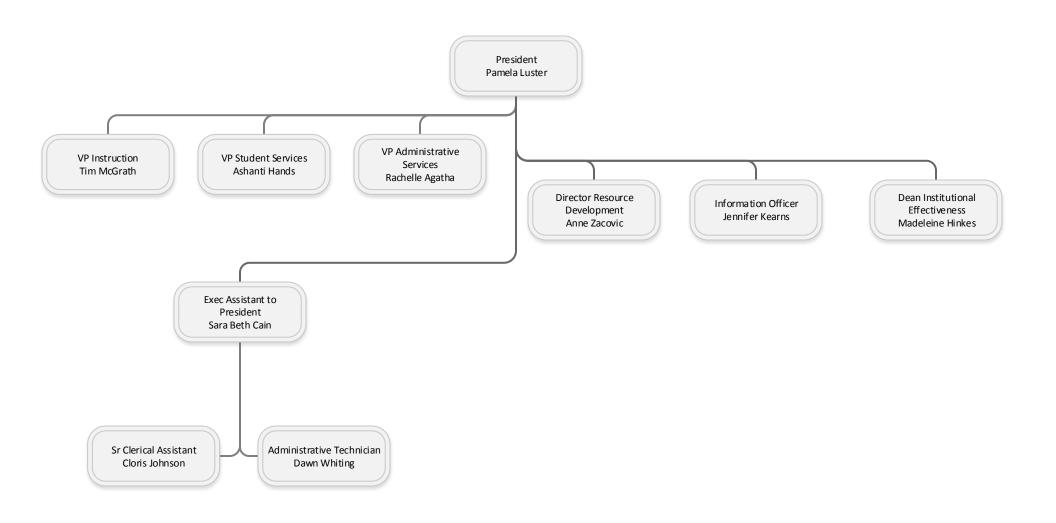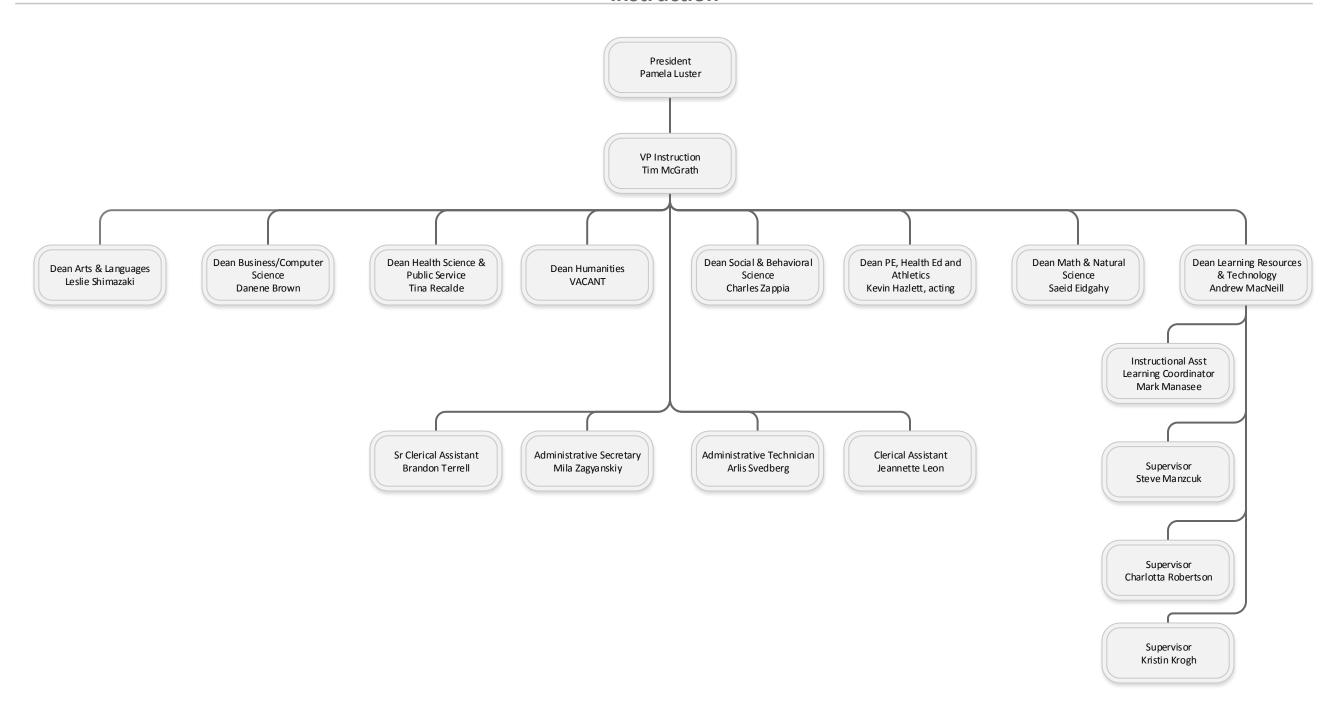# San Diego Mesa College
Addendum
March 12, 2017

1. Updated Organizational Charts
   - President's Office
   - Instruction

2. Amendment to Distance Education Substantive Change Report

3. President's Cabinet Retreat Meeting Notes – November 8, 2016

4. Spring Convocation Power Point Presentation

5. Guide to Outcomes and Assessment

6. Draft of Implementing Our Strategic Plan Grid

San Diego Mesa College
President's Office

President
Pamela Luster

VP Instruction
Tim McGrath

VP Student Services
Ashanti Hands

VP Administrative
Services
Rachelle Agatha

Director Resource
Development
Anne Zacovic

Information Officer
Jennifer Kearns

Dean Institutional
Effectiveness
Madeleine Hinkes

Exec Assistant to
President
Sara Beth Cain

Sr Clerical Assistant
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Dawn Whiting

San Diego Mesa College
Instruction

President
Pamela Luster

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Dean Arts & Languages
Leslie Shimazaki

Dean Business/Computer Science
Danene Brown

Dean Health Science & Public Service
Tina Recalde

Dean Humanities
VACANT

Dean Social & Behavioral Science
Charles Zappia

Dean PE, Health Ed and Athletics
Kevin Hazlett, acting

Dean Math & Natural Science
Saeid Eidgahy

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Sr Clerical Assistant
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Arlis Svedberg

Clerical Assistant
Jeannette Leon

Instructional Asst Learning Coordinator
Mark Manasee

Supervisor
Steve Manzcuk

Supervisor
Charlotta Robertson

Supervisor
Kristin Krogh

Substantive Change Application Form

Directions: This application should be submitted *at least* 45 days prior to the anticipated state date of the program. Applications must be complete and the required fees received In order to be scheduled for review. Completed application and fees must be submitted to ACCJC, 10 Commercial Blvd, Suite 2041, Novato, CA 94949 or accjc@accjc.org.

Date of Application:	11/22/2016 Amendment to report submitted 9/12/2016	Intended Starting Date:	
Name of Institution:	San Diego Mesa College		
Address:	7250 Mesa College Drive		
City:	San Diego	State:	CA	Zip:	92111-4998
Title of Application and description of proposal:		Substantive Change Proposal: Distance Education	
ALO	Name	Danene Brown	Telephone	619-388-2803	Email	dmbrown@sdccd.edu
Other Contact	Name	Tim McGrath	Telephone	619-388-2755	Email	tmcgrath@sdccd.edu

Required Fee:	(See attached fee schedule)
Fees must be paid before any review of a substantive change proposal.	

Type of Change	
Change in Courses or programs or their current mode of delivery that represents a Significant Departure from current practice.	
☐	New Program
X	Distance Education: 50% or more of a program that can be completed through Distance Education (POTENTIAL DE PROGRAM)
☐	Distance Education: Program that is intended to be completed through Distance Education (INTENTIONAL DE PROGRAM)
☐	Correspondence Education: 50% or more of a program that can be completed through Correspondence Education
☐	Course additions that comprise 50% or more of a program (Significant departure from current practice.
Change in Location or Geographic Area served.	
☐	New off-campus instructional site where 50% or more of a program's credits are offered or a move of an Institution to a New Location.
	Site Name:
	Address:
	City:	State:	Zip:

☐	Change in the Control or Legal Status of the Institution
☐	Change in Credit Awarded (Increase or decrease in clock or credit hours or change from clock hours to credit hours or credit hours to clock hours)
☐	Implementation of Direct Assessment
☐	Contractual Relationship with a non-Regionally Accredited organization
☐	Addition of a Baccalaureate Degree Program
☐	Other Substantive Change (Please described)

Fee Schedule:

Part I: General Questions
1.   Requested Change: Briefly describe the change for which the institution is seeking approval including the planned timeline for implementation.

Mesa College has expanded its offerings of distance education as an option for 50% or more of the required coursework in the Bachelor of Science Degree: Health Information Management as shown in Appendix A. This Substantive Change Proposal is to request approval to offer the additional baccalaureate degree with the option of the distance education mode.

The bachelor of science degree to be offered through the distance education mode is already offered through the traditional on-campus mode of instruction. There are no differences in the general education, major, or graduation requirements between the distance education and on-campus version of the program. In offering courses in the distance education mode students are afforded alternate options that lead them to achievement and completion in their programs. Mesa affirms that the education purpose is clear and appropriate having reviewed and approved each course proposed for distance education delivery mode using the following criteria:

- Regular effective contact is maintained between instructor and students through group or individual meetings, orientation and review sessions, study sessions, field trips, library workshops, threaded conferencing, chat rooms, telephone contact, email, or other activities. See Appendix B.
- Effective pedagogical techniques appropriate to the distance education mode are utilized to ensure the quality and rigor of instruction mirrors that of the on-campus version of the course.
- Appropriate technology is used to achieve the objectives of the course.
- Multiple measures are used to achieve and assess student learning, including reading, writing, and critical thinking assignments and multiple evaluation measures.
- All delivery methods used are accessible to individuals with disabilities, in accordance with state and federal law.

2. Approvals: Has the institution received all necessary internal and external approvals? Provide appropriate evidence that approval has been granted.

Internal (Curriculum, Board):   YES X   NO ☐

System/State Approvals: YES X   NO ☐   Not Applicable ☐

Other Approvals (as Required):   YES X   NO ☐   Not Applicable ☐

Evidence of approvals (list as appropriate):
San Diego Mesa College Curriculum Review Committee (CRC)
San Diego Community College District Curriculum and Instructional Council (CIC)
San Diego Community College District Board of Trustees
California Community Colleges Chancellor's Office

Part II: PROPOSAL SPECIFIC QUESTIONS

DISTANCE EDUCATION – INTENTIONAL PROGRAM
(This Substantive Change process is required when a program is designed and intended to be completed through Distance Education)
Section A: Description of the Change Requested

Identify the Programs impacted by this change
Bachelor of Science, Health Information Management

Describe how the distance education courses and the impacted programs will be monitored and evaluated. How is this evaluation process integrated into institutional assessment processes?

As with courses and programs offered in a traditional mode of delivery, Mesa's bachelor of science degree offered through distance education aligns with the College's Mission as discussed in Section A.2 of this proposal.

The courses and program regardless of delivery mode were developed through the College's established curriculum review processes based on criteria outlined in Appendix C and are evaluated regularly through the College's program review process. All of the college's courses and programs, including distance education, adhere to general college guidelines and policies on academic requirements which can be found in the College Catalog beginning on page 98.

Mesa College courses and programs, regardless of delivery mode, are developed, implemented and evaluated by faculty via the established processes including curriculum review, program review, and scheduling processes which provide for institutional control.

The College's comprehensive assessment and planning processes are used to monitor, plan, and improve all of the college's course and program offerings, including distance education courses.

Outcomes are monitored and assessed by an integrated two tiered process. On a broad college level, Institutional Learning Outcomes (ILOs) are assessed annually across the college. With the College Mission and the College's Educational Master Plan 2013-2019 as overarching priorities, an ongoing and systematic cycle of evaluation exists. The College's Integrated Planning Calendar and Annual Integrated Planning Cycle are available on the college website and are included in this proposal as Appendix D. All planning documents can be found on the college website.

At the course and program level, student learning outcome (SLO) and assessment cycles are completed in all courses regularly, regardless of method of delivery. Faculty is responsible for assessing learning outcomes at the course and program levels in order to evaluate the effectiveness of the teaching and learning process. As part of the program review and planning processes, the campus Institutional Research Office and the District Office of Institutional Research compile data sets for each department and its programs. For example, the College's Fact Book includes measures of student enrollment in on-campus and distance education courses. The data sets also include course retention and success rates for both traditional on-campus and distance education modes of delivery to more accurately monitor student achievement and planning. Changes are considered

based on data analysis, SLO assessments and results of each department's program review. The results of these assessments are used to monitor and improve student success and also feed into the college's master planning and resource allocation process.

Additionally, the faculty evaluation process for all faculty is designed and conducted to monitor the quality of teaching, appropriate use of technology, and appropriate pedagogy in the delivery of distance education programs as appropriate. The faculty evaluation process, as required in the faculty collective bargaining agreement, incorporates input from students, peers, administrators, and the evaluated faculty member.

Lastly, instructional support and student services areas also monitor student use of their distance education services.

How is administrative oversight conducted for distance education for this Program?

San Diego Mesa College has sufficient staff with appropriate preparation and experience to provide the administrative services necessary to support the College mission and purpose. The administrative capacity of San Diego Mesa College is documented in the College's organizational chart and is included in this proposal as Appendix E. The College's administrators are hired through an open, competitive employment process and are evaluated according to district policies. The administrators have full-time responsibility to provide leadership for their assigned areas which include courses and programs with a distance education mode of delivery. Administrators of each of the College's three divisions (Administrative Services, Instructional Services, and Student Services) participate in the College's shared governance process by serving on various governance committees and advisory councils.

Mesa College assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training and experience. The College relies upon program review plans to determine personnel needs based upon program and service area plans aligned to Mesa's mission, and strategic directions and plan. The minimum standards for hiring are specified by California state regulation and additional discipline specific minimum standards and qualifications as designated by the Academic Senate for California Community Colleges. As such, Mesa's faculty members who teach distance education courses are subject to the same standards and scrutiny in hiring and evaluation as all other faculty members. There is no distinction between "on-campus" and "distance education" faculty members in policies or practices related to hiring, promotion, or additional faculty duties. Faculty members desiring to teach online must demonstrate that they are adequately prepared before being approved to do so and must teach a portion of their course load on-campus. All faculty are formally evaluated regularly and instructional faculty are evaluated using the same criteria. The faculty appraisal forms that include the evaluative criteria are included in this proposal as Appendix J. Administrative and classified support staff directly responsible for the support of the DE program and services are hired according to the District's established human resources policies and procedures and meet minimum qualifications for their job functions. An annual evaluation cycle ensures performance feedback and goal setting for all administrative and classified support employees. Professional development opportunities are provided for administrators, faculty and classified staff through workshops and attendance at conferences to ensure currency in their respective areas of responsibility.

How is student attendance in distance education courses monitored.

Mesa College faculty ensure and monitor distance education student attendance using the following practices: 1) stating clear and detailed attendance policies and expectations in their course syllabi, 2) stating clear drop policies in their course syllabi, and 3) frequent substantive interaction with students. Examples of course requirements and activities to validate attendance include: requiring students to physically attend a class or orientation; completing and submitting the graded assignments for the class (homework, discussion, quizzes, and exams); participating in study sessions and tutoring; participating in discussion forums (introductions/students sharing information about themselves; sharing solutions to homework; and posting questions about course topics to the instructor. Appendix G includes sample communications to students about course attendance, participation and drop policies. Adopting such policies and practices not only validates student attendance, it provides the structure for ensuring student retention and success in the course.

Describe the process to authenticate student identity to demonstrate that the student who participates is the same as the person who received credit.

The San Diego Community College District Administrative Procedure (AP) 5105 on distance education establishes that each of its three oversight entities requirements, federal, state and accrediting agency/ ACCJC, are ensured. AP 5105 ensures compliance with 34 Code of Federal Regulations Part 602.17 which requires institutions to strictly adhere to federal financial aid program integrity, authenticate student identity, inform students that their privacy is protected, and inform students of any additional charges associated with verification of student identity, if any. The District's procedure explicitly states, "Consistent with federal regulations pertaining to federal financial aid eligibility, the District authenticates/verifies that the student who registers in a distance education or correspondence education courses is the same student who participates in and completes the course or program and receives the academic credit. The District will provide to each student at the time of registration, a statement of the process in place to protect student privacy and estimated additional student charges associated with verification of student identity, if any.

How does the institution ensure that there is regular and substantive interaction between students and faculty in distance education courses (34 CFR §602.3)

San Diego Community College District's Administrative Procedure 5105 on distance education ensures that each section of the course that is delivered through distance education will include regular effective contact between instructor and student, thus

ensuring compliance with California Title 5 regulations section 55204[11] and federal regulation 34 C.F.R. section 602.3.

The College is committed to helping students achieve success in courses and programs offered through an online mode of delivery. Courses proposed for distance education are scrutinized during the curriculum approval process to ensure that distance education requirements, including regular and substantive interaction, are addressed. Additionally, faculty are trained and tooled to initiate and maintain interactions with their online students to encourage engagement in the course, encourage motivation to stick with it, motivate students to achieve success of the learning outcomes and practice good teaching overall. The District Office of Online Learning Pathways offers support to faculty with guidelines, best practices, and free web tools to faculty on its webpage entitled Social Presence through Instructional Media Production. Some specific examples of best practices used by Mesa's faculty for student engagement activities that foster

substantive interaction in online courses include: requiring students to physically attend an orientation, class or exam; completing and submitting the graded assignments for the course (homework, discussion, quizzes), and participating in discussion forums (introductions/students sharing information about themselves, sharing solutions to homework, posting questions about course topics to the instructor). Appendix B.

Section B: Institutional Planning for Program Change

Describe the planning process used to determine the rationale and need for the adoption of distance education for this Program.

Mesa College believes online instruction is an effective strategy in meeting two of the College's priorities: 1) equity and excellence, and 2) certificate and degree completion leading to transfer education and workforce training. As with courses and programs offered in a traditional mode of delivery, Mesa's courses and programs offered through distance education align with the College's Mission.

Mesa College uses various methods to assess student needs in distance education. Needs assessment and planning for distance education course and program offerings are determined at the program level during the College's four-year program review cycle. The cycle begins with a comprehensive review in year one, followed by review updates during years two, three and four. Student retention and successful course completion data are provided in instructional program review data summaries, and data are disaggregated by online status. Faculty leverage the disaggregated data to plan for future course offerings, scheduling patterns, and modalities.

Additionally, the College analyzes the results of the District's Student Satisfaction Survey to determine if student needs for online course offerings are met. As the 2015 Student Satisfaction Survey results indicate, the majority of students (58%) indicated that the availability of online course offerings at Mesa College was sufficient to meet their needs.

Capacity and resource planning for distance education is also done on a broader level through the College's shared governance committees, as are all college priorities. A full list and description of each committee can be found on the governance page of the College's website. Distance education planning is within the purview of Mesa's Curriculum Review Committee, Mesa's Distance Education Committee, and the District-wide Distance Education Steering Committee. Mesa's Curriculum Review Committee is the campus approval authority for all Mesa College curriculum proposals. The committee reviews and approves new curriculum as well as revisions of current curriculum such as courses, programs, certificates, and degrees, including distance education components in collaboration with discipline experts. Mesa's Information Technology Committee is responsible for updating the three-year Technology Strategic Plan, providing technology infrastructure for the college in support of instruction and student services, and coordinating technology training efforts. Specifically, it is involved in prioritizing Mesa's distance education technology and equipment. Mesa's Distance Education Committee is the campus-level support of the delivery of Mesa's distance education programs. Its duties include alerting faculty of state and district distance education policy matters; providing a forum for discussing online instructional issues; and directing faculty to resources that support best practices and guidelines in online pedagogy. The District-wide Distance Education Steering Committee is the district-wide oversight body responsible for providing guidance to the District's Online and Distributed Learning

department. The Online and Distributed Learning department is responsible for the assessment, planning, development, and implementation of the distance education infrastructure utilized by all colleges in the SDCCD.

Through Mesa's planning and implementation processes, the College has already developed the infrastructure and support services necessary to successfully deliver courses via distance education format for the Bachelor of Science Degree in Health Information Management. The anticipated effect of expanding Mesa's distance education offerings is that it would provide opportunities for students who find it difficult to attend courses on campus on a regular basis to earn a variety of existing awards. These include the student populations mentioned earlier - Mesa's working adult, military, single parent, and disabled student populations.

Additionally, upon program-level review and campus-wide review through the shared governance committees, it has been determined that since there are no differences between the distance education and on-campus versions of the courses and programs in the general education, major, or graduation requirements that resources including additional hiring of specialized faculty, classrooms, equipment, supplies, and training sites are not required. Therefore, there is no significant financial effect on the College's resources at this time.

Describe how the change is consistent with the mission and goals of the institution.
As its mission, San Diego Mesa College (Mesa) "empowers our diverse student body to reach their educational goals and shape the future. 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 education and workforce training, and lifelong learning opportunities. Faculty and staff collaborate with our students to foster scholarship, leadership, and responsibility to effect positive change within our community." Based on this mission, the College identified as one of its six Strategic Directions to "Deliver, advance, and support an inclusive teaching and learning environment that enables all students to achieve their educational goals." The College's mission statement and strategic directions can be viewed on pages 13-14 of the 2016-17 Mesa College Catalog. Mesa has a diverse student population that includes working adults, active military, single parents, and students with limited mobility due to physical disabilities who find that the distance education delivery better meets their needs and allows them to complete courses and programs that they may not otherwise have access to. In order to meet the needs of these student populations, Mesa began offering a limited number of courses through the distance education mode in 1998 and has since then continued to expand its offerings and enhance the comprehensive array of instructional and student support services, a of which are available in a distance education format. Providing additional course and the bachelor of science degree offerings through distance education will allow Mesa to meet the growing demand for college graduates and thus respond to state and national completion priorities and local labor market needs.

Describe how student readiness is addressed. What strategies has the institution developed to ensure student success in the distance education mode when that is the primary mode for the delivery of the program.
Students considering enrolling in distance education courses are highly encouraged to first take an online education learning assessment offered through SDCCD Online. Online learning assessment and support practices and guidelines have been developed across the three

colleges within the San Diego Community College District. Housed within the district office for the three colleges of the district, the SDCCD Online Learning Pathways student website offers various assessment and orientation services to assist students in making informed decisions about enrolling in online courses. The following services are offered and can be viewed by clicking the links below:

- Online Learning Readiness Assessment
- Technical Requirements
- Registration Directions
- Course Information Pages
- Tips for Success in an Online Class
- Netiquette Guidelines
- Student Code of Conduct
- SDCCD Honest Academic Conduct Administrative Procedure
- SDCCD Copyright Guidelines
- Technical Support Services
- State Authorization Complaint Process
- Bookstore
- Libraries: City, Mesa, Miramar
- Student Services: City, Mesa, Miramar, Continuing Ed.
- Sample Online Course
- Online Student Tutorials

Faculty participate in training opportunities and incorporate a variety of techniques and pedagogical approaches to address multiple student learning styles and needs. Additionally, faculty set clear and detailed expectations on the first day of classes so that students are prepared and understand the criteria for being successful in the online class. Examples may include: participation in orientations, completion of an online readiness survey, participation in an introductions forum, course format, navigation, participation requirements, drop policies, etc.

Students experiencing technical or other difficulties in distance education courses can access the following services for assistance:

- 24/7/365 toll free technical support help online at or by phone (866) 271-8794
- in-person one-on-one assistance in the Independent Learning Center (ILC)
- faculty office hours via email, phone, discussion board, or chat room
- course information webpages
- frequently asked questions webpages on Online Learning Pathways website

The College regularly assesses student readiness for and experiences in online courses. The SDCCD Office of Institutional Research and Planning conducts a survey of students enrolled in online courses at each college in the district every two years. The survey addresses the following topics:

- Student Experience in Online Courses
- Technical Support
- Classroom Support and Communication
- Satisfaction
- Perception of Online Learning and Future Services

Overall, the results of the most recent Mesa College Student Satisfaction Report, conducted in fall 2014, revealed that student perceptions of their online course experiences were generally positive.

The College regularly assesses course success and retention by method of instruction. Annual data summaries on course success and retention are presented in the SDCCD Online Student Success and Retention Report, which is updated each year.

Course success or successful course completion is defined as a grade of A, B, C, or P, and course retention is defined as a grade of A, B, C, D, P, NP, I, or RD. Fall course success rates have increased from 67% to 71% for the College overall in the past five years. During the same time period, online course success rates also increased from 57% to 60%, while hybrid course success rates fluctuated from year to year. Success rates were 11% to 14% higher for on-campus courses than for online courses. Similarly, on-campus courses were 3% to 11% higher than success rates for hybrid courses.

Overall Mesa College course retention rates also increased over the past five fall terms, from 83% in fall 2011 to 87% in fall 2015. Retention rates in online courses followed a similar pattern, increasing from 77% to 81% during the same time period. Retention rates for hybrid courses also increased from 80% to 88% over the previous five years. In general, retention rates for online and hybrid courses tended to be somewhat lower than for on-campus courses.

What provisions have been made by the institution to ensure that all necessary student support services are available to students enrolled in this program.

San Diego Mesa College provides appropriate services to students that support student development and learning within the context of the College's mission. The College has a comprehensive range of programs that meet the educational support needs of its diverse student population and are available to online and on-campus students. The services are consistent with the size of the institution, the characteristics of the student population, and the mission of San Diego Mesa College.

San Diego Mesa College has a broad spectrum of student support services to ensure equal access to learning opportunities, resources, and tools for success for all students regardless of the location or means of delivery. These include specialized services for targeted student populations such as students with disabilities, veterans, first generation students, English for Speakers of Other Languages (ESOL) students, economically challenged students, and academically underprepared students. Descriptions of each of the college's core student support services are as follows:

Admissions and Records is responsible for supporting students through the enrollment process and maintaining student records. The Admissions Office is often the first point of contact for students. They provide students with complete and comprehensive information about the College with forms available in various languages. While most students now enroll online, one-on-one assistance is available in person.

Extended Opportunity Programs and Services (EOPS) and Cooperative Agencies Resources for Education (CARE) Programs are both state-funded programs that provide financial and academic support services for first generation, low-income, and educationally disadvantaged students. CARE also provides assistance with childcare, support activities, and other college costs.

Financial Aid services are available to help students meet their educational costs. The College participates in the Federal Pell Grant Program, the Federal Supplemental Education Opportunity Grant Program (SEOG), the Federal College-Work Study

Program, student loan programs, Cal- Grants, and the Board of Governors Fee Waiver Program. Information about Financial Aid is presented as part of the mandatory college orientation. Students may also visit the Financial Aid webpage on the Mesa College website to get further information or arrange to speak with a Financial Aid Technician at the College. Through the website or by coming to the office in person, students can apply for Financial Aid, get help with understanding the FAFSA, and find out about loans, grants, and scholarships. The Financial Aid Office assists students in understanding and accessing the array of resources available to fund their college education. Comprehensive information is provided to students through the web site, in person office contacts, and other in- reach and outreach events.

Counseling Department offers services through a variety of delivery methods. On-campus students have the option of either drop-in sessions of counseling appointments. Online students can obtain services through the Mesa Online Advising Center. Beginning fall 2016, the department plans to implement an online appointment scheduling system, online chat, and online advising appointments.

Career Center assists all students at the College. It hosts employers on campus at the fall Job Fair in October and the annual Career Opportunities Expo in April. Students can obtain assistance with job searches, resume writing, interview skills, and upcoming job fairs. The Career Center offers an Online Career Exploration Workshop that utilizes Focus 2 Online Planning.

Transfer Center offers assistance to students planning to transfer to four-year universities and organizes transfer fairs, workshops, connections to college representatives, and campus tours.

Veterans Affairs Office provides guidance to veterans and assists them in the selection of educational programs that qualify for veterans' benefits programs.

Disability Support Programs and Services (DSPS Office) offers a variety of services, accommodations and assistance for students with verified disabilities in order to facilitate achievement of their educational goals. To ensure equal access for students with disabilities to Mesa's programs and activities, the College's DSPS offers a variety of accommodations, as prescribed by DSPS counselors, based on their reviews of students' individual needs. Services are provided in compliance with state and federal legislation, including Section 504 of the Rehabilitation Act of 1973[18] and the Americans with Disabilities Act (ADA)[19]. Student participation in the program is voluntary. Services include counseling, accommodations, development of a student education plan, disability management strategies, and helping students understand their legal rights and responsibilities. The DSPS Office also serves students with disabilities who are taking courses offered through SDCCD Online.

Assessment Office serves matriculating students with orientation and assessment services. The assessment orientation is available either face-to-face or online. Students who have geographical limitations, such as distance education students, can submit their assessment placement results from any community college assessment center if they have not completed English/ESOL and/or mathematics courses at another college, as long as the community college testing center administers one of the assessment instruments approved by the CCCCO. Students can also submit unofficial transcripts in-

person, or via fax or scan; and meet with a counseling faculty to determine their eligibility for placement.

Student Health Services provides physical and mental health care to students. The staff consists of a medical doctor, Nurse Practitioners, Licensed Marriage Family Therapists and a Licensed Clinical Social Worker. All provider visits are free. Student Health also provides information and education on important health topics. Services provided by the office can be found on the website while access to student health services is limited to on-campus service at this time.

Provide student success, retention, and achievement data that compares these factors for face-to-face and distance education courses and programs.

The SDCCD Office of Institutional Research aggregates various data and summarizes in an annual report called the Online Student Success & Retention Report. These annual reports assist the college with evaluating, assessing and comparing student success, retention and course completion rates of distance education students. See Appendix H. As previously noted, course retention has increased over the past five years. Overall online course success rates and course retention rates for both online and hybrid courses also increased over the past five years. However, success rates and retention rates for online and hybrid courses were slightly lower than for on-campus courses.
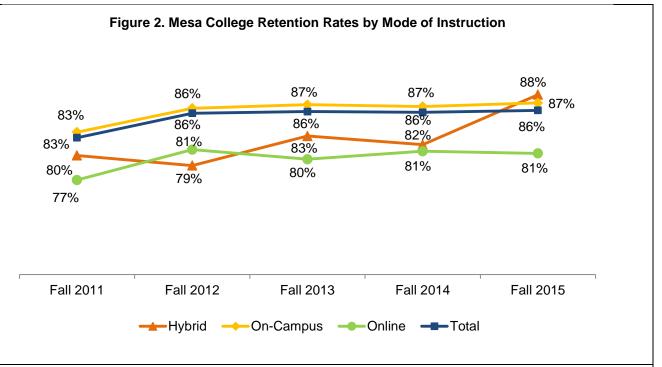
Figure 1. Mesa College Success Rates by Mode of Instruction

Source: SDCCD Information System

Figure 2. Mesa College Retention Rates by Mode of Instruction

Legend: Hybrid, On-Campus, Online, Total

X-axis: Fall 2011, Fall 2012, Fall 2013, Fall 2014, Fall 2015

Data labels shown on chart:
- 83%, 86%, 87%, 87%, 88%
- 83%, 86%, 86%, 86%, 87%
- 80%, 81%, 83%, 82%, 86%
- 77%, 79%, 80%, 81%, 81%

Describe the Physical facilities and equipment needed to deliver programs in distance education. What, if any, new facilities or equipment are required to implement?

San Diego Mesa College has a new state-of-the-art Allied Health Education and Training facility that currently houses the two-year Health Information Technology program. The facility will easily accommodate the proposed Health Information Management program for both the on campus and online courses. A portion of this building has been designated to support the Health Information Management program which dedicates two 32-seat computer lab classrooms equipped with health information management related software programs, including Electronic Health Record (EHR) Sandbox Solution software. This instructional facility can adequately accommodate the size and scope of this baccalaureate program including upper-division general education courses through effective scheduling.

The funding for distance education at Mesa is provided in two distinct areas: distance education infrastructure and support provided by the District, and course and program offerings provided through the College Distance education infrastructure and support is provided by the district's Online and Distributed Learning department. Both the initial and long-term funding of this department are fully integrated as a continuing expense through the SDCCD Instructional Services Operating Budget. This funding is sufficient to provide ongoing investment in technology and staffing to support online education such as upgrades of Blackboard , instructional software, the district Online and Distributed Learning department with a dean and staff; reassigned time for Online Faculty Mentor positions at each college; and a 24/7 help desk. Infrastructure and support services offered by the SDCCD Online Learning Pathways are available to Mesa at no additional cost to the college, regardless of the number of distance education courses offered.

Funding for course offerings is provided for in the Mesa College operating budget. There is no financial distinction between courses offered on-campus or through distance education. Therefore, student apportionment revenue, instructor salary, and other major operating expenses (such as administrative support overhead) are essentially the same regardless of the mode of delivery. Thus, the long term amount and sources of funding required for the change being proposed are the same as the long term amount and sources of funding for all of the college's course and program

offerings.

What is the expected impact of this change? What benefits will result from this change? What is the impact on enrollment and how will the institution accommodate that growth?

The College expects the following overall benefits and impacts to students and the institution at large by expanding our distance education course and program offerings:

- Greater access and new pathways for attaining education and career goals.
- Encouraging continued education; personal and professional development; and lifelong learning in academics and technology.
- Enhancing effective learning and teaching practices to meet individual learning styles including enabling students to learn at their own pace; repeat and review course material as needed; communicate readily with their instructor and classmates; and accessibility to materials in a variety of formats (i.e. online books and journals, videos, simulations).

Each of the above stated benefits is expected to facilitate an increase in student completion. The College has existing processes to monitor, evaluate, and improve the quality of distance education instruction and services and they are reviewed regularly through Mesa's institutional program review and curriculum review cycles. As discussed in section C.2 of this proposal, Mesa College has successfully offered distance education for many years and already has well established implementation processes.

What is the financial impact of this change? Does the institution have sufficient financial resources to support this change? Provide a three year projection of revenues and expenses associated with the program. Provide documentation to demonstrate that the institution has sufficient fiscal and administrative capacity to oversee and assure the quality of the proposed change.

The College has been offering courses in a distance education delivery mode for many years and received initial approval from the Commission in 2010. The process for distance education planning, implementation and improvement is initiated at the program level and fully vetted through several shared governance committees as described in section C.2 of this proposal.

The majority of online courses and programs are supported by general funds. Since there is no financial distinction between traditional face-to-face courses and programs and courses and programs offered online, the College does not anticipate significant changes to its campus human, technology, nor facilities resources.

Funding for distance education at Mesa is provided in two distinct areas: distance education infrastructure and support provided by the District, and course and program offerings provided through the College.

Distance education infrastructure and support is provided by the District's Online and Distributed Learning department. Both the initial and long-term funding of this department are already fully integrated as a continuing expense through the SDCCD Instructional Services Operating Budget. This funding is sufficient to provide ongoing investment in technology and staffing to support distance education such as upgrades of Blackboard, instructional software, the district Online and Distributed Learning department with a dean and staff, reassigned time for Online Faculty Mentor positions at each college and a 24/7 help desk. Infrastructure and support services offered by the SDCCD Online Learning Pathways are available to Mesa at no additional cost to the college,

regardless of the number of distance education courses offered.

Funding for course offerings is provided for in the Mesa College operating budget. There is no financial distinction between courses offered on- campus or through distance education. Therefore, student apportionment revenue, instructor salary, and other major operating expenses (such as administrative support overhead) are essentially the same regardless of the mode of delivery. Thus, the long term amount and sources of funding required for the change being proposed are the same as the long term amount and sources of funding for all of the college's course and program offerings. Accordingly, campus decision-making about the appropriate mix of course delivery methods is based entirely on the needs of Mesa's student population and the pedagogical issues associated with delivering high-quality instruction in a distance education format. Ongoing analysis and future planning for distance education programs and services is integrated in Mesa's college-wide master planning process. Technological support and coordination is addressed and prioritized through the Information Technology Committee and the District-wide Distance Education Steering Committee. Practices to ensure quality distance education instruction and student services are addressed in both the district Distance Education Steering Committee and the campus Distance Education subcommittee. Mesa's Planning and Institutional Effectiveness Committee brings together the long range planning components of strategy and policy development to provide annual priorities as guidance for these and other shared governance committees.

Furthermore, resources for instruction including human, physical, equipment, and technology, regardless of the mode of delivery are supported by the College's General Fund and allocated to each school, department, and program. Distance Education classes are budgeted for and scheduled as part of the College's overall enrollment management planning with input provided by the departments and programs through the program review process. Academic departments and support services plan for curricular and program changes relevant to distance and face-to-face offerings, analyze student achievement and enrollment data trends, and identify the need for new or replacement equipment and technology in their annual program review.

Finally, the program budget includes: program director reassigned time, full-time health information management faculty, faculty professional development, faculty and staff conference and travel, management/classified/technical support, instructional supplies, software licenses, accreditation application fees, annual accreditation fees, curriculum development, equipment costs, student advising, and outreach.

Three Year Projection of Expenditures

Expense	Term	Amount	Justification
Program Director Reassigned time	Summer 2016	.40 FTEF	CAHIIM accreditation preparation
	Fall 2016	.50 FTEF	Program Director .20 CAHIIM prep .30
	Spring 2017	.50 FTEF	Program Director .20 CAHIIM prep .30
	Summer 2017	.40 FTEF	CAHIIM accreditation preparation
	Fall 2017	.50 FTEF	Program Director .20 CAHIIM prep .30 and site visit prep
	Spring 2018	.50 FTEF	Program Director .20 CAHIIM and data gathering .30
	Fall 2018	.20 FTEF	Data Collection for state reporting
	Spring 2019	.20 FTEF	Data Collection for state reporting
	Fall 2019	.20 FTEF	Data Collection for state reporting
	Spring 2020	.20 FTEF	Data Collection for state reporting
	Fall 2020	.20 FTEF	Data Collection for state reporting
Conference and Travel	2016-2020	$40,000	Various professional development and state mandated conference and travel
Equipment/Software	Summer 2016	$150,000	S-303 and S-304 new computers, podiums, and presentation device
Library Resources	Summer 2016	$25,000	Accreditation requirement
CAHIIM application fee		$17,000	Accreditation one-time application fee

Revenues: $350,000 from the California Community Colleges Chancellor's Office was allocated for program expenses and $15,000 was allocated for marketing.

Part III. Institutional Questions.
Section A: Institutional Staffing, Faculty

What faculty will be assigned to implement the planned change and are they qualified and sufficient to support the change.

The San Diego Mesa College health information management program director, Connie Renda, is a full-time faculty member. She holds a Master of Arts in Health Information and Informatics Management, the highest level degree offered in health information management. She has 20 years of experience in the health information industry and is nationally recognized in the field. In addition, she holds two important industry recognized AHIMA certifications including a Registered Health Information Administrator (RHIA) and Certified Health Data Analyst (CHDA).

Additionally, Holly Jagielinski, is a full time faculty member at San Diego Mesa College in the HIM program. She holds a Masters of Public Health specializing in Health Services Administration from San Diego State University and a Bachelor of Science in Health Information Administration from Loma Linda University. Holly has worked in ambulatory, acute care and educational settings over the last 9 years. She has maintained a Registered

Health Information Administrator (RHIA) credential since 2005.

Prior to teaching online courses, faculty is referred to the Online and Distributed Learning Department to complete the mandatory Online Faculty Training Certification. Faculty resources and technical support for distance education are provided via the SDCCD Online and Distributed Learning Department and on campus by the Online Faculty Mentor. Faculty are provided with online teaching guides, tutorials and best practices (http://www.sdccdonline.net/faculty/resources/index.htm).

What, if any, support staff will be assigned to the planned change and are they sufficient to support the change.

San Diego Mesa College has sufficient staff with appropriate preparation and experience to provide the administrative services necessary to support the College mission and purpose. The administrative capacity of San Diego Mesa College is documented in the College's organizational chart and is included in this proposal as Appendix D. The College's administrators are hired through an open, competitive employment process and are evaluated according to district policies. The administrators have full-time responsibility to provide leadership for their assigned areas which include courses and programs with a distance education mode of delivery. Administrators of each of the College's three divisions (Administrative Services, Instructional Services, and Student Services) participate in the College's shared governance process by serving on various governance committees and advisory councils.

What Professional Development is planned to effect and sustain this change.

SDCCD Online Learning Pathways, a unit under the District's Online and Distributed Learning Department, provides a comprehensive distance education faculty support and training program. SDCCD's formal training programs, workshops, conferences, and technical support components are well established and serve as a model throughout the state of California. Training sessions focus upon effective online teaching practices. Faculty are taught how to utilize various tools such as the discussion board, e-mail system, chat rooms, "live" classroom, and the assignments tool to design online courses that foster discussions and interaction between faculty and students. Mentoring and support is also provided on campus by the Mesa Online Faculty Mentor. The Online Faculty Mentor provides individualized, dedicated, technical assistance as well as best practices and support in instructional delivery. In addition, the SDCCD Online Learning Pathways "Faculty Resources" webpage includes a variety of resources to assist faculty members in designing high quality distance education courses that promote timely and effective interaction between and among students and faculty. These resource include course information templates, the SDCCD Online Learning Pathways Distance Education Handbook, Blackboard proficiency checklist, online teaching proficiency checklist, checklist of course readiness, California Community Colleges distance education guidelines, course accessibility information, features of the online course reference guide, learning objects library, recommended components of a learning module and others.

Additionally, all Mesa faculty and staff have access to the new Learning Opportunity for Transformation (LOFT), a transformative space dedicated to investing in the professional development of campus employees. The LOFT is a flexible space with rolling tables, chairs, four large monitors and white boards. It also offers a training room with laptops, tablets, and iPads (six of each), as well as two Go-Pros; two private rooms large enough to hold several people; two sitting areas with sound proofing; and a zen space. Technology from the "old" faculty computer laboratory has been moved into the LOFT, including eight

PC computers, two Macs, one scanner and two printers. Each computer is equipped with full Microsoft Office Suite and other software needed to develop and administer course materials for online instruction. Future plans include adding a green screen to the sound room which will allow faculty, particularly those who provide online instruction, to have access to a small video production room to record, edit, and upload videos into their online courses. Technical support is available onsite to assist instructors with pedagogy and instructional design. A full-time instructional designer and full-time instructional lab technician were hired during the summer of 2016. The LOFT provides for professional development activities, with a strong focus on providing culturally-relevant and equity-minded programming.

MS Office, Adobe Acrobat and Internet accessibility are installed and configured to provide tools and assistance for developing ADA compliance on all college computers. Mandatory certification of faculty who teach online includes training related to compliance of Section 508 of the Rehabilitation Act[2]. The District takes the necessary action that compliance is met anytime a need or legislative requirement is identified. Additionally assistance is provided to online faculty in getting instructor-produced videos and multi-media captioned.

Professional development opportunities are provided for administrators, faculty and classified staff through workshops and attendance at conferences to ensure currency in their respective areas of responsibility.

Faculty participate in training opportunities and incorporate a variety of techniques and pedagogical approaches to address multiple student learning styles and needs. Additionally, faculty set clear and detailed expectations on the first day of classes so that students are prepared and understand the criteria for being successful in the online class. Examples may include: participation in orientations, completion of an online readiness survey, participation in an introductions forum, course format, navigation, participation requirements, drop policies, etc.

What management oversight exists to ensure the continued quality and success of the Change?

The Dean of Health Sciences, Tina Ricalde, will provide leadership and oversight for the Health Information Management program. The Dean holds a B.S. in Physiology and Neuroscience from the University of California at San Diego, a M.S. in Exercise Science and Health Promotion from Middle Tennessee State University, and a doctorate in Physical Therapy from the University of Southern California. She has worked as a Certified Athletic Trainer for over 19 years with high school, college, and professional athletes. She has worked in neurological, vestibular, and orthopedic physical therapy and specializes in movement analysis, proprioceptive neuromuscular facilitation (PNF), and manual therapy in the evaluation and treatment of orthopedic and sports injuries.

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taught how to utilize various tools such as the discussion board, e-mail system, chat rooms, "live" classroom, and the assignments tool to design online courses that foster discussions and interaction between faculty and students. Mentoring and support is also provided on campus by the Mesa Online Faculty Mentor. The Online Faculty Mentor provides individualized, dedicated, technical assistance as well as best practices and support in instructional delivery. In addition, the SDCCD Online Learning Pathways "Faculty Resources" webpage includes a variety of resources to assist faculty members in designing high quality distance education courses that promote timely and effective interaction between and among students and faculty. These resource include course information templates, the SDCCD Online Learning Pathways Distance Education Handbook, Blackboard proficiency checklist, online teaching proficiency checklist, checklist of course readiness, California Community Colleges distance education guidelines, course accessibility information, features of the online course reference guide, learning objects library, recommended components of a learning module and others.

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Section B: Student Support

Describe the programs, services, and activities which will support students impacted by this change.

Mesa College offers a wide array of instructional and student support services directed to meet the needs of all students in both on-campus and distance education formats:

- Center for Independent Learning (CIL) - Distance education students have access to the CIL's state of-the-art student computer lab as well as additional computers

available in the Library. Beginning Fall 2016, the CIL is part of the "Mesa Tutoring and Computing Centers" (MT2C).

- Library - The library provides support for online learning through its website with information for book, periodical, and internet resources. Fully online access to book resources is offered through the library's eBook collection. The library website also offers online tutorials and Internet searching tips and techniques. Students have access to professional librarians 24/7 through a contracted service that can be accessed via "Live Chat" on the College's "Ask a Librarian"
- Course/Program Information, Admissions, and Registration - Mesa College publicizes clear and accurate information about its on-campus and distance education courses, programs, and services in a variety of media, including the college catalog, college website and district website. The admissions process is available online via Reg-e. The college website and college catalog include information on assessment, grading policies, fee and tuition, information, active military duty certification, academic calendar and deadlines, petition for graduation, prerequisite information, nonresident tuition exemption request form, and veterans and active duty service member information, program requirements and learning outcomes, and course descriptions.
- Financial Aid - Mesa provides extensive financial aid information online including general information, specifics about different aid programs, deadlines, tips on applying for aid, notifications, and forms and documents.
- Academic Advising and Counseling – Online Academic Advising and in-person counseling is available for students through the College's counseling department. Services include academic advising, career planning, transfer, and disability management.
- Delivery of Course Material - Books and other required course materials are available for online purchase via the Online Mesa College Bookstore.
- Assessment and Placement - The SDCCD Online Learning Pathways student website offers various assessment and orientation services to assist students in making informed decisions about enrolling in online courses.
- Tutoring - Mesa offers tutoring through the Academic Skills Center. Currently, online students can make appointments for eTutoring for the Writing Center, submit a paper, and get responses from a tutor. Developing additional online support is one of the College's current goals for learning assistance. Beginning Fall 2016, Tutoring has merged with the Academic Skills Center and the CIL, and has been renamed the "Mesa Tutoring and Computing Centers".
- Disability Support Programs and Services (DSPS) – DSPS High Tech Center provides highly individualized training for student with disabilities in the use of assistive technology, including web accessibility and online learning support and consultations.

Section C: Library and Learning Resources

What library and information resources (general and specific) exist to support the change?
Mesa College provides all students with extensive online and on-campus library and learning support services for students enrolled in distance education classes, as well as those enrolled in face-to-face classes. The College provides a vast collection of information and learning resources to support the College's mission and educational programs. The library owns or licenses a sufficient collection of print and electronic

resources (including full-text books and journals) and web-accessible materials. All instructional programs, including online, may access these resources, which are also available via the campus wireless network and in a number of computer labs. The library conducts regular service area program review to improve its services to students.

The library owns or licenses a sufficient collection of print and electronic resources (including full-text books and journals) and web-accessible materials. All instructional programs, regardless of format and location, including online, may access these resources. Resources are also available via the campus wireless network and in a number of computer labs. Below is a list of some of the services available to students.

- Center for Independent Learning (CIL) - Distance education students have access to the CIL's state of-the-art student computer lab as well as additional computers available in the Library. Beginning Fall 2016, the CIL is part of the "Mesa Tutoring and Computing Centers" (MT2C).
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The library also enhanced their collection to include additional health information management periodicals, specialized databases covering health and biomedical literature, and a LibGuide portal designed specifically for health information management students.

Section D: Evaluation

Describe the process for monitoring, evaluating, and improving the overall effectiveness and quality of the change after implementation.

The College's comprehensive assessment and planning processes are used to monitor, plan, and improve all of the college's course and bachelor of science degree offerings, including distance education courses.

Outcomes are monitored and assessed by an integrated two tiered process. On a broad college level, Institutional Learning Outcomes (ILOs) are assessed annually across the college. With the College Mission and the College's Educational Master Plan 2013-2019 as overarching priorities, an ongoing and systematic cycle of evaluation exists. The College's Integrated Planning Calendar and Annual Integrated Planning Cycle are available on the college website and are included in this proposal as Appendix D. All planning documents can be found on the college website.

At the course and program level, student learning outcome (SLO) and assessment cycles are completed in all courses regularly, regardless of method of delivery. Faculty is responsible for assessing learning outcomes at the course and program levels in order to evaluate the effectiveness of the teaching and learning process. As part of the program review and planning processes, the campus Institutional Research Office and the District Office of Institutional Research compile data sets for each department and its programs. For example, the College's Fact Book includes measures of student enrollment in on-campus and distance education courses. The data sets also include course retention and

success rates for both traditional on-campus and distance education modes of delivery to more accurately monitor student achievement and planning. Changes are considered based on data analysis, SLO assessments and results of each department's program review. The results of these assessments are used to monitor and improve student success and also feed into the college's master planning and resource allocation process.

Additionally, the faculty evaluation process for all faculty is designed and conducted to monitor the quality of teaching, appropriate use of technology, and appropriate pedagogy in the delivery of distance education programs as appropriate. The faculty evaluation process, as required in the faculty collective bargaining agreement, incorporates input from students, peers, administrators, and the evaluated faculty member. Appendix F.

Lastly, instructional support and student services areas also monitor student use of their distance education services.

Describe the process for assessing and improving student learning, including student persistence and completion, in the areas impacted by the change.

The College's comprehensive assessment and planning processes are used to monitor, plan, and improve all of the college's course and program offerings, including distance education courses.

Outcomes are monitored and assessed by an integrated two tiered process. On a broad college level, Institutional Learning Outcomes (ILOs) are assessed annually across the college. With the College Mission and the College's Educational Master Plan 2013-2019 as overarching priorities, an ongoing and systematic cycle of evaluation exists. The College's Integrated Planning Calendar and Annual Integrated Planning Cycle are available on the college website and are included in this proposal as Appendix D. All planning documents can be found on the college website.

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Lastly, instructional support and student services areas also monitor student use of their

distance education services.

Appendix A

Proportion of Units That Can Be Completed Online for the Proposed Programs

Bachelors of Science Degree **Program Title**	**Units Required**	**Prerequisites**	**Degree Core Offered online (units)**	**General Education and Graduation Requirements Offered Online (Units)**	**Percentage Online**
Health Information Management	132	9	54	47	83%

Engaging Online Students

Anne Gloag

Why Online Classes?

- ‣ Online classes open educational doors for students who are not able to take traditional classes.
- ‣ The online class format offers and extra challenge to students

miramar\Anne board mtg.docx

Before class starts

- ‣ Course set-up
- ‣ Schedule available for the semester
- ‣ Assignments/Due dates/Instructions available
- ‣ Welcome email
- ‣ Dive-in workshops

Start of the Semester

- ‣ On-Campus orientations
- ‣ Survey for online readiness
  - ◦ SDCCD Online Learning Pathways
  - ◦ Oasis

  miramar\math104\SelfAssessment.docx
- ‣ Introductions Forum
- ‣ Announcements
  - ◦ Course format, navigation,
  - ◦ Participation requirements
  - ◦ Drop policies

During the Semester

- On-campus opportunities
  ◦ Orientations
  ◦ Test-prep
  ◦ Project sessions
  ◦ Practice tests
  ◦ Office hours
  ◦ Recreational Math

Course Components that encourage participation

- Discussion forums
- Groups Assignments
- Online Office Hours
  ◦ Blackboard
  ◦ CCCConfer

continued

- Project showcases
- Quiz Reflections
- On-campus practice tests
- Recreational Math
- Student choice for participation

Expectations

- Clear expectations for participation
- Drop policy

Drop policy:
I get concerned and I will contact you if you have not participated in the class for a week. I will drop you from the class for the following reasons **unless you contact me within a week of the due date for the assignment with a valid reason:**

You are not registered for Webassign by 1/31
You miss an on-campus test
You miss an online quiz
You have not completed homework assignments for two weeks
You have not earned participation points for two weeks

I understand that all of us have personal and professional obligations outside this class but you need to be a good communicator and let me know if you are having issues that are preventing you from completing assignments on time

Participation and extra credit

- Participation is 10% of the grade
- Student have several ways to accumulate participation points
- Participation grade is updated every three weeks (five times during the semester)
- syllabus

Introductions

Hello everyone,
Please use this forum to introduce yourself to the class. Share your story, something interesting and amusing about yourself, your education and career goals, a secret wish, etc …
Feel free to include (class appropriate) pictures.
Anne

Chapter Discussions

- Use this forum to post questions and share solutions about problems you encounter on the Chapter 1 Homework.
- You can post a solution to a homework problem.
- You can ask questions about problems on which you are stuck.
- You can share a resource (website) that you find useful when studying for this class.
- You can share an application of these concepts to real life

Discussions expectations

- In Blackboard
- miramar\math104\Discussion Participation Guidelines.docx

Groups assignment example

▸ Exploring sinusoidal functions
　　　Individual
　　　Group
　　　Individual
miramar\math104\Group5ExploringSinusoidal
Functions.docx

Quiz Reflection

▸ The purpose of the quiz reflection is for you to look at the problems that you got incorrect on the quiz and comment on your work.
▸ Open the file below and type your comments in this document. Save the file to your computer.
▸ miramar\math104\Quiz Reflection.docx

Mid-semester course survey

This is an anonymous survey of how the course is going so far. If you want your name not be revealed to me or anyone else, make sure that you click on the Anonymous button at the bottom of the post before you click Submit.

I would like to know your thoughts on different aspects of the course in order to make any necessary changes that will improve your experience. Please comment on each of the topics bellow. Please let me know what is working for you in each of these areas and what is not working for you. If something is not working for you, give suggestions for changes that will improve that area of the course.

1. Course Materials (Lecture slides, examples, Videos, etc):
2. Instructor availability/participation/feedback:
3. Discussions:
4. Homework:
5. Tests:
6. Quizzes:

Course Conclusions

▸ Describe how this course went for you. Did you achieve your goals?
▸ What suggestions do you have for other students taking this course?
▸ What suggestion do you have for the design of the course?

Expectation for Instructors

- Spend as much time on online course as for a face to face course (5 hr + 1 office hr for 3cr course)
- Provides models and examples of good participation
- Actively participates in communication
- Provides regular feedback to students
- Uses communication tools to provide regular updates, reminders, special announcements

continued

- Follows up with students that are not performing well or that drop-off from the course
- Refers students to online/on campus tutoring resources
- Offers opportunities for on-campus interaction (orientations, test prep, project sessions, office hours)

continued

- Instructor is available to students through multiple means
  ◦ Email, chat, phone, office hours
  ◦ Expected response time for replies is clearly stated
  ◦ Methods for collecting are returning work, grading policies are clearly state.
- Students have the opportunity to give feedback to the instructor regarding course design/content/instruction quality both during the course delivery and after the course completion.
- Students are provides with means to give feedback anonymously

Assessment

- Multiple types of assessment are used
  ◦ Online homework and quizzes
  ◦ On-campus tests
  ◦ Discussions, activities and projects that engage students in higher level thinking
  ◦ Real-world connections
  ◦ Assignments that require synthesis and analysis

continued

  ◦ Assignments that offers opportunities for collaboration
  ◦ Opportunities for students to share prior knowledge/experience/resources
- Assessment occur frequently throughout the duration of the course
- Students are offered choice
- Students are offered opportunities for self-assessment. Instructor provides models and examples of self-assessment

Appendix C Approval Criteria for Credit and Noncredit Programs

Development Criteria for Credit and Noncredit Programs
There are five criteria listed below that are used by the Chancellor's Office to approve credit and noncredit programs and courses that are subject to Chancellor's Office review. They are derived from statute, regulation, intersegmental agreements, guidelines provided by transfer institutions and industry, recommendations of accrediting institutions, and the standards of good practice established in the field of curriculum design and development.

These criteria have been endorsed by SACC as an integral part of the best practice for curriculum development, and they must be utilized throughout the development process at the originating college and local district, as well as during Chancellor's Office approval. Proposals submitted without these criteria are considered incomplete and will be returned to the community college.

> Criteria A. Appropriateness to
> Mission Criteria B. Need
> Criteria C. Curriculum Standards
> Criteria D. Adequate Resources
> Criteria E. Compliance

Criteria A. Appropriateness to Mission
The stated goals and objectives of the proposed program, or the objectives defined in the course outline of record, must be consistent with the mission of the community colleges as established by the Legislature in Education Code section 66010.4. For courses or programs to be mission appropriate, they must provide systematic instruction in a body of content or skills whose mastery forms the basis of student achievement and learning.

The California Community College system offers five types of curriculum that fall within the mission of the community colleges: degree-applicable credit, nondegree-applicable credit, noncredit, contract education, and not-for-credit fee-based community services. State approval is required
for credit programs and for noncredit programs and courses. Contract education curriculum only requires state approval if college credit or units are awarded to students; community services curriculum does not require state approval. Most of this section does not apply to community service offerings, as they are conducted by the individual colleges without Chancellor's Office involvement.

Following are some of the points the Chancellor's Office considers in judging whether a program or course fits within the system's mission:

- A program or course must be directed at the appropriate level for community colleges— that is, it must not be directed at a level beyond the associate degree or the first two years of college.

- A program or course must address a valid transfer, occupational, basic skills, civic education, or lifelong learning purpose. The program course must not be primarily avocational or recreational.

- Programs and courses must also be congruent with the mission statement and master plan of the college and district.

In addition, a course must provide distinct instructional content and specific instructional objectives. Non-instructional activities and services, such as assistive or therapeutic activities, use of college facilities or resources without specific instructional objectives, or assessment testing are not considered to be courses and are not supported by apportionment.

Criteria B. Need
The proposal must demonstrate a need for a program or course that meets the stated goals and objectives in the region the college proposes to serve with the program. Furthermore, a proposed new program must not cause undue competition with an existing program at another college.

Need is determined by multiple factors, such as the Academic Master Plan of the college or district and accreditation standards. Colleges are required to periodically review curriculum through "program review," during which the faculty and administrators review the program requirements   and course content in consultation with appropriate advisory groups. Program review is a planning process whereby academic departments determine the future needs and goals of their
educational programs. Both new and revised curriculum must reflect the fulfillment of this planning requirement.

For baccalaureate preparation curriculum, need is presumed to exist if there is student demand for a program or course and its transfer applicability for a university major or general education
has been documented. The proposal for approval must include evidence that the coursework

required for the community college program substantially satisfies the lower-division coursework requirements for a university major or for general education requirements at the baccalaureate institution.

For college preparation noncredit curriculum, need is presumed to exist if there is a student   demand for a noncredit program or course and its transition to credit work has been documented.

For both credit and noncredit, CTE programs, or those that respond to economic development interests, need for the program must be documented through current labor market information

within the local service area of the individual college and/or a recent employer survey. In addition, a current job market analysis, or other comparable information, must show that jobs are available   for program completers within the local service area of the individual college and/or that job enhancement or promotion justifies the proposed curriculum.

However, if cooperative planning with neighboring colleges merits it, labor market evidence for the region as a whole may be sufficient. Statewide or national labor market evidence may be included as supplementary support, but evidence of need in the specific college service area or region is also necessary. If the college believes the program has statewide or national importance and   wishes to substitute statewide or national labor market evidence for local evidence, an explicit explanation of why this is appropriate must be included.

Proposals for credit CTE programs must include a recommendation for approval from the appropriate Career Technical Education Regional Consortium[1]. The community colleges in California are organized into 10 economic regions, served by seven consortia of CTE faculty and administrators from community colleges in that region. The Career Technical Education Regional Consortia provide leadership for colleges to:

- Integrate and coordinate economic development and CTE programs and services

- Develop and coordinate staff development

- Increase the knowledge of programs and services in the region, and to disseminate best practices

The following evidence of labor market needs and trends is required:

- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department's Labor Market Information system

- Recent employer surveys

- Industry studies

- Regional economic studies

- Letters from employers attesting to the service area need

- Minutes of industry advisory committee meetings (when offered in conjunction with other evidence)

- Job advertisements for positions in the individual college's service area

- Newspaper or magazine articles on industry or employment trends
- Applicable studies or data from licensing agencies or professional associations

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[1] The composition of the regions for vocational education, economic development, and workforce preparation purposes may be viewed online at http://www.cccaoe.org/Colleges/consortia.html.

Table 5. Suggested Areas of Discussion for Labor Market Analysis

Labor Market Area	Discussion Points for Labor Market Analysis
Net Job Market	• Given the number of enrollments that are projected for the program and that are necessary to support the program, are there enough openings locally to permit placement of the expected number of graduates? • Has the job market been declining slowly? Holding steady? Growing slowly? Growing rapidly? Recently emerging?
Earning Potential	• What is the average initial salary? • What is the average percentage of salary increase in two years? Five years?
Program Credibility / Career Potential •	If advanced degrees are typically needed for career advancement, will the courses required for this program transfer toward completion of the requirements for those degrees? • Will this preparation permit students to remain current in their field? Does the program teach basic principles and theory, as well as application? Is it current and of sufficient rigor? Does it allow for later shifts in career? • Does this preparation meet the needs of those already employed for upward mobility, entrepreneurship, or a career upgrade? • Does the program prepare students to work in an ethnically diverse workforce and in an ethnically diverse, global • market?
Emerging Occupations	When job market data are not available or are not appropriate for a new CTE program in an area of emerging social need or technology, it becomes important to provide a careful analysis and explication of the specific demands of this new occupation. A carefully designed employer survey (see instructions for **Employer Survey/Other Evidence of Need** in form instructions) can elicit documentation demonstrating that employers: • share the college's assumption regarding future direction(s) of the field and the skills that this emerging industry will require of employees • recognize the value of the proposed degree or certificate in the hiring or promoting of staff

Competitive Fields	Colleges are often called upon to provide training that students greatly desire, even where the job prospects are limited and the field is highly competitive. In such occupations—often in the arts and entertainment— it is talent rather than education that drives hiring. While no community college certificate can substitute for talent, a program that is exceptionally well designed to identify and develop talent can still be justified when few programs of similar quality exist in the college service area.
Career Technical Education Skills	Many kinds of certificates are of occupational benefit to students already employed. In such circumstances, the program objectives and design, including the sequencing of courses, must fit the needs of students likely to be already employed. The course sequence must build on students' prior experience, and courses must be scheduled to accommodate working students. A program must not establish provisions that exclude students who are not already employed in a particular industry, unless the college makes available to such students a practicable entry-level pathway that would qualify them, upon completion, for the advanced training.
Small Businesses or Cottage Industries	Entrepreneurial opportunities and the market for cottage industries yield few statistics. Yet entrepreneurial opportunities are of value to an increasingly large proportion of the workforce, especially in rural areas. A proposal for approval of a program designed to meet the needs of students interested in pursuing entrepreneurial activities must include a careful analysis of needs and of the market within which they must compete.

Criteria C. Curriculum Standards
Title 5 mandates that all credit and noncredit curriculum must be approved by the college curriculum committee and district governing board (pursuant to chapter 6, subchapter *2*, beginning with section 55100). Title 5, section 55130(b)(8)E, also requires that credit programs must be reviewed by Career Technical Education Regional Consortia when applicable.
The proposed program or course must also be consistent with requirements of accrediting agencies as applicable.

When a college is seeking program approval, the Chancellor's Office requires that the college provide a description of the local approval process, along with supporting documentation from advisory committees, local industry, and transfer institutions. The proposal process and forms are   intended to ensure the following:

- The program is designed so that successful completion of the program requirements will enable students to meet the program goals and objectives.

- Programs and courses are integrated, with courses designed to effectively meet their objectives and the goals and objectives of the programs for which they are required. Course outlines of record for all courses meet all the requirements of title 5, section 55002,   for credit and noncredit course requirements.

The Academic Senate for California Community Colleges (ASCCC) provides additional information   about best practices for curriculum development that faculty originators and college curriculum   committees will find useful. Links for curriculum resources are available at http://www.ccccurriculum.info.

Criteria D. Adequate Resources
The college must demonstrate that it has the resources to realistically maintain the program or course at the level of quality described in the proposal. This includes funding for faculty compensation, facilities and equipment, and library or learning resources. The college must also demonstrate that faculty are available to sustain the proposed required course(s) and to facilitate   student success. The college must have the resources needed to offer the course(s) at the level of quality described in the COR. The college must commit to offering all of the required courses for the program at least once every two years, unless the goals and rationale for the particular program   justify a longer time frame as being in the best interests of students.
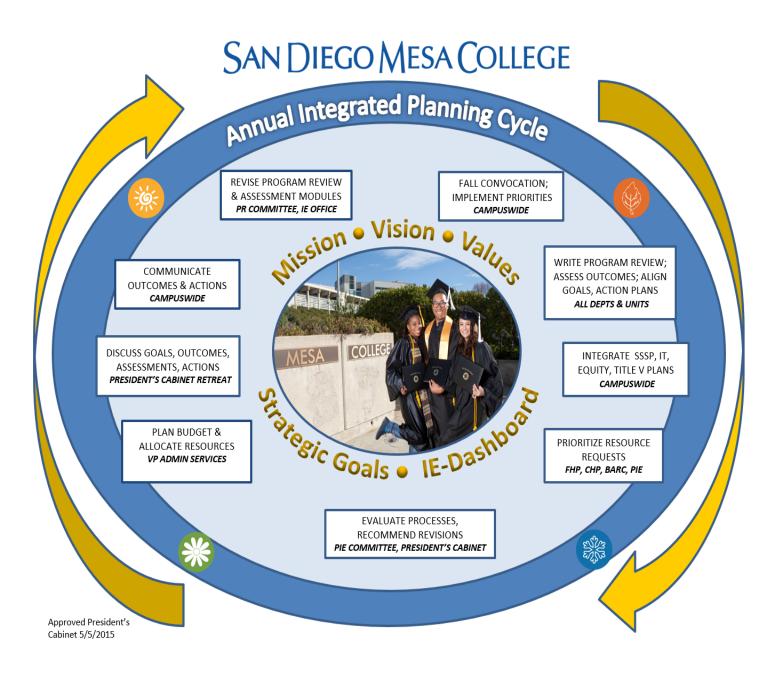
Criteria E. Compliance

The design of the program or the course must not conflict with any law, including state and federal laws, both statutes and regulations. Laws that particularly affect community colleges, as well as any other laws that may affect the program or course, such as licensing laws in a particular occupation, need to be considered.

Some of the title 5 sections to note are the following:

- Open course regulations (Cal. Code Regs., tit. 5, § 51006)
- Course repeatability regulations (Cal. Code Regs., tit. 5, §§ 55040–55046 and 58161)
- Regulations regarding tutoring and learning assistance (Cal. Code Regs., tit. 5, §§ 58168– 58172)
- Regulations regarding open-entry open-exit courses (Cal. Code Regs., tit. 5, § 58164)
- Statutes and regulations on student fees (Cal. Code Regs., tit. 5, chapter 9, subchapter 6)
- Prerequisite and enrollment limitation regulations (Cal. Code Regs., tit. 5, § 55003)
- Particular provisions of the Nursing Practice Act (Cal. Code Regs., tit. 16)

Colleges with the authority to locally approve stand-alone credit courses must ensure that all persons involved with the curriculum approval process are cognizant of the various criteria to be considered when approving courses.

Appendix D – Annual Planning Cycle and Yearly Integrated Planning Calendar

SAN DIEGO MESA COLLEGE

Annual Integrated Planning Cycle

Mission • Vision • Values

Strategic Goals • IE-Dashboard

REVISE PROGRAM REVIEW & ASSESSMENT MODULES
PR COMMITTEE, IE OFFICE

FALL CONVOCATION; IMPLEMENT PRIORITIES
CAMPUSWIDE

COMMUNICATE OUTCOMES & ACTIONS
CAMPUSWIDE

WRITE PROGRAM REVIEW; ASSESS OUTCOMES; ALIGN GOALS, ACTION PLANS
ALL DEPTS & UNITS

DISCUSS GOALS, OUTCOMES, ASSESSMENTS, ACTIONS
PRESIDENT'S CABINET RETREAT

INTEGRATE SSSP, IT, EQUITY, TITLE V PLANS
CAMPUSWIDE

PLAN BUDGET & ALLOCATE RESOURCES
VP ADMIN SERVICES

PRIORITIZE RESOURCE REQUESTS
FHP, CHP, BARC, PIE

EVALUATE PROCESSES, RECOMMEND REVISIONS
PIE COMMITTEE, PRESIDENT'S CABINET

Approved President's Cabinet 5/5/2015

Appendix E College Organizational Chart

Mesa College – Presidents Office

Pamela Luster
President

Rachelle Agatha VP Administrative Services	**Tim McGrath** VP Instruction	**Ashanti Hands** VP Student Services	**Anne Zacovic** Director Resource Development
David Fierro Director of College Technology	**Andrew MacNeill (Acting)** Dean Learning Resources & Academic Support	**Susan Topham** Dean Student Services	**Madeleine Hinkes** Dean Institutional Effectiveness
	Margie Fritch Dean Health Science& Public Service	**Larry Maxy** Dean Equity	
	Leslie Shimazaki Dean Arts & Languages	**Nereida Dougherty** EOPS Coordinator(Acting)	
	Danene Brown Dean Business & Technology	**Marichu Magana** Director STAR TRIO	
	Andrew MacNeill Dean Humanities	**Erika Higginbotham** STAR TRIO Coordinator (Acting)	
	Saeid Eidgahy Dean Mathematics & Natural Sciences		
	Dave Evans Physical Education, Health Education & Athletics		
	Charles Zappia Dean Social/Behavioral Sciences & Multicultural Studies		

San Diego Community College District College Faculty Appraisal Form

For:
(Evaluee's Name)

DOMAINS/ Criteria	Needs Development		Competent		Exceeds Standards
SUBJECT MATTER MASTERY 1. Current Subject Area Knowledge/Professional Development 2. Knowledge of Learning Theory	[ ]	[ ]	[ ]	[ ]	[ ]
PREPARING FOR TEACHING 3. Course Conceptualization/Integration 4. Organizing/Planning 5. Innovation/Resourcefulness	[ ] [ ]	[ ] [ ]	[ ] [ ]	[ ] [ ]	[ ] [ ]
TEACHING (IN THE CLASSROOM) 6. Presentation Skills 7. Adaptability/Flexibility 8. Facilitation Skills 9. Assessment 10. Feedback Skills 11. Skill in Creating the Learning 12. Skill in Managing Class Time 13. Skill in Making Content Relevant	[ ] [ ] [ ] [ ] [ ] [ ] [ ]	[ ] [ ] [ ] [ ] [ ] [ ] [ ]	[ ] [ ] [ ] [ ] [ ] [ ] [ ]	[ ] [ ] [ ] [ ] [ ] [ ] [ ]	[ ] [ ] [ ] [ ] [ ] [ ] [ ]
COACHING & COUNSELING SKILLS 14. Skill in Establishing Rapport/Trust	[ ]	[ ]	[ ]	[ ]	[ ]
SDCCD KNOWLEDGE & 15. Department/College/District Knowledge Involvement 16. Timely Response to Administrative Requirements (for Chair/Dean to evaluate) 17. Demonstrated respect for colleagues, for traditional concepts of academic freedom, and for the commonly-agreed-upon ethics their ~~teaching~~ profession 18. Demonstrated sensitivity to the issues of diversity	[ ] [ ] [ ] [ ]	[ ] [ ] [ ] [ ]	[ ] [ ] [ ] [ ]	[ ] [ ] [ ] [ ]	[ ] [ ] [ ] [ ]

OVERALL RATING:	Needs Development [ ]	[ ]	Competent [ ]	Exceeds Standards [ ]	[ ]

San Diego Community College District College Faculty Appraisal Form
COUNSELOR

For: _____
(*Evaluee's Name*)

DOMAINS/ Criteria	Needs Development		Competent	Exceeds Standards	
DEVELOPMENT, COORDINATION, & IMPLEMENTATION OF STUDENT SERVICES ACTIVITIES					
1. Keeping Reports, Records, Ed Plans, & other documentation	[ ]	[ ]	[ ]	[ ]	[ ]
2. Special Functions					
3. Organizing & Planning	[ ]	[ ]	[ ]	[ ]	[ ]
PROFESSIONAL COUNSELING SKILLS					
4. Individual Counseling	[ ]	[ ]	[ ]	[ ]	[ ]
5. Group Counseling					
6. Assessment	[ ]	[ ]	[ ]	[ ]	[ ]
7. Group Presentation	[ ]	[ ]	[ ]	[ ]	[ ]
COUNSELING-SPECIFIC SUBJECT MASTERY					
8. Knowledge & Utilization of Academic Programs and Curricula, Transfer Information, resources, & District Procedure	[ ]	[ ]	[ ]	[ ]	[ ]
9. Professional Growth & Ongoing Preparation	[ ]	[ ]	[ ]	[ ]	[ ]
INTERPERSONAL-PERSONAL SKILLS					
10. Communication	[ ]	[ ]	[ ]	[ ]	[ ]
11. Leadership/Influence	[ ]	[ ]	[ ]	[ ]	[ ]
12. Timely Response to Administrative Requirements (for Chair/Dean to evaluate)					
13. Demonstrated respect for colleagues, for the traditional concepts of academic freedom, and for the commonly-agreed-upon ethics of their ~~teaching~~ profession	[ ]	[ ]	[ ]	[ ]	[ ]
14. Demonstrated sensitivity to the issues of diversity	[ ]	[ ]	[ ]	[ ]	[ ]

OVERALL RATING:	Needs Development [ ]	Competent [ ]	Exceeds Standards [ ] [ ]

SIGNATURES: DATES: SIGNATURES: DATES:

_____   _____   _____   _____
PEER EVALUATOR   DEAN

_____   _____   _____   _____
PEER EVALUATOR (if applicable)   EVALUEE

_____   _____   _____   _____

Appendix G

Sample Faculty Communications to Students About Course Attendance, Participation and Drop Policies

<u>Attendance Policy, Class Format and Student Responsibility:</u>

Attendance will be based on students logging into the Blackboard Course, three (3) times per week for l-2 hours to cover Weekly Readings and Resources, review PowerPoint presentations, participate on the Discussion Board (3 posts) and submit the Written Assignments. Taking of Exams and submitting the Art Analysis Research Paper will be conducted via Blackboard.

Absence: If some emergency restricts a student from logging in each week, the instructor needs to be notified asap via email (___@sdccd.edu). If you must be absent and will miss more than one week of participation, please leave a message on my voice mail (XXX-XXX-XXXX) or e-mail me ahead of time (___@sdccd.edu) and arrangements will be made for making up Discussions and Written work (reduced points depending on the reason for the absence.)

If students do not log onto Blackboard for two consecutive weeks, the Instructor will utilized an administrative drop.

Withdraw: Failure to meet academic requirements due to excessive absences [two (2) or more consecutive weeks w/o online presence] along with non-submittal assignments will result in a grade of F. It is the student's responsibility to drop all online classes in which he/she is no longer participating on Blackboard. Failure of the student to personally withdraw due to excessive absences or missed work will result in a letter grade of F.

It is the instructor's discretion to withdraw a student after the add/drop deadline (Feb 6) due to excessive absences and lack of uploading of assignments on Blackboard.

Class Format: Attendance is based on students logging into the course and answering a written prompt. The prompts are comprehensive, and are based on course material and terms that you students need to know. They often include images of works of art and possibly a you tube video with further background. In order to answer the prompt you will have to do the chapter readings, review the images and you tube video in the prompt and then submit your initial posting by Thursday midnight of the module week. This initial posting should be a minimum of one comprehensive or two paragraphs to fully answer the question. Answers must be substantive and add to the learning community.

Additionally, to get full credit (10 - 20 pts per week) for the Discussion Board, you must go back into BB before Saturday midnight and respond to at least two other classmates input. This response should also be a substantive comment on other submissions, can add further research you've found or can be questions to stimulate further discussion.
There are also weekly written assignments which are due each week on Blackboard by Saturday midnight. The written assignment consists of short term definitions and one essay question. Each assignment is worth 20 pts. The assignment gives them practice with the terms that will be on the exams.

Appendix H

Table 1. Mesa College Course Sections and Enrollment by Method of Instruction, Fall 2011 to Fall 2015

Term	Mode of Instruction	Course Sections by Method of Instruction		Enrollments by Method of Instruction	
		Number	Percent	Number	Percent
Fall 2011	Hybrid	13	1%	285	<1%
	On-Campus	1,963	90%	54,965	88%
	Online	202	9%	7,193	12%
	Total	*2,178*	*100%*	*62,443*	*100%*
Fall 2012	Hybrid	21	1%	511	1%
	On-Campus	1,902	90%	53,710	88%
	Online	184	9%	6,636	11%
	Total	*2,107*	*100%*	*60,857*	*100%*
Fall 2013	Hybrid	27	1%	595	1%
	On-Campus	2,142	90%	53,361	87%
	Online	213	9%	7,313	12%
	Total	*2,382*	*100%*	*61,269*	*100%*
Fall 2014	Hybrid	18	1%	367	1%
	On-Campus	2,036	90%	50,552	87%
	Online	219	10%	7,347	13%
	Total	*2,273*	*100%*	*58,266*	*100%*
Fall 2015	Hybrid	13	1%	237	<1%
	On-Campus	2,078	88%	49,463	85%
	Online	262	11%	8,575	15%
	Total	*2,353*	*100%*	*58,275*	*100%*

Source: SDCCD Information System

SAN DIEGO MESA COLLEGE

San Diego Mesa College
President's Retreat
Meeting Notes

Tuesday, November 8, 2016
1:00 p.m. – 5:00 p.m.,
MC 211 A&B

ATTENDEES	Facilitator: Deanna Cherry	David Fierro	Laura Mathis	Saloua Saidane (excused)
	President: Pam Luster	Michael Fitzgerald (absent)	Larry Maxey	Lisa Shapiro
	Rachelle Agatha	Rob Fremland	Ikuko McAnally	Leslie Shimazaki
	Manny Bautista	Taj George (excused)	Tim McGrath	Danielle Short (absent)
	Juan Bernal (absent)	Paula Gustin	Victoria Miller	Wendy Smith
	Danene Brown	Ashanti Hands	Alanna Milner (excused)	Kelly Spoon
	Beth Cain	Kevin Hazlett	Jill Moreno-Ikari	Irena Stojimirovic
	Jennifer Carmichael	Ed Helscher	Katie Palacios	Judy Sundayo
	Yolanda Catano	Madeleine Hinkes	Eva Parrill	Michael Temple
	Kristan Clark (excused)	Holly Jagielinski	Toni Parsons (absent)	Susan Topham
	Ailene Crakes	Leroy Johnson	Kim Perigo	Joseph Toto
	Monica Demcho (absent)	Ken Kuniyuki (absent)	Anabel Pulido	Manuel Velez
	Donna Duchow (absent)	Mariam Kushkaki (absent)	Mariette Ratner (absent)	Tracey Walker (absent)
	Ian Duckles	Trina Larson	Tina Recalde	Charles Zappia
	Saeid Eidgahy	Thuan Le	Anthony Reuss (absent)	Becca Arnold
	Howard Eskew	Jaime Lenke	Agustin Rivera	Chris Sullivan
	Claudia Estrada	Charlie Lieu	Charlotta Robertson (absent)	Johanna Eriksson
	Ava Fakhrabadi	Andrew MacNeill	Denise Rogers	Dawn Whiting
	Matt Fay	Mark Manasse (absent)	Monica Romero	

Agenda Item A: Welcome and Introductions: Pam Luster (1:30 p.m. – 1:45 p.m.)

DISCUSSION	• President Pamela Luster welcomed everyone to the President's Cabinet Retreat titled, 'Mapping our Success 2015-2016 and Beyond'.
	 • Luster aimed to discuss the Educational Master Plan (2013-2019). She wants everyone think about how far Mesa College has come and the ways the institution has changed from when the goals were set back in 2013. The goal for the retreat is to continue to talk about measuring our outcomes and the ways we are impacting our students.
	 • Questions to address:
	  ▪ How we are doing what we are doing and is it getting us to where we want to be?
	  ▪ Are we measuring things the right way?
	  ▪ How do we assist our students?

- How do we know what is next?
- What is our strategy?
- Example: The course redesign institute and re-designing courses with an equity perspective.
- Luster welcomed Deanna Cherry, the facilitator for the retreat.
- Luster wants to build capacity between communications across campus.
  - How do we build capacity to get all of these things done? How do we invite others to get the work done? Where are we headed? Do we have some strategies?
- *Objectives:*
  - Share progress on a framework to focus our efforts.
  - Increase opportunities to build new leadership.
  - Clarify how to communicate with the campus.
- Cherry-We want to update you with its utility to provide leadership across campus. The framework is the place where you can come back in reference. People take leadership roles based on their entrepreneurialism. It's important as this campus works that it creates more space on the table to use the different strengths people possess. Make sure that the campus is up to date as well. Maybe the means of communication needs to be different. We want your advice.

ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
• None	• N/A	• N/A

Agenda Item B: **Colors Warm Up (1:45 p.m. – 2:15 p.m.)**

DISCUSSION	**Colors Warm Up Activity** Luster asked the participants to take a personality test titled, "Discovering our personality style though true colors." Cherry led the activity. • Inclusion Activity- Divide up into four groups based on your primary color. One person from the group was designated as the leader of the discussion and offered their perspectives on the shared discussion. • *Discussion:* 1) What does your color offer Mesa? Green (Kim Perigo)-Generally knowledgeable, workhorses, willing to look at all sides of the issues. Blue (Ashanti Hands)-We offer teamwork and partnership. We offer nurturing, honesty, empathy, compassionate research, cooperate. We believe in teamwork. We provide a conscience. Gold (Ian Duckles)- The visual representation is a nice description of who we are. We like order, stability, organization, and we like to plan. Orange (Howard Eskew)-We are generous to fault and we also bring the excitement to the campus. We are the reason you come to work every day. 2) What should the other colors know about working with you to help you contribute more? Green (Perigo)-If you said it once, move on! We got it. We like to be data informed. We are very deliberate about what we do and we don't give a damn about your emotions. Sorry, it's just work. We tend to volunteer and

	pilot things. We will question things and we get bored easily. Blue (Hands)-Give money to do our work. We will keep it real and honest. We like it when people appreciate and value our work. We are flexible and reliable. Please don't mess with us. Include us, give us opportunity, believe in us, realize that we might be introverts. Gold (Duckles)-Please show up on time. Tidy up, clean things, and follow through. Please answer those emails in a timely fashion, in less than 24 hours. Do your job and what is expected of you and that would be wonderful. Orange (Eskew)-We are the risk-takers and the do-ers. We love to bring attention, but we like to bring attention to everyone and that all the credit goes to other people even though we thought of it. Healthy inspiring competition. We are dynamic and inclusive, but we need variety and need things to change up. We are great at endurance and we are not afraid to take that change and we are the cheerleaders of Mesa College. • Cherry-How do people come to the table and how are they greeted? As we consider our framework and our work, how do we create spaces in the table for everyone? We want to keep this in mind for the rest of the meeting.

ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
• None	• N/A	• N/A

Agenda Item C: **Mesa Framework Draft & Needs Dialogue: (2:15 p.m.-3:00 p.m.)**

DISCUSSION	
	• In 2015 Mesa began a conversation about developing a framework that would help focus the campus' efforts. We were focused on plans and grants-but now we've moved closer by focusing on goals. • A brief discussion about the Educational Master Plan and the Strategic Goals ensued. • A presentation titled, "San Diego Mesa College, Becoming the leading college of equity & excellence" was presented. Link: http://www.sdmesa.edu/about-mesa/institutional-effectiveness/documents/presidents-cabinet-retreat-documents/CUE%20MESA%20Nov%208th%20Presidents%20Council%20Retreat%20v3.pdf

Agenda Item D: **Break (3:00 p.m.– 3:15 p.m.)**

DISCUSSION	
	• N/A

ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
• None	• N/A	• N/A

Agenda Item E:	Expanding our Capacity-Whole Group Dialogue change agents, leadership & framework (3:15 p.m. – 3:45 p.m.)
DISCUSSION	• See Attachment : Note: I will not provide the link to this yet, please review the document before I upload this online. Thank you.

ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
• None	• N/A	• N/A

Agenda Item F:	Small Group Discussions (3:45 p.m. – 4:15 p.m.)

DISCUSSION	1. How might we expand the role of committees to inform, improve and sustain our innovations? Duckles-I am still unsure about what the expectation is? Cherry-What committees do you serve? Be sensitive we can't create new work for folks, but consider how people want to participate. Perigo-Defining even what a committee is? How do they fit in with the work of the college? Are they governance committees? How does it fit in the structure of the college? It is a very nebulous thing right now. Can committees be categorized in a specific way? There is some work that needs to be done and how that looks. Cherry-Maybe commit to a campus-wide dialogue on committees. That is a research question. All of the work of the committees is a wonderful rich place to understand what is happening. Agatha-I think some committees are poised. Maybe we can take those committees that are ready and take this on. I think facilities and safety committees are good. Perigo-PIE and COA. Hinkes-The Program Review Committee is addressing those questions. Sundayo-CDAIE. MacNeill-NFI (New Faculty Institute), Classified Staff Development Maxey: Student Success & Equity Topham: The governance and the governance website we've developed all of these templates, information, etc. The next step is how that information being presented and how it is communicated and how it is recorded. How do you take it onto the next level? If you are a chair of a committee, what are their responsibilities? Developing a type of professional development. Luster: We are in the midst of this. We have been taking this on and we are reaching out to chairs and those who support the chairs to ask them how all of these groups work together collectively? Without impacting the ethos and conversation of that committee. We are literally in the middle of that. Cherry: There is a lot of approach about re-organizing. Are the committees embedding the ethos of equity? I think it is really important of getting organized. How do we do the work of embedding equity? How do you do that in the spaces that you are working? Put it on everyone's agenda. 2. How could we engage with a broader spectrum of the campus? (faculty,

classified, students, and administrators).
Possible groups: committees, role based groups, shared research interests

ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
• None	• N/A	• N/A

Agenda Item G: **Groups Report Out (4:15 p.m. – 4:35 p.m.)**

DISCUSSION	• *Small Group Discussion Questions:* 1. What's the goal of this activity? How would it further our overall goal of being the leading college of equity and excellence? 2. What does it all entail? Steps…1…2…3… • The attendees addressed the questions in their individual groups and discussed amongst themselves.

ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
• None	• N/A	• N/A

Agenda Item H: **Next Steps-Personal Interests/Evaluation (4:35 p.m. – 4:50 p.m.)**

DISCUSSION	• Wrap-Up • Luster gave special thanks to Deanna Cherry, the facilitator for the evening for leading the retreat. She also thanked the fantastic people at Mesa College. We are ready to take the next steps.

ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
• None	• N/A	• N/A

Agenda Item I: **Complete (5:00 p.m.)**

DISCUSSION	• Look for news at 11 for all of the information provided at the retreat.

ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
• None	• N/A	• N/A

Submitted by: Yolanda Catano, Senior Secretary, Administrative Support
Approved on: _____

SAN DIEGO MESA COLLEGE
CONVOCATION
Thursday, Jan. 26, 2017

Your Host

Dr. Pamela T. Luster, President

Welcome!

Mesa's Executive Leadership Team

- Pamela T. Luster, President
- Ashanti Hands, VP/Student Services
- Tim McGrath, VP/Instruction
- Rachelle Agatha, VP/Administration

Today's Agenda

8:30   **Welcome**

8:45   **Campus Updates**

10:30 **Guest Speakers**

    Salient Insights and Lessons Learned from the Mesa College - CCEALab Collaboration

    Dr. J. Luke Wood and Dr. Frank Harris III, CCEALab Co-Directors, SDSU

11:50 **Closing Remarks**

New Administrators Spring 2017

○ **Tina Recalde**, Dean, School of Health Sciences and Public Service

○ **Monica Demcho**, EOPS Director

New Administrators Spring 2017

- Janet Mazzarella, Acting Dean of Humanities
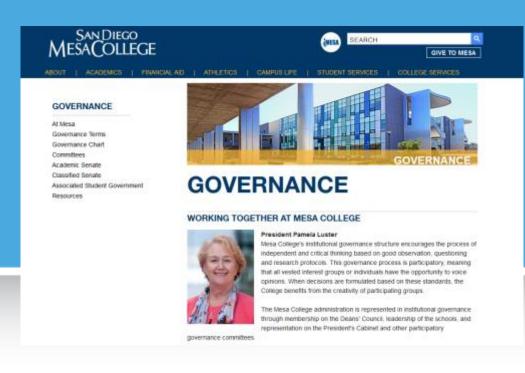
- Leticia Lopez, Director, Title III STEM Grant

Governance Spring 2017
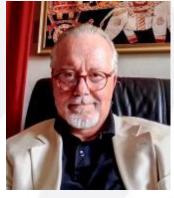
Working Together at Mesa College

www.sdmesa.edu/about-mesa/governance

- **Rob Fremland**, President, Academic Senate
- **Kim Perigo**, Chair of Chairs
- **Trina Larson**, President, Classified Senate
- **Ava Fakhrabadi**, President, Associate Students Government

- o **Michael Booth**, Mental Health Coordinator

- o **Sean Flores**, Librarian

- o **Steven Salter**, DSPS Counselor

New Faculty

o **Jennifer Kearns**, Director of Communications

o **Kristin Krogh**, Instructional Support Supervisor

New Supervisors

- **Kevin Branson**, Administrative Technician

- **Carina Castro**, ILT / Biology

- **Jacqueline Collins**, Administrative Technician

- **Matt Fay**, Occupational, Environmental Health & Safety Coordinator

- **Cesar Gaxiola,** Student Services Assistant

- **Leticia Gomez,** ILT / Art Gallery

- **Cloris Johnson**, Senior Clerical Assistant

New Staff

- Ruben Leyva, Senior Student Services Assistant
- Ruben Limon, Digital Color Assistant
- Abimaliel Lopez, Student Services Assistant
- Dulce Lopez, Student Services Technician
- Chelsea Ruwe, ILT, Art – Ceramics
- Dawn Whiting, Administrative Technician
- Kesia Williams, SSA, Financial Aid
- Todd Williamson, ILT, LOFT

New Staff

Mesa College Open and Upcoming Positions

FACULTY	DEPT
Faculty, AP Biology	Biology
Faculty, AP Business Law	Business
Faculty, AP Computer and Information Sciences	CICS
Faculty, AP Data Scientist	CICS
Counselor, 11 Month (general)	Counseling
Counselor, 11 Month (special populations)	Counseling
Faculty, Personal Training Cert Program	Exercise Science
Faculty, AP Interior Design	Interior Design
Faculty, AP Web Development	Multimedia
Work-Based Learning Coordinator	Strong Workforce
Faculty, AP History	World History
Faculty, AP History	World History

Mesa College Open and Upcoming Positions
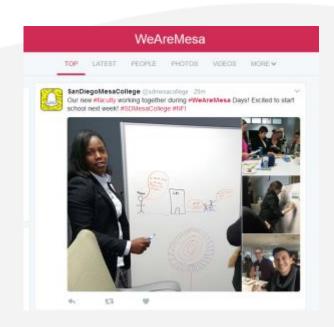
MANAGERS	DEPT
Dean Exercise Science	Exercise Science
Associate Dean of Research & Planning	Inst Effectiveness
Director Resource Development	President's Office
Associate Dean Career & Technical Education	Strong Workforce

CLASSIFIED STAFF	DEPT
Sr Clerical Assistant	BSSOT
Student Assistance Technician	EOPS
Student Services Assistant	Outreach
ILT - PHLB/DENA/MEDA	Strong Workforce
ILT - CACM/HOSP	Strong Workforce
Administrative Technician	Strong Workforce
Program Support Technician	Strong Workforce
Senior Accounting Technician	Student Accounting
Sr Student Services Assistant	Student Health

Mesa College on Social Media

www.sdmesa.edu

sandiegomesacollege
sdmesacollege
sdmesacollege
sdmesacollege
#SDMesaCollege
#WeAreMesa

Strategic Planning Update

Madeleine Hinkes
Dean of Institutional Effectiveness

Pie Committee Retreat
Strategic Planning

- Take ownership of implementing our strategic goals

- Evaluate indicators and actions

- Link activities and initiatives to outcomes and performance indicators

- Identify unmet needs

- Collaboration and commitment

Student Services Update

Ashanti Hands,
VP/Student Services

Save the Dates

- Welcome Week

- The Stand Grand Opening: Thurs, Feb 9th

- Jumpstart: Sat, Feb 25

- Commencement: Sat., May 20, USD at 3:00pm

- Scholarship: Fri., April 28

MESA COLLEGE COMMENCEMENT CEREMONY
SATURDAY, MAY 20, 2017
3:00 PM

New Student Services

Homeless Students

- AB 801 provides priority registration for homeless students

- In Spring 2017, qualified homeless students will be referred to the EOPS office on campus

CalWORKS

- Mesa's CalWORKs program is designed to assist welfare recipient students and those in transition off of welfare to achieve long-term self-sufficiency through coordinated student services.

STUDENT SERVICES CENTER HOURS

STUDENT SERVICES MONTHLY UPDATES

ORGANIZATIONAL CHART

ADDITIONAL SERVICES

- Health Services
- Disability Services
- Veterans Services
- Commencement
- Testing Center

A Partnership with the San Diego Unified School District

2016-17 Participant Cohort Summary

- 186 Participants

- Represents 23 feeder high schools in the San Diego region

- Average unit load: 13.5 units

- 90% of participants are students of color
    - Hispanic students are the largest ethic group (61%)

- Average family income: $35,463.12 with an average household size of 4

- Average unmet need (after financial aid) is $9,806.67 per student for a total of $1.5 million

- Average book grant for fall: $345 per student

- 63% female, 37% male (compared to 51% male, 49% female from the general incoming freshman population)

- 73% plan to transfer, 63% plan to earn an associate degree

2017-18 Promise Cohort

PROMISE STUDENTS WILL RECEIVE

- FREE tuition
- Up to $750 in grants for textbooks and related instructional supplies
- One-on-One counseling sessions and academic support

ELIGIBILITY FOR COLLEGE PROMISE

- Must be a California resident for tuition purposes or have attended a California high school for three years
- Complete a San Diego Promise application by February 10, 2017
- Complete a Fall 2017 application for admission to City, Mesa, or Miramar college at https://studentweb.sdccd.edu/
- Complete a 2017-18 financial aid (FAFSA) or Dream Act application at https://fafsa.ed.gov/ or https://dream.csac.ca.gov/
- Complete an online orientation for City, Mesa, or Miramar college
- Take English and math assessments to determine the best courses for you
- Maintain 2.0 grade point average through high school graduation
- Earn high school diploma or equivalent by June 30, 2017

Applications available now – Due February 10, 2017

https://www.sandiegounified.org/promise

Instructional Services Update

Tim McGrath, VP/Instruction

Enrollment Management

Intercession

Mesa offered 149 sections
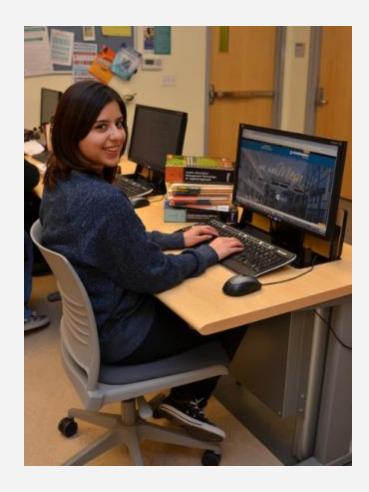
- City offered 51 sections
- Miramar offered 66 sections

Mesa sections were divided:

- On campus - 71 section (48%)
- Online - 78 sections (52%)

FTES Target - 350 FTES

- 12/31/16 - 331 FTES
- 1/7/17 -   284 FTES (drop date)
  (80% of those that dropped added a course for spring)

Enrollment Management Spring 2017

- Mesa is offering 5 more sections this semester compared to Spring 2016

- As a district we are offering 97 more sections this year compared to last fall

- Mesa is down 348 FTES from last year (at this time)

Enrollment Management
Spring 2017

- Headcount is down 751 students from last year and enrollment is statistically down 3% from where we were last year

Note:

- On campus enrollment = Down 1,080 students

- DE = Up 166 students

Administrative Services & Transportation Update

Rachelle Agatha,
VP/Administration

San Diego Mesa College
Prop S & N Project Updates - January 2017
All dates are estimates

PROJECT	CONSTRUCTION START	CONSTRUCTION COMPLETE	OCCUPANCY
L200 / Facilities	Started	April 2017	April 2017
Center for Business & Technology	Started	August 2018	Jan 2019/ Mid Term
I300 / Fine Arts	June 2017	May 2018	Aug 2018/ Mid Term
Mesa Quad - project in planning depended on completion of other projects			
Ancillary Moves - assessing and planning			

Moving Forward - **Center for Business & Technology**

Sustainable Transportation 16-17 Ongoing Assessment

- Facilities Committee - Bike and Skateboard Taskforce

- Valet & Parking

- Visit the *MesaMoves* website for rideshare, Uber and other information

Other Highlights

- **Visix/ Digital Signage Project Update**

- **Event Portal** – [Website](#)

- **Safety** – Matt Fay ext. 2763

- **PeopleSoft Support** – [Website](#)
  - HCM – ext. 2222
  - Finance – ext. 2771
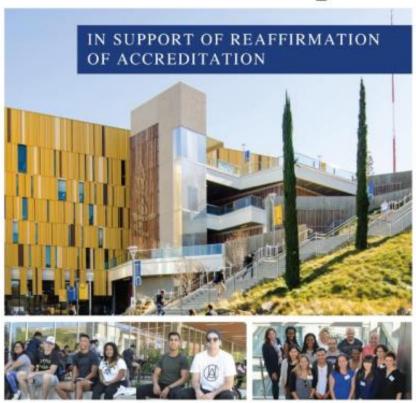
Celebration and Recognitions

WE ARE *Mesa*

Pam Luster
Rob Fremland
Kim Perigo
Trina Larson
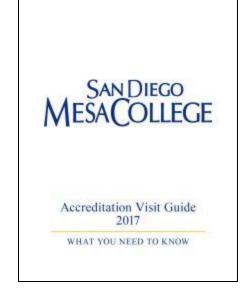
2017 Accreditation

SAN DIEGO MESA COLLEGE

2017 Institutional Self Evaluation Report

IN SUPPORT OF REAFFIRMATION OF ACCREDITATION

- **Self-Study Completed**

- **Site Visits in March 2017**

- **Faculty and Staff Guide**

- **MVV Posters**

- **Thank you to Faculty and Staff**

SAN DIEGO MESA COLLEGE

Accreditation Visit Guide
2017

WHAT YOU NEED TO KNOW

2017 Distinguished Alumni Award
Call for Nominations

DISTINGUISHED ALUMNI AWARD

CALL FOR NOMINATIONS: DISTINGUISHED ALUMNI AWARD

Nominations are now being accepted for the **2017 Mesa College Distinguished Alumni Award**. The award program was established in 2011 to recognize former students who have made significant contributions to society, and whose accomplishments, affiliations, and careers have honored the legacy of academic excellence at San Diego Mesa College.

The 2017 award recipient will be announced in March and conferred at the college commencement ceremony scheduled for **Saturday, May 20.** Anyone in the greater community is encouraged to submit a nomination.

Nominations are due no later than FEBRUARY 17, 2017. For an application, click on the forms buttons at left. Anyone in the greater community is encouraged to submit a nomination.

http://www.sdmesa.edu/alumni/distinguished-alumni-awards/

http://bit.ly/mesajumpstart

Saturday, February 27 8:30 am – 1:00 pm
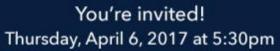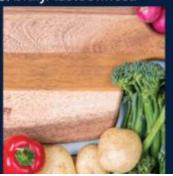
Featured Speakers

Salient Insights and Lessons Learned from the Mesa College - CCEALab Collaboration

Dr. J. Luke Wood

Dr. Frank Harris III

CCEALab Co-Directors

SAN DIEGO STATE UNIVERSITY

Thank you and have a great spring semester!

Pam Luster
Ashanti Hands
Tim McGrath
Rachelle Agatha

WE ARE *Mesa*

Guide to Outcomes and Assessment

Prepared by the Mesa College

Committee on Outcomes and Assessment

2016

Table of Contents

As

As

Approved by COA 12/06/2016

As

Approved by COA 12/06/2016

As

Approved by COA 12/06/2016

Mesa College President, Pam Luster

Outcomes and Assessment have been part of our vernacular for several years now. We have been diligently working to create outcomes and assessments that are meaningful and most importantly, lead to results that improve student learning.

To sharpen our skills and to increase our knowledge, faculty and staff have attended professional development workshops and conferences focused on outcomes assessment. In addition, due to the work of the Learning Assessment Task Force, and now the Committee on Outcomes and Assessment (COA), we are implementing effective practices across the college.

I am pleased that COA is now publishing a handbook to assist faculty and staff in instruction, student services and administrative services to complete this important work. It is the dialog that emerges from setting outcomes, doing the assessments and acting on the results that are most crucial. I will repeat here what I am often heard saying as we approach this, "You don't have to do it perfectly… you just have to do it." Hopefully we can do more, but one step at a time.

As

Part One--Overview of Outcomes Assessment

All of us at Mesa (faculty, staff, management) have our students' success as our top priority. This principle runs through the classes we teach, the services we provide, and the policies and procedures we adopt as a College. It is our duty to create effective learning opportunities and environments for our students. It is also our duty to question how effectively our programs and services are facilitating the learning and development of our students.

This is what assessment is all about. We assess informally as an integral part of what we do. We learn from experience, from anecdotal information, from conversations we have with students and with each other, and we make changes that we think are needed. A formal assessment process is more intentional, documenting these conversations and making decisions based on empirical data (evidence) rather than intuition (but not completely replacing…). Data-informed dialogue among members of a program or service area then sows the seeds of improvement, which are incorporated into program review and requests for resources. This shows our commitment to our students and to institutional effectiveness.

This is important work. Each program and service area needs to take ownership of it. Good assessment can be meaningful, manageable, and sustainable, but it doesn't happen effortlessly. This Guide is our roadmap to finding a balance between this vital process and our workload realities, by organizing and streamlining the process and offering support, suggestions, and best practices.

What is Outcomes Assessment?

Outcomes Assessment (OA) is the process of collecting information that will tell the College whether the services, activities, or experiences it offers are having the desired impact on those who partake in them. In other words, is the College making a difference in the lives of the individuals it serves?
In higher education, at its simplest, Outcomes Assessment has three stages:

1. Define the most important goals for students to achieve as a result of participating in an academic experience (outcomes)
2. Evaluate how well students are actually achieving those goals (assessment)
3. Use the results to improve the academic experience (closing the loop)

Continuous assessment will enable us to:
- Devote time to activities that we value most
- Decide how best to improve instruction, strengthen curricula, and create effective academic policies
- Strengthen our ability to show that our graduates are well-prepared for transfer or to succeed in their chosen professions
- Develop policies to allocate funding and/or resources more effectively
- Provide the faculty and staff with feedback they need to strengthen and grow their programs
- Increase the effectiveness of our communications about the value of a Mesa College education to the community and other stakeholders
- Have recent data on hand that will satisfy the requirements of accrediting and funding

As

agencies, without having to engage in a mad scramble to meet deadlines

Who Benefits from Outcomes Assessment?

Everyone! One of the great advantages of Outcomes Assessment is that, when done in a systematic way, it benefits everyone throughout the institution, from our students to the faculty and staff to the administration.

For students, Outcomes Assessment will:
- Communicate clear expectations about what is important in a course or program
- Reassure them that there is foundational content across all sections of a course
- Allow them to make better decisions about programs based on outcomes results

For faculty and staff, participating in Outcomes Assessment will:
- Provide data to determine what's working and what's not working in their courses, programs and service area
- Provide reassurance that all faculty teaching a particular course agree to address foundational content (Course Outline)
- Facilitate valuable interdisciplinary and intercampus discussions
- Provide powerful evidence to justify needed resources to maintain or to improve programs
- Allow them to tell their story to individuals outside their area (e.g. administrators, employers, prospective students, transfer institutions, elected officials)

For administrators, implementing college-wide Outcomes Assessment will:
- Demonstrate an institutional commitment to continually improving the academic programs and services offered by the College
- Provide informative data to support requests for funds from state and local government and private donors
- Inform academic planning and decision-making
- Enable administrators to inform elected officials, local businesses, and potential donors about the College's impact on our students and our community in a very compelling and convincing way.

Finally, systematic Outcomes Assessment is now a requirement for accreditation by all higher education accrediting organizations. Accrediting Commission for Community and Junior College's (ACCJC) Standards of Excellence in higher education speak directly to the importance of creating a culture in which institutional effectiveness and student learning are highly valued by the College community.

Guiding Principles for Outcomes Assessment at Mesa College

Why isn't grading the same as Outcomes Assessment?
In Outcomes Assessment, the terms "scoring" and "grading" have different meanings. Scoring refers to the process of marking an assessment instrument to get data about how the course has done at achieving its outcomes. Grading is the process of marking an assessment instrument for the purpose of assigning a student a grade for the course. Scoring needs to be done consistently across all sections;

grading can be done differently in each section if instructors desire. In no way does the Outcomes Assessment scoring process infringe on an instructor's grading; final grades are an aggregate assessment of a student's entire body of work for the course, often including attendance and class participation. Grades do not provide:

- Specific information about students' performance on core learning outcomes
- Detailed data across sections
- Objective student data which can be used for improvement of student learning

Does this affect my Academic Freedom?

Nothing inherent in the Mesa College Outcomes Assessment process interferes or violates the academic freedom of the instructor. Assessing outcomes is simply about faculty determining whether students are learning those things they deem most important, and then using the information to make changes where appropriate. Nothing in the College process dictates in any way how faculty choose to deliver the course content or how they grade their students.

Will the results have complete statistical validity and will they be useful?

The short answers are yes and no. While the results will not have the kind of statistical validity or reliability that would make a statistics professor happy, they will most certainly be useful in the way this process intends – to give faculty members meaningful information about how their courses are doing at achieving the goals they themselves defined. Achieving greater validity and reliability would require that a carefully selected random sample of papers be scored by a team of trained evaluators, thus minimizing the direct participation in the process by the vast majority of faculty. The College's assessment process makes a trade-off between complete statistical reliability and faculty involvement.

Isn't this just a slippery slope leading to standardized testing?

Absolutely, and unequivocally, not!! Such a direction has never even been contemplated by anyone, including administrators, involved with Outcomes Assessment at Mesa College. For further reassurance, know that the ACCJC, strong advocates of Outcomes Assessment, do not advocate standardized testing.

Is this just another academic fad that will be gone in a couple of years?

Not likely. The Outcomes Assessment movement has been in existence since the early 1990's, and its momentum is growing, not waning. Every higher education accreditation agency across the country now includes the assessment of learning outcomes as one of their highest priority criteria. ACCJC, just like WASC, Middle States, Higher Learning Commission, and Southern Association of Colleges and Schools, emphasizes and requires the importance of creating a culture of Outcomes Assessment within the institutions it oversees.

Can the results of assessment will be used to evaluate faculty performance on merit or tenure and promotion evaluations?

No, outcomes assessment results are not a component of faculty evaluation and serve solely to provide data about the quality of academic programs that will help faculty improve them where necessary. Results from individual courses will remain in a Departmental file with only the aggregate data from all courses assessed being submitted.

Our program/service area/admin area is working well, the students are successful, and therefore we don't need to bother with assessment.

No matter how well a program/service area/admin area is working, there is always room for
As

improvement. Our students are constantly evolving and, therefore, our teaching or service to students needs to evolve as well. Continuous assessment to determine how best to improve the educational experience of our students must be an integral part of all our activities. Rather than trusting unsubstantiated claims by programs that they do what they say they do, external stakeholders now require data that provide evidence for those claims. To retain our institutional accreditation, carefully assessing all our programs/service areas/admin areas is the only option.

We will just assign a single faculty or staff member to plan and conduct the assessment.
It is important that everyone is involved at all stages of the process. Each person in the department/service area/admin unit
contributes different perspectives and ideas for improving the academic program, and combining that wealth of ideas creates a much stronger end product.

Administration will use the results to eliminate programs.
This is a formative assessment process that will provide substantive feedback to help improve programs through assessment by the respective faculty/staff/administrators of the program/service area/admin area. Program assessment is not a summative evaluation aimed at eliminating programs or services; at Mesa we aim to grow our programs and services, not to eliminate them.

Guiding Principles of Outcomes Assessment at Mesa College

1. Outcomes Assessment is intended to improve student learning by systematically evaluating student performance on specific outcomes.
2. The Mesa College Outcomes Assessment process is based in college-wide institutional learning outcomes.
3. In instruction, Outcomes Assessment at Mesa College is faculty-driven and course-embedded.
4. Outcomes Assessment is an on-going, not episodic, process.
5. Outcomes assessment is about evaluating the effectiveness of programs, courses, and services, not individuals.

Roles of Participants in Outcomes and Assessment at Mesa College

The Role of the College
A successful Outcomes Assessment requires the participation of many people throughout the College. While discipline faculty are the heart and soul of the process, others, including the Outcomes Assessment Coordinator(s), Faculty Coordinators, administrators, staff and students all have important roles to play.

The Role of Faculty and Staff
The Assessment process involves and impacts ALL faculty and staff in the areas of Instruction, Student Services and Administrative Services. Faculty and staff are expected to engage in the discussion of Outcomes for their respective departments or programs, the creation of assessments tools utilized in assessing their outcomes, discussion of the assessment results, and implementation of any actions plans used to improve student learning. A critical expectation of any assessment workgroup is that they will communicate with and solicit feedback from their colleagues during all phases of the cycle.

As

The Role of Students

Students are expected to be aware of the Student Learning Outcomes for services and courses, including the relevant general education competencies. Students should also understand and be familiar with how they will be evaluated on these outcomes and competencies, including any rubrics used to score the assessments.

The Role of Administrators

All administrative units fully participate in the outcomes assessment process. Administrators, from the campus Deans to the Vice President and President, help to convey the importance of Outcomes Assessment to the College community. They provide guidance and support for the process and for any recommendations to improve student learning that may result from the assessments.

The Role of COA and the College Outcomes Coordinator

The Committee on Outcomes and Assessment (COA) is a Participatory Governance Committee responsible for overseeing and supporting Outcomes Assessment efforts at Mesa College. The committee is co-chaired by the Dean of Institutional Effectiveness and the College Outcomes Coordinator. The Committee additionally comprises a representative from each academic school, from student services, classified staff, and the VPI. The College President and the VPAS are advisory to the committee. The Committee works with Academic Senate leadership, Classified Senate leadership, faculty and staff to facilitate and to promote Outcomes Assessment.
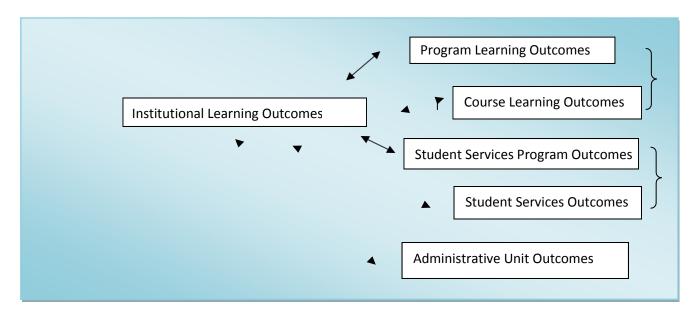
The College Outcomes Coordinator is a faculty member who serves as the primary spokesperson for Outcomes Assessment. The Coordinator provides direct oversight and coordination of Outcomes Assessment on the campus, provides support to faculty and staff responsible for Program or Course Outcomes, communicates Outcomes information to the college-wide population, coordinates and facilitates Outcomes-based workshops, and meets with Coordinators from sister campuses to coordinate efforts District-wide.

The Role of the Departmental Outcomes Coordinators

Learning Outcomes Coordinators are assigned from each department or program and are directly responsible for fostering discussion of outcomes and assessment within their department or program. Coordinators may be responsible for coordinating assessment practices, facilitating discussion of the results, identifying the next steps, and entering data, but the specific responsibilities should be determined by each department or program.

As

Part Two--The Outcomes Assessment Process and Cycle

The Organization for Outcomes Assessment at Mesa College

The structure of outcomes at Mesa is fluid. There are three sectors of outcomes which flow into the *Institutional Learning Outcomes (ILO)*. *Program Learning Outcomes* (PLO) and *Course Learning Outcomes* (CLO) which comprise the outcomes for Instruction. *Student Services Outcomes* (SSO) and *Student Service Program Outcomes* (SSPO) comprise the outcomes for Student Services. Administrative Unit Outcomes include all Administrative areas.

Mesa College Institutional Learning Outcomes

Institutional Learning Outcomes are developed and systematically evaluated each cycle by the Committee on Outcomes and Assessment (COA), then vetted through the Participatory Governance organization of the College. ILOs are assessed through the Campus Research Office.

COMMUNICATION

- Respond appropriately to incoming information in a variety of ways, including: written, oral, visual, auditory, and kinesthetic
- Communicate awareness of how diversity and multiple perspectives shape and impact individual experiences and society as a whole
- Converse with civility and appropriateness for situational context

CRITICAL THINKING

Effectively interpret, analyze, synthesize, explain, and infer concepts and ideas
- Construct and deconstruct arguments
- Demonstrate quantitative or qualitative competency
- Apply problem-solving methods in appropriate context toward making decisions
- Come to rational conclusions based on evidence
- Think independently, creatively, and logically

INFORMATION LITERACY

* Gather, analyze, evaluate, and disseminate appropriate information using multiple modalities
* Utilize 21st-century tools effectively, ethically, and responsibly in information acquisition and distribution
* Cultivate the skills necessary for life-long learning

PROFESSIONAL AND ETHICAL BEHAVIOR

* Practice responsible, professional, and civil conduct in the classroom, workplace, community, digital world, and the natural environment
* Demonstrate the ability to work both independently and collaboratively
* Develop the cultural sensitivity needed to resolve conflicts and build alliances

GLOBAL CONSCIOUSNESS

* Recognize the interconnectedness of global, national, and local concerns from multiple perspectives
* Exhibit awareness, appreciation, and respect for the diversity of individuals in one's immediate environment as well as in the global community
* Apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities

Approved: COA 10/18/2016; PIE 10/25/2016; PCab 11/01/2016

Mesa Collage ILO are assessed through use of a Graduate Survey. Invitations to complete the survey are sent to all graduating students prior to the May Commencement. The survey explores graduating students' perceptions of Mesa College and provides a self-assessment to students related to the college's institutional learning outcomes. The survey includes two Likert scales each with one item pertaining to each institutional learning outcome. In addition, open ended items related to most valuable learning experiences and suggestions for change or improvement are also contained in the survey. Respondents were asked to rate the degree to which their experiences at Mesa College helped them in overarching areas based on the college's institutional learning outcomes.

Mesa's ILO are also assessed through mapping of Program Outcomes to the Institutional Learning Outcomes. This association shows links between instruction, student services, and administrative services and provides documentation of a collaborative effort for teaching and learning at Mesa College.

Instructional Outcomes

Program Learning Outcomes (PLO)

Program Learning Outcomes for each cycle are developed and assessed by faculty within Instructional Programs.

Course Learning Outcomes (CLO)

Course Learning Outcomes for each cycle are developed and assessed for each course taught within a Program. CLO should be developed and assessed in consultation with all faculty who are teaching the course.

Student Services Outcomes

Student Services Program Outcomes (SSPO)

Student Services Program Outcomes for each cycle are developed and assessed by staff, faculty and administrators for each Program in Student Services (i.e., ASG, Puente, EOPS).

Student Services Outcomes (SSO)

Student Services Outcomes for each cycle are developed and assessed by staff, faculty and administrators for all areas of Student Services (i.e., Admissions and Records, Transfer, Financial Aid).

Administrative Unit Outcomes

Administrative Unit Outcomes (AUO) for each cycle are developed and assessed by staff and administrators in all areas of college administration. (i.e., Instructional Deans and offices, offices of Student Services deans, Business office, Vice-Presidents' and President's offices).

What Are the Expectations?

In designing this process, we tried to balance making it as easy as possible while making it valid, reliable, and meaningful. To that end, below are the suggested recommendations for Outcomes Assessment at Mesa College.

COA's Recommendations for the Assessment Process:

- Six Year Timeline
- All Course Learning Outcomes (CLO), Program Learning Outcomes (PLO), Student Service Program Outcomes (SSPO), Student Service Area Outcomes (SSO), and Administrative Unit Outcomes (AUO) are assessed in the six-year period.
- Instruction
  - Three to five Outcomes be developed and assessed for each Program
  - Two to four Outcomes be developed and assessed for each Course
  - For Course Outcomes, 5 sections or 30% of all sections (whichever is greater) are assessed. If a course has fewer than 5 sections offered in the semester the assessment is run, plan to assess all sections.
  - Faculty consensus on the outcome and the assessment tools
- Student Services
  - Two to five Outcomes be developed and assessed for each Service Area
  - Two to five Outcomes be developed and assessed for each Program
  - Staff consensus on the outcome and the assessment tool
- Administrative Services
  - Two to five Outcomes be developed and assessed for each Administrative Unit
  - Staff consensus on the outcome and the assessment tool
- Student involvement in the assessment review is encouraged.
- Data that have been collected and analyzed should be discussed among faculty/staff/administrators at the conclusion of the assessment period.
- Data reporting which should include the results, the ensuing discussion, and plan of action will be systemized to ease the burden on faculty/staff/administrators.
- Cross-over assessments are encouraged.

Cross-Over Assessment

COA strongly suggests the development of assessment tools that evaluate multiple outcomes.

Examples of Cross-Over Assessment

Examples extracted from assessments completed in the last cycle of assessment, except for AUO which is not drawn from an existing Administrative Unit.

Assessment	Maps to:		
	CLO	**PLO**	**ILO**
Instruction: *Dramatic Arts* Four short essays written throughout the semester that address issues of culture and politics in studied plays.	Students should • Be able to recognize and to articulate central ideas and dominant themes present in performing arts mediums. • Be able to articulate informed responses to the messages and ideas communicated in a given play or performance	Students should : • Expand their knowledge of the world & society through the drama. • Understand plays and performance in terms of the questions they pose about themselves and their world. • Incorporate the lessons learned through Dramatic Arts classes into their own lives, in whatever capacity it serves them.	• Communication • Critical Thinking • Professional and Ethical Behavior
Statistics A portfolio of exercises: 1. Identify the appropriate hypothesis test for a given situation. 2. Conduct the hypothesis test. 3. Communicate in words the results.	• Identify the Appropriate Hypothesis Test • Utilize the correct procedure for conducting the test • State a Statistical Conclusion	• Mathematical Problem Solving • Interrelatedness of concepts • Communication and reasoning • Tools and Technology	• Communication • Critical Thinking • Professional and Ethical Behavior • Information Literacy
Student Service Areas	**SSO**	**SSPO**	**ILO**
Financial Aid Students will complete a brief survey during the Financial Aid Information Fair	Students will demonstrate basic knowledge of financial aid principles, rules, and regulations.		• Critical Thinking • Communication • Professional and Ethical Behavior
EOPS			
Aggregate data will be collected on all first-semester students who meet with a counselor and develop an educational plan.		Students will be able to understand and to navigate the transfer process.	• Critical Thinking • Communication
A mid-semester questionnaire will be distributed that ask students to reflect on their academic progress.		Students will demonstrate personal responsibility in their academic decisions.	• Critical Thinking • Communication • Professional and Ethical Behavior
Administrative Unit		**AUO**	**ILO**
A survey administered to faculty and staff in an instructional school to identify successful forms of communication and identify workshops and events of interest to faculty and staff.		• Increase communication between the instructional school staff, faculty and staff. • Increase communication between administrator and faculty and staff. • Increase participation in instructional school events.	• Communication • Professional and Ethical Behavior

Faculty/staff consensus

COA advises that there be consensus regarding the outcomes and the plan to assess them. All faculty teaching the course should share the same definition for the outcomes, regardless of who teaches it or where.   All faculty/staff should come to consensus regarding evaluation of a Student Service's Outcome Assessment. Administrators/staff should come to consensus regarding an Administrative Unit Outcome's assessment. Without common understanding of the outcome and the assessment process, results cannot be meaningful.

Share course learning outcomes with students

Course learning outcomes should be identified in your syllabus, and students should be aware of the expected learning outcomes for the course and how their performance on these will be assessed. If a rubric will be used to score the assessment, students should receive the rubric before they participate in the assessment. Post-assessment discussion with the students may help to clarify and to refine the assessment process as well as the resulting data.

The Cycle

OUTCOMES AND ASSESSMENT

Six Year Timeline 2016-2022

2016-2017	
2017-2018	REFLECTION AND PLANNING / IMPLEMENTATION / REVIEW
2018-2019	REFLECTION AND PLANNING / IMPLEMENTATION / REVIEW
2019-2020	MID CYCLE CHECK-IN
2020-2021	REFLECTION AND PLANNING / IMPLEMENTATION / REVIEW
2021-2022	REFLECTION AND PLANNING / IMPLEMENTATION / REVIEW

Consider using a 3 semester rotation of planning, assessment and reflection

Reflection and Planning

- Discuss previous round of assessment
- Identify changes to your outcomes and/or the assessment plan
- Establish a timeline for assessments and review

Implementation

- Finalize plans for assessment
- Run assessments
- Review completed assessments; evaluate data

Review/Action Plan

- Discuss results of the assessment
- Identify gaps
- Create an action plan
- Implement recommendations

Cycles within the Timeline are intended to be flexible.

- All Programs must be assessed at least once within the six year timeline.
- Student Services and AUO may choose to assess on an annual basis,
- Some CTE Programs must complete the cycle in 2 years.
- All courses must be assessed for all outcomes within the six year timeline

Assessment should be a continuous process. During the six year cycle, smaller departments may consider completing two three-year cycles of outcomes assessment.

Planning and Reflection + Assessment + Discussion of Collected Data + Reflect Refine Action Plan = Student Success

Some Things to Consider

Analyzing the Data

The power of Outcomes Assessment is in the discussion and revision process that follows the analysis of the data collected. The assessment itself is only valuable if the department/service area/administrative unit discusses the results and use them to celebrate and to build on its strengths and to discuss and to remediate its weaknesses. Consider your Outcomes Assessment Process as a springboard to discussion and a pathway to departmental improvement and growth.

How data are analyzed and results are reported depends on the type of data collected (qualitative vs. quantitative, direct vs. indirect, summative vs. formative) and the audience. Regardless of how you analyze the data, the results should be reported in a clear, easy to understand manner, so that it facilitates optimal evaluation. Patterns, problems, and questions should become apparent while summarizing and evaluating the data. Discussion of the data should be the key requirement in your post-assessment process.

Organizing Your Results

The simplest method is most likely a narrative that explains your course and program learning outcomes, how and when they were assessed, what the minimum performance criteria were, whether improvements were deemed necessary, what types of improvements were planned, and what resources were necessary to achieve your goals.

A matrix or rubric could also be utilized to record results.

Ultimately, results will need to be entered into Taskstream, the accountability management system of the college including a mid-cycle report at the end of three years, and a summative report at the end of the six-year timeline that explains what happened, why it happened that way, what the faculty learned from it, and what it intends to do to improve student learning.

Closing the Loop

Using the Evaluation Results

Evaluation and a determination of how well the course/program/service area/unit outcomes were achieved can only occur when you are able to compare the actual data to determine how well the course/program/service area/unit achieved its goals. If the results were below expectations on an outcome, you should be able to "drill down" into the measurement process and tools to determine where improvements could be introduced.

Evaluation could lead to changes in many aspects of a course/ program/service area/unit. Consequently, it is important that the tools and methods used provide the capability to identify accurately the practices

that need improvement. Don't forget to ask the students or those benefiting from the service you provide; they experienced the assessment plan and can give the "inside out" point of view that those assessing may not be able to see.

Upon implementation of changes, the entire assessment cycle starts again. A carefully developed assessment plan can likely be used to measure the impact of the changes. However, for a number of different reasons, it may be necessary to make modifications in the plan. The end of the cycle is a perfect time to design changes for implementation in the next cycle. A well-designed assessment plan and careful evaluation of the results enables faculty/staff/administrators to make targeted improvements or affirm current practices efficiently and effectively.

Closing the Loop

Closing the Loop is part of the continuous cycle of collecting assessment results, evaluating them, using the evaluations to identify actions that will improve student learning, implementing those actions, and then cycling back to collecting assessment results. This is where reflection and robust discussion translate into program and course enrichment, and the potential for outcomes assessment is realized.

> **EXAMPLES** of changes made in response to assessment data may include:
>
> - Curriculum changes such as a new course, pre-requisites for a course, or course sequencing.
> - Creation of a universal rubric to address inconsistencies in grading students' writing
> - Adoption of a new textbook to better address course level outcomes
> - Revision of an oral assessment instrument to lower students' stress level
> - Increased peer to peer interaction to promote communicative competency
> - Implementation of end of semester faculty/student interviews with students in a degree or certificate program to gauge their progress and set goals
> - The development of a 360 evaluation process for student work (self, peer, faculty)

Communicate Conclusions

Communicating your results to the campus community demonstrates that the course/program/service area/unit has been developed with the best interest of the students or those it serves in mind. The accrediting bodies, future employers of your students, high school seniors and other prospective students, as well as the community at large may also find your results informative. The mid cycle check in (3 years) and the final reporting out at the end of the six-year timeline needs to tell what happened, why it happened that way, what the faculty learned from it, and what it intends to do differently to improve student learning.

Consider the following when communicating the results:

- Celebrate and *publicize* your successes. We tend to forget to let people know what we do well; post it to social media, put it on your website, a banner behind a plane over OB! Promote the program vigorously, but use accurate data and evidence to do so.

- Identify the shortcomings and don't try to hide or minimize them, but present the actions you will take to improve these weaknesses and explain what you expect of these improvements.
- Consider whether the results should be presented differently to different audiences such as prospective students, the Dean and other administrators, the rest of the Mesa community, and beyond.
- Avoid "data dumps," especially to the lay people. Ask for assistance from the Research Office to format your outcomes data in an effective manner, especially if you are, for instance, placing the final report on your program's website.

Part 3--Instructional Outcomes
Academic Programs and Departments

Review of Course Learning Outcomes

When reviewing or developing new course outcomes, keep in mind:

- Course learning outcomes are the "big ideas" students should be able to articulate, to put into action, or to utilize (theoretically or pragmatically) after their course experience.
- As a general institutional practice at Mesa, COA recommends that faculty construct two to four outcomes per course.
- Faculty should establish clearly written learning outcomes that define expectations for students enrolled in the course.
- Creation and modification of Learning Outcomes is the responsibility of all discipline faculty.
  - Full-time faculty should construct and agree on the Outcomes for the courses they offer and teach.
  - Adjunct faculty should be part of the conversation, as they will also be assessing the outcomes for their classes.

Some key components and tools useful in modifying or creating course learning outcomes:

The ASCCC in their *Student Learning Outcomes Terminology Glossary* (see appendix at end of Guide) defines the difference between objectives and outcomes as follows:

- Objectives are small steps that lead toward a goal; for instance, the discrete course content that faculty cover within a discipline. Objectives are usually more numerous and create a framework for the overarching Student Learning Outcomes (SLO) which address synthesizing, evaluating and analyzing many of the objectives.

- Outcomes are the specific observable or measurable results that are expected subsequent to a learning experience. These outcomes may involve knowledge (cognitive), skills (behavioral), or attitudes (affective) that provide evidence that learning has occurred as a result of a specified course, program activity, or process. An SLO refers to an overarching outcome for a course, program, degree or certificate, or student service area. Student Learning Outcomes describe a student's ability to synthesize many discreet skills using higher-level thinking skills and to produce something that asks them to apply what they've learned.

Examples of Outcomes and Objectives

Objectives--Art History	Outcome--Art History
Compare and contrast various definitions of art.	Analyze the complexity and contributions of Art to the people of the world.
Assess the ways that artists find an expression of the self in the world.	
Construct a theory to assist in identifying art in a society.	
Explain how art can be generated by a people as they provide shelter and survival.	
Explain how art helps to meet political ends.	
Objectives--Athletics	**Outcomes--Athletics**
Examine the origin of the game.	Apply the rules used and the nature of team play in the game of soccer.
Demonstrate individual skills while emphasizing team play.	
Break down basic defensive techniques and concepts.	

Make them measurable

Course learning outcomes need to be measurable: they should be able to be assessed in a way that provides qualitative and quantitative data. Faculty should be able to report how many students assessed were successful (quantitative data), and they should be able to provide a narrative of the results, including a description of the assessment context (qualitative data). Discussion of both the qualitative data and the quantitative data within the Program or Department will provide valuable information for curriculum and pedagogical planning within the program or department, as well as evidence of student learning.

Plan for authentic assessment

The ASCCC defines authentic assessment as something that "simulates a real world experience by evaluating the student's ability to apply critical thinking and knowledge or to perform tasks that may approximate those found in the work place or other venues outside of the classroom setting." Such a definition indicates that the best kinds of assessment may not merely be multiple choice questions on a test; be creative in the design of your assessment process utilizing scenarios that engage critical thinking, conceptual understanding, and active production.

Organize your assessment processes

Most likely, your outcomes are covered in several courses/service areas so that responsibility for achieving acceptable performance falls on several faculty/staff/administrators. The question of who does what, how, where, and when to facilitate assessment is important. It is advisable for faculty/staff/administrators with common functions related to a specific outcome to discuss what precisely each one does to help the students succeed. This discussion will help identify gaps and redundancies that can be eliminated to better align the efforts and maximize success.

Writing Course Learning Outcomes (CLO)

Outcomes for the classroom describe the knowledge, skills, abilities or attitudes that a student can demonstrate by the end of the course. Don't think about content or coverage --consider what students should be able to DO with what they've learned by the end of the semester. How will students demonstrate this? What can they produce to show faculty that they have learned to apply their new knowledge?

Tools that may help you in writing or revising outcomes.

Bloom's Revised Taxonomy (see appendix at end of Guide)

When creating or modifying outcomes that capture the "big ideas" of a course, faculty may utilitze Bloom's Revised Taxonomy of action verbs. In the 1990s, one of Bloom's students, Lorin Anderson, revised the original taxonomy changing the names of the major cognitive process categories to indicate action because thinking implies active engagements. Instead of listing knowledge as a part of the taxonomy, the category is divided into different types of knowledge: factual, conceptual, procedural, and metacognitive.

Bloom's Revised Taxonomy of Educational Objectives identifies six major categories of cognitive skills and abilities, including remember, understand, apply, analyze, evaluate, and create. The Revised Bloom's provides key words that can be associated with different levels and evidence of learning complexity.

Habits Of Mind (see appendix at end of Guide)

When we teach for the Habits of Mind, we are interested also in how students behave when they don't know an answer. The Habits of Mind are performed in response to questions and problems, the answers to which are not immediately known. The focus is on the ways students produce knowledge rather than how they merely reproduce it. We want students to learn how to develop a critical stance with their work: inquiring, editing, thinking flexibly, and learning from another person's perspective. The critical attribute of intelligent human beings is not only having information but also knowing how to act on it

Most programs at Mesa have identified two to four course learning outcomes. By publishing clearly written course learning outcomes, you present the students with what they can expect to achieve when they successfully complete the course.

A course should have two to four key learning outcomes that answer the question:
a. What will students who successfully complete this course be able to DO

- Intellectually?
- Physically?
- Emotionally?

b. What minimal skill set(s) should a student have acquired by the time they complete this course?
c. What knowledge, skills, or attitudes distinguish a student who has competed this course from other students in the program?

Course Learning Outcome Characteristics Worksheet

Course Learning Outcome Characteristics	Yes	No
Our Course Learning Outcomes are aligned to our Program Learning Outcomes		
Our Course Learning Outcomes are specific to a given course and are not our Program Learning Outcomes.		
Our CLO are clear, precise, unambiguous, and use action verbs.		
Our CLO describe the broadest goals for the class, ones that require higher-level thinking abilities.		
Our CLO require students to synthesize many discreet skills or areas of content.		
Our CLO ask students to then produce something -- papers, projects, portfolios, demonstrations, performances, art works, exams etc. – that applies what they have learned.		
Require faculty to **evaluate** or **to assess** the product to measure a student's achievement or mastery of the outcomes.		
We have the resources to conduct the necessary measurements.		
Our CLO can be understood by our students; they are simple, focused statements, not a bundle of different ideas.		
Our CLO describe learning results and not the learning process.		
Our CLO are measurable in a continuous and sustainable way.		

Assessing Course Learning Outcomes

Faculty teaching specific courses should meet to define the assessment plan, to discuss the assessment process and timeline, and to make plans to review the assessment once complete. Course Learning outcomes assessment should align to your Program Outcomes Assessment. But in the first year of the cycle, COA suggests that you revisit all Course Outcomes to make sure that they are still aligned to the principles of your Program. Programs may do this more frequently, but COA suggests doing so at a minimum at the beginning of each cycle.

Some Things to Consider:

- COA recommends that you use multiple measures to obtain richer data that enables you to put greater trust in your final conclusions.
- Consider using both qualitative and quantitative assessment methods.
  Quantitative methods assign numerical scores to student work while qualitative methods often focus on the quality of work without assigning a numerical value to them.
- Utilize rubrics in your assessment reporting.
  A well-developed rubric promotes consistency where multiple assessment tools are used and allows you to give numerical scores for a qualitative assessments which make the reporting, analysis, and evaluation components much easier.
- Departmentally developed measurement tools tend to have tremendous content validity.
  Work together to develop your own tool, for example a rubric that can be used in multiple classes to track performance improvement over time. You could use it for formative and/or summative assessment of student performance.
- Some of your course learning outcomes may be better assessed through the use of indirect methods, as they can provide feedback that is useful in interpreting the results or effectiveness of the direct assessments you use in a course.
- To increase efficiency you can randomly sample students rather than test everyone, but make sure that you obtain enough data to trust your outcomes and conclusions.
- Need a survey, having trouble interpreting results, use your Research Office --they are there for you!

Methods of Assessments

Direct Assessment

COA suggests using course embedded direct methods of assessment as much as possible, selecting student work that they produce as part of the curriculum. Identify and critically examine the work products your students produce as part of the course curriculum, and determine which of these are relevant, valid, and reliable assessments of your learning outcomes.

1. Written Work
   a. Demonstrates knowledge of important content on an exam or in a paper
   b. Shows analysis, application, synthesis, and evaluation capabilities
   c. Displays writing skills
   d. Produces reflections on what, how, when, and why they learned
2. Portfolios of student work
   a. Are assessed systematically using a rubric.
   b. May be evaluated to determine student learning over time, or may be composed of the student's best work.
   c. Encourage student self-reflection
3. Visual or audio recording of oral presentations or performances with self, peer, and or instructor evaluations using a rubric; may include recordings of subsequent performances to document improvements
4. Capstone projects
5. Field or service learning projects
6. Performance on in-class tests (or portion of a larger exam), assuming they are valid, reliable and objective
7. Presentations
   a. Demonstration of acquired skills
   b. Demonstration of ability to work collaboratively

Indirect Assessment

1. Surveys
Surveys can reveal your students' attitudes and opinions about what they learned, which may also help you evaluate your outcomes.
2. Course Evaluations that you create to garner specific information from students
Entrance and/or Exit tickets, for example
3. Curriculum and Syllabus Analysis
Self or faculty/student group
4. External Reviewers
Colleague or Industry Professional

Evaluating the Data

Data should be gathered on all course sections that run the assessment in a given semester. The compiled data for all sections should then be reviewed by all faculty in the department. Questions faculty may want to explore might include:

- Do you see gaps in the skills or abilities of a student completing the course? If so, what is the cause?
- Do you see overall gaps in their instructional experience? If so, where?
- Do you see gaps in the evaluation process itself? If so, why?
- Do you see problems with the sequencing of courses or issues with pre-requisites for the course?

Planned Changes and Action Plan

What are the planned changes that result from the review of all relevant assessments and your department's discussion. Planned changes can include changes to the curriculum of the course, the curriculum of the program, scheduling or sequencing changes to curriculum, the request for new equipment or facilities, the request for new personnel, etc. Your Action Plan would include the planned changes as well as the proposed participants, timeline, and assessment plan to evaluate the planned changes.

Closing the Loop

Once the assessment has been run, faculty should close the loop by meeting to discuss the results. Faculty should identify and include all needs, including personnel, equipment, supplies, necessary workshops/training, etc. which were identified as a result of the assessment data. These requests will then feed into the Integrated Planning Process and resource requests through the Program Review process.

What Should Be Entered into Taskstream?

Once your assessments are complete, data have been collected, and faculty have had a chance to analyze and to evaluate the outcome, the information must be added into our data management system.
Process information to be entered should include:
- Course number and title
- Assessment design participants
- Course learning outcome that was assessed
- Assessment method
- Measurement goal
- Timeline
- Assessment delivery
- Course section information

Assessment results may be entered as:
- Qualitative or quantitative data
- Formative or summative data
- Rubrics
- Narrative Response
- Documented conversations regarding outcomes
- Performances (video or other digital imaging)
- Presentations (video or other digital imaging)
- Documentation of the faculty discussion of assessment results

The Action Plan describing planned changes and needed resources to improve student success should include:
- Explanation of any changes you intend to implement
- Required Resources
- Timeline
- Individuals responsible for implementing your planned changes
- How will you assess whether the planned changes were successful once implemented?

Program Outcomes & Assessment

COA is defining an academic program as a series of courses that lead to a certificate or a degree. Do not confuse "Program Assessment" with "Program Review."   Program Assessment should:

- Allow faculty to map and to assess curriculum
- Create insightful discussion around student success
- Direct curriculum and pedagogical choices that will make your program efficient, effective, and shiny.

The Accrediting Commission for Community and Junior Colleges (ACCJC) requires the assessment of outcomes at the program level to maintain our accreditation.

Some things to consider:

- Each department needs to determine overall course offerings, progressions, and take note of activities that exist to help you identify your program. (performances, athletic events, internship programs, local business collaborations, participation in festivals and competitions, etc.)
- Program Outcomes should
  - Lead to improved student success by finding and removing obstacles
  - Be tied to Mesa's Integrated Planning Process to prioritize funding (Program Review)
  - Contribute a critical component to the Curriculum Review processes
- Programs can be assessed in various ways, including
  - Use of curriculum maps and assessment of course outcomes for selected courses
  - A capstone course or series of capstone projects embedded within higher level courses
  - A state licensing exam
- If your program does not offer any degrees or certificates, consider evaluating
  - GE course offerings
  - Assessment of sequential courses that may serve other programs
  - Pre-requisite sequences that may serve other programs

Review of Program's Mission and Outcomes

All departments and programs at Mesa should already have a mission statement. But, before you start the process of revising your Program Learning Outcomes, it is a good idea to revisit and update, if necessary, the mission of the department or program. Your Department/Program mission should provide a clear description of the purpose of the program and reflect how the program contributes to the education and careers of students served by the program. The mission of your department or program should be aligned with the College mission, but be specific to your program's unique identity. The mission should also guide you in the development of your learning outcomes. Does your Program's mission still align with the College's mission?

Program Mission and Outcomes Worksheet

Criteria	Yes	No
Does your mission clearly state the purpose of your program?		
Does it indicate the primary functions or activities of your program?		
Does it indicate for whom you do it?		
Is your mission statement distinctive, unique to your program?		
Does it clearly support the College Mission?		

Review of Program Outcomes

Again, all departments and programs at Mesa already have Program Outcomes. But in the first year of the cycle, COA suggests that you revisit the Program Outcomes to make sure that they are still aligned to the principles of your Program. Programs may do this more frequently, but COA suggests, at a minimum, doing so at the beginning of each cycle.

Program Learning Outcome Worksheet

Program Learning Outcome Characteristics	Yes	No
Our Program Outcomes are aligned with our mission statements and goals		
Our Program Outcomes are relevant to our discipline.		
Our Program Outcomes clearly indicate the level and type of competence that is required of graduates of our program.		
Our Program Outcomes are clear, precise, and unambiguous; using action verbs.		
Our Program Outcomes are measurable.		
Our Program Outcomes can be measured by more than one assessment method.		
We have the resources to conduct the necessary measurements of our Program Outcomes.		
Our Program Outcomes are for our *program,* not a specific course.		
Our Program Outcomes can be understood by our students; they are simple, focused statements, not a bundle of different ideas.		
Our Program Outcomes describe intended learning outcomes, not actual outcomes.		
Our Program Outcomes describe learning results and not the learning process.		
We have the resources and capabilities in our program to pursue our learning outcomes successfully.		

Some things to consider:

Most programs at Mesa have identified three to five learning outcomes. By publishing clearly written learning outcomes, you present the students with your promise, a promise about what they can expect to achieve when they complete your program successfully. As faculty, this is your commitment to your students, and the assessment process presents evidence to them that you honor that commitment.
In reviewing your Program Outcomes, COA suggests that the discussion include not only Departmental Faculty, but also staff, students, alumni and professionals in the community who will employ your graduates to create the most relevant learning outcomes possible. A program or department should have three to five key program learning outcomes that answer the question:

a. What will students who graduate from our program be able to DO
- Intellectually?
- Physically?
- Emotionally?
b. What minimal skill set should our graduates have acquired by the time they leave our college?
c. What knowledge, skills, or attitudes distinguish the graduates of our program from other students on campus?

Writing Program Learning Outcomes

While most programs already have established learning outcomes, in reviewing them, you may find that it is necessary to update or revise your outcomes. When revising or creating new outcomes, you may want to work backwards by examining the following:
- Consider what students should be able to DO with what they've learned in your Program.
- How will students demonstrate this?
- What can they produce to show that they have learned to apply their new knowledge?
- Is the outcome measureable in a continuous and sustainable way?

Using this information, you may revise existing outcomes or create new outcomes that represent the specific knowledge/skills/abilities/attitudes students will acquire as a result of achieving a degree or certificate in your program.

Example of Program Learning Outcomes for Hula Hoop Engineering

1. Students will become proficient in the fundamental concepts of engineering, science, and creativity to generate the intellectual curiosity to provide for a successful career, and life-long learning.

Example assessments used to evaluate Program Outcome 1:

    a.   Design, implement, and verify hula hoop systems of varying complexity by using appropriate techniques and tools and by selecting appropriate design patterns, architectures, languages, and testing approaches.

    b.   Evaluate a hula hoop system with respect to criteria such as performance, complexity, correctness, and usability.

    c.   Apply problem-solving techniques to solve real-world hooping problems.

2. Students will be able to design effective hula hoop systems.

Example assessments used to evaluate Program Outcome 2:

    a.   Apply mathematical foundations, algorithmic principles, and computer science theory in the modeling and design of hula hoop-based systems.

    b.   Estimate the feasibility and effort required to build a particular hula hoop system.

    c.   Identify and specify requirements for hula hoop systems by selecting appropriate modeling techniques and tools.

3. Students will have the ability to function on multidisciplinary teams.

Example assessments used to evaluate Program Outcome 3:

    a.   Participate as a productive member of a team.

    b.   Solve common problems in team dynamics.

4. Students will serve as productive members of society by recognizing the social, ethical, environmental, and political implications involved in the engineering of hula hoops.

Example assessments used to evaluate Program Outcome 4:

    a.   Project the potential impacts of technical decisions on the individuals, organizations and external constituencies involved, and identify ethical and legal implications.

    b.   Apply the insights embodied in the professional codes of hula hoop ethics.

5. Students will be able to communicate effectively to technical and non-technical audiences.

Example assessments used to evaluate Program Outcome 5:

    a.   Present technical information orally.

    b.   Write a professional technical report.

    c.   Formulate and pose incisive, technical questions.

The Curriculum Map

The Curriculum Map is another tool useful in assessing Program Outcomes. The Curriculum Map serves as the legend to your program; it unlocks your program and gives you the information needed for the program to make sense. In reviewing your program, faculty need to understand how courses fit together, which courses offer introductory information, which offer developing skills, and which offer mastery. By designing an assessment process that views the progression of the student through your program, you can identify course strengths and weaknesses that may lead to gaps in your program.

Curriculum Map Worksheet

Curriculum Map

Program:_____Date:_____

Course	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
100	I		I	I	
101		I			I
102	D	I	I		D
103		D		I	
200	D			D	
201					M
202	D	M	D		

I-Introductory   D-Developing   M-Mastery

After collectively reviewing the Curriculum Map and the integration of learning outcomes and their assessments, faculty should look for redundancies and gaps in the coverage of the learning outcomes. Determine whether each and every program learning outcome receives sufficient attention in various courses to ensure that the students experience enough practice opportunities to attain the program learning outcomes successfully. Not every course needs to address multiple learning outcomes; covering all learning outcomes and how this occurs is a function of the entire curriculum.

General Education Map

The General Education Map serves to help department's define which of their courses fall into the GE category, which are requirements or electives of the major and which are stand alone courses. It is important to note that most course offerings should be GE or Major requirements or electives.

General Education Map Worksheet

Course	GE	Major's requirement	Major's Elective	Stand Alone
100	x	x		
101	x		x	
102	x		x	
103		x		
104		x		
105			x	
106			x	

Program Assessment

When developing your Program Assessment, consider that the assessment will vary based on the size of your program and number of majors that you serve. You may choose to utilize information from your curriculum map combined with one or more course assessments. You may also choose to survey majors, graduates, or students in a GE class as part of the assessment process. Determine what courses will be utilized in assessing your program Outcomes, identify the program learning outcome, the assessment or activity type, and the relevance of that outcome to the activity.

Program Assessment Worksheet

Program: Hula Hoop Engineering   Date: May 22, 2016

Course Number	Learning Outcome covered	LO-Related Assessment	LO-Related Learning Activities	Relevance, Validity, Reliability, Objectivity
100	Identify the tools and techniques used in engineering hula hoop systems.	Demonstrate use of the measurement and weight tools introduced in class Build a mock hula hoop using the techniques as introduced.	Small group project in which students create a mock up of a hula hoop using appropriate measurement tools.	Hands on application of principles. Application of measurement tools and theories as taught in the course. Mock up project allows real life application Group work provides collaborative experience.

Methods of Program Assessment

While course embedded assessments can be used as program measurements, it is also appropriate to review cohorts of students who are studying a specific discipline. If using course embedded assessments, consider evaluating only those courses that are specific to the Associate Degree requirements or Certificates in that discipline and not the broader GE or Gateway courses.

- Single exam item across courses specific to discipline majors
- Multiple exam items across courses specific to discipline majors
- Complete Exam (appropriate for CTE programs that require State Licensing Exam)
- Group activity/assignment in a course(s) specific to discipline majors
- Individual activity/assignment from a course (s) specific to discipline majors
- Writing assignment across courses specific to discipline majors
- Small or large group discussion in a course specific to discipline majors
- Student evaluation of the learning process in courses specific to discipline majors
- Oral presentation in courses specific to discipline to discipline majors
- Projects in courses that are specific to discipline majors
- Final Capstone Project
- Skill/proficiency exam in courses that are specific to discipline majors
- Other, please explain.

Evaluating the Data

Data should be gathered on all program-based assessments run in a given semester or following a cohort of students. The compiled data should then be reviewed by all faculty in the department. Questions faculty may want to explore might include:
- Do you see gaps in the skills or abilities of a student completing the program? If so, what is the cause?
- Do you see gaps in their instructional experience? If so, where?
- Do you see gaps in the evaluation process itself? If so, why?
- Do you see problems with the sequencing of courses or issues with pre-requisites for the course?

Planned Changes and Action Plan

What are the planned changes that result from the review of all relevant assessments and your department's discussion. Planned changes can include changes to the curriculum of the program, scheduling or sequencing changes to curriculum, the request for new equipment or facilities, the request for new personnel, etc. Your Action Plan would include the planned changes as well as the proposed participants, timeline, and assessment plan to evaluate the planned changes.

Closing the Loop

Once the assessment has been run, faculty should close the loop by meeting to discuss the results. Faculty should identify and include all needs of the program, including personnel, equipment, supplies, necessary workshops/training, etc. which were identified as a result of the assessment data. These requests will then feed into the Integrated Planning Process and resource requests through the Program Review process.

What should be entered into Taskstream?

Once your assessments are complete, data have been collected, and faculty have had a chance to

analyze and to evaluate the outcome, the information must be added into our data management system.

Process information to be entered should include:
- Assessment design participants
- Program learning outcome that was assessed
- Assessment method
- Measurement goal
- Timeline
- Assessment delivery
- Course section information for all courses involved in the assessment

Assessment results may be entered as:
- Qualitative or quantitative data
- Formative or summative data
- Rubrics
- Narrative Response
- Documented conversations regarding outcomes
- Performances (video or other digital imaging)
- Presentations (video or other digital imaging)
- Documentation of the faculty discussion of assessment results

The Action Plan describing planned changes and needed resources to improve student success should include:
- Explanation of any changes you intend to implement
- Required Resources
- Timeline
- Individuals responsible for implementing your planned changes
- How will you assess whether the planned changes were successful once implemented?
- In what areas (outside of this particular program) are improvements needed, or what barriers must be removed to further support students who are completing this particular degree/certificate?

Part 4--Student Services Outcomes
Student Development, Student Affairs, Student Success and Equity

Student Services Program Outcomes (SSPO) and Student Service Outcomes (SSO)

At Mesa, we distinguish between Student Service Program Outcomes and Student Service Outcomes. While all service areas should assess Student Service Outcomes, those programs that work with groups of students to support learning (i.e., Puente, ASG, UMOJA, Athletics, FYE, International, STAR/TRIO, DSPS, and EOPS) should also develop outcomes and assessments for those programs as well as their services that are more administrative in nature.

Student Services Outcomes

Student Service Outcome (SSO) are statements that identify a service area's client, service provided, and the experience that the service provides. Student Service Outcomes identify critical and central services, processes, and functions expected of a department and the desired quality (timeliness, accuracy, responsiveness, effectiveness, etc.).

Writing of service area outcomes should begin with a collective discussion about how the individual area supports students; the group should include all employees who work in an area. After brainstorming, the outcomes can be written using action language about what students will be able to "DO" as a result of contact with the service area. The outcomes should be broad and overarching goals that might encompass many detailed activities leading to the overall successful support of a student. The service area outcomes should also be connected with the mission and need to be measureable.

SSO include support services and structured events that occur outside of the classroom. These areas may be designed to complement the academic programs or serve students in ways that support their college experience beyond the classroom. Student services outcomes should enhance student learning and the overall educational experience of students through development of, exposure to, and participation in social, cultural, intellectual, recreational and governance programs by:
- Informing students regarding college policies and procedures and how these relate to their lives and activities
- Aiding in the awareness and utilization of college facilities and resources
- Assisting with developing leadership, decision-making and related skills
- Encouraging engagement in the campus community and society
- Encouraging exploration of activities that provide opportunities for growth in individual and group settings
- Exposing students to various cultures and experiences, ideas and issues, art and musical forms and styles of life

Review your Mission Statement

All Student Service areas at Mesa should already have a mission Statement. But, before you start the process of revising your Student Service Outcomes, it is a good idea to revisit and update, if necessary, the Service Area's Mission. Your Mission should provide a clear description of the purpose of your Area and reflect how it contributes to the educational experience of the students it serves. The Mission of your Service Area should be aligned with the College mission, but be specific to your Area's unique identity. The mission should also guide you in the development of your outcomes. Does your Service Area's mission still align with the College's mission?

Student Services Mission Worksheet

Criteria	Yes	No
Does your mission clearly state the purpose of your service area?		
Does it indicate the primary functions or activities of your service area?		
Does it indicate whom you serve?		
Is your mission statement distinctive, unique to your service area?		
Does it clearly support the College Mission?		

Review your Outcomes

Again, all Service Areas at Mesa already have Outcomes. But in the first year of the cycle, COA suggests that you revisit your Outcomes to make sure that they are still aligned to the principles of your Area. Areas may do this more frequently, but COA suggests doing so, at a minimum, at the beginning of each cycle.

Some things to consider:

By publishing clearly written outcomes, you present the students with your promise, a promise about what they can expect to achieve when they visit your department. This is your commitment to your students, and the assessment process presents evidence to them that you honor that commitment. A Service Area should have two to four key program learning outcomes that answer the question:

    a. What will students who visit our Service Area be able to do as a result of interacting with our staff?

    b. What minimal skill set or experience might a student visiting our Service Area acquire?

    c. What knowledge, skills, or aptitudes would distinguish a student who has visited our Service Area from any other office on the campus?

Examples of Outcomes and Objectives for Student Service Areas

Not all examples are derived from Mesa College Student Service Area Outcomes and Objectives

Student Services Area	Objectives	Outcomes
Financial Aid	- Students who visit the financial aid office will be able to identify: - The Financial Aid filling deadline. - Differences between student aid programs. - Eligibility criteria. - GPA requirement. - Types of aid available. - Fee waiver information. - Location of the financial aid office. - Other resources which may be available	Students will demonstrate basic knowledge of financial aid principles, rules, and regulations. Students will be able to identify financial aid resources for which they may qualify, submit applications, and meet deadlines
Student Health Services	- Mesa Student Health Services will: - Increase amount of information specific to students on the Student Health Services web site. - Participate in orientation process of incoming students. - Assist international students with immunization requirement compliance. - Conduct small group tours of Student Wellness Center facility and explanation of clinic process for incoming students. - Provide health information for a diverse student population including traditional and alternative healthl practices	Access and Diversity: Recruit, retain and graduate a larger, more academically prepared and more diverse student body.
	- Implement six (6) clinic-based patient education activities each academic year. - Participation by 10% of total enrollment in health education activities.	Provide scholarly outreach opportunities that contribute to student learning and benefit our local and campus communities.
Office of Admissions	- Process all student course registrations - Monitor enrollment activity, including withdrawals and changes made before, during and after the Drop/Add period - Collect and distribute registration, enrollment information to other offices as appropriate - Maintain each student's official educational records, with appropriate sensitivity to privacy concerns and confidentiality laws governing these records - Provide guidance and training to students, about the process for accessing and releasing educational records - Collect and distribute registration, enrollment and degree completion information to other offices as appropriate	Provide timely, precise guidance and support to students as they work toward degree completion, as well as faculty and staff involved in the graduation process. Ensure that the College maintains accurate personal, academic and enrollment records for its entire student population, past and present, and provide access to data derived from these records only when appropriate.

Writing Outcomes

Consider what students should be able to DO with what they've learned in visiting your service area.
- How will students demonstrate this?
- What can they produce to show that they have learned to apply their new knowledge?

Does the outcome represent specific knowledge/skills/abilities/attitudes students will acquire as a result of an experience in the department or office? Is the outcome measureable in a continuous and sustainable way?

Student Services Outcomes Worksheet

Outcome Characteristics	Yes	No
Our Service Area Outcomes are aligned with our mission statements and goals		
Our Service Area Outcomes are written clearly, are unambiguous, and use action verbs.		
Our Service Area Outcomes are measurable.		
Our Service Area Outcomes can be measured by more than one assessment method.		
We have the resources to conduct the necessary measurements of our Service Area Outcomes.		
Our Service Area Outcomes can be understood by our students; they are simple, focused statements, not a bundle of different ideas.		

Service Area Assessments

Service Area Assessments will vary based on the size of your office and nature of students that you serve. Staff from the Service Area should meet to define the assessment plan, to discuss the assessment process and timeline, and to make plans to review the assessment once complete.

Some Things to Consider:

- COA recommends that you use multiple measures to obtain richer data that enable you to put greater trust in your final conclusions.
- Consider using both qualitative and quantitative assessment methods.
  Quantitative methods assign numerical scores to service quality while qualitative methods focus on the quality of the service without assigning a numerical value to them.
- Departmentally developed measurement tools tend to have tremendous content validity. *Work together to develop your own tool, for example a rubric that can be used to track performance improvement over time. You could use it for formative and/or summative assessment.*
- Utilize rubrics in your assessment reporting.
  A well-developed rubric allows you to give a numerical scores for a qualitative assessments which make the reporting, analysis, and evaluation components much easier.
- Some of your Student Service outcomes may be better assessed through the use of indirect methods as they can provide immediate feedback to a service. Indirect assessment can also be used in combination with direct assessment and may help you to interpret the results or effectiveness of the direct assessment.
- To increase efficiency, you can randomly sample students rather than test everyone, but make sure that you obtain enough data to trust your outcomes and conclusions.
  If several tools are used in a Student Services assessment, for example a student survey and a direct assessment, the staff should ensure that each uses the same or a similar prompt so there is consistency in the questions that respondents are asked to address in relation to the course learning outcomes.
- Need a survey, having trouble interpreting results, use your Research Office --they are there for you!

Methods of Assessments

While COA suggests using direct methods of assessment as much as possible, we recognize that in Student Services, indirect assessments are more likely to be utilized. When using direct assessment, identify and examine the student's work product to determine whether the assessment is a relevant, valid, and reliable assessments of your outcomes.

Direct Assessment

1. Random sampling to determine the efficiency of a form students fill out in your office.
2. Sampling of returning students to determine success of a service or improvement of a process.
3. Sampling of first time students visiting your office to determine efficiency of instructions based on student's ability to interpret and complete required forms.

Indirect Assessment

1. Surveys
   Surveys can reveal your students' attitudes and opinions about what they learned which may also help you evaluate your outcomes.
2. Evaluations that you create to garner specific information from students
   Entrance and/or Exit tickets, for example
3. External Reviewers who observe your process
   Colleague or Industry Professional

Evaluating the Data

Data should be gathered on all assessments run in a given semester or following a cohort of students. The compiled data should then be reviewed by all program faculty/staff/administrators. Questions faculty/staff/administrators may want to explore might include:

- Do you see gaps in the skills or abilities of a student utilizing a specific services? If so, what is the cause?
- Do you see gaps in their overall experience with the service area? If so, where?
- Do you see gaps in the evaluation process itself? If so, why?
- Do you see other issues students experience in utilizing the services provided?

Planned Changes and Action Plan

What are the planned changes that result from the review of all relevant assessments and your department's discussion. Planned changes can include changes to the structure of a provided service, to the forms or other tools used as part of a service, to the evaluation of the sequencing of services, to the timeframe of the service provided, the request for new equipment or facilities, the request for new personnel, etc. Your Action Plan would include the planned changes as well as the proposed participants, timeline, and assessment plan to evaluate the planned changes.

Closing the Loop

Once the assessment has been run, staff/faculty and administrators should close the loop by meeting to discuss the results and to identify all needs of the service area, including personnel, equipment, supplies, necessary workshops/training, etc. which were defined as a result of the assessment data. These requests will then feed into the Integrated Planning process and resource requests through the Program Review process.

What Should Be Entered into Taskstream?

Once your assessments are complete, data have been collected, and staff/faculty/administrators have had a chance to analyze and to evaluate the outcome, the information must be added into our data management system.

Process information to be entered should include:
- Student Service area
- Assessment design participants
- Outcome that was assessed
- Assessment method
- Measurement goal
- Timeline
- Assessment delivery

Assessment results may be entered as:
- Qualitative or quantitative data
- Formative or summative data
- Rubrics
- Narrative Response
- Documented conversations regarding outcomes
- Performances (video or other digital imaging)
- Presentations (video or other digital imaging)
- Documentation of the faculty/staff/administrator discussion of assessment results

The Action Plan describing planned changes and needed resources to improve student success should include:
- Explanation of any changes you intend to implement
- Required Resources
- Timeline
- Individuals responsible for implementing planned changes
- How will you assess whether the planned changes were successful once implemented?

Student Services Program Outcomes (SSPO)

Student Service Program Outcomes (SSPO) are statements that identify the program's client, experiences that the client may expect, and the resulting goals of those experiences. Student Service Program Outcomes identify the processes and functions expected of the program, and the desired goals of that program (retention and completion, academic networking, academic support, etc.).

Writing of Student Service Program Outcomes should begin with a collective discussion about how the program can best serve students; the group should include all employees who work in that program. After brainstorming, the outcomes can be written using action language about what students will be able to "DO" as a result of participation in the Program. The outcomes should be broad and overarching goals that might encompass many detailed activities leading to the overall successful support of a student. The Program Outcomes should also be connected with the mission and need to be measureable.

Review your Program's Mission and Outcomes

As stated above, all Student Services programs at Mesa should already have a mission statement. But, before you start the process of revising your SSPO, it is a good idea to revisit and update, if necessary, the mission of the program. Your mission should provide a clear description of the purpose of the program and reflect how the program contributes to the education and careers of students served by the program. The mission should be aligned with the College mission, but be specific to your program's unique identity. The mission should also guide you in the development of your outcomes. Does your Program's mission still align with the College's mission?

Student Services Program Mission and Outcomes Worksheet

Criteria	Yes	No
Does your mission clearly state the purpose of your program?		
Does it indicate the primary functions or activities of your program?		
Does it indicate for whom you do it?		
Is your mission statement distinctive, unique to your program?		
Does it clearly support the College Mission?		

Review your Program Outcomes

Again, all Student Services Programs at Mesa already have Program Outcomes. But in the first year of the cycle, COA suggests that you revisit the Program Outcomes to make sure that they are still aligned to the principles of your Program. Of course, programs may do this more frequently, but COA suggest doing so, at a minimum, at the beginning of each cycle.

Some things to consider:

- Each program needs to determine the tools and activities that it currently supports to serve students. These tools and activities are part of your program outcomes, but may also be assessed independently of Program Outcome assessments.
- Program Outcomes should
  - Lead to improved student success by finding and removing obstacles
  - Be tied to Mesa's Integrated Planning Process to prioritize funding (Program Review)
  - Contribute a critical component to the Student Services processes

Examples of Outcomes and Objectives for Student Service Programs
Not all examples are derived from Mesa College Student Service Program Outcomes and Objectives

Student Service Program	*Objectives*	*Outcomes*
EOPS	• Students will meet Title V regulations • Students will maintain a good status • Students will meet all requirements to continue their participation in the program • Students will be required to create an Educational Plan. • Students will define an educational goal and choose courses according to their major. • Students will be expected to evaluate their academic process continually • Students will be expected to self evaluate • Students will be expected to meet with faculty and/or staff twice a semester to evaluate their progress.	Students will be able to identify EOPS requirements. Students will be able to understand and navigate the transfer process Students will be able to identify at least one barrier to their success

Student Services Program Outcome Worksheet

Program Outcome Characteristics	Yes	No
Our Program Outcomes are aligned with our mission statements and goals.		
Our Program Outcomes clearly indicate the level and type of competence that is required of graduates in our program.		
Our Program Outcomes are clear, precise, and unambiguous; using action verbs.		
Our Program Outcomes are measurable.		
Our Program Outcomes can be measured by more than one assessment method.		
We have the resources to conduct the necessary measurements of our Program Outcomes.		
Our Program Outcomes are for our *program* not a specific activity.		
Our Program Outcomes can be understood by our students; they are simple, focused statements, not a bundle of different ideas.		
We have the resources and capabilities in our program to successfully pursue our outcomes.		

Writing Student Service Program Outcomes
While most Student Service Programs already have established learning outcomes, in reviewing them, you may find that it is necessary to update or revise your outcomes. When revising or creating new outcomes, you may want to work backwards by examining the following:

- Consider what students should be able to DO with what they've learned in your Program.
- How will students demonstrate this?
- What can they produce to show that they have learned to apply their new knowledge?
- Is the outcome measureable in a continuous and sustainable way?

Using this information, revise existing outcomes or create new outcomes that represent the specific knowledge/skills/abilities/attitudes students will acquire as a result of completing your program?

Program Assessment

When developing your Program Assessment, consider that the assessment will vary based on the size of your program and number of students that you serve. Determine what activities will be utilized to assess your program outcomes and to identify the relevance of that outcome to the activity.

Student Services Program Assessment Worksheet
Example may not reflect specifics of Mesa College Student Service Area

Program:_____Date:_____				
Activity	**Outcome covered**	**Outcome Related Assessment**	**Related Learning Activities**	**Relevance, Validity, Reliability, Objectivity**

Methods of Assessment

Indirect Assessment
- Surveys of students involved in the program
- Surveys of students participating in activities sponsored by the program

Direct assessment
- Review of the program's students' work or product, either as a complete random sampling, a cohort's work product, or a focus group's feedback
- A portfolio of the activities and work product a student in the program completes during their time in the program

- An aggregate evaluation of a given cohort in the program
- Group activity/assignment
- Individual activity/assignment
- Writing assignment
- Small or large group discussion
- Oral presentation
- Other, please explain

Evaluating the Data

Data should be gathered on all program-based assessments run in a given semester or following a cohort of students. The compiled data should then be reviewed by all program faculty/staff/administrators. Questions faculty may want to explore might include:
- Do you see gaps in the skills or abilities of a student completing the program? If so, what is the cause?
- Do you see gaps in their overall experience with the program? If so, where?
- Do you see gaps in the evaluation process itself? If so, why?
- Do you other issues students experience in participating with the program?

Planned Changes and Action Plan

What are the planned changes that result from the review of all relevant assessments and your department's discussion. Planned changes can include changes to the structure of the program, the activities of the program, evaluation of the forms and other tools used within the program, the request for new equipment or facilities, the request for new personnel, etc. Your Action Plan would include the planned changes as well as the proposed participants, timeline, and assessment plan to evaluate the planned changes.

Closing the Loop

Once the assessment has been run, staff/faculty and administrators should close the loop by meeting to discuss the results and to identify all needs of the Student Services program, including personnel, equipment, supplies, necessary workshops/training, etc. which were defined as a result of the assessment data. These requests will then feed into the Integrated Planning process and resource requests through the Program Review process.

What should be entered into Taskstream?

Once your assessments are complete, data has been collected, and faculty/staff/administrators have had a chance to analyze and to evaluate the outcome, the information must be added into our data management system.

Process information to be entered should include:
- Assessment design participants
- Program outcome that was assessed
- Assessment method
- Measurement goal
- Timeline
- Assessment delivery

Assessment results may be entered as:
- Qualitative or quantitative data
- Formative or summative data
- Rubrics
- Narrative Response
- Documented conversations regarding outcomes
- Performances (video or other digital imaging)
- Presentations (video or other digital imaging)
- Documentation of the staff/faculty/administion discussion of assessment results

As a result of your review of all relevant assessments and your area's discussion, what planned changes are intended for the program? What is your Action Plan?

The Action Plan describing planned changes and needed resources to improve student success should include:
- Explanation of any changes you intend to implement
- Required Resources
- Timeline
- Individuals responsible for implementing your planned changes
- How will you assess whether the planned changes were successful once implemented?
- In what areas (outside of this particular program) are improvements needed, or what barriers must be removed to further support students who are completing this particular program?

Part 5--Administrative Unit Outcomes

Although Outcomes are used across many campus programs and services, AUOs are exclusive to non-instructional departments, programs, and services at the College. AUO assessment is an essential piece of the College's planning process. Every department provides a service, direct or indirect, in support of the College's mission, and client experiences with these services must be examined in order for the service (and the College's overall performance) to improve.

Administrative Unit Outcomes (AUO) are concise statements which describe what an administrator, faculty, staff or student will experience, receive, or understand as a result of a given service. Administrative Services refer to non-instructional areas which may directly or indirectly improve student success. AUOs provide data and evidence of a client reaction that has occurred as a result of receiving your service. The assessment will vary based on the size of your office and nature of client that you serve.

Review your Administrative Unit's Mission Statement

All Offices/Departments at Mesa should already have a Mission Statement. But, before you start the process of revising your Administrative Unit Outcomes, it is a good idea to revisit the Mission of the department or office. Your Department/Office Mission should provide a clear description of the purpose of your department and reflect how the department contributes to the education of students served by the department. The mission of your department or office should be aligned with the College mission, but be specific to your department's unique identity. The mission should also guide you in the development of your outcomes. Does your Department's mission still align with the College's mission?

Administrative Unit Mission Statement Worksheet

Criteria	Yes	No
Does your mission clearly state the purpose of your Administrative Unit?		
Does it indicate the primary functions or activities of your Administrative Unit?		
Does it indicate whom you serve?		
Is your mission statement distinctive, unique to your Administrative Unit?		
Does it clearly support the College Mission?		

Write and/or Review the Unit's Outcomes

In the first year of the cycle, COA suggests that you revisit any existing Administrative Unit Outcomes to make sure that they are still aligned to the principles of your Department/Office. Departments/Offices may do this more frequently, but COA suggest doing so, at a minimum, at the beginning of each cycle.

Each Administrative Unit should have 2-4 key unit outcomes that respond to the following questions:
   a. What will students or staff who visit our office be able to do as a result of interacting with our staff?
   b. What minimal skill set or experience might a student or staff member visiting our office acquire?
   c. What knowledge, skills, or aptitudes might be gained that would distinguish someone's experience visiting our office from any other office on the campus?

Administrative Unit Outcomes Characteristics Worksheet

Administrative Outcomes Characteristics	Yes	No
Our Administrative Unit Outcomes are aligned with our mission statements and goals.		
Our Administrative Unit Outcomes are clearly written and unambiguous; use of action verbs.		
Our Administrative Unit Outcomes are measurable.		
Our Administrative Unit Outcomes can be measured by more than one assessment method.		
We have the resources to conduct the necessary measurements of our Administrative Unit Outcomes.		
Our Administrative Unit Outcomes can be understood by students and staff; they are simple, focused statements, not a bundle of different ideas.		

Writing New Outcomes

AUOs are specific to the unit's mission and service area and should be feasible to achieve in the performance review period. AUO statements often mention the quality of a service or the satisfaction of clients with a specific process or service provided by the unit.

Identify the key service(s) your unit provides to the Mesa community. The service(s) should be a fundamental function of your unit, and what you deem to be the most valuable. COA suggests assessing one to two services within a one-year assessment period.

Once you have identified your service(s), you need to write the actual Outcome. The AUO for that service should describe what your client will receive, experience, or understand as a result of your service.   Develop one AUO statement per service.

> A few examples of how to begin the AUO statement:
>
>   Faculty and staff will receive…
>   The campus will receive…
>   Faculty and staff will be satisfied with…
>   (Said unit) will provide satisfactory service to…

Examples of Administrative Unit Outcomes

Examples do not reflect Mesa's actual AUO for these Units.

- Information Technology
  - Technical support will be provided to students, faculty, staff, and administrators.
  - All groups may expect informed, efficient, and timely responses.

- Research Office
  - Internal and external clients will be satisfied with the services provided by the research office.
  - The office will respond to requests within 48 hours; results will be provided in a timely manner.

- Admissions and Records
  - The successful application, registration, fee payment and record maintenance of students are all critical elements of a student's success while attending Mesa College.
  - Students will demonstrate an increased usage of technology through the provision of information and services provided, as related to the services and programs.

- Instructional Division Office
  - Office staff and administration provides ongoing communication between the Division office and departments within Division.
  - Communication between all groups in the Division will be efficient, systematic, and timely.

- Accounting Unit
  - All campus clients will be satisfied with the turnaround time on check reimbursements for staff travel.

Administrative Unit Assessment

Service Area Assessments will vary based on the size of your office and nature of students and staff that you serve. Staff from the administrative unit should meet to define the assessment plan, discuss the assessment process and timeline, and make plans to review the assessment once complete.

Some things to consider:

- What will clients have to do in order to demonstrate that you have served them effectively?
- Is the outcome measureable in a continuous and sustainable way?
- It is not necessary to reinvent the wheel. Do you currently have some type of in-house service check which could aid in assessing the AUO? If so, can you use that as your assessment? COA recommends that you use multiple measures to obtain richer data that enables you to put greater trust in your final conclusions.
- Consider using both qualitative and quantitative assessment methods.
  Quantitative methods assign numerical scores to service quality while qualitative methods focus on the quality of the service without assigning a numerical value to them.
- Departmentally-developed measurement tools tend to have tremendous content validity. *Work together to develop your own tool, for example a rubric that can be used to track performance improvement over time. You could use it for formative and/or summative assessment.*
- Utilize rubrics in your assessment reporting.
  A well-developed rubric allows you to give a numerical score for a qualitative assessment which makes the reporting, analysis, and evaluation components much easier.
- Some of your AUO may be better assessed through the use of indirect methods as they can provide immediate feedback to a service. Indirect assessment can also be used in combination with direct assessment and may help you to interpret the results or effectiveness of the direct assessment.
- To increase efficiency, you can randomly sample clients rather than include everyone, but make sure that you obtain enough data to trust your outcomes and conclusions.
- If several tools are used in an AUO assessment, the staff should ensure that each uses the same or a similar prompt so there is consistency in the questions that respondents are asked to address in relation to the outcome(s).
- Need a survey, having trouble interpreting results, use your Research Office --they are there for you!

Methods of Assessment

While COA suggests using direct methods of assessment as much as possible, we recognize that in Administrative Services, indirect assessments are more likely to be utilized. If using direct assessment, identify and examine the user's work product to determine whether the assessment is a relevant, valid, and reliable assessment of your outcomes.

Direct Assessment

1. Random sampling of clients to determine the efficiency of a form staff fills out in your office.
2. Random sampling of clients to determine the efficiency of a system in place in your office.
3. Random sampling of returning clients to determine success of a service or improvement of a process.
4. Sampling of first time clients visiting your office to determine efficiency of instructions based on client's ability to interpret and complete required forms.

Indirect Assessment

1. Surveys

    Surveys can reveal your clients' attitudes and opinions about what they got from the experience of visiting your office.

2. Evaluations that you create to garner specific information from clients

    Entrance and/or exit tickets, for example

4. External Reviewers who observe your process

    Colleague or Industry Professional

Evaluating the Data

Data should be gathered on all assessments run in a given semester or following a cohort of students/faculty/staff/administrators. The compiled data should then be reviewed by all program faculty/staff/administrators. Questions faculty/staff/administrators may want to explore might include:

- Do you see gaps in the skills or abilities of someone utilizing your service(s)? If so, what is the cause?
- Do you see gaps in their overall experience with the service area? If so, where?
- Do you see gaps in the evaluation process itself? If so, why?
- Do you see other issues in the experience of someone utilizing the services provided?

Planned Changes and Action Plan

What are the planned changes that result from the review of all relevant assessments and your department's discussion. Planned changes can include changes to the structure of a provided service, to the forms or other tools used as part of a service, to the evaluation of the sequencing of services, to the timeframe of the service provided, the request for new equipment or facilities, the request for new personnel, etc. Your Action Plan would include the planned changes as well as the proposed participants, timeline, and assessment plan to evaluate the planned changes.

Closing the Loop

Once the assessment has been run, staff and administrators should close the loop by meeting to discuss the results and to identify all needs of the service area, including personnel, equipment, supplies, necessary workshops/training, etc. which were defined as a result of the assessment data. These requests will then feed into the Integrated Planning process and resource requests through the Program Review process.

What should be entered into Taskstream?

Once your assessments are complete, data have been collected, and staff/faculty/administrators have had a chance to analyze and to evaluate the outcome, the information must be added into our data management system.

Process information to be entered should include:

- Administrative Unit
- Assessment design participants
- Outcome that was assessed
- Assessment method
- Measurement goal
- Timeline

- Assessment delivery

Based on all related Outcomes assessments relative to this Administrative Unit, what knowledge, skills or abilities can a student or staff member who utilizes the designated service take away? Do you see gaps in their experience? If so, where?

Assessment results may be entered as:
- Qualitative or quantitative data
- Formative or summative data
- Rubrics
- Narrative Response
- Documented conversations regarding outcomes
- Performances (video or other digital imaging)
- Presentations (video or other digital imaging)
- Documentation of the faculty/staff/administrator discussion of assessment results

As a result of your review of all relevant assessments and your Administrative Unit's discussion, what planned changes are intended for this course? What is your Action Plan?

The Action Plan describing planned changes and needed resources to improve student success should include:
- Explanation of any changes you intend to implement
- Required Resources
- Timeline
- Individuals responsible for implementing planned changes
- How will you assess whether the planned changes were successful once implemented?

Part 6--Appendix

Appendix A--Academic Senate for California Community Colleges Student Learning Outcomes Terminology Glossary

A Resource for Local Senates

http://www.asccc.org/sites/default/files/publications/SLO-Glossary-2010_0.pdf

The following glossary was developed from existing research and feedback from faculty and researchers from the California community colleges in response to Resolution S08 2.02 that asked the Academic Senate for California Community College to address the confusion in the field by researching and developing a glossary of common terms for student learning outcomes and assessment. The glossary does not dictate terminology nor does it seek to be comprehensive. Due to the increased collaboration between researchers and faculty, dialog about these terms increases our ability to serve our students and increase student success.

Affective Outcomes. Affective outcomes relate to the development of values, attitudes and behaviors.

Alignment. Alignment is the process of analyzing how explicit criteria line up or build upon one another within a particular learning pathway. When dealing with outcomes and assessment, it is important to determine that course outcomes align or match up with program outcomes; that institutional outcomes align with the college mission and vision. In student services, alignment of services includes things like aligning financial aid deadlines and instructional calendars.

Artifact. An assessment artifact is a student-produced product or performance used as evidence for assessment. An artifact in student services might be a realistic and achievable student educational plan (SeP).

Assessment Cycle. The assessment cycle refers to the process called closing the loop and is figuratively represented below.

Assessment of Learning. Learning assessment refers to a process where methods are used to generate and collect data for evaluation of courses and programs to improve educational quality and student learning. This term refers to any method used to gather evidence and evaluate quality and may include both quantitative and qualitative data in instruction or student services.

Assessment for Accountability. The primary drivers of assessment for accountability are external, such as legislators or the public, and usually entail indirect or secondary data. Application of accountability data for educational improvement requires careful analysis of the alignment of the data and the ramifications of the actions.

Assessment for Placement. Assessment for placement is the process of gathering information about individual students, such as a standardized test or process to determine a student's skill level, in order to place the student in a course sequence, such as math, English, ESL, or reading to facilitate student success. This process involves the validation of the content of the standardized test by the appropriate faculty content experts and analysis of the cut scores to determine the effectiveness of the placement and the development of multiple measures. Title5 §55502 defines assessment for placement and the requirements for this kind of assessment.

Authentic Assessment. Traditional assessment sometimes relies on indirect or proxy items such as multiple choice questions focusing on content or facts. In contrast, authentic assessment simulates a real world experience by evaluating the student's ability to apply critical thinking and knowledge or to perform tasks that

may approximate those found in the work place or other venues outside of the classroom setting.

Bloom's Taxonomy. Bloom's Taxonomy is an example of one of several classification methodologies used to describe increasing complexity or intellectual sophistication:

1. **Knowledge:** Recalling or remembering information without necessarily understanding it. It includes behaviors such as describing, listing, identifying, and labeling.

2. **Comprehension:** Understanding learned material and includes behaviors such as explaining, discussing, and interpreting.

3. **Application:** The ability to put ideas and concepts to work in solving problems. It includes behaviors such as demonstrating, showing, and making use of information.

4. **Analysis:** Breaking down information into its component parts to see interrelationships and ideas. Related behaviors include differentiating, comparing, and categorizing.

5. **Synthesis:** The ability to put parts together to form something original. It involves using creativity to compose or design something new.

6. **Evaluation:** Judging the value of evidence based on definite criteria. Behaviors related to evaluation include: concluding, criticizing, prioritizing, and recommending. (Bloom, 1956)

Classroom assessment techniques. Classroom assessment techniques (CATs) are "simple tools for collecting data on student learning in order to improve it" (Angelo & Cross, 1993, p. 26). CATs are short, flexible, classroom techniques that provide rapid, informative feedback to improve classroom dynamics by monitoring learning, from the student's perspective, throughout the semester. Data from CATs are evaluated and used to facilitate continuous modifications and improvement in the classroom.

Classroom-based assessment. Classroom-based assessment is the formative and summative evaluation of student learning within a classroom, in contrast to institutional assessment that looks across courses and classrooms at student populations.

Closing the Loop. Closing the loop refers to the use of assessment results to improve student learning through collegial dialog informed by the results of student service or instructional learning outcome assessment. It is part of the continuous cycle of collecting assessment results, evaluating them, using the evaluations to identify actions that will improve student learning, implementing those actions, and then cycling back to collecting assessment results, etc.

Competencies. See Student Learning Outcomes.

Continuous Improvement. Continuous improvement reflects an on-going, cyclical process to identify, to evidence and to implement incremental changes to improve student learning.

Core Competencies. Core competencies are the integration of knowledge, skills, and attitudes in complex ways that require multiple elements of learning that are acquired during a student's course of study at an institution. Statements regarding core competencies speak to the intended results of student learning experiences across courses, programs, and degrees. Core competencies describe critical, measurable life abilities and provide unifying, overarching purpose for a broad spectrum of individual learning experiences. Descriptions of core competencies should include dialog about instructional and student service competencies. See also *Institutional Learning Outcomes.*

Course Assessment. This assessment evaluates the curriculum as designed, taught, and learned. It involves the

50

collection of data aimed at measuring successful learning in the individual course and improving instruction with the ultimate goal towards improving learning and pedagogical practice.

Criterion-based assessments. Criterion-based assessment evaluates or scores student learning or performance based on explicit criteria developed by student services or instruction which measures proficiency at a specific point in time.

Culture of evidence. The phrase "culture of evidence" refers to an institutional culture that supports and integrates research, data analysis, evaluation, and planned change as a result of assessment to inform decision-making (Pacheco, 1999). A culture of evidence is characterized by the generation, analysis and valuing of quantitative and qualitative data in decision making.

Direct data. Direct data provide evidence of student knowledge, skills, or attitudes for the specific domain in question and actually measuring student learning, not perceptions of learning or secondary evidence of learning, such as a degree or certificate. For instance, a math test directly measures a student's proficiency in math. In contrast, an employer's report about student abilities in math or a report on the number of math degrees awarded would be indirect data.

Embedded assessment. Embedded assessment occurs within the regular class or curricular activity. Class assignments linked to student learning outcomes through primary trait analysis serve as grading and assessment instruments (i.e., common test questions, CATs, projects or writing assignments). Specific questions can be embedded on exams in classes across courses, departments, programs, or the institution. Embedded assessment can provide formative information for pedagogical improvement and student learning needs.

Evidence. Evidence is artifacts or objects produced that demonstrate and support conclusions, including data, portfolios showing growth, as opposed to intuition, belief, or anecdotes. "[G]ood evidence, then, is obviously related to the questions the college has investigated and it can be replicated, making it reliable. Good evidence is representative of what is, not just an isolated case, and it is information upon which an institution can take action to improve. It is, in short, relevant, verifiable, representative, and actionable."

Evidence of program and institutional performance. Program or institutional evidence includes quantitative or qualitative, direct or indirect data that provide information concerning the extent to which an institution meets the goals it has established and publicized to its stakeholders.

Formative assessment. Formative assessment is a diagnostic tool implemented during the instructional process that generates useful feedback for student development and improvement. The purpose is to provide an opportunity to perform and receive guidance (such as in class assignments, quizzes, discussion, lab activities, etc.) that will improve or shape a final performance. This stands in contrast to summative assessment where the final result is a verdict and the participant may never receive feedback for improvement such as on a standardized test or licensing exam or a final exam.

General Education Student Learning Outcomes. GE Outcomes are the knowledge, skills, and abilities a student is expected to be able to demonstrate following a program of courses designed to provide the student with a common core of knowledge consistent with a liberally educated or literate citizen. Some colleges refer to these as core competencies, while others consider general education a program.

Grades. Grades are the faculty evaluation of a student's performance in a *class* as a whole. Grades represent an overall assessment of student class work, which sometimes involves factors unrelated to specific outcomes or student knowledge, values or abilities. For this reason equating grades to SLO assessment must be done carefully. Successful course completion is indicated by a C or better in California Community College data, such as that reported in the Accountability report for Community Colleges (ArCC).

Homegrown or Local assessment. This type of assessment is developed and validated by a local college for a

specific

purpose, course, or function and is usually criterion-referenced to promote validity. This is in contrast to standardized state or nationally-developed assessment. In Student Services, homegrown student satisfaction surveys can be used to gain local evidence, in contrast to commercially-developed surveys which provide national comparability.

Indirect data. Indirect data are sometimes called secondary data because they indirectly measure student performance. For instance, certificate or degree completion data provide indirect evidence of student learning but do not directly indicate what a student actually learned.

Information competency. Information competency reflects the ability to access, to analyze, and to determine the validity of information on a given topic, including the use of information technologies to access information.

Institutional Learning Outcomes (ILO). Institutional Learning Outcomes are the knowledge, skills, and abilities with which a student is expected to leave an institution as a result of a student's total experience. Because GE Outcomes represent a common core of outcomes for the majority of students transferring or receiving degrees, some but not all, institutions equate these with ILO's. ILOs may differ from GE Outcomes, as institutional outcomes may include outcomes relating to institutional effectiveness (degrees, transfers, productivity) in addition to learning outcomes. Descriptions of ILOs should include dialog about instructional and student service outcomes.

Likert scale. The Likert scale assigns a numerical value to responses in order to quantify subjective data. The responses are usually along a continuum such as responses of strongly disagree, disagree, agree, or strongly agree and are assigned values such as 1 to 4.

Metacognition. Metacognition is the act of thinking about one's own thinking and regulating one's own learning. It involves critical analysis of how decisions are made and vital material is consciously learned and acted upon.

Norm-referenced assessment. In norm-referenced assessment, an individual's performance is compared to another individual. Individuals are commonly ranked to determine a median or average. This technique addresses overall mastery to an expected level of competency, but provides little detail about specific skills.

Objectives. Objectives are small steps that lead toward a goal, for instance the discrete course content that faculty cover within a discipline. Objectives are usually more numerous and create a framework for the overarching student learning outcomes which address synthesizing, evaluating and analyzing many of the objectives.

Pedagogy. Pedagogy is the art and science of how something is taught and how students learn it. Pedagogy includes how the teaching occurs, the approach to teaching and learning, how content is delivered, and what the students learn as a result of the process. In some cases pedagogy is applied to children and andragogy to adults; but pedagogy is commonly used in reference to any aspect of teaching and learning in any classroom.

Primary Trait Analysis (PTA). Primary trait analysis is the process of identifying major characteristics that are expected in student work. After the primary traits are identified, specific criteria with performance standards are defined for each trait. This process is often used in the development of rubrics. PTA is a way to evaluate and to provide reliable feedback on important components of student work thereby providing more information than a single, holistic grade.

Program. In Title 5 §55000(g), a "Program" is defined as a cohesive set of courses that result in a certificate or degree. However, in Program review, colleges often define programs to include specific disciplines. A program may refer to student service programs and administrative units, as well.

Qualitative data. Qualitative data are descriptive information, such as narratives or portfolios. These data

are often collected using open-ended questions, feedback surveys, or summary reports, and may be difficult to compare, reproduce, and generalize. Qualitative data provide depth and can be time and labor intensive. Nonetheless, qualitative data often pinpoint areas for interventions and potential solutions which are not evident in quantitative data.

Quantitative data. Quantitative data are numerical or statistical values. These data use actual numbers (scores, rates, etc.) to express quantities of a variable. Qualitative data, such as opinions, can be displayed as numerical data by using Likert scaled responses which assign a numerical value to each response (e.g., 4 = strongly agree to 1 = strongly disagree). These data are easy to store and manage providing a breadth of information. Quantitative data can be generalized and reproduced, but must be carefully constructed to be valid.

Reliability. Reliability refers to the reproducibility of results over time or a measure of the consistency when an assessment tool is used multiple times. In other words, if the same person took the test five times, the **scores** should be **similar**. This refers not only to reproducible results from the same participant, but also to repeated scoring by the same or multiple evaluators. While the student learning outcomes process should be reliable, it does not suggest statistical reliability analysis for every item and aspect of classroom and program assessment, but rather indicates that assessments should be a consistent tool for testing the student's knowledge, skills or ability.

Rigor. California community college faculty use the term *rigor* relating to courses in the context of Title 5 §55002, such as referring to course standards of grading policies, units, intensity, prerequisites level, etc. Researchers often refer to *rigor* as statistical rigor or compliance with good statistical practices.

Rubric. A rubric is a set of criteria used to determine scoring for an assignment, performance, or product. Rubrics may be holistic, not based upon strict numerical values which provide general guidance. Other rubrics are analytical, assigning specific scoring point values for each criterion often as a matrix of primary traits on one axis and rating scales of performance on the other axis. A rubric can improve the consistency and accuracy of assessments conducted across multiple settings.

Sampling. Sampling is a research method that selects representative units such as groups of students from a specific population of students being studied, so that by examining the sample, the results can be generalized to the population from which they were selected when everyone in the population has an equal chance of being selected (i.e. random). Sampling is especially important when dealing with student service data.

Standardized assessment. Standardized assessments are those created, tested, validated, and usually sold by an educational testing company (e.g., GRE's, SAT, ACT, ACCUPLACer) for broad public usage and data comparison, usually scored normatively. There are numerous standardized assessment instruments available for student service programs which provide national comparisons.

Student Learning Outcomes (SLO). Student learning outcomes (SLOs) are the specific observable or measurable results that are expected subsequent to a learning experience. These outcomes may involve knowledge (cognitive), skills (behavioral), or attitudes (affective) that provide evidence that learning has occurred as a result of a specified course, program activity, or process. An SLO refers to an overarching outcome for a course, program, degree or certificate, or student services area (such as the library). SLOs describe a student's ability to synthesize many discreet skills using higher level thinking skills and to produce something that asks them to apply what they've learned. SLOs usually encompass a gathering together of smaller discrete objectives (see definition on previous page) through analysis, evaluation and synthesis into more sophisticated skills and abilities.

Summative assessment. A summative assessment is a final determination of knowledge, skills, and abilities. This could be exemplified by exit or licensing exams, senior recitals, capstone projects or any final evaluation which is not created to provide feedback for improvement, but is used for final judgments.

Validity. An indication that an assessment method accurately measures what it is designed to measure with limited effect from extraneous data or variables. To some extent this must also relate to the integrity of inferences made from the data.

Content Validity. Validity indicates that the assessment is consistent with the outcome and measures the content we have set out to measure. For instance, you go to take your driver's license exam, the test does not have questions about how to make sushi.

Variable. A variable is a discrete factor that affects an outcome.

Appendix B--Bloom's Taxonomy

https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy

REVISED Bloom's Taxonomy Action Verbs

Definitions	I. Remembering	II. Understanding	III. Applying	IV. Analyzing	V. Evaluating	VI. Creating
Bloom's Definition	Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.	Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.
Verbs	• Choose • Define • Find • How • Label • List • Match • Name • Omit • Recall • Relate • Select • Show • Spell • Tell • What • When • Where • Which • Who • Why	• Classify • Compare • Contrast • Demonstrate • Explain • Extend • Illustrate • Infer • Interpret • Outline • Relate • Rephrase • Show • Summarize • Translate	• Apply • Build • Choose • Construct • Develop • Experiment with • Identify • Interview • Make use of • Model • Organize • Plan • Select • Solve • Utilize	• Analyze • Assume • Categorize • Classify • Compare • Conclusion • Contrast • Discover • Dissect • Distinguish • Divide • Examine • Function • Inference • Inspect • List • Motive • Relationships • Simplify • Survey • Take part in • Test for • Theme	• Agree • Appraise • Assess • Award • Choose • Compare • Conclude • Criteria • Criticize • Decide • Deduct • Defend • Determine • Disprove • Estimate • Evaluate • Explain • Importance • Influence • Interpret • Judge • Justify • Mark • Measure • Opinion • Perceive • Prioritize • Prove • Rate • Recommend • Rule on • Select • Support • Value	• Adapt • Build • Change • Choose • Combine • Compile • Compose • Construct • Create • Delete • Design • Develop • Discuss • Elaborate • Estimate • Formulate • Happen • Imagine • Improve • Invent • Make up • Maximize • Minimize • Modify • Original • Originate • Plan • Predict • Propose • Solution • Solve • Suppose • Test • Theory

Anderson, L. W., & Krathwohl, D. R. (2001). A taxonomy for learning, teaching, and assessing, Abridged Edition. Boston, MA: Allyn and Bacon.

Appendix C--Habits of Mind

http://www.ascd.org/publications/books/108008/chapters/Describing-the-Habits-of-Mind.aspx

http://www.habitsofmind.org/sites/default/files/Habits%20of%20Mind%20in%20the%20Curriculum.pdf

THE HABITS OF MIND
(Costa and Kallick)

Resilient

Persistence
Stick to it! Persevering in task through to completion; remaining focussed. Looking for ways to reach your goal when stuck. Not giving up.

Striving for Accuracy
Check it again! Always doing your best. Setting high standards. Checking and finding ways to improve constantly.

Thinking and Communicating with Clarity and Precision
Be clear! Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, deletions and exaggerations.

Resourceful

Thinking Flexibly
Look at it another way! Being able to change perspectives, generate alternatives, consider options.

Questioning and Posing Problems
How do you know! Having a questioning attitude; knowing what data are needed and developing questioning strategies to produce those data. Finding problems to solve.

Creating, Imagining & Innovating
Try a different way! Generating new and novel ideas, fluency, originality.

Reasoning

Thinking about your Thinking: Metacognition
Know your knowing! Being aware of your own thoughts, strategies, feelings and actions and their effects on others.

Applying Past Knowledge
Use what you Learn! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.

Gathering Data Through All Senses
Use your natural pathways! Pay attention to the world around you Gather data through all the senses. Taste, touch, smell, hearing and sight.

Reflective

Remaining Open to Continuous Learning
Learn from experiences! Having humility and pride when admitting we don't know; resisting complacency.

Responding With Wonderment and Awe
Have fun figuring it out! Finding the world awesome, mysterious and being intrigued with phenomena and beauty. Being passionate.

Finding Humour
Laugh a little! Finding the whimsical, incongruous and unexpected. Being able to laugh at oneself.

Responsible

Taking Responsible Risks
Venture out! Being adventuresome; living on the edge of one's competence. Try new things constantly.

Managing Impulsivity
Take your Time! Thinking before acting; remaining calm, thoughtful and deliberative.

Listening with Empathy and Understanding
Understanding others! Devoting mental energy to another person's thoughts and ideas; make an effort to perceive another's point of view and emotions.

Thinking Interdependently
Work together! Being able to work in and learn from others in reciprocal situations. Team work.

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COA would like to acknowledge the summer work group responsible for final editing of the Guide:

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IMPLEMENTING OUR STRATEGIC PLAN
(DRAFT 3/3/17)

WHAT	HOW	WHO	WHEN	KPIs
I. Deliver, advance, and support an inclusive teaching and learning environment that enables all students to achieve their educational goals.				
1.1) Advance and sustain delivery of courses, programs, degrees, & certificates in support of the comprehensive community college mission	Enrollment Management Ed Plans IEPI Goals Matriculation Clean Up Degrees List?	Enrollment Mgmn Comm		# degrees, certs* Persistance, transfer, basic skills* #ed plans, #ADTs
1.2) Assure access to quality education for all students	Matriculation DE Special Populations Scholarship			Disaggregation Scholarships: donor & recipient satisfaction
1.3) Provide instruction in support of the needs of the College's diverse student population	Recruit diverse, highly qualified employees Course re-design institute			Demographics of employees
1.4) Advance practices in support of student success	Survey DE service needs Student Engagement Center Establish STEM Center Maintain MT2C			Student Satisfaction
1.5) Assess, analyze, and act upon the college-wide research and data-informed Student Equity Plan to assure access and success for the College's diverse student population	Resource Allocation Program Review DE services needed survey	SS&E, IE		Disaggregate Data
1.6) Allocate appropriate resources to deliver upon these commitments	Office/Library Hours, Cafes FT/PT Ratio	VPAS Foundation		Grant $$ $ donations, scholarships

WHAT	HOW	WHO	WHEN	KPIs
II. Build and sustain a sense of community that extends across campus and constituencies, nurturing collaboration, learning, growth, and diversity.				
2.1) Provide opportunities for faculty, staff, and students to interact outside of the classroom or workspace	Survey Constituents Assess Current Practices Sports Event Attendance?	Senates, ASG		% students participating % employees participating

WHAT	HOW	WHO	WHEN	KPIs
2.2) Support opportunities for interdisciplinary collaboration and collaboration between Student Services and Instruction to better serve students	Enrollment Management	VPSS, VPI		
2.3) Support opportunities for faculty, staff, and students to grow in their understanding of cultural competency as they build their stronger sense of community	On-Boarding Programs CUE Community spaces focused on equitable and inclusive communication			% employees integrating cultural competency into practice
2.4) Improve communication across the college, including accessibility, organization, and content of the college website	Continue to improve website, search functions Centralize all planning documents New employee checklists	Communications IE VPAS		Satisfaction? Social Media?
2.5) Assure participatory governance committee structure and transparency in decision making	Implement governance updates, committee tools training in PG, committee responsibilities IPGG AS/CS et al sponsored summits?	Senates, ASG, Pcab Dawn		% employees indicating decision-making processes are clear/transparent % employees serving on committees

WHAT	HOW	WHO	WHEN	KPIs
III. Build and sustain pathways in support of the comprehensive community college mission				
3.1) Collaborate with Continuing Education, K-12, and area universities to create and sustain a seamless pathway into, through, and beyond SDMC (Draw on SD Promise, Title III, Peer Navigators, CRUISE, Legacy, Career/Transfer, SEEDS, Honors, FYE, SYE, Title V, et al)	Expand multimodal counseling and services Expand career center Support transfer center innovation CRUISE, Jumpstart Promise Program/AB1741 Integrate our grants & initiatives Faculty networking with 4-yr colleagues	Strong workforce Claudia Leticia, Wendy, Monica et al. Faculty	Grant Milestones?	Feeder high school rate Transfer rate # students moving from NC to credit District? 1.1.1, 1.1.3, 1.2.1, 1.2.2, 1.3.1, 1.3, 2.1.4.19, 1.4.16, 1.4.2, 1.4.3, 1.5, 2.1, 2.2, 2.3, 2.4, 3.1, 3.3, 5.1, 5.2, 6.1
3.2) Collaborate with local industries to build relationships and assure consistence with workforce needs	Enhance partnerships (CCAP, CRWA) Labor market research Use Career Ctr, Business Dept, CALWORKS Develop Fermentation Certificate?	Strong Workforce CTE Advisory Groups Bridges CTE Deans		# placements, partership % employers providing favorable ratings of Mesa graduate prepration for workforce 1.1.2, 1.3.2, 3.1, 1.1.1, 1.2.1, 1.3.2, 1.4.1b, 2.1, 2.4, 3.1
3.3) Collaborate with area organizations and businesses to build internship opportunities aligned with student educational goals	Align Curriculum Hire Associate CTE Dean	Career Center CTE Deans		# community events # students participating in Mesa-supported internships 3.3, 2.1, 3.2

WHAT	HOW	WHO	WHEN	KPIs

IV. Support innovation in our practices

WHAT	HOW	WHO	WHEN	KPIs
4.1) Support new teaching strategies, applied learning experiences, and engagement techniques in support of student-centered learning	Curriculum Redesign Institutes Equity Workshops Student Engagement Center Outcomes Assessment Workshops Discuss at NFI	LOFT, faculty Prof learning coord Denise, Jen, Wendy Kris, COA Andy/Leslie		# courses redesigned student engagement scale 4.2, 6.1, 1.4.3 Surveys?
4.2) Advance new technology applications in the classroom and on campus	IT Plan: refresh, replace Transition Blackboard to Canvas; Camtasia Upgrade classroom equipment OER Ref League of Innovation, InfoCom Intl	David F Katie; Online Pathways SDCCD SDCCD		Quantify computer etc. Student/staff/faculty ratings 4.2, 4.3, 5.1, 5.2, 6.1
4.3) Modernize and integrate college information systems	Taskstream or replacement (test CampusLabs, TracDat) Event Planner PeopleSoft at full capacity	IE, COA, PRSC VPAS, SDCCD		4.3
4.4) Integrate, clarify, and refine processes and decision making existing with the District-College interface to create greater efficiencies & effectiveness	Identify gaps in collaboration	Mesa ALO		

WHAT	HOW	WHO	WHEN	KPIs

V. Support personal growth and professional development of our employees

WHAT	HOW	WHO	WHEN	KPIs
5.1) Build a culture of professional development and personal growth that empowers employees to set and achieve their professional goals	Assess needs Culture of career-based professional learning "in-reach" for changes (travel & conf, prof dev comm) One location for all prof dev opportunities Flexible college-hour opportunities	CEL Senates Salary advancement & Sabbatical Comm		# faculty/staff who take training employee satisfaction # workshops offered
5.2) Promote professional development in teaching and learning, using technology to advance student learning, and developing engagement strategies to enhance student learning	Hire FT professional learning coordinator Implement collegewide prof learning program Classified equity workshops Scholar-practitioner projects	LOFT		# publications, presentations # technology-focused workshops

WHAT	HOW	WHO	WHEN	KPIs

VI. Serve as stewards of our resources and advance effective practices in support of accountability

6.1) Provide sustainability in terms of our facilities, technology, human resources, and fiscal resources	Sustainability Plan? Maintenance of buildings and equipment Facilities Plan Cut down use of paper in classroom; communication Communications: apps or electronic communication? Carbon footprint? Does hiring process meet our needs?	MFPC VPAS EcoMesa Jennifer's team EcoMesa, Env Sust		Solar energy produced? # green strategies # LEED buildings # pages printed MesaMoves data # bus passes, etc # meetings via ZOOM
6.2) Advance assessment of student learning at the course, program, service area, and institutional levels	Program Review, DOCs, dialogue Discuss at department meetings Assess ILOs (mapping, gradutes survey) OA workshops, presentations at School mtgs Use IEPI grant for conferences, DOCs, software tests Update Taskstream workspace for OA?	IE, COA, AS & CS All Depts, areas IE COA COA, IE		# courses assessed/mapped Discussions in PR trac #workshops, attendance
6.3) Assure external accountability requirements are met	Address deficiencies; Comply with CCCCO and IEPI requests; CTE outside accreditors	Everyone IE CTE Deans, chairs		# accepted w/o sanctions reports to CCCCO institution-set-standards

	Institution
	Faculty & Staff
	Students
	Community