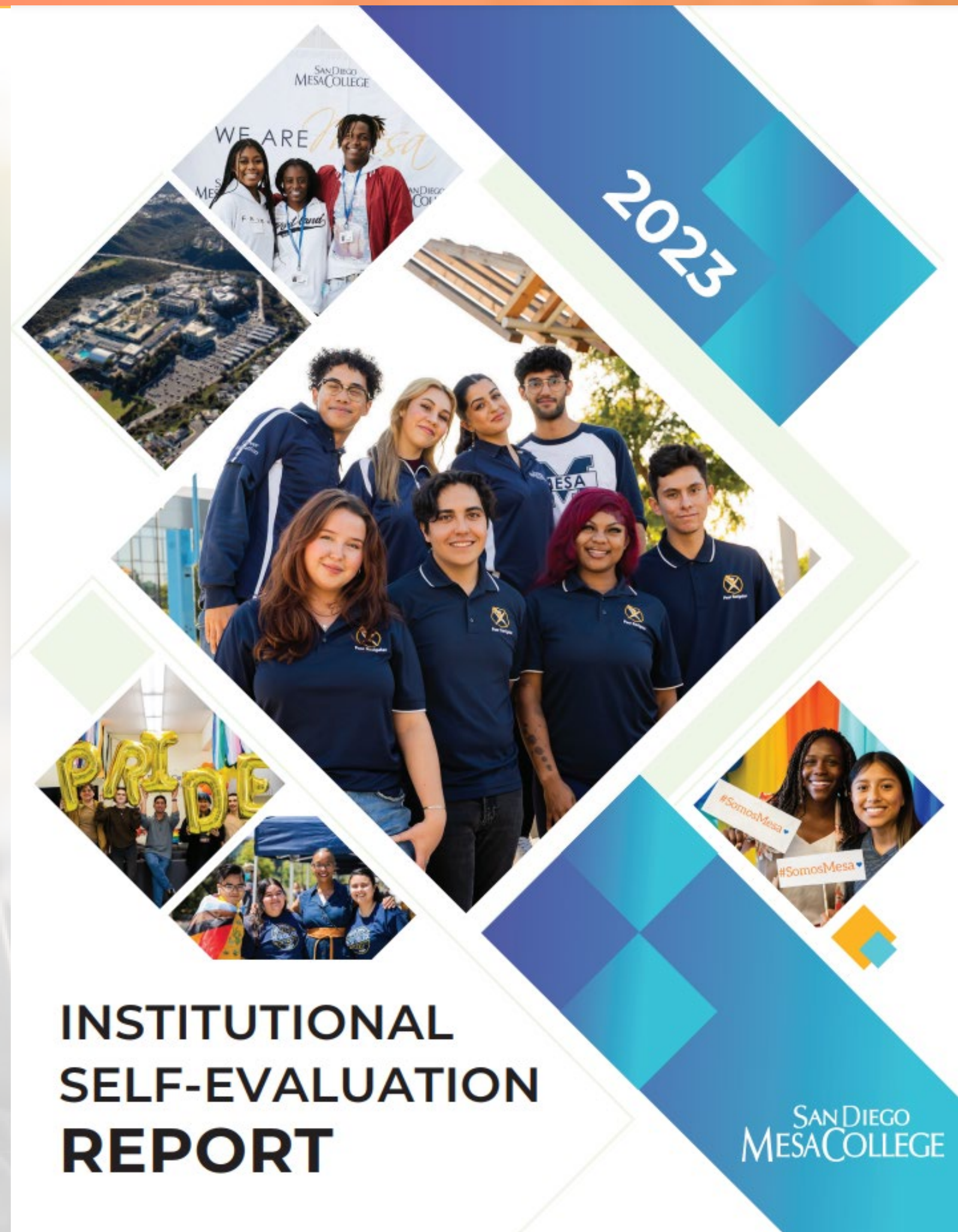


SAN DIEGO MESA COLLEGE

# Update on Accreditation & Outcomes Assessment

08/15/2024

Andrew Hoffman, Eliza Rabinovich, Hai Hoang



INSTITUTIONAL  
SELF-EVALUATION  
**REPORT**

SAN DIEGO  
MESA COLLEGE

A photograph of a graduate in a black cap and gown with a yellow and orange sash, waving their right hand. They are smiling and looking towards the camera. In the background, other graduates in similar attire are visible, some also waving. The background is slightly blurred, suggesting an outdoor setting with trees.

# **San Diego Mesa College's Accreditation is Reaffirmed**

***Thank You***



# Commendation



"The team commends SD Mesa for its commitment to mission and building a culture of being the "Leading College of Equity and Excellence" through its innovative, cross-collaborative, and equity-focused practices and professional learning provided by The LOFT and Guided Pathways efforts." - Peer Review Team Report, June 2024



# Highlight



"The team commends building a culture of Excellence" through its focused practices and Guided Pathway



"The team noted the College's intentional shift in processes and practices toward a model that asks stakeholders to refocus the lens of accountability from the individual student back to faculty, staff, and administrators." - Peer Review Team Report, June 2024



# Highlight



"The team commends SD Mesa for its building a culture of being the "Lea Excellence" through its innovative, cr focused practices and professional le and Guided Pathways efforts." - Pee 2024



"The team appreciated the College's alignment with the Mesa way, which was evident in the art and branding throughout the campus."  
- Peer Review Team Report, June 2024

"The practices toward a model that asks stakeholders to refocus the lens of accountability from the individual student back to faculty, staff, and administrators." - Peer Review Team Report, June 2024





# **San Diego Mesa College's Accreditation is Reaffirmed for 18 Months**

***Together. We Must Change.***

# The Two Scenarios After 18 Months

After the Follow-up Report is submitted and Site Visit is conducted:

## **Scenario 1: We successfully address the requirements by October 1, 2025.**

- Action: We will be reaffirmed for the remainder of the 7-year accreditation cycle

## **Scenario 2: We fail to address the requirements by October 1, 2025.**

- Potential Action 1: *Defer Action* - require a second follow-up report within 12 months
- Potential Action 2: *Sanction* (Warning, Probation, or Show Cause) – require a second follow-up report within 18 months

# The Requirements

**Submit a Follow-up Report due by Oct 1, 2025 (13 months from today) & prepare for a Site Visit**

“Must demonstrate compliance with the following standards .... in the required Follow-up Report”

**“Standard II.A.3 (College Requirement 1):** In order to meet the Standard, the Commission requires that the College ensures that the student learning outcomes listed on course syllabi match those in the approved course outline of record.”

Learning outcomes  
in Syllabi



Learning outcomes  
in Course Outline of Record

**“Standard II.A.16 (College Requirement 2):** In order to meet the Standard, the Commission requires that the college systematically and regularly improve programs and courses according to their established assessment processes.”

Follow the established  
assessment process



Use the assessment results  
to improve programs and courses



# The Approach to Address the Requirements

*“Every system is perfectly designed to get the results it gets.” - Edwards Deming*

## Current Status

Understand & clarify  
the current problems



## Ideal Status

Understand & clarify  
the goals

**P**eople: bring in relevant stakeholders  
**S**ystem: clarify structure and processes  
**A**ccountability: clarify roles, responsibilities, timelines

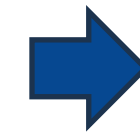


# Improvement Areas

1. “The team found that the terms for student learning outcomes are frequently used interchangeably.” (p.30)
2. “The team also found that the majority of the course syllabi reviewed listed student learning outcomes that did not match the approved Course Outline of Record, including the sample syllabi provided in the Institutional Self Evaluation Report.” (p.30)
3. “The College stated that instructional divisions monitor syllabi but that the review process is inconsistent across instructional divisions.” (p.30)
4. “Some departments follow the Committee on Outcomes and Assessment’s suggested assessment timelines in their scheduling template, but adherence to the assessment timeline is not uniform across the College. The Committee on Outcomes and Assessment wants to move toward a more standardized approach to assessment processes and cycles across the College. The team strongly encourages this next step.” (p.30)
5. “The team observed that the practices to improve programs and courses to enhance learning outcomes and achievement are neither systematic nor consistent across all instructional divisions.” (p. 33)



# Improvement Areas



# Goals

1. “The team found that the terms for student learning outcomes are frequently used interchangeably.” (p. 30)
2. “The team also found that the majority of the course syllabi reviewed listed student learning outcomes that did not match the approved Course Outline of Record, including the sample syllabi provided in the Institutional Self Evaluation Report.” (p. 30)
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5. “The team observed that the practices to improve programs and courses to enhance learning outcomes and achievement are neither systematic nor consistent across all instructional divisions.” (p. 33)

1. Use consistent language about Outcomes

2. Outcomes in Syllabi must match Outcomes in Course Outline of Record

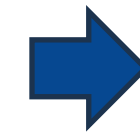
3. Syllabi review process must be consistent across instructional divisions

4. Adhere to the standardized assessment timeline and process across the college

5. Systematically and consistently use assessment results to improve programs and courses across all instructional divisions



# Current Activities



# Goals

Clarify the right language

Ensure consistency in using the right language

*Example: outcomes glossary, syllabi review, Nuventive, CurriQunet Meta*

Create a process and structure for syllabi review

Review all syllabi to ensure compliance

*Example: ensure all outcomes are in Nuventive, create syllabi checklist, review syllabi in the random online courses & ISER*

Clarify the current process and structure

Establish the ideal process and structure with a clear timeline

Identify barriers to the ideal process,

Clarify roles and responsibilities to adhere to the process

*Example: flow chart, syllabi checklist, outcomes reports, program review, Deans' Council, other presentations across the college*

Ensure outcomes are entered

Ensure conversations about using outcomes are happening

Ensure changes are made after those conversations

*Example: provide outcomes reports, provide guidelines and timeline for chair/dean, share examples with faculty (type of assessments, previous changes/best practices, etc.)*

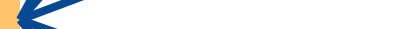
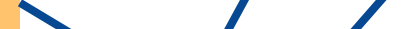
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# Summer Contributors

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Everyone at Deans' Council

and ***You. Together. Achieve Excellence through Outcomes Assessment***

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***Thank You***



# Appendix: Current Status as of 08/14

## Quick Glance - Outcomes Assessment

Source: Nuventive as of 8/14/2024.



**3,100**  
Course Learning  
Outcomes (CLOs)



**76**  
Student Services  
Outcomes (SSOs)

### % of CLOs with Benchmarks

\*1,120 benchmarks



### % of SSOs with Benchmarks

\*22 benchmarks



### % of CLOs with Results

\*277 results



### % of SSOs with Results

\*10 results





# Appendix: Root Cause Analysis / Fishbone Diagram

Celine Ahearn, Eliza Rabinovich, Hai Hoang,  
Linda Hensley, Mary Gwin

