics is in alignment with the fall faculty hiring process and spring allocation of all other funds, including end of the year allocations.

With regard to the allocation of resources to support SLO development and assessment, campus institutional planning and resource allocation processes have evolved over the last 10 years to provide substantial support to a wide array of activities. Campus, regional, and statewide training, reassigned time for faculty SLO leadership, acquisition of technological support to store student assessment data, ongoing flex workshops incorporating extensive dialogue, and presentations by internal and external experts are examples of these efforts to allocate resources toward continuous quality improvement (4.3.1, 4.3.2, 4.3.3, & 4.3.4). Assessment of integrated planning is discussed annually at the President's Cabinet Retreat (4.4.1) and is often informed by the ongoing work of the Planning and Institutional Effectiveness Committee (4.4.2).

PROFICIENCY RUBRIC STATEMENT 5: COMPREHENSIVE ASSESSMENT REPORTS EXIST AND ARE COMPLETED AND UPDATED ON A REGULAR BASIS.
Standards: I.A.1; I.B; I.B.3; I.B.5; I.B.6; II.A.2.a; II.B.
EXAMPLES OF EVIDENCE: Documentation on the process and cycle of SLO assessment, including results of cycles of assessment. Copies of summative assessment reports, with actual learning outcomes.
PROFICIENCY RUBRIC STATEMENT 5: NARRATIVE RESPONSE

Comprehensive assessment reports exist for all active courses at Mesa College, and these are regularly updated. Assessment findings, on file in Taskstream (the proprietary software used at Mesa), include the description of the outcome that was assessed and a listing of each of the measures faculty

selected as assessment tools (5.1.1 & 5.1.2). Each measure is described, and each is supported with an itemization of the components of the target specified in a rubric, an implementation timeline, and the faculty member responsible for the assessment. The findings state the number and percentage of students who scored at or above the specified target level; the results are noted in terms of target achievement; and, recommendations, based upon the results, are provided. Attached to the findings are copies of both the measure used in the assessment and an assessment report form.

There are two other components to Mesa College's comprehensive assessment reports: Action Plans and Status Reports, both of which are stored in Taskstream (5.2.1 & 5.2.2). The Action Plan details any specific actions to be taken and includes a timeline and a statement of how and by whom the action is to be assessed. The Status Report completes the comprehensive assessment for each course and program by providing information on progress in completing the recommended action.

The SLO reports are linked to Program Review most directly in the Program Review Goal Matrix. Successful assessment of SLO, or clear action plans to achieve success, are linked in the 2012-2013 Budget Allocation Resource Committee process (5.3).

PROFICIENCY RUBRIC STATEMENT 6: COURSE STUDENT LEARNING OUTCOMES ARE ALIGNED WITH DEGREE STUDENT LEARNING OUTCOMES.

Standards: II.A.2.e; II.A.2.f; II.A.2.i.

EXAMPLES OF EVIDENCE: Documentation on the alignment/integration of course level outcomes with program outcomes. Description could include curriculum mapping or other alignment activities. Samples across the curriculum of institutional outcomes mapped to program outcomes.

Alignment of course learning outcomes with those associated with the degrees earned by students can be observed primarily in three places: the college catalog (6.1), the course outline of record, and TaskStream.

Alignment in the catalog begins in the "General Information" section (pp. 8-12), where the

Associate Degree outcomes can be found. These six outcomes (Critical Thinking, Communication, Self-Awareness and Interpersonal Skills, Personal Actions and Civic Responsibility, Global Awareness, and Technological Awareness) inhabit the various program descriptions throughout the catalog. Specific course learning outcomes can be traced back to the program and associate degree outcomes.

The following example is indicative of the entire campus:

The course outline of record for English 101 (a course required for the associate's degree) has as one of its objectives/outcomes "apply critical thinking in reading, writing and class discussion." (6.2)

This outcome can be mapped to a learning outcome for the English program, critical thinking: the ability to "analyze and weigh the truth value of conflicting claims" (Mesa College 2011-2012 Catalog, p. 176).

These two outcomes map to the Associate Degree outcome of critical thinking, mentioned above.

The assessment of student learning used for this course-level outcome is a research paper. Student performance on this assessment is stored in TaskStream, which uses a mapping system identical to that described above: course to program to degree (6.3).

PROFICIENCY RUBRIC STATEMENT 7: STUDENTS DEMONSTRATE AWARENESS OF GOALS AND PURPOSES OF COURSES AND PROGRAMS IN WHICH THEY ARE ENROLLED.

Standards: I.B.5; II.A.6; II.A.6.a; II.B.

EXAMPLES OF EVIDENCE: Documentation on means the college uses to inform students of course and program purposes and outcomes. Samples across the curriculum of: course outlines of record and syllabi with course SLOs; program and institutional SLOs in catalog.

PROFICIENCY RUBRIC STATEMENT 7: NARRATIVE RESPONSE

Results of the 2012 Student Satisfaction Survey demonstrate a student awareness of the goals and purposes of the courses in which they were enrolled (7.1).

Information explaining college-wide and departmental goals and programs is available to

students in the San Diego Mesa College Catalog (7.2). The History of the College, Institutional Student Learning Outcomes, the Vision, Mission Statement, Values and Goals of the College are all outlined in detail. Program level degree, certificate, program and course information is provided in detail, and the program-level outcomes are listed. The catalog is available in the Learning Resource Center, the associated student government office, various student service offices, and online.

At Mesa College, each instructor provides his or her students with a syllabus outlining the goals and purpose of the course, as well as the student learning outcomes related to the course (7.3). To better facilitate up-to-date information, the course-level SLOs are available in the college's curriculum database, CurricUNET, and they are incorporated into the syllabus template faculty can download from this system (7.4). Each year when training is provided to adjunct faculty, the syllabus requirements are emphasized to the new members of the faculty (7.5). All instructors are required to review the contents of the course syllabus with their students and to provide a copy of the syllabus to the Department Chair and appropriate Dean, who keep this information on file.

SELF-ASSESSMENT ON LEVEL OF IMPLEMENTATION:	YOU PLANNED TO ADDRESS NEEDED IMPROVEMENTS? WHAT LEVEL OF SLO IMPLEMENTATION WOULD YOU ASSIGN YOUR COLLEGE? WHY? WHAT EFFORTS HAVE YOU PLANNED TO ADDRESS NEEDED IMPROVEMENTS?

SELF-ASSESSMENT ON LEVEL OF IMPLEMENTATION: NARRATIVE RESPONSE

Mesa College is at the proficient level of the rubric and is focused on moving to sustainable continuous quality improvement. The campus has had robust dialogue on SLOs (8.1.1 & 8.1.2). SLO assessment has been integrated into the planning and resource allocation processes (8.2). Some programs have completed multiple cycles of assessment across several years, while other programs have completed one cycle. 100% of active courses have SLOs, and 99% of them have been assessed (8.3). In 2012-13 the SLO/TaskStream Coordinator role has been continued and an additional support

position, an SLO Assessment Coordinator (8.4), who will focus on supporting best practices in assessment, will be identified. The TaskStream database tool will be evaluated in accordance with our needs. Since SLOs have now been fully incorporated into the planning and resource allocation process, participatory governance bodies (which include students) will be formally evaluating the effectiveness of that integration and considering changes as appropriate according to the findings associated with the evaluation. Campus activities planned to assist in the facilitation of continuous quality improvement at the sustainable level include an assessment day (8.5), professional development opportunities focused on student learning, and the continued inclusion of the student voice in participatory governance.

TABLE OF EVIDENCE: LIST THE EVIDENCE USED TO SUPPORT YOUR NARRATIVE REPORT, SECTION BY SECTION.

TABLE OF EVIDENCE (NO WORD COUNT LIMIT)

1.1. San Diego Mesa College 2011-2012 Program Review Handbook
1.2. San Diego Mesa College Student Learning Outcomes for the Associate Degree, May 2003
1.3.1. 2009-2010 Mesa College Catalog
1.3.2. San Diego Mesa College Research Committee Minutes, February 27, 2009
1.4. San Diego Mesa College Proposal: Student Learning Outcomes and Assessment Cycle, May 2005
1.5. At-a-Glance Report for Course SLO Assessment and Action Plans, October 2012

2.1. San Diego Mesa College TaskStream Workshop, Part 1 (video file)
2.2.1. San Diego Mesa College Student Learning Outcomes Survey Report, Fall 2008
2.2.2. San Diego Mesa College Student Learning Outcomes Survey Report, Fall 2009
2.2.3. San Diego Mesa College Student Learning Outcomes Survey 2012 Report, May 2012
2.3. San Diego Mesa College 2011-2012 Program Review Evaluation Report
2.4. San Diego Mesa College Planning and Institutional Effectiveness Committee Minutes, September 11, 2012

3.1.1. San Diego Mesa College Educational Master Plan, 2007-2011
3.1.2. San Diego Mesa College Integrated Planning Process
3.2.1. San Diego Mesa College 2008 President's Cabinet Retreat Minutes
3.2.2. San Diego Mesa College 2009 President's Cabinet Retreat Minutes
3.2.3. San Diego Mesa College 2010 President's Cabinet Retreat Minutes
3.2.4. San Diego Mesa College 2011 President's Cabinet Retreat Minutes
3.2.5. San Diego Mesa College 2012 President's Cabinet Retreat Minutes
3.3.1. San Diego Mesa College President's Cabinet Committee Meeting Minutes, May 1, 2012

3.3.2. San Diego Mesa College Equipment Request Rankings, March 2012
3.3.3. San Diego Mesa College Facilities Request Rankings, 2011-2012
3.4.1. San Diego Mesa College Classified Staff Hiring Priorities/Rubric, 2012-2013
3.4.2. San Diego Mesa College Faculty Hiring Priorities/Rubric, 2012-2013
3.4.3. San Diego Mesa College Equipment Resource Allocation Prioritization Rubric, 2012-2013
3.4.4   San Diego Mesa College Supplies Resource Allocation Prioritization Rubric, 2012-2013
3.5.   San Diego Mesa College SLO Survey 2012 Report, May 2012
3.6.1. San Diego Mesa College 2011-2012 Program Review Handbook
3.6.2. San Diego Mesa College Program Review Lead Writer Training Presentation

4.1.   Revision of Program Review Cycle to Align with Budget Development Cycle, May 2012
4.2.1. San Diego Mesa College Classified Staff Hiring Priorities/Rubric, 2012-2013
4.2.2. San Diego Mesa College Faculty Hiring Priorities/Rubric, 2012-2013
4.2.3. San Diego Mesa College Equipment Resource Allocation Prioritization Rubric, 2012-2013
4.2.4   San Diego Mesa College Supplies Resource Allocation Prioritization Rubric, 2012-2013
4.3.1. San Diego Mesa College TaskStream Training Presentation
4.3.2. San Diego Mesa College SLO Training Presentation
4.3.3. Norena Badway SLO Presentation to San Diego Mesa College
4.3.4. San Diego Mesa College SLO/TaskStream Flex Workshop Documentation, 2011-2012
4.4.1. San Diego Mesa College 2012 President's Cabinet Retreat Minutes
4.4.2. Planning and Institutional Effectiveness Committee Minutes, April 10, 2012

5.1.1. San Diego Mesa College Course Assessment Plan and Findings, Marketing 100 2011-2012
5.1.2. San Diego Mesa College Program Assessment Plan and Findings, Accounting Program 2011-2012
5.2.1. San Diego Mesa College Course Action Plan, Marketing 100 2010-2011
5.2.2. San Diego Mesa College Program Action Plan, Accounting Program 2011-2012
5.3.   San Diego Mesa College Program Review Handbook, 2011-2012

6.1.   2011-2012 San Diego Mesa College Catalog
6.2.   San Diego Community College District Course Outline of Record, English 101
6.3.   San Diego Mesa College TaskStream SLO Alignment Report, Psychology

7.1.   San Diego Mesa College Student Satisfaction Survey Presentation, October 2012
7.2.   2011-2012 San Diego Mesa College Catalog
7.3.   San Diego Community College District Board Policy 4030 Academic Freedom
7.4.   San Diego Community College District Sample Course Syllabus Template, English 101
7.5.   San Diego Mesa College Adjunct Faculty Orientation Syllabus Presentation

8.1.1. San Diego Mesa College Policy on the Genesis, Development, and Application of Student Learning Outcomes, May 2004
8.1.2. San Diego Mesa College Student Learning Outcomes and Assessment Cycle, May 2005
8.2.   San Diego Mesa College Program Review Handbook, 2011-2012
8.3.   At-a-Glance Report for Course SLO Assessment and Action Plans, October 2012
8.4.   San Diego Mesa College Student Learning Outcomes and Assessment Coordinator Job Description
8.5.   San Diego Mesa College Online Assessment Forum Procedures, Fall 2012

Accrediting Commission for Community and Junior Colleges (ACCJC)

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