



ANNUAL ACCREDITATION REPORT

**ACCREDITING COMMISSION FOR
COMMUNITY AND JUNIOR COLLEGES**

**WESTERN ASSOCIATION OF SCHOOLS
AND COLLEGES**

**San Diego Mesa College
7250 Mesa College Drive
San Diego, California 92111**

April 18, 2008

**SAN DIEGO MESA COLLEGE
ANNUAL ACCREDITATION REPORT
APPROVALS
2007 – 2008**

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2007-2008 ACCREDITATION ANNUAL REPORT
Accrediting Commission for Community and Junior Colleges

San Diego Mesa College

DUE BY April 18, 2008

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Please respond to all of the questions. Enlist the assistance of appropriate officers in your institution to ensure the accuracy of information submitted.

As you respond to the following questions, please consider “new” to mean only those changes which have occurred since the college’s last annual report unless otherwise indicated. Include any updates or approved substantive changes since the last annual report.

1. Indicate any change in the official name, address or control of the institution.

No change

2. a) What is the institution’s overall course completion rate for *the fall 2007 semester*? 65 %

b) Has the institution’s course completion rate decreased by 5% or more this past year? Yes No X If so, by what percentage decrease? %

3. Does your institution collect data on state licensing examination results for technical/vocational programs?

Yes X No

- a. If yes, list the licensure exam pass rate for **each** technical/vocational program for 2006-07 academic year (Rate = # passing ÷ # attempting).

Name of program Medical Assisting Licensure exam pass rate
100%

Name of program Physical Therapist Asst. Licensure exam pass rate
100%

Name of program Health Info. Tech. Licensure exam pass rate
80%

Name of program Dental Assisting Licensure exam pass rate
100%

Name of program Animal Health Tech. Licensure exam pass rate
94%

Name of program Radiologic Technology Licensure exam pass rate
100%

b) Has the institution's licensure exam pass rates declined by 10% or more this past year?

Yes ___ No X If so, by what percentage? _____%

4. Does your institution collect information on job placement rates for its technical/vocational programs?

Yes _____ No X

a. If yes, list the job placement rate for **each** technical/vocational program for 2006-07 academic year.

b) Name of program _____ Job placement rate _____

c) Name of program _____ Job placement rate _____

d) Name of program _____ Job placement rate _____

e) Has the institution's job placement rates declined by 10% or more this past year?

Yes ___ No ___ If so, by what percentage decrease? _____%

5. List all sites or campuses at which students can complete at least 50 % of the credits for a degree or certificate program, and list the programs for which 51% or more of the credits may be earned at each site or campus. Also, report when these sites or campuses began operating, and identify those that are new.

Not applicable. There are no other sites or campuses where students can complete at least 50% of the credits.

6. List new courses and programs offered at sites or campuses outside the geographic region (but within the U.S.) served by the college since the last annual report.

Not applicable.

7. List and describe any programs that were added to the college curriculum, regardless of location, in the 2006-2007 academic year, that represent a significant departure, (See Substantive Change Policy, enclosed) in either content or method of delivery, from those that were offered at the time of the last accreditation team visit. Please indicate whether each program is for a degree or for a certificate.

No new programs added.

8. Describe new programs for which 50% or more of the credits are offered through a mode of distance or electronic delivery. Do not include study abroad programs.

As recently approved in our substantive change proposal, Business Administration, Accounting associate degrees and the general education program for the associate degree offer more than 50% of the credits through distance education.

The following degrees and certificates offer more than 50% of required credits through distance education:

Program	Degree	Certificate
Accounting	X	X
Business Administration	X	X
Business Management	X	X
Marketing	X	X
Real Estate	X	X
Computer Business Technology		X
Multimedia	X	X
Computer information Systems	X	X
English	X	
Physical Sciences	X	X
Anthropology	X	
Geographic Information Systems	X	
Liberal Arts & Sciences	X	
Transfer Studies	X	
Family & Consumer Sciences		X
Child Development		X

- a) What is the total headcount enrollment for fall 2007 in all types of distance learning offered? 3,611
- b) Complete the table enclosed for courses offered in a distance delivery mode for the first time in the 2007-2008 academic year.

Attachment.

9. Complete the attached **Student Learning Outcome** table and provide lists requested for an annual report update on the college's progress with course, certificate, degree, and general education expected student learning outcomes identification, assessment, analysis and use of assessment results for institutional evaluation, planning and improvement.

Attachments.

10. List and describe any programs for non-US nationals the institution conducts or plans to conduct outside the U.S. Do not include study abroad programs for the institution's native students.

Not applicable.

11. List and describe any articulation agreements or Memoranda of Understanding with non-US institutions.

Not applicable.

12. Has the institution entered into new contracts with non-regionally accredited organizations which provide courses or programs on behalf of the institution?
Yes___ No X_____ If yes, please describe:

- a) which courses or instructional programs are provided
- b) which support services are provided
- c) the level of control the institution exercises over the contract

CRN	Subjectnumber	MODES	FIRST OFFERED			CREDIT TYPE	DEVELOPER
			Sm07	F07	S08		
70104	MATH 015E	2 Way I, F2F ONE MEETING	x			NON-CREDIT	Fac. Developed
72345	REAL 120	2 Way I & 1 Way I	x			TRANSFER	Fac. Developed
72491	ENGL 215	2 Way I & 1 Way I	x			TRANSFER	Fac. Developed
72549	REAL 120	2 Way I & 1 Way I	x			TRANSFER	Fac. Developed
01403	NUTR 150	2 Way I & 1 Way I		x		TRANSFER	Fac. Developed
79944	CHIC 110A	2 Way I, F2F MULTIPLE MEETING		x		TRANSFER	Fac. Developed
93596	CHEM 152	2 Way I & 1 Way I		x		TRANSFER	Fac. Developed
93699	MULT 116	2 Way I & 1 Way I		x		TRANSFER	Fac. Developed
93897	FASH 105	2 Way I, F2F MULTIPLE MEETING		x		TRANSFER	Fac. Developed
94012	NUTR 150	2 Way I, F2F MULTIPLE MEETING		x		TRANSFER	Fac. Developed
94029	NUTR 150	2 Way I, F2F MULTIPLE MEETING		x		TRANSFER	Fac. Developed
03031	HEIT 258	2 Way I, F2F ONE MEETING			x	TRANSFER	Fac. Developed
40562	PHIL 102A	2 Way I & 1 Way I			x	TRANSFER	Fac. Developed
94060	AMSL 104	2 Way I & 1 Way I			x	TRANSFER	Fac. Developed
96419	CBTE 175	2 Way I & 1 Way I			x	TRANSFER	Fac. Developed

GENERAL INTRODUCTION

The development of student learning outcomes and assessment was, from its initial inception, anchored within the participatory governance structure at Mesa College where it was assigned to the college's Research Committee. Starting in 2002, the committee's early work focused on education about SLOs, both the committee and the college, through committee discussions, workshops and conferences. These led to adoption of two critical documents: one defining the college-wide SLOs for the associate degree, and the second, known as the "genesis paper," defining the role of faculty with respect to SLOs, both of which were approved through the participatory governance structure. The genesis paper had its origins in a CHEA document on the role of various constituencies in the accreditation process. This was the status of the work by the time of the Mesa College 2004 accreditation site visit.

Since 2004 the Research Committee has developed an implementation timeline and developed a 40% reassigned time Student Learning Outcomes and Assessment Cycle (SLOAC) coordinator. To assure that the work of SLOs and assessment are integrated with the mainstream work of the college, the timeline is coordinated with that for the five-year program review process, and program review has become the vehicle for reporting progress on SLOs and assessment. Each year, one-fifth of the college's programs begin the cycle. Through the work of the SLOAC Coordinator, two sets of programs have successfully begun; a third set is poised to begin in fall 2007, and several have initiated work ahead of schedule. Commencing fall 2007, there will be one comprehensive program review process for academic and student services programs, rather than two separate processes. This decision is expected to facilitate the integration of student learning outcomes assessment across programs and services. Importantly, program review – with its strong foundation of SLOs and assessment – has become the college's planning vehicle at the program level. **(See last year's annual report, response to 3.1)**

In 2005-06 and 2006-07, Mesa has hosted workshops by University of the Pacific Professor Norena Badway four times to provide guidance, assistance, and direction in our work. Dr. Badway's professional assistance has provided clarity and direction, as well as affirming what we are doing well and what we need to do differently. Our process is faculty-driven, consensus-based, integrated into overall college planning, and strongly focused on student learning. In particular, we are focusing work on those courses, usually entry-level, that enroll the largest numbers of students and, hence, have the greatest impact on students.

Responding to an accreditation recommendation, Mesa College has hired a college-based researcher who, in collaboration with the San Diego Community College District Research Department, is providing necessary data on student achievement at the college, program, and course level. Mesa College has developed a college research agenda that is based on the Mission Statement and that provides direction for the kind of research that is to be completed. There is extensive faculty-initiated research occurring through the college-based researcher, as well as institutional research. Both kinds of research address student learning outcomes and assessment. **(See Attachments: San Diego Mesa College Research Agenda; Mesa Research Log.)** Examples of broad institutional outcomes research underway at Mesa include the:

- Community College Survey of Student Engagement (CCSSE),
- Community College Survey of Faculty Engagement (CCSFE),
- Silver Process (described later in this document),

- Basic Skills Initiative,
- Statewide ARCC report.

During spring 2007, Mesa administered the CCSSE survey to 110 class sections including an over-sample of all basic skills courses. The CCSFE was completed by 53.7% of Mesa faculty, reportedly the highest return by faculty that this survey has ever achieved. These assessment results will be available to the college in August 2007 and planning is underway to share, discuss, and analyze the data at the college, program and services, and department levels. The data will also be incorporated into the institutional data provided to programs in program review. The staff at CCSSE has promised additional support to Mesa in this effort and we anticipate significant and important findings and resultant changes across the college. However, the outcomes of CCSSE do not lend themselves well to the questions asked in this report.

During the 2006-07 year, Mesa has also engaged in the Silver Process, led by Dr. Ken Gonzales of the University of San Diego. Dr. Gonzales is a researcher involved in the Achieving the Dream project in other states where he has been leading a similar process. The principle behind the Silver Process is that there is not a single “silver bullet” that leads to student success, but there is a “silver process” incorporating a range of strategies. This year at Mesa, the process focused on first time students and on students in Elementary Algebra, both groups at high risk for dropping out. Dr. Gonzales held focus groups early in the semester with both groups to explore strategies that led to success and strategies that were barriers for these students. Subsequently, students were trained to go into classes early in the semester and make presentations on the findings. A parallel set of focus groups were held with mathematics faculty to share the findings and institute changes. Mesa College intends to continue the Silver Process in the 2007-08 academic year and expand it to introductory English courses.

Through the California Community Colleges Basic Skills Initiative, Mesa is developing a set of strategies to improve the success and retention of students in basic skills courses in mathematics, English and ESL. Essential to this effort is institutional research that provides in-depth information to guide our efforts. The SDCCD Research Department is developing a consistent research plan for all three colleges; Mesa will add additional research, both quantitative and qualitative, to address unique characteristics of Mesa’s students and teaching. The college has formed a Basic Skills Task Force with broad representation from English (reading and writing), ESL, mathematics, career technical faculty, tutorial services, counseling, and learning communities and is already finding benefit in cross-disciplinary discussion. This college-wide effort promises to yield great benefits for assessment efforts.

Prior to the receipt of this assessment document, the college has assessed its progress on SLOs and assessment using the “Rubric for Assessment of Progress Towards Implementing A Student Learning Outcomes Framework at a Community College” presented by Dr. Julie Slark at a California Assessment Conference in March 2006. This framework is closely aligned with the Commission’s information on student learning outcomes and themes, where the six accreditation themes are used in connection with SLOs as follows:

- Student Learning Outcomes: The Complete Cycle-Framework
- Dialogue: Meaningful Dialogue
- Organization: Alignment of SLOs with Structures
- Institutional Commitment
- Alignment of Practices – with SLOs and Assessment

- Evidence – Artifacts – How do We Know?

For each theme, criteria are provided according to a series of four stages:

- Stage 1 – Awareness Building
- Stage 2 – SLO Framework Development
- Stage 3 – SLO Framework Complete
- Stage 4 – Sustained Change is Occurring.

This framework permits a college to assess its own progress in a holistic fashion. Accordingly, Mesa’s progress rates as follows:

- | | |
|-----------------------------|------------------------|
| ➤ Student Learning Outcomes | Between Stages 2 and 3 |
| ➤ Dialogue | Between Stages 3 and 4 |
| ➤ Organization | Stage 4 |
| ➤ Institutional Commitment | Between Stage 2 and 3 |
| ➤ Alignment of Practices | Between Stages 2 and 3 |
| ➤ Evidence | Between Stages 2 and 3 |

We have found this rubric particularly useful as it is readily understood and communicated. We are making steady progress, although we recognize that there is still some way to go.

Following is narrative to accompany the four sections of the report.

PART I: SLOs FOR COURSES

The San Diego Community College District has adopted strict criteria for the writing of official course outlines which are known as “integrated course outlines.” An integrated course has the catalog description, content, student learning outcomes, and assessment methods all coordinated or aligned. Upon integration, courses continue to be reviewed and updated at least once every five years. Integrated courses have carefully constructed student learning outcomes at the course level that are aligned with assessment methods.

The SLO process at Mesa has developed in phases using the Mesa College Program Review Model as a way to establish timelines for the phases, to provide predictability for programs in the expectations for SLOs and assessment, and to align the work with other major planning and curriculum processes.

In Phase I, the college created integrated course outlines with faculty review of required components on a six-year cycle. All integrated courses have measurable outcomes. An integrated course outline model is one in which the catalog description, content, student learning objectives, and other components are all aligned.

In Phase II, as outlined in the Mesa SLO and assessment implementation paper, departments in the program review cycle review the SLOs and assessments for integrated courses against the College-approved SLOs for the Associate Degree as appropriate.

In Phase III, departments and units engage in a dialog on appropriate assessment tools within courses, within a discipline and within programs or units and develop plans to carry out these assessment(s).

The current phase of the college's work on SLOs includes a dialog on the assessment tools across the courses and within a discipline. Already, a number of research projects have addressed specific SLOs and are already providing a body of evidence (**see Research Log.**) As the timelines for Program Review (PR) have been established, the college is on track to complete the process of all disciplines involved in SLOs in a six year cycle. Two cycles have been completed at this time (2/5 of the college's disciplines) for the academic programs. All Student Service programs have completed a full cycle.

As a result of several Mesa workshops led by Dr. Norena Badway of the University of the Pacific, Mesa has chosen the Badway model in selecting courses for assessments. The decision to select gateway or master courses is an attempt to affect the greatest numbers of students in the process and to make the biggest impact. For example, Math 95, Elementary Algebra has been selected for assessment and analysis via an embedded question approach; it is also the focus of the Silver Process. Such courses have large numbers of enrollments or start students into a sequence of courses that would benefit more graduates.

Changes are being considered in a number of areas, including curriculum being developed to meet the mathematics graduation requirement for the AA/AS degree, due to be implemented in fall 2009 for incoming students. Additional work is also underway in the dialog for Basic Skills courses with a desire to identify a coordinated effort for the college. Another component that has changed is the blending of Academic and Students Services program reviews for improved follow-up and research support. This change supports the president's focus on a closer integration of these two divisions.

In response to questions #5, 11, and 17: "Planning and implementing changes to pedagogy, facilities, etc., to improve learning." there is much change occurring at Mesa regarding changes in pedagogy, service delivery, and facilities. Examples include:

- Increased resources in technology to support instruction and services
 - Replacement and augmentation of classroom projection equipment
 - Four-year cycle for replacement of computers with highest priority to computers used by students
 - Extensive range of online databases and ebooks
 - Hiring on an online librarian
 - WebCT Mentor and fulltime faculty member devoted to training
 - Formation of ad hoc committee on online education
- Pedagogy
 - Increasing use of innovative instructional practices and assessment techniques, especially based on findings from assessments
 - Development of new curricula
 - ESOL/English bridge class for Generation 1.5 students
 - Math for new graduation requirement
- Facilities Renewal
 - Remodeling and upgrades of current classrooms
 - Design of new buildings to be constructed with funds from Propositions S and N.
- Service Delivery
 - Financial Aid students on probation required to attend Student Success workshop
 - Freshman Success Orientation provided to feeder high school graduates

- Mandatory English and mathematics assessment
- Early registration for fall semester
- Mandatory enrollment in core of English, Math, Personal Growth, and GE Elective
- Re-location of three tutoring services into one central location
- Development of online tutoring for Fall 2007

However, we have not collected data connecting these changes to the definition of SLOs.

PART II. STUDENT LEARNING OUTCOMES FOR PROGRAMS LEADING TO CERTIFICATES AND DEGREES

A question encountered in completing the questions in this section is the definition of program. For purposes of this report, a program is considered to be one that is listed on the CCC website as an approved program: Associate in Science degree, Associate in Arts degree, Certificate of Achievement, or Certificate of Completion. As such, Mesa has 159 programs.

Another question encountered was whether to respond based on just the courses required for the major or to consider all courses required for the degree. For purposes of this report, the former definition was followed. Students are free to select from a broad range of general education and elective courses to complete a degree program. Therefore, program faculty are not able to assure that courses outside of their purview have SLOs defined, assessed, etc. They do have the ability to address those courses within the major in most cases (except where it is an interdisciplinary program.)

A number of career-technical programs are separately accredited or licensed by the state. They are required to define detailed student learning outcomes, develop assessment methodologies, analyze assessments, survey graduates and employers, and make changes to curriculum, pedagogy, and facilities to ensure 100% compliance with standards. Mesa College has seven allied health programs with these requirements: Animal Health Technology, Dietetic Service Supervisor, Dental Assisting, Physical Therapist Assisting, Radiologic Technology, Medical Assisting, and Health Information Technology. The programs offer degrees and, in some cases, certificates.

Several other programs have performance-based assessment of student outcomes, in some cases using juries of professionals. Included are Architecture, Interior Design, Fashion Design, and Multimedia. However, this information has not yet been incorporated into the college's written assessment information so is not included in the following questions.

After adoption of the college-wide SLOs for the Associate degree, participatory governance discussions led to the decision that certain SLOs would be best served by more extensive definition that could be used by units in their implementation. Global awareness and critical thinking were selected for this approach. Therefore, the Committee on Global Awareness has studied national definitions and documents on global awareness to develop a matrix that would guide departments in recognizing, implementing and assessing aspects of this SLO. A matrix of SLOs has been developed for Global Awareness. The matrix provides guidelines for instructional comparison to introduce global competency at various levels. On a scale of 1-5, the high number would indicate course awareness equal to the AA/AS degree standard for graduation. A faculty member was provided reassigned time for spring 2007 to create recommendations on the college's

directions for Global Awareness. During fall 2007, discussions on the recommendations will occur. Dialog on the other core competencies including critical thinking is beginning.

PART III. STUDENT LEARNING OUTCOMES FOR GENERAL EDUCATION

Mesa College has not established separate SLOs for general education. Instead, the SLOs for general education are subsumed within the associate degree SLOs. SLOs are non-discipline specific. By meeting associate degree SLOs, a student also meets GE SLOs. The Genesis Paper for the development of core competencies was established for the college over two years ago. Work on the identification of courses, and the expected outcomes aligned with specific competencies, has begun in most programs. Review of program progress is determined through the Program Review process at the college. The core competencies are the same for Student Services and Instruction.

PART IV. STUDENT LEARNING OUTCOMES FOR INSTRUCTIONAL AND STUDENT SUPPORT SERVICES

The six SLOs adopted for the Associate degree are common to all areas of the college: instructional programs, and instructional and student support services. Student Services has completed a review of SLOs for all twelve units ranging from Admissions to Transfer Center. Instructional Services has completed a review of SLOs for two programs, Tutorial Services and Writing Center, with one program, Library and Learning Resources, beginning the process. As Student Services moves to the blended program review process, with a five-year rather than a three-year timeline, they will move to a new phase of SLO assessment. The Mesa Technology Plan incorporates plan and activities that specifically address program and service needs to support SLOs.

Annual Report Update on Student Learning Outcomes
2007-2008

Dear Colleague:

This 2007-2008 Annual Report Update on Student Learning Outcomes is a new addition to the Commission's annual reporting requirements. It is intended to assist you, in response to the requests the Commission has received to provide institutions with a framework of what is required for defining expected student learning outcomes, assessing learning, analyzing the assessment results, and using the results to plan and implement changes to improve learning, changes to pedagogy, facilities, etc. The 4-part template describes a framework for the process of implementing student learning outcomes requirements of the Standards. This report will provide the institution and the Commission with information about the degree of implementation since the adoption of the 2002 Standards. If you have any questions or require assistance, you may contact Steve Maradian, Vice President for Policy and Research at (415) 506-0234 or smaradian@accjc.org.

From the ACCJC 2002 Standards

Standard I B. Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning. See additional details in the Standards.

Standard II. Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. See additional details in the Standards.

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2006-2007 Institutional Annual Report Update on Student Learning Outcomes

Part I: Student Learning Outcomes for General Education

		Yes	No	Percentage (%) of all Courses/Programs	Courses/Programs
1. Defining Expected Student Learning Outcomes	Has the college defined expected student learning outcomes for general education ?		XX	225 of 249 associate degree general education courses have been integrated. 90 % of Courses	List the general education courses for which identification of expected student learning outcomes is complete. GE outcomes for General Education are the same as those defined for the Associate degree. All courses that are GE and have been put into the SDCCD Integrated format have defined SLOs. See attached list of integrated courses for GE information.
2. Mapping of Programmatic Student Learning Outcomes to Courses	Has the college mapped expected general education student learning outcomes to all the courses and other experiences (i.e. co-curricular, service learning, etc.) required to complete the general education requirements of the institution?		XX	225 of 249 associate degree general education courses have been integrated. Mapping of SLOs is in progress. No data available 90 % of Courses	List the general education courses for which mapping expected student learning outcomes to the expected general education student learning outcomes is complete. GE outcomes for General Education are the same as those defined for the Associate degree. All courses that are GE and have been put into the SDCCD Integrated format have defined SLOs, See list of integrated courses for GE information.

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3. Defining Assessment of Expected Student Learning Outcomes	Has the college identified appropriate assessment methodologies for the expected student learning outcomes in general education courses?		XX	% of Courses _____ Work in progress. No data available.	List the general education courses for which identification of appropriate assessment methodologies for defined expected student learning outcomes is complete.
4. Assessing Student Learning Outcomes	Has the college assessed student learning outcomes for all courses in general education?		XX	% of Courses _____ Work in progress. No data available.	List the general education courses for which assessment of expected student learning outcomes is complete.

Part I: Student Learning Outcomes for General Education

5. Analyzing the Results of Assessment	Has the college analyzed assessment results for all courses in general education?		XX	% of Courses _____ Work in progress. No data available.	List the general education courses for which analyzing assessment results for the defined expected student learning outcomes is complete.
6. Planning and implementing changes to pedagogy, facilities, etc. to improve learning.	Using assessment results, has the college planned and implemented changes to pedagogy, facilities, etc. to improve learning for all general education courses?		XX	% of Courses _____ Work in progress. No data available.	List the general education courses for which the college has used assessment results to plan and make changes to improve learning; and describe the changes implemented. This Data Has Not Been Compiled. See Narrative Response Regarding Changes To, Pedagogy, Services And Facilities To Improve Learning

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Part II: Student Learning Outcomes for Courses

		Yes	No	Percentage (%) of all courses/programs	Courses	Disciplines
7. Defining Expected Student Learning Outcomes	Has the college defined expected student learning outcomes for all courses?		XX	725 out of 885 courses completed 82 % Courses	List the courses for which identification of expected student learning outcomes is complete. See List of Mesa Integrated courses	List the disciplines for which identification of expected student learning outcomes is complete. See Attachment A: List of Programs with All Courses Integrated.
8. Defining Assessment of Expected Student Learning Outcomes	Has the college identified appropriate assessment methodologies for defined expected student learning outcomes for all courses?		XX	725 out of 885 courses completed 82% Courses	List the courses for which identification of appropriate assessment methodologies for courses with defined student learning outcomes is complete. See List of Mesa Integrated courses	List the disciplines for which identification of appropriate assessment methodologies for courses with defined expected student learning outcomes is complete. See Attachment A: List of Programs with All Courses Integrated.
9. Assessing Student Learning Outcomes	Has the college assessed student learning outcomes for all courses?		XX	% of Courses _____ Unknown	List the courses for which assessment of student learning outcomes is complete. In progress/Unknown	List the disciplines in which assessment of student learning outcomes is complete for all of its courses. Unknown
10. Analyzing the Results of Assessment	Has the college analyzed assessment results for the student learning outcomes for all courses?		XX	% of Courses _____ Unknown	List the courses for which analyzing assessment results for student learning outcomes is complete. In progress/Unknown	List the disciplines in which analyzing assessment results for student learning outcomes is complete. Unknown

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Part II. Student Learning Outcomes for Courses

		Yes	No	Percentage (%) of all courses/programs	Courses/Programs	Disciplines
11. Planning and implementing changes to pedagogy, facilities, etc. to improve learning.	Using assessment results, has the college planned and implemented changes to pedagogy, facilities, etc. to improve learning for all courses?		XX	% of Courses _____ Unknown	List the courses for which the college has used assessment results to plan and make changes to improve learning; and describe the changes implemented. This Data Has Not Been Compiled. See Narrative Response Regarding Changes To Pedagogy, Services, And Facilities To Improve Learning	N/A

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Part III: Student Learning Outcomes for Programs leading to Certificates and Degrees

		Yes	No	Percentage (%) of all courses/programs	Courses/Programs
<p>12. Defining Expected Student Learning Outcomes</p>	<p>Has the institution defined expected student learning outcomes for all programs leading to certificates and degrees?</p>		<p style="text-align: center;">XX</p>	<p>5% of Programs</p> <p>Eight of 159 programs completed.</p>	<p>List the certificate and degree programs for which identification of expected student learning outcomes is complete.</p> <p>Mesa offers 159 separate associate degree or certificate programs as follows:</p> <p>38 Certificates of Completion (less than 18 units); 44 Certificates of Achievement (18 units or more); 31 Associate in Arts degrees; and 45 Associate in Science Degrees.</p> <p>All separately accredited programs or state-licensed programs have completed identification of expected SLOs.</p> <p>Animal Health Technology (AS degree) Dietetic Service Supervisor (Cert/Completion) Dental Assisting (Cert/Achievement and AS degree) Physical Therapist Assistant (AS degree) Radiologic Technology Assisting (Cert/Achievement and AS degree) Medical Assisting (AS degree) Health Information Technology (AS Degree)</p>

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Part III: Student Learning Outcomes for Programs leading to Certificates and Degrees

<p>13. Mapping Programmatic Student Learning Outcomes to Courses</p>	<p>Has the institution mapped expected programmatic student learning outcomes to all the courses and other learning experiences (i.e. work experience, internships, co-curricular, etc.) required to complete the certificate and degree programs?</p>		<p style="text-align: center;">XX</p>	<p>5% of Programs Eight of 159 programs completed.</p>	<p>List the certificate/degree programs for which mapping expected programmatic student learning outcomes to all the courses required to complete the certificate/degree program is complete.</p> <p>All separately accredited or state licensed programs are complete.</p> <p>Animal Health Technology Dietetic Service Supervisor Dental Assisting Physical Therapist Assistant Radiologic Technology Medical Assisting Health Information Technology</p>
<p>14. Defining Assessment of Expected Student Learning Outcomes</p>	<p>Has the college identified appropriate assessment methodologies for the programmatic expected student learning outcomes, including summative assessments where appropriate?</p>		<p style="text-align: center;">XX</p>	<p>5% of Programs Eight of 159 programs completed. Work in progress for other programs; no data available.</p>	<p>List the programs for which identification of appropriate assessment methodologies for courses required to complete the certificate/degree is complete.</p> <p>All separately accredited or state licensed programs are complete.</p> <p>Animal Health Technology Dietetic Service Supervisor Dental Assisting Physical Therapist Assistant Radiologic Technology Medical Assisting Health Information Technology</p>

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Part III. Student Learning Outcomes for Programs leading to Certificates and Degrees

		Yes	No	Percentage of all courses/programs	Courses/Programs
15. Assessing Student Learning Outcomes	Has the college assessed expected student learning outcomes for all courses required to complete the certificate and degree programs?		XX	5% of Programs Eight of 159 programs completed.	List the certificate/degree programs for which assessment of expected student learning outcomes for all courses required to complete the certificate/degree program is complete. All separately-accredited or state licensed programs are complete. Animal Health Technology Dietetic Service Supervisor Dental Assisting Physical Therapist Assistant Radiologic Technology Medical Assisting Health Information Technology

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<p>17. Planning and implementing changes to pedagogy, facilities, etc. to improve learning.</p>	<p>Using assessment results, has the college planned and implemented changes to pedagogy, facilities, etc. to improve learning for all certificate/degree programs?</p>		<p>XX</p>	<p>5% of Programs Eight of 159 programs completed.</p>	<p>List the certificate/degree programs for which the college has used assessment results to plan and make changes to improve learning; and describe the changes implemented.</p> <p>All separately-accredited or state licensed programs are complete.</p> <p>Animal Health Technology Dietetic Service Supervisor Dental Assisting Physical Therapist Assistant Radiologic Technology Medical Assisting Health Information Technology</p>
<p>16. Analyzing the Results of Assessment</p>	<p>Has the college analyzed assessment results for all courses required to complete the certificate and degree programs?</p>		<p>XX</p>	<p>5% of Programs Eight of 159 programs completed.</p>	<p>List the certificate/degree programs for which analyzing assessment results for the expected student learning outcomes is complete.</p> <p>All separately-accredited or state licensed programs are complete.</p> <p>Animal Health Technology Dietetic Service Supervisor Dental Assisting Physical Therapist Assistant Radiologic Technology Medical Assisting Health Information Technology</p>

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		Yes	No	Percentage (%) of all Courses/Programs	Courses/Programs
18. Defining Expected Student Learning Outcomes	Has the college defined expected student learning outcomes for instructional support (i.e. library and learning resources, tutoring, etc.) ?		XX	67 % of Instructional Support Courses or other experiences.	List the instructional support courses or other experiences for which identification of expected student learning outcomes is complete. Tutoring Services Writing Center
	Has the college defined expected student learning outcomes for student support services?	XX		100% of Student Support Services Courses or other experiences	List the student support services courses or other experiences for which identification of expected student learning outcomes is complete. Admissions and Records Athletics CARE Career Center Counseling DSPS Financial Aid EOPS Evaluations STAR Student Affairs Transfer Center

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21. Assessing Student Learning Outcomes	Has the college assessed student learning outcomes for all courses or other experiences in instructional support?		XX	67% of Courses or other experiences in Instructional Support Two out of three programs complete	List the instructional support courses or other learning experiences for which assessment of expected student learning outcomes is complete. Tutoring Services Writing Center
	Has the college assessed student learning outcomes for all courses or other experiences in student support services?		XX	25% of Courses or other experiences in Student Support Services Three out of twelve programs complete	List the student support services courses or other learning experiences for which assessment of expected student learning outcomes is complete. CARE EOPS STAR
22. Analyzing the Results of Assessment	Has the college analyzed assessment results for all courses or other learning experiences in instructional support?		XX	0% of Courses or other learning experiences in instructional support.	List the instructional support courses or other learning experiences for which analyzing assessment results for student learning outcomes is complete. None
	Has the college analyzed assessment results for all courses or other learning experiences in student support services?		XX	25% of Courses or other learning experiences in student support services? Three out of twelve programs complete	List the student support services courses or other learning experiences for which analyzing assessment results for student learning outcomes is complete. CARE, EOPS, STAR

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<p>23. Planning and implementing changes to pedagogy, facilities, etc. to improve learning.</p>	<p>Using assessment results, has the college planned and implemented changes to pedagogy, facilities, etc. to improve learning for all instructional support courses or other learning experiences?</p>		XX	<p>0% of Courses or other learning experiences in Instructional Support? _____</p>	<p>List the instructional support courses or other learning experiences for which the college has used assessment results to plan and make changes to improve learning; and describe the changes implemented.</p> <p>See Narrative</p>
	<p>Using assessment results, has the college planned and implemented changes to pedagogy, facilities, etc. to improve learning for all student support services courses or other learning experiences?</p>		XX	<p>0% of Courses or other learning experiences in Student Support Services? _____</p>	<p>List the student support services courses or other learning experiences for which the college has used assessment results to plan and make changes to improve learning; and describe the changes implemented</p> <p>See Narrative</p>