San Diego Mesa College

Academic Program Review

Committee Report Years Two, Four and Five

2005-2006

Presented to President's Cabinet

May 23, 2006

SAN DIEGO MESA COLLEGE

ACADEMIC PROGRAM REVIEW COMMITTEE

COMMITTEE REPORT TO PRESIDENT'S CABINET

YEAR-END REPORT FOR YEARS TWO, FOUR AND FIVE

2005-2006

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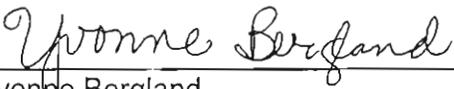
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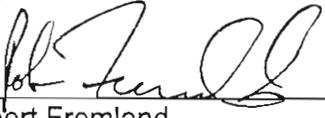
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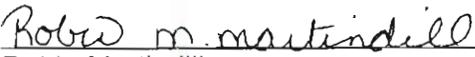
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Caterina Palestini
Classified Senate Representative

Michael Brown
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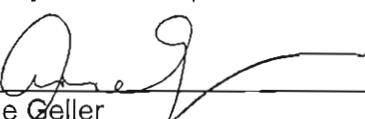
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Ian Kay
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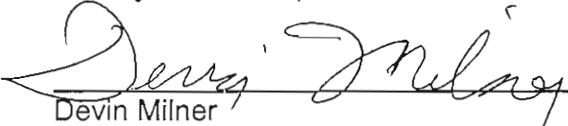
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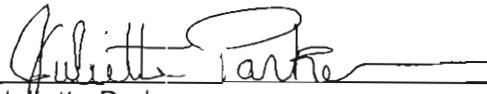
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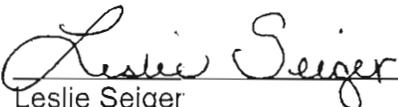
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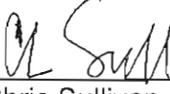
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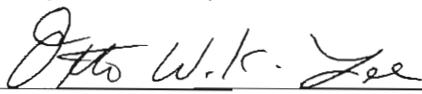
Otto Lee
Administrative Representative

Bill Grimes
District Research Representative
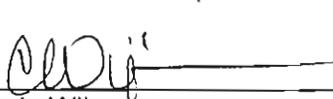
Cindy Wijma
District Research Representative

DATE: May 23, 2006

TO: Members of the President's Cabinet

SUBJECT: ACADEMIC PROGRAM REVIEW YEAR-END REPORT
          FOR YEARS TWO, FOUR AND FIVE, 2005-2006

Following this memo are the year-end reports for Years Two, Four and Five submitted by the Academic Program Review Committee. The format for these reports was approved by the President's Cabinet in fall, 2003.

Each report contains the following information:

- the names of the lead writer(s)
- the names of the Academic Program Review Committee liaisons
- the committee's findings relative to the forms and/or response sheets
- comments/recommendations/commendations from the Academic Program Review Committee and, when provided, feedback from the lead writers

PROCESS

In November, 2005, the Office of Instructional Services and Economic Development emailed each of the lead writers their academic program review documents and provided associated forms. This change provided additional time to the lead writers to complete the academic program review documents.

On behalf of the Academic Program Review Committee, the Office of Instructional Services and Economic Development sent regular reminders of key due dates to the lead writers and their assigned liaisons. The adjustment of the due date to March 15 gave the lead writers an additional two weeks to submit their program reviews to their respective deans. This change appears to have improved the submission rate to their deans. The assigned Academic Program Review Committee liaisons worked diligently with the lead writers to assist them in the submission of their documents.

The revised timeline gave the deans until the end of March to submit their programs to the Academic Program Review Committee. Not all reviews were received within this established time frame due to the spring break as well as unusual circumstances experienced by some of the programs. Two such programs are Geographic Information Systems (GIS) and Microsoft. The Academic Program Review Committee received a letter from the Vice President of Instruction explaining the significant challenges experienced by these two programs (see Appendix A). After review of this letter and supporting documentation provided, the Academic Program Review Committee supported the recommendation to change the program review cycle for GIS (see page 7) and a change in process for Microsoft (see page 8).

Each academic program review document was read and evaluated by at least two academic program review committee members using the worksheet developed for the specific year involved. After the reviewers discussed their findings, the lead writers were contacted and provided feedback. Lead writers were given the choice of meeting with the reviewers, receiving an e-mail or using the telephone to discuss these findings.

Once given feedback from the reviewers, lead writers had time to revise their academic program review documents if they wished to do so. The committee's final findings were communicated to the lead writers for review and feedback. The feedback from lead writers was used to prepare the committee's Year-End Report. Positive comments were received concerning the process as well as the documents used.

The Academic Program Review committee's Year-End written report was reviewed by the Academic Affairs Committee on May 8, 2006 prior to submission to the President's Cabinet. After review and approval by the President's Cabinet on May 23, 2006, lead writers will receive final copy of their portion of the Year-End Report. File copies will be prepared for the Office of the Vice President of Instruction and the Learning Resource Center (LRC).

RECOMMENDATIONS

As the program review cycle for Years Two, Four and Five progressed, the following recommendations were made to strengthen the academic program review process as well as inform various College processes:

Recommendation #1

To assist with the submission of the completed program review documents, it is recommended that the "Lead Writer/Dean Checklist" be revised by adding an instruction for the dean to notify the lead writer the program review has been approved and electronic copy may be sent via email to the Office of Instructional Services and Economic Development (see Appendix B, page 19).

Rationale: The electronic version of the program review document is used by the Office of Instructional Services and Economic Development to prepare the academic program review materials for the next cycle. It is imperative that the correct version of the document is used when these materials are developed for use by the lead writers.

Recommendation #2

Although the Student Learning Outcomes (SLOs) and the SLOAC implementation plan officially begins in Year One of the academic program review cycle, it is recommended that the information from those programs in Years Two to Five that choose to work on SLOs be reported in the same manner.

Rationale: Student Learning Outcomes (SLOs) at the Associate Degree level were developed by the College's Research Committee and endorsed by the President's Cabinet and the Academic Senate. SLOAC, an implementation plan for student learning outcomes, was also developed by the Research Committee and approved by the same participatory governance bodies. This SLOAC process is being used by the 2005-2006 Year One programs. For the reader's reference, Recommendation #3 from the 2004-2005 Year One Final Report is found in Appendix C, page 20

Recommendation #3

If lead writers in Years Two to Five elect to begin the program's six-year curriculum reviews, it is recommended that these results become part of their report.

Rationale: The review of curriculum is an ongoing effort by the College and the District. Maintaining currency in the curriculum is essential for articulation with four-year colleges and universities as well as to ensure acceptance of our graduates by business and industry. To meet the needs of the required six-year curriculum review, the Academic Program Review cycle has become the vehicle to report the planned review of course outlines effective with the 2005-2006 Year One programs. For the reader's reference, Recommendation #4 from the 2004-2005 Year One Final Report is found in Appendix D, page 21.

The following recommendations, made in the Year One Final Report and approved by the President's Cabinet on March 7, 2006 will be implemented during the 2006-2007 academic program review cycle for Years Two – Five. For the reader's reference, these recommendations have been placed in the appendices of this report.

Recommendation #2: concerning direction from the Strategic Planning Committee. See Appendix E, page 22.

Recommendation #5: concerning the research needs of the Years Two through Five program reviews. See Appendix F, page 23.

Recommendation #6: concerning the use of Survey Select, a software package. See Appendix G, page 24.

These above suggestions and recommendations are a result of an analysis of the findings, problems, issues and concerns discussed with our parent committee, the deans, lead writers and others during the spring 2006 academic program review cycle. We commend the efforts of all academic program lead writers, department chairs and deans who worked so diligently to implement the process and timelines and complete their reviews on time and in accordance with the approved process.

The Academic Program Review Committee completed its review of all submitted documents and revisions to these within the process timelines. The following pages contain reports of the Committee's findings resulting from its review and deliberations. All supporting documentation and worksheets are on file in the Office of Instructional Services and Economic Development.

SAN DIEGO MESA COLLEGE
OFFICE OF INSTRUCTIONAL SERVICES
ACADEMIC PROGRAM REVIEW – YEAR TWO
YEAR-END REPORT, 2005-2006

Year Two Lead Writers 2005-2006	Program Review Committee Liaisons	Form 3 Goals, Needs, and Plan of Action	Progress Report Response Sheet	Comments/Recommendations from Program Review Committee
Geographic Information Systems •John Johnson	Leslie Seiger (Bruce Naschak)	R	R	The Academic Program Review Committee supported the following recommendation submitted by the Vice President of Instruction: "I am respectfully requesting that the Year Two Program Review for GIS be postponed for one year. If the Program Review Committee agrees, the GIS program will complete its Year Two Program Review report in 2006-07 and then continue on this revised schedule."
Health Information Technology •Teddy Scribner	Kristan Clark (Otto Lee)	C	C	The program review was completed with all requirements being met. Complete responses were provided. Progress on all short and long term goals has been well documented with any obstacles to their completion included.
(*) History o Mary Lou Locke	Anne Geller (Henry Browne)	C	C	**The committee would like to recognize and commend the History program for its high quality report.** The program review was completed with all requirements being met. Complete responses were provided. Progress on all short and long term goals has been well documented with any obstacles to their completion included.
Mathematics •Laleh Howard, Judy Ross	Devin Milner (Guillermo Marrujo)	C	C	The program review was completed with all requirements being met. Complete responses were provided. Progress on all short and long term goals has been well documented with any obstacles to their completion included.
Medical Assisting •Temma al-Mukhtar	Guillermo Marrujo (Anne Geller)	C	C	The program review was completed with all requirements being met. Complete responses were provided. Progress on all short and long term goals has been well documented with any obstacles to their completion included.

Year Two Lead Writers 2005-2006 (continued)	Program Review Committee Liaisons	Form 3 Goals, Needs, and Plan of Action	Progress Report Response Sheet	Comments/Recommendations from Program Review Committee
Microsoft •Russell English	Devin Milner (Leslie Seiger)	R	R	The Academic Program Review Committee supported the following recommendation submitted by the Vice President of Instruction: "I respectfully request that the Microsoft program a) be given a one-year hiatus in the program review process pending the outcome of the study of the program future, and b) that the Microsoft offerings be incorporated into the Computer and Information Systems program review in future years."
Multimedia •Alfonso Saballett, Carlos Toth, Karen Owen	Yvonne Bergland (Robin Martindill)	C	C	The program review was completed with all requirements being met. Complete responses were provided. Progress on all short and long term goals has been well documented with any obstacles to their completion included.
Music •Igor Korneitchouk	Michael Brown (Chris Sullivan)	C	C	The program review was completed with all requirements being met. Complete responses were provided. Progress on all short and long term goals has been well documented with any obstacles to their completion included.
Physical Therapist Assistant •Laura Crandall	Rob Fremland (Joyce Carrigan)	C	C	The program review was completed with all requirements being met. Complete responses were provided. Progress on all short and long term goals has been well documented with any obstacles to their completion included.
Real Estate •Shadrick Jefferies, Roger Gee	Chris Sullivan (Juliette Parker)	C	C	The program review was completed with all requirements being met. Complete responses were provided. Progress on all short and long term goals has been well documented with any obstacles to their completion included. The liaisons assigned to this program will be sending the lead writers some suggestions for improvement.

SAN DIEGO MESA COLLEGE
OFFICE OF INSTRUCTIONAL SERVICES
ACADEMIC PROGRAM REVIEW – YEAR FOUR
YEAR-END REPORT, 2005-2006

Year Four Lead Writers 2005-2006	Program Review Committee Liaisons	Form 3 Goals, Needs, and Plan of Action	Progress Report Response Sheet	Comments/Recommendations from Program Review Committee
Dramatic Arts •Kristan Clark	Henry Browne (Devin Milner)	C	C	The program review was completed with all requirements being met. Complete responses were provided. Progress on all short and long term goals has been well documented with any obstacles to their completion included. Only one suggestion was made. There are a number of goals that are double-marked as "in progress" and "added". It is suggested that "in progress" be removed as this phrase does not apply to new goals and is not needed.
English •Chris Sullivan	Joyce Carrigan (Ian Kay)	C	C	The program review was completed with all requirements being met. Complete responses were provided. Progress on all short and long term goals has been well documented with any obstacles to their completion included. The liaisons to this program indicated that the goals include SLOs. They found the review to be very complete.
Hotel-Motel Management •Brad Peters	Chris Sullivan (Devin Milner)	C	C	The program review was completed with all requirements being met. Complete responses were provided. Progress on all short and long term goals has been well documented with any obstacles to their completion included. The liaisons assigned to this program will be contacting the lead writer with some suggestions for improvement.
Marketing •Mariette Rattner	Guillermo Marrujo (Teddy Scribner)	C	C	The program review was completed with all requirements being met. Complete responses were provided. Progress on all short and long term goals has been well documented with any obstacles to their completion included.
Philosophy •Dwight Furrow	Otto Lee (Rob Fremland)	C	C	The program review was completed with all requirements being met. Complete responses were provided. Progress on all short and long term goals has been well documented with any obstacles to their completion included.
Physical Sciences (ASTR, GEOL, PHYN) •Gerald Schad	Leslie Seiger (Michael Brown)	C	C	The program review was completed with all requirements being met. Complete responses were provided. Progress on all short and long term goals has been well documented with any obstacles to their completion included. It was noted that the lead writer included SLOs as part of the review.

Year Four Lead Writers 2005-2006 (continued)	Program Review Committee Liaisons	Form 3 Goals, Needs, and Plan of Action	Progress Report Response Sheet	Comments/Recommendations from Program Review Committee
(*) Registered Dental Assistant • Margaret Fickess	Rob Fremland (Bruce Naschak)	C	C	**The committee would like to recognize and commend the Registered Dental Assistant program for its high quality report.** The program review was completed with all requirements being met. Complete responses were provided. Progress on all short and long term goals has been well documented with any obstacles to their completion included.
Sociology • Evan Adelson	Yvonne Bergland (Teddy Scribner)	C	C	The program review was completed with all requirements being met. Complete responses were provided. Progress on all short and long term goals has been well documented with any obstacles to their completion included. The liaisons assigned to review this program indicated that they had contacted the lead writer to provide some missing information and that the lead writer was planning to respond after the spring break.
Speech Communications • Terry Kohlenberg	Robin Martindill (Juliette Parker)	C	C	The program review was completed with all requirements being met. Complete responses were provided. Progress on all short and long term goals has been well documented with any obstacles to their completion included. The liaisons assigned to your program particularly liked the enumeration on the response sheet to reflect form #1. It made it easy to follow.
Teacher Education • Danene Soares	Robin Martindill (Kristan Clark)	C	C	The program review was completed with all requirements being met. Complete responses were provided. Progress on all short and long term goals has been well documented with any obstacles to their completion included.
Travel and Tourism • Brad Peters	Anne Geller (Guillermo Marrujo)	C	C	The program review was completed with all requirements being met. Complete responses were provided. Progress on all short and long term goals has been well documented with any obstacles to their completion included. The liaisons assigned to the program indicated that they would be contacting the lead writer for clarification as well as additional information.

SAN DIEGO MESA COLLEGE
OFFICE OF INSTRUCTIONAL SERVICES
ACADEMIC PROGRAM REVIEW – YEAR FIVE
YEAR-END REPORT, 2005-2006

Year Five Lead Writers 2005-2006	Program Review Committee Liaisons	Final Report Response Sheet	Comments/Recommendations from Program Review Committee
Business Administration/ Management •Catherine Larocca	Yvonne Bergland (Teddy Scribner)	C	The program review was completed with all requirements being met. Complete responses were provided. Progress on all short and long term goals has been well documented with any obstacles to their completion included.
(*) Chemistry •Rob Fremland	Devin Milner (Juliette Parker)	C	**The committee would like to recognize and commend the Chemistry program for being a "model program review", well written with extensive narrative.** The program review was completed with all requirements being met. Complete responses were provided. Progress on all short and long term goals has been well documented with any obstacles to their completion included.
(*) Computer Business Technology •Karen Schneiter, Leslie Cloud	Robin Martindill (Yvonne Bergland)	C	**The committee would like to recognize and commend the Computer Business Technology program for its high quality report.** The program review was completed with all requirements being met. Complete responses were provided. Progress on all short and long term goals has been well documented with any obstacles to their completion included.
Economics Xiaochuan Song	Ian Kay (Bruce Naschak)	C	The program review was completed with all requirements being met. Complete responses were provided. Progress on all short and long term goals has been well documented with any obstacles to their completion included.
Engineering •Morteza Mohssenzadeh	Chris Sullivan (Devin Milner)	C	The program review was completed with all requirements being met. Complete responses were provided. Progress on all short and long term goals has been well documented with any obstacles to their completion included. The liaisons assigned to review the program indicated that there was a problem with the numbering and suggested that the lead writer contact Dean Bergland's office, should he want to make revisions.

Year Five Lead Writers 2005-2006 (continued)	Program Review Committee Liaisons	Final Report Response Sheet	Comments/Recommendations from Program Review Committee
Fashion – Consulting, Design & Merchandising •Susan Lazear	Guillermo Marrujo (Joyce Carrigan)	C	The program review was completed with all requirements being met. Complete responses were provided. Progress on all short and long term goals has been well documented with any obstacles to their completion included.
Food Services Occupations •Brad Peters	Anne Geller (Guillermo Marrujo)	C	The program review was completed with all requirements being met. Complete responses were provided. Progress on all short and long term goals has been well documented with any obstacles to their completion included.
Interior Design •Mimi Moore, Holly Hodnick	Henry Browne (Kristan Clark)	C	The program review was completed with all requirements being met. Complete responses were provided. Progress on all short and long term goals has been well documented with any obstacles to their completion included. The liaisons assigned to the program will be contacting the lead writers concerning the curriculum pieces of the review.
(*) Learning Resources/ Instructional Support •Devin Milner	Otto Lee (Rob Fremland)	C	**The committee would like to recognize and commend the Learning Resources/Instructional Support program for its high quality report.** The program review was completed with all requirements being met. Complete responses were provided. Progress on all short and long term goals has been well documented with any obstacles to their completion included.
Nutrition •Christine Dupraw	Leslie Seiger (Michael Brown)	C	The program review was completed with all requirements being met. Complete responses were provided. Progress on all short and long term goals has been well documented with any obstacles to their completion included.

SAN DIEGO MESA COLLEGE

ACADEMIC PROGRAM REVIEW COMMITTEE

COMMITTEE REPORT TO THE PRESIDENT'S CABINET

YEAR-END REPORT FOR YEARS TWO, FOUR AND FIVE

2005-2006

APPENDICES

National Visiting Committee Report – NSF ATE Grant 0401990
Scalable Skills GIS Certificate Program
April 8, 2006

The NVC Committee met with program-related faculty and staff of San Diego Mesa College, San Diego State University, and three San Diego area high schools on the evening of March 29 and all day March 30, 2006. Attending from the NVC were: Ms. Ann Johnson, Chair, Dr. Karen Kemp, Dr. Arthur Getis, and Mr. Warren Roberts. In communication by phone was Dr. Joseph Kerski.

Overview of Achievements

The NVC was encouraged with the progress made by program personnel since our last meeting and the new organizational structure and team approach. It is a testament to the support and excellence of all those involved that the many changes that have occurred since our last meeting did not derail the entire Grant. On the contrary, we feel more confident than ever that the Grant will serve as a model for others across the country.

The expressed support from a high administrative level at Mesa is most heartening including opening statements and attendance by Mesa College President, Rita Cepeda and Vice President of Instruction, Elizabeth Armstrong. Dr. Otto Lee, Dean, Business, Computer Science and Technology, has taken a leading role in ensuring that the Grant reaches a successful conclusion. The team approach, under the leadership of Eileen Goff, appears to have generated much enthusiasm and hard work among Grant personnel. The diligence and leadership of Ming Tsou at SDSU and the efficiency and effectiveness of John Johnson at Mesa College are commendable.

The presentations on aspects of the Grant by program personnel outlined the progress being made including:

1) The curriculum development work using the SCID model (based on the results of the DACUM carried out by the College) is advancing effectively. The materials and modules created using this process should be useful for other college programs and will be a significant contribution of the Grant.

2) The creation and approval of a lower division GIS course (GIS 104 Introduction to GIS) at SDSU is a significant step toward development of a pathway for articulation of GIS education between high schools, colleges and universities. In addition, the success by SDSU in gaining approval of the course for General Education credit under the category of Mathematics and Quantitative Reasoning is a significant step toward spreading GIS (and spatial thinking) across more disciplines.

3) The outreach program involving SDSU and San Diego area high schools has reached a high degree of success. This program has SDSU graduate students mentoring high schools students and helping high school faculty. An example of this mentoring program is the support given to High Tech High's development of a beautifully-produced 226 page field guide on San Diego Bay and its environs. A second example is the development of web-based GIS tutorials and other materials that can help to resolve the lack of technology resources and support at the high school level.

Opportunities

To aid in working with K-12 educators, the mentoring program mentioned above would serve as a good model for other institutions to follow. One outcome from the current Grant might be to develop methods and infrastructure to sustain this mentoring program beyond the end of the funding. One possibility might be to create an option for graduate (or undergraduate) students to use a mentorship option to satisfy part of their degree program – such as using it as an option for an internship or capstone project.

The development of the new GIS 104 lower division course and the curriculum evolving from the DACUM SCID at Mesa might be aided by using the UCGIS GI Science and Technology Body of Knowledge (see www.ucgis.org), Integration and identification of the curriculum content of the programs using the Body of Knowledge Areas, Units, Topics and Learning Objectives may serve as a good opportunity to demonstrate how the Body of Knowledge might be used to provide a basis for articulation of GIS among the various levels of education.

Concerns

While the new team approach and leadership appears to be moving the Grant forward, there still seems to be somewhat of a disconnect between the work at Mesa College and SDSU. The NVC would like to see some form of organizational chart or road map that indicates the links between the two institutions and the activities in which they are mutually engaged.

The Grant activities have increased the awareness and interest in GIS in high schools in the San Diego region. The NVC would like to see more workshops for K-12 educators to aid in articulation between the institutions. This may be limited in scope through the current Grant, but pilot programs developed as a proof of concept could be continued through future grants or current programs such as with the California Geographic Alliance or the California Geographical Society.

The NVC were also glad to learn that publications on the efforts at both institutions have been made in academic journals. The NVC suggests that each institution consider additional publications be made in other outlets so that educators at different levels learn about the outcomes of work completed under the Grant.

Areas of the original Grant proposal which were not discussed at the meeting include the evaluation plan and the career path program. The NVC would like to have a more formal explanation of the plan for evaluating the educational activities carried out under the Grant. The NVC would also like a clearer understanding of the current progress and future activities related to career paths.

Some Suggested Future Action Items

The approval of the GIS 104 Introduction to GIS and its acceptance as a GE course has given the college and university a unique opportunity for articulation. It is important to ensure that the contents of the GIS 104 course are aligned with the curriculum and courses being developed at Mesa. This will give the high schools an opportunity to develop a course that can be articulated from the high school to the university level program.   This activity should be publicized as widely as possible. Also, the SCID process and curriculum development resulting from the DACUM should be publicized to colleges anticipating similar course development.

The NVC would like to have a simple timetable that outlines the goals, activities, responsible parties and institutions with anticipated completion dates so that we can better recognize the accomplishments and planned future activities under the Grant.

The NVC would also like to see that adjunct faculty in the Mesa GIS program are encouraged and/or provided incentives to participate in the curriculum development process. The adjunct faculty can provide domain expertise that could prove valuable for the curriculum development team, but without incentives, they may be reluctant or unable to make the time to do so.

A Few Ideas

The NVC encourages workshops be developed for faculty training for high school and college level. Some of the ideas that came to light during the discussions included: (a) providing professional development credits for course (workshop) training; (b) designing workshops to meet the needs of different styles of learners as well as different background and skill levels of participants; (c) offering a variety of workshop options (days, evening, weekend, short or semester long); and (d) including IT staff from each of the participant institutions sending faculty to help with technical issues and partner with and support the teachers using GIS in their school. It is also suggested that any workshop or course completion certificate developed under this program (whether for students or faculty) include the number of contact hours so that individuals wishing to become Certified as GIS Professionals by the GISCI have that information easily available.

In Conclusion

The NVC is satisfied with the progress and encouraged about the future success of the Grant. We look forward to our next visit to review the continued progress on the Grant and would like to thank and congratulate the Grant team members under the leadership of Dr. Otto Lee.

Ann Johnson, Chair
Arthur Getis
Karen Kemp
Joseph Kerski
Warren Roberts

Appendix B

SAN DIEGO MESA COLLEGE

ACADEMIC PROGRAM REVIEW HANDBOOK

LEAD WRITER/DEAN CHECKLIST

PROGRAM:_____

LEAD WRITER(S):_____

A. INSTRUCTIONS FOR LEAD WRITER:

Please attach this checklist to your original program review document when submitting to your dean. When your program review is completed, the following items are to be submitted:

_____1. Attach **copies of all research** used when responding to program review questions, the **SLO planning document** and **six-year curriculum review planning document**. **For Year One only, attach the program pages from the current catalog**.

_____2. After the **original** program review has been **signed by you as the lead writer, and by the department chair**, please submit this document to your dean for review and approval. Please staple top left corner only.

_____3. After your program review has been approved by your dean, send **one (1) electronic copy** of program review document via email to cpalesti@sdccd.edu.
(Office Use Only: Date received: _____)

B. INSTRUCTIONS FOR DEAN:

When you have completed your review of the document:

_____1. Please **sign the original document** in the space provided.

_____2. Submit **the original and two (2) signed copies** of the program review document to the Office of Instructional Services. (Office of Instructional Services will deliver copy to Vice President of Instruction.) Please staple top left corners only.

_____3. Notify the lead writer the program review has been approved and that the electronic copy can be sent as described in A#3.

C. INSTRUCTIONS FOR LEAD WRITER *AFTER* SUBMISSION TO ACADEMIC PROGRAM REVIEW COMMITTEE:

When the Academic Program Review Committee liaisons have completed their evaluation of the document:

_____ If corrections are made, due to their suggestions, submit as an **addendum** to the Office of Instructional Services **only**.

Submitted by:_____ **Date:**_____
                          Signature

San Diego Mesa College
Academic Program Review
Committee Report for Year One
2004-2005

Presented to President's Cabinet
March 7, 2006

Recommendation #3

In addition to improving teaching and learning, the results of the development of SLOs and their assessment need to be documented and reported both internally and externally. To support this implementation at the program level, it is recommended that the College:

    A. Continue to provide SLO training for program faculty;
    B. Continue to provide resources to the programs and/or departments;
    C. Identify and catalog existing best practices;
    D. Develop a format for use by the lead writer and/or department when reporting SLO and assessment information;
    E. Develop a distribution list for dissemination of this report;
    F. Post pertinent information to a "Student Learning Outcome and Assessment" website.

Rationale: Student Learning Outcomes (SLOs) at the Associate Degree level were developed by the College's Research Committee and endorsed by the President's Cabinet and the Academic Senate. SLOAC, an implementation plan for student learning outcomes, was also developed by the Research Committee and approved by the same participatory governance bodies.
This SLOAC process is being used by the 2005-2006 Year One programs. These twelve (12) programs will be describing how they are addressing or plan to address the six components of the College's SLOs at the Associate degree level and then developing both short and long-term goals for their implementation at the program and course levels with the selection of appropriate assessment methods.

**San Diego Mesa College
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<u>Recommendation #4</u>

During the training, lead writers were given appropriate curriculum materials to respond to this part of the Academic Program Review. One of these documents is a listing of the courses within the program containing information about integration, when the courses were last reviewed and a planning grid for the curriculum review.   The template for this planning grid was originated by the Languages Program and included as an attachment in support of one of their short-term goals to "begin updating integrated course outlines up for review." The Academic Program Review Committee would like to recognize and commend the Languages Program for this valuable contribution to the College.   It is recommended that this completed document become part of the Academic Program Review's final report for Year One and be distributed to Mesa's Curriculum Review Subcommittee and other appropriate areas.

<u>Rationale:</u> The review of curriculum is an ongoing effort by the College and the District. Maintaining currency in the curriculum is essential for articulation with four-year colleges and universities as well as to ensure acceptance of our graduates by business and industry. To meet the needs of the required six-year curriculum review, the Academic Program Review cycle has become the vehicle to report the planned review of course outlines effective with the 2005-2006 Year One programs. The twelve programs will describe their plans for review and/or integration of its curriculum stating which courses, degrees, and/or certificates will be reviewed in each of the years of the five-year cycle as well include this planning as part of the new goals for the program.

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<u>**Recommendation #2**</u>

As the College develops its educational master plan, it is recommended that the Academic Program Review Committee be given direction from the Strategic Planning Committee as to the:

    A. Types of information that should be reported including any changes to the current content;
    B. Format that the report should take;
    C. Distribution of the entire report as well as its parts (i.e., Student Learning Outcomes, six-year curriculum review);
    D. These same three items for the report written for the programs in Years Two – Five.

Appendix A, page 23, is an example of a report done after the program review cycle is completed. At the present time this report is presented to Deans' Council and used in the development of the IELM requests as well as faculty, staff, and facilities needs.

<u>Rationale:</u> Currently the Committee's report contains three major sections and appendices:

    A. A report of the process itself;
    B. Recommendations to strengthen the program review process;
    C. A narrative on each of the programs in the current cycle.

During Year One of the Academic Program Review cycle, a wealth of information is collected that describes and assesses the program as well as enumerates its short and long-term goals.

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<u>**Recommendation #5**</u>

To support research functions associated with Academic Program Review, it is recommended that the newly hired research analyst work with the committee in the following ways:

A. Revisit the data provided to all Year One programs to ensure that it is appropriate and meets the needs of the programs.
B. Assist the committee with the selection of appropriate research data for Years One through Five.
C. Assist the lead writers with the selection of specific research requests as described in the Academic Program Review Handbook (see Appendix C, pages 25-26, Form 1, Statistical Analysis for Instructional Programs).
D. Assist the lead writer and program faculty with the selection of appropriate research relative to SLOs and assessment.

<u>Rationale:</u> The Academic Program Review process continues to incorporate the use of research data to support the questions found on Form 2, the narrative portion of Year One. In addition, Years Two through Five also incorporate the use of research data. With the advent of student learning outcomes (SLOs), the importance of research data will continue to grow.

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Recommendation #6

 It is recommended that the use of the Survey Select software be revisited when the college-level research analyst is hired.

Rationale: A software package called Survey Select was purchased so faculty could obtain program-specific data from students, graduates and employers. Survey Select software may be used to design, collect and tabulate data for analysis from these groups. Its use was discontinued during the 2003-2004 Academic Program Review cycle due to technical and logistical problems.

Recommendation #7

To assist members of the Academic Program Review Committee with the evaluation of the program reviews and the writing of the Year One Report, it is recommended that the lead writers submit copies of the following documents:

   A. All research used when responding to program review questions
   B. The planning document developed for SLOs
   C. The planning document for six-year curriculum review

It is recommended that this information be added to the existing Lead Writer/Dean Checklist.