San Diego Mesa College

Program Review

Committee Report for Year One

2006-2007

Presented to President's Cabinet

March 4, 2008

SAN DIEGO MESA COLLEGE

PROGRAM REVIEW COMMITTEE

COMMITTEE REPORT TO PRESIDENT'S CABINET

REPORT FOR YEAR ONE

2006-2007 PROGRAM REVIEWS

TABLE OF CONTENTS

COMMITTEE MEMBERSHIP/SIGNATURE PAGE
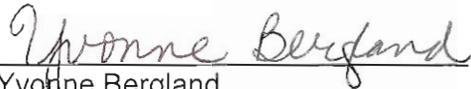
Yvonne Bergland
Administrative Representative, Co-Chair
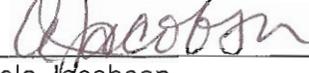
Adela Jacobson
Student Services Representative, Co-Chair

Caterina Palestini
Classified Senate Representative
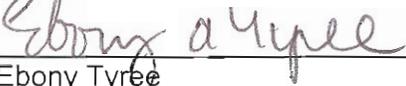
Ebony Tyree
Classified Senate Representative

Kristan Clark
Academic Senate Representative

Anne Geller
Academic Senate Representative

Bruce Naschak
Academic Senate Representative

Teddy Scribner
Academic Senate Representative

Yohannes Truneh
Academic Senate Representative

Joi Lin Blake
Administrative Representative

Danene Soares
Administrative Representative

Robert Fremland
Academic Senate Representative, Co-Chair
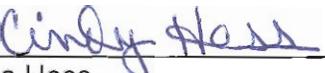
Cynthia Hess
Classified Senate Representative

Monica Romero
Classified Senate Representative

Jill Baker
Academic Senate Representative
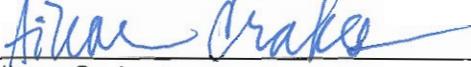
Ailene Crakes
Academic Senate Representative
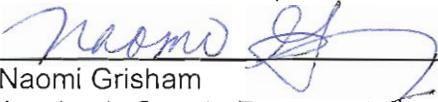
Naomi Grisham
Academic Senate Representative

Ian Kay
Academic Senate Representative
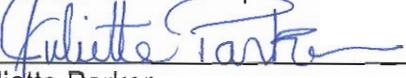
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Academic Senate Representative
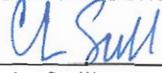
Chris Sullivan
Academic Senate Representative

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Campus-Based Researcher

Otto Lee
Administrative Representative
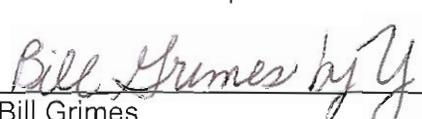
Bill Grimes
District Research Representative

DATE: March 4, 2008

TO: President's Cabinet

SUBJECT: PROGRAM REVIEW REPORT FOR YEAR ONE, 2006-2007

The following list contains the names of the programs reviewed for Year One during the 2006-2007 academic year and program review cycle. For information and, more important, to recognize each for the work they have done, the names of the lead writers are included.

Program	Lead Writer(s)
Chemistry	Joe Toto
Computer Business Technology	Karen Williams/Leslie Cloud
Economics	Mark Abajian
Engineering	Morteza Mohssenzadeh
Fashion-Consulting, Design, Merchandising	Susan Lazear
Interior Design	Mimi Moore/Holly Hodnick
Learning Resources/Instructional Support	Devin Milner
Nutrition	Christine Dupraw

These program reviews, written by the lead writers with input from discipline faculty as well as in conjunction with department chairs and school deans, followed the revised San Diego Mesa College program review process described in the Program Review Handbook. Lead writers were assigned Program Review Committee liaisons at the beginning of the process. This assignment continues to encourage earlier interaction with the lead writers and results in a more complete final document. Instead of providing only the research on each program, the Campus-Based Researcher included College data, so the lead writers had comparison information. Data were provided both as counts and percentages. Specially requested data were also provided.

All eight (8) program reviews for 2006-2007 were submitted within the established timelines for Year One. All programs with the exception of two provided the "Lead Writer/Dean Checklist". The requested electronic version of the documents was submitted by all programs.

Each program review document was read and evaluated by at least two program review committee members using the approved "Year One Evaluation Worksheet." After the reviewers met and discussed their findings, the lead writers were contacted and provided feedback. Lead writers were given the choice of meeting with the reviewers, receiving e-mail or using the telephone to discuss these findings. Once given feedback from the reviewers, lead writers had time to revise their program review documents should they wish to do so.   Lead writers were given copies of their portion of the committee's final report to review and provide feedback that was incorporated into this report.

Following the guidelines developed and approved by the Academic Affairs Committee, the Program Review Committee prepared its final, written report. This report was reviewed by the Academic Affairs Committee on February 25, 2008 prior to submission to the President's Cabinet.

For 2006-2007, the Program Review Committee is making recommendations in the following six (6) areas:

A. Integrating Administrative Services, including those district administrative aspects as they impact the college, into the program review process using the same approach as Student Services
B. Following-up on two (2) recommendations made in the 2004-2005 Year One Report concerning the research provided for program review
C. Including a question to report the progress of programs involved in the Basic Skills Initiative
D. Including information on the General Education (GE) components offered by the program.

E. Adding a question concerning the development of mission statements by programs and service areas

F. Providing a program or service area summary

A.   INTEGRATING ADMINISTRATIVE SERVICES

Recommendation #1

It is recommended that the Program Review model for Instructional and Student Services be adopted and used by Administrative Services. If needed, supplemental questions will be developed by representatives of the Mesa College Program Review Committee and assigned individuals from Administrative Services.

Rationale: The Accrediting Commission for Community and Junior Colleges (Western Association of Schools and Colleges) sent College Presidents, Chief Instructional Officers and Accreditation Officers a memo containing three (3) rubrics for evaluating institutional effectiveness with compliance levels for each. For the Program Review Rubric, it is expected that Administrative Services will be included and be above the awareness level. (Appendix A, page 25 contains the memo and Program Review Rubric.)

Recommendation #2

It is recommended that that the Program Review five-year cycle begin Fall, 2008 for the Administrative Service units.

Rationale: Beginning Fall, 2008, will permit the placement of the Administrative Service units in the appropriate part of the five-year cycle. The Program Review Committee will work with Administrative Services in determining what units will be in Year One, Two, Three, Four and Five.

Recommendation #3

It is recommended that the membership of the Program Review Committee be expanded to include appropriate Administrative Services representation.

Rationale: At the present time, Administrative Services does not have any representation on the Program Review Committee. Increasing the membership would bring additional and necessary expertise to the committee. These new members would be assigned as liaisons to both academic and student services program reviews following the established procedure. Program review materials and training will be provided.

Recommendation #4

It is recommended that the Program Review Committee provide lead writer training to staff selected by their Administrative Services units.

Rationale: Selected lead writers will be invited to attend the Lead Writer training offered each fall semester. In addition, the Program Review Committee will provide other orientations and workshops required to introduce the process to the administrative lead writers.

Recommendation #5

It is recommended that the Dean of Instructional Services, Resource Development and Research (Dean) and the Campus-Based Researcher (CBR) work with Administrative Services units to determine the appropriate research data needed by each to support the program review.

Rationale: The Dean and CBR will assist Administrative Services with the type and frequency of data required to respond to the program review questions. In some instances, if this data is not available and needs to be collected, goals containing plans of action will be developed.

Recommendation #6

It is recommended that the program review findings for Administrative Services be incorporated into the two (2) annual reports presented to the Academic Affairs Committee and President's Cabinet.

Rationale: The content of the Program Review Committee was approved by the Academic Affairs Committee in December 2002. (please see Appendix B, page 28)

B.   FOLLOW-UP OF RESEARCH RECOMMENDATIONS

Recommendation #7

It is recommended that the following data be supplied:
   A. Five (5) years of data rather than two (2) in order to provide information for each year since the last Year One report
   B. Percent (%) change in the statistics from year to year to see trends over the past five years. This data will help determine whether certain goals have been met, e.g. hiring of new faculty, increasing diversity, etc.
   C. faculty ethnic diversity to academic and student services areas
   D. student learning indicators including course completion rates, course success rates, student program (major) completion, student graduation rates, student job placement rates, student scores on licensure exams, where available.
   E. point of service surveys for student services areas
   F. gender, age, ethnicity for student services areas for which data are collected/available

Rationale: In their 2004-2005 Year One Report, the Program Review Committee recommended that the campus-based researcher review and make recommendations concerning the data used to support questions on form 2.   Evidence presented should be about student achievement and also about student learning outcomes. This evidence should be integrated and presented in a context of other information about the program or service area.   (please see Appendix C, page 29)

Recommendation #8

It is recommended that the Survey Select software be replaced by SNAP Surveys.

Rationale: SNAP Surveys software has more features including automatic reminder emails to non-respondents, personalized e-mail invitations, etc. (please see Appendix C, page 29)

C.   BASIC SKILLS INITIATIVE

Recommendation #9

It is recommended that those programs or service areas involved with Basic Skills include this information in the program review report. The following information would be added to the "Value of the Program or Service Area to Students", question #1 (please see Appendix D, page 30):

   • If your programs or service area serves students assessing at the basic skills level, provide information that describes how the needs of these students are met.

Rationale: Recording of basic skills information in the program review document will assist with future planning and provide information for the accountability piece included in the Basic Skills initiative.   Basic skills courses are identified by course numbers less than 50.

D. GENERAL EDUCATION (GE) COMPONENT

Recommendation #10

It is recommended that those programs offering general education courses provide information that describes how the needs of students are met. The following information will be added to the "Value of the Program or Service Area to Students", question 1. (please see Appendix D, page 30)

- how the program or service area assists the students to obtain employment, pass licensing/registration examinations, complete degrees or certificates, **complete general education requirements**, and/or transfer to four-year institutions.

Rationale: Recording general education information in the program review document will assist with meeting both state and accreditation requirements.

E.   PROGRAM OR SERVICE AREA MISSION STATEMENT

Recommendation #11

It is recommended that programs or service areas who are developing mission statements include it with their report. The following item would be added to Part A, Program or Service Area Description (please see Appendix E, page 31):

- Provide your program or service area mission statement.

Rationale: Program or service area mission statements provide information as to ways that they address and/or support the college, support program/service area goals as well as meet accreditation standards.

F.   PROGRAM OR SERVICE AREA SUMMARY

Recommendation #12

It is recommended that programs or service areas provide a summary that emphasizes the most significant features and pressing needs. This summary will be included in the Program Review Committee's final report that is presented to the Academic Affairs Committee and President's Cabinet. The following item would be added to as a question to the "Value of the Program or Service Area to Mesa College" (see Appendix F, page 32):

- Please write a one or two paragraph summary of your program review that emphasizes the program's or service area's most significant features and pressing needs. This summary will be included in the final report that is read by the Academic Affairs Committee and President's Cabinet.

Rationale: Providing a summary of the program's or service area's most significant features and pressing needs will increase the readership of the materials provided by the lead writer.

We commend the efforts of all program lead writers, discipline faculty, department chairs, and deans who worked so diligently to complete their reviews in accordance with the process approved by the Academic Affairs Committee and the President's Cabinet.

The Program Review Committee completed its review of all submitted documents and revisions to these within the established timeline. The following pages contain reports of the Committee's findings resulting from its review and deliberations. The format of this report was revised based upon feedback from committee members, lead writers, and other readers of the Year One report. It was agreed by all that continued use of the chart-format has permitted ease of reading and facilitated finding of information when reviewing and discussing the contents of the report. All supporting documentation and worksheets are on file in the Office of Instructional Services, Resource Development and Research.

Program Name/ Lead Writer: Chemistry – Joe Toto				
Program Review Committee Liaisons: Juliette Parker, Teddy Scribner, Danene Soares				
A. Program Description – The program review addresses the following components:				
Criteria	**Yes**	**No**	**Committee Comments**	
College's Mission	✓		A description is provided on the ways the program supports the College's Mission Statement. The program description is well written. Program strengths and challenges in terms of meeting the needs of students, are both well integrated into the overall narrative. Improvement and modifications since the previous program review are included.	
Degrees and Certificates Offered (Program Pages Attached)	✓				
Strengths and Challenges	✓				
Improvements or Modifications Since Previous Program Review	✓				
B. Program Assessment **1. Value of the Program to Students – The program review describes how student needs are met through:**				
Criteria	**Yes**	**No**	**Committee Comments**	
Student Diversity Factors	✓		The program assessment clearly describes the value to students. SCANS skills are listed and very thoroughly described. Student Learning Outcomes are very well addressed with all six (6) outcomes included.	
Assistance Provided Students	✓				
Use of SCANS and Other Tools for Success	✓				
Associate Degree Level Student Learning Outcomes (SLOs) Plan	✓				
B. Program Assessment **2. Value of the Program to the Community – The program review describes how community needs are met through:**				
Criteria	**Yes**	**No**	**Committee Comments**	
Advisory Committee or Equivalent Group	✓		When discussing value of the program to the community, the lead writer described the role of an advisory committee. Implementation of this group's recommendations for curriculum review and revision is documented. Outreach activities as well as cultural and other extracurricular activities are addressed.	
Cultural, Athletics, Extra Curricular or Other Activities	✓				
Outreach Activities	✓				

B. Program Assessment 3. Value of the Program to Mesa College – The program review describes how Mesa College is served:			
Criteria	**Yes**	**No**	**Committee Comments**
New and/or Revised Courses	✓		A plan for future course review augments the curriculum grid. Ways that the program serves faculty and staff is addressed. The strong leadership roles played by the chemistry faculty is included in the addendum.
Six-year Curriculum Review Plan	✓		
Service to Faculty and Staff	✓		

C. New Goals for the Program – The new goals established for the program contain:			
Criteria	**Yes**	**No**	**Committee Comments**
Short and long-term goals	✓		The report contains both short and long-term goals. Documentation provided throughout the program review supports the new goals and needs. The plans of action are well thought out and complete with the persons responsible for carrying out the actions within a suitable time frame.
Statements of Program needs	✓		
Explicit and concrete actions to be taken	✓		
Timeline for Action to Accomplish the New Goals	✓		
Person(s) Assigned	✓		

Committee Recommendation(s):

The Chemistry program faculty plays a strong leadership role at Mesa College. It is recommended that this information be included in the Program Assessment section, Value of the Program to Mesa College. This information was submitted in the form of an addendum and sent to Dean Bergland's office both in paper and electronic format for inclusion with the original program review.

Lead Writer Feedback:

The lead writer submitted an addendum that responded to the Committee's recommendation. The lead writer indicated that "the committee report seemed fair and the program review process went well."

Program Name/ Lead Writer: Computer Business Technology – Karen Williams/Leslie Cloud

Program Review Committee Liaisons: Yvonne Bergland, Adela Jacobson, Susan Mun

A. Program Description – The program review addresses the following components:

Criteria	Yes	No	Committee Comments
College's Mission	✓		A description of how the program supports the College's Mission statement is well written. The program description is well written and clearly reports the degrees and certificates offered. Program strengths are well documented with the major challenges described. Improvement and modifications since the previous program review are included. Program pages including course descriptions were provided with the submitted addendum.
Degrees and Certificates Offered (Program Pages Attached)	✓		
Strengths and Challenges	✓		
Improvements or Modifications Since Previous Program Review	✓		

B. Program Assessment
    1. Value of the Program to Students – The program review describes how student needs are met through:

Criteria	Yes	No	Committee Comments
Student Diversity Factors	✓		The program assessment describes the value to students. The diverse needs of students is very well addressed in terms of work schedules, as well as students with disabilities and learning styles. An addendum provided information on the needs of the students at various life stages with reference to age, ethnicity and/or gender data. How the program assists students is briefly described. Several excellent examples of how SCANS skills are infused into the curriculum are given. The program thoroughly discusses the six Associate Degree Level Student Learning Outcomes. The students' group work may fit within the self-awareness and interpersonal skills SLO.
Assistance Provided Students	✓		
Use of SCANS and Other Tools for Success	✓		
Associate Degree Level Student Learning Outcomes (SLOs) Plan	✓		

B. Program Assessment
    2. Value of the Program to the Community – The program review describes how community needs are met through:

Criteria	Yes	No	Committee Comments
Advisory Committee or Equivalent Group	✓		When discussing value of the program to the community, CBTE faculty are very active at the local, regional, and state levels. It is not clear how (or if) input from these is collected, evaluated and implemented. The goal to "create a new (active and fully participatory) CBTE Advisory Board" appears to be the outcome of the narrative presented. Outreach activities are well documented and an addendum described how the program attracts community members to the College.
Cultural, Athletics, Extra Curricular or Other Activities	✓		
Outreach Activities	✓		

B. Program Assessment 3. Value of the Program to Mesa College – The program review describes how Mesa College is served:			
Criteria	**Yes**	**No**	**Committee Comments**
New and/or Revised Courses	✓		When discussing how the program serves Mesa College, new and/or revised courses are discussed. These curriculum changes respond to the needs of the business community. The program's six-year curriculum review plan is discussed and the recommended grid is included. Ways that the program serves faculty and staff is addressed.
Six-year Curriculum Review Plan	✓		
Service to Faculty and Staff	✓		

C. New Goals for the Program – The new goals established for the program contain:			
Criteria	**Yes**	**No**	**Committee Comments**
Short and long-term goals	✓		The lead writer provided the documentation needed to support the new goals and needs. It is assumed that the good work done on SLOs will continue. It is suggested that a goal be added to reflect the next steps. The plans of action are well thought out and complete with the persons responsible for carrying out the actions within a suitable time frame.
Statements of Program needs	✓		
Explicit and concrete actions to be taken	✓		
Timeline for Action to Accomplish the New Goals	✓		
Person(s) Assigned	✓		

Committee Recommendation(s):

An addendum submitted by the lead writers included additional student diversity data. In addition, the implementation of the advisory committee's recommendations as well as the program's outreach efforts was clarified. The six-year curriculum planning grid was submitted.

Lead Writer Feedback:

No comments were submitted by the lead writers relative to the program review process.

2006-2007 PROGRAM REVIEWS

Program Name/ Lead Writer: Economics – Mark Abajian

Program Review Committee Liaisons: Ian Kay, Bruce Naschak, Ailene Crakes

A. Program Description – The program review addresses the following components:

Criteria	Yes	No	Committee Comments
College's Mission	✓		A well written description is provided on the ways the program supports the College's Mission. Program strengths are well documented with the major challenges described. Improvement and modifications since the previous program review are well detailed. Course descriptions are attached since there is no degree or certificate offered.
Degrees and Certificates Offered (Program Pages Attached)	N/A		
Strengths and Challenges	✓		
Improvements or Modifications Since Previous Program Review	✓		

B. Program Assessment
　　1. Value of the Program to Students – The program review describes how student needs are met through:

Criteria	Yes	No	Committee Comments
Student Diversity Factors	✓		The program assessment describes the value to students and explains how it assists students. SCANS competencies are well described with a thorough explanation. The program addresses its Student Learning Outcomes at the Associate degree level.
Assistance Provided Students	✓		
Use of SCANS and Other Tools for Success	✓		
Associate Degree Level Student Learning Outcomes (SLOs) Plan	✓		

B. Program Assessment
　　2. Value of the Program to the Community – The program review describes how community needs are met through:

Criteria	Yes	No	Committee Comments
Advisory Committee or Equivalent Group	✓		When discussing value of the program to the community, the lead writer provided an explanation why the program does not have an advisory committee or equivalent. Outreach, cultural, and extracurricular activities are addressed in an addendum submitted upon request of the Committee.
Cultural, Athletics, Extra Curricular or Other Activities	✓		
Outreach Activities	✓		

B. Program Assessment
3. Value of the Program to Mesa College – The program review describes how Mesa College is served:

Criteria	Yes	No	Committee Comments
New and/or Revised Courses	✓		When discussing how the program serves Mesa College, new and/or revised courses are discussed with no explanation as to how these changes are tied to the mission statement. Although the program's six-year curriculum review plan is not presented, the recommended grid is submitted along with an explanation of course outlines in the process of being updated. Ways that the program serves faculty and staff is addressed.
Six-year Curriculum Review Plan	✓		
Service to Faculty and Staff	✓		

C. New Goals for the Program – The new goals established for the program contain:

Criteria	Yes	No	Committee Comments
Short and long-term goals	✓		Goals are reported as either short or long-term. Documentation provided throughout the program review support the new goals and needs. The plans of action are well thought out and complete with the persons responsible for carrying out the actions within a suitable time frame.
Statements of Program needs	✓		
Explicit and concrete actions to be taken	✓		
Timeline for Action to Accomplish the New Goals	✓		
Person(s) Assigned	✓		

Committee Recommendation(s):

Outreach, cultural and extra curricular activity information was provided in the form of an addendum requested by the Committee.

Lead Writer Feedback:

No comments were submitted by the lead writer relative to the program review process.

SAN DIEGO MESA COLLEGE
PROGRAM REVIEW COMMITTEE
YEAR ONE COMMITTEE REPORT TO PRESIDENT'S CABINET

2006-2007 PROGRAM REVIEWS

Program Name/ Lead Writer: Engineering – Morteza Mohssenzadeh			
Program Review Committee Liaisons: Chris Sullivan, Naomi Grisham, Cynthia Hess			
A. Program Description – The program review addresses the following components:			
Criteria	**Yes**	**No**	**Committee Comments**
College's Mission	✓		The description documents how the Engineering program meets the College's missions. It clearly reports the degrees and certificates offered. Program strengths are well documented with the major challenges described. Improvement and modifications since the previous program review are included. Program pages are attached.
Degrees and Certificates Offered (Program Pages Attached)	✓		
Strengths and Challenges	✓		
Improvements or Modifications Since Previous Program Review	✓		
B. Program Assessment **1. Value of the Program to Students – The program review describes how student needs are met through:**			
Criteria	**Yes**	**No**	**Committee Comments**
Student Diversity Factors	✓		The program assessment describes the value to students. The lead writer provides information that distinguishes Engineering from other career/technical programs. When responding to the SCANS question, only critical thinking and problem-solving are addressed. The appropriate SLOs are addressed and may provide a model for other programs due to its clarity and concision.
Assistance Provided Students	✓		
Use of SCANS and Other Tools for Success		✓	
Associate Degree Level Student Learning Outcomes (SLOs) Plan	✓		
B. Program Assessment **2. Value of the Program to the Community – The program review describes how community needs are met through:**			
Criteria	**Yes**	**No**	**Committee Comments**
Advisory Committee or Equivalent Group	✓		When discussing value of the program to the community, the make-up and role of its advisory committee is documented but the implementation of its recommendation is not addressed. Outreach, cultural, and extracurricular activities are explained.
Cultural, Athletics, Extra Curricular or Other Activities	✓		
Outreach Activities	✓		

B. Program Assessment 3. Value of the Program to Mesa College – The program review describes how Mesa College is served:			

Criteria	Yes	No	Committee Comments
New and/or Revised Courses	✓		New and/or revised courses are discussed but the documentation does not directly connect to the College's mission. The six-year review cycle is mentioned but the planning grid is not included. The program appears to provide staff development for engineering faculty.
Six-year Curriculum Review Plan	✓	NO GRID	
Service to Faculty and Staff	✓		

C. New Goals for the Program – The new goals established for the program contain:			

Criteria	Yes	No	Committee Comments
Short and long-term goals	✓		Goals are reported as either short or long-term. Documentation provided throughout the program review supports the new goals and needs. The plans of action are well thought out and complete with the persons responsible for carrying out the actions within a suitable time frame.
Statements of Program needs	✓		
Explicit and concrete actions to be taken	✓		
Timeline for Action to Accomplish the New Goals	✓		
Person(s) Assigned	✓		

Committee Recommendation(s):

Missing information on the SCANS and the advisory committee or equivalent group should be provided. The six-year curriculum planning grid should be submitted. This information should be submitted in the form of an addendum and sent to Dean Bergland's office both in paper and electronic format.

Lead Writer Feedback:

No comments were submitted by the lead writer relative to the Committee's recommendation(s) or the program review process.

2006-2007 PROGRAM REVIEWS

Program Name/ Lead Writer: Fashion-Consulting, Design, Merchandising – Susan Lazear

Program Review Committee Liaisons: Anne Geller, Joi Lin Blake

A. Program Description – The program review addresses the following components:

Criteria	Yes	No	Committee Comments
College's Mission	✓		The program description is well written and clearly reports how Fashion addresses the College's mission. The degrees and certificates offered are described. Program strengths are documented with the major challenges described. Improvement and modifications since the previous program review are included. Program pages are attached.
Degrees and Certificates Offered (Program Pages Attached)	✓		
Strengths and Challenges	✓		
Improvements or Modifications Since Previous Program Review	✓		

B. Program Assessment
    1. Value of the Program to Students – The program review describes how student needs are met through:

Criteria	Yes	No	Committee Comments
Student Diversity Factors	✓		The program assessment describes the value to students. Appropriate diversity factors are addressed with data referenced but not provided with the review. The program helps students obtain employment, and complete the degree or certificate. Several examples of how SCANS skills are infused into the curriculum are given. The program review describes how Fashion addresses the Associates degree level SLOs.
Assistance Provided Students	✓		
Use of SCANS and Other Tools for Success	✓		
Associate Degree Level Student Learning Outcomes (SLOs) Plan	✓		

B. Program Assessment
    2. Value of the Program to the Community – The program review describes how community needs are met through:

Criteria	Yes	No	Committee Comments
Advisory Committee or Equivalent Group	✓		When discussing the program's advisory committee, its role is described but its make-up is not explained. There is also a discussion of the activities that attract community members to Mesa in this document. The response discusses the program's outreach activities.
Cultural, Athletics, Extra Curricular or Other Activities	✓		
Outreach Activities	✓		

B. Program Assessment
3. Value of the Program to Mesa College – The program review describes how Mesa College is served:

Criteria	Yes	No	Committee Comments
New and/or Revised Courses	✓		Course changes since the previous program review are documented. The program's plans for curriculum review and/or integration are discussed. The six-year curriculum review planning grid is not included. Ways the program serves faculty and staff is not explained but does describe Fashion Week and Golden Scissors elsewhere in the document.
Six-year Curriculum Review Plan	✓	No grid	
Service to Faculty and Staff		✓	

C. New Goals for the Program – The new goals established for the program contain:

Criteria	Yes	No	Committee Comments
Short and long-term goals	✓		When completing the New Goals for the Program (Form 3), the lead writer used the incorrect form. Upon request, the lead writer provided the program's goals on the appropriate form. Goals are now reported as either short or long-term. The plans of action are well thought out and complete with the person responsible for carrying out the actions within a suitable timeframe.
Statements of Program needs	✓		
Explicit and concrete actions to be taken	✓		
Timeline for Action to Accomplish the New Goals	✓		
Person(s) Assigned	✓		

Committee Recommendation(s):

Missing information on service to faculty and staff should be provided. Program pages were provided; however, the six-year curriculum planning grid needs to be submitted. The new goals for the program were placed on the appropriate form and resubmitted for review and comment.

Lead Writer Feedback:

No comments were submitted by the lead writer relative to the program review process.

Program Name/ Lead Writer: Interior Design – Mimi Moore/Holly Hodnick			
Program Review Committee Liaisons: Kristan Clark, Yohannes Truneh			
A. Program Description – The program review addresses the following components:			
Criteria	**Yes**	**No**	**Committee Comments**
College's Mission	✓		The program addresses how it supports the College's mission. The program description clearly reports the degrees and certificates offered. Program strengths are well documented with the major challenges identified and explained. Improvement and modifications since the previous program review are included. Specific implementation information is included. Program pages are attached.
Degrees and Certificates Offered (Program Pages Attached)	✓		
Strengths and Challenges	✓		
Improvements or Modifications Since Previous Program Review	✓		
B. Program Assessment **1. Value of the Program to Students – The program review describes how student needs are met through:**			
Criteria	**Yes**	**No**	**Committee Comments**
Student Diversity Factors	✓		The program assessment describes the value to students. Student diversity factors are addressed. The program provides students with transfer-level courses as well as skills to obtain employment. Several examples of SCANS skills and other tools used by the program are given. The program's plan for SLOs is addressed with specific outcomes identified.
Assistance Provided Students	✓		
Use of SCANS and Other Tools for Success	✓		
Associate Degree Level Student Learning Outcomes (SLOs) Plan	✓		
B. Program Assessment **2. Value of the Program to the Community – The program review describes how community needs are met through:**			
Criteria	**Yes**	**No**	**Committee Comments**
Advisory Committee or Equivalent Group	✓		When discussing "Value of the Program to the Community", the make-up and role of the program's advisory committee is documented with an explanation of how its recommendations are implemented. Outreach, cultural, and extracurricular activities are identified and explained.
Cultural, Athletics, Extra Curricular or Other Activities	✓		
Outreach Activities	✓		

B. Program Assessment			
3. Value of the Program to Mesa College – The program review describes how Mesa College is served:			
Criteria	**Yes**	**No**	**Committee Comments**
New and/or Revised Courses	✓		The lead writers describe the new courses and those revised since the previous program review. The document includes a curriculum review plan. The six-year curriculum planning grid was completed and resubmitted. The ways the program serves faculty and staff is explained.
Six-year Curriculum Review Plan	✓		
Service to Faculty and Staff	✓		

C. New Goals for the Program – The new goals established for the program contain:			
Criteria	**Yes**	**No**	**Committee Comments**
Short and long-term goals	✓		Goals are reported as either short or long-term. Documentation provided throughout the program review supports the new goals and needs. The plans of action are well thought out and complete with the persons responsible for carrying out the actions within a suitable time frame.
Statements of Program needs	✓		
Explicit and concrete actions to be taken	✓		
Timeline for Action to Accomplish the New Goals	✓		
Person(s) Assigned	✓		

Committee Recommendation(s):

The six-year curriculum planning grid was completed and resubmitted by the lead writers.

Lead Writer Feedback:

No comments were submitted by the lead writer relative to the program review process.

Program Name/ Lead Writer: Learning Resources/Instructional Support (LRC) – Devin Milner			
Program Review Committee Liaisons: Rob Fremland, Otto Lee, Monica Romero			

A. Program Description – The program review addresses the following components:			
Criteria	**Yes**	**No**	**Committee Comments**
College's Mission	✓		A very thorough program description clearly addresses how the LRC supports Mesa College's mission. No degrees and certificates are offered. Program/service area strengths are well documented using data. Although major challenges are described, the need for additional personnel is not documented. Improvement and modifications since the previous program review are included. Program/service area pages are attached.
Degrees and Certificates Offered (Program Pages Attached)	N/A		
Strengths and Challenges	✓		
Improvements or Modifications Since Previous Program Review	✓		

B. Program Assessment **1. Value of the Program to Students – The program review describes how student needs are met through:**			
Criteria	**Yes**	**No**	**Committee Comments**
Student Diversity Factors	✓		The program assessment describes the value to students. The diversity factors in this program/service area are well explained. Appropriate SCANS competencies and SLOs are addressed.
Assistance Provided Students	✓		
Use of SCANS and Other Tools for Success	✓		
Associate Degree Level Student Learning Outcomes (SLOs) Plan	✓		

B. Program Assessment **2. Value of the Program to the Community – The program review describes how community needs are met through:**			
Criteria	**Yes**	**No**	**Committee Comments**
Advisory Committee or Equivalent Group	✓		"Value of Program to the Community" includes a discussion of the program's equivalent group that provides input to the LRC. Outreach, cultural and extracurricular activities are explained.
Cultural, Athletics, Extra Curricular or Other Activities	✓		
Outreach Activities	✓		

B. Program Assessment 3. Value of the Program to Mesa College – The program review describes how Mesa College is served:			
Criteria	**Yes**	**No**	**Committee Comments**
New and/or Revised Courses	✓		The response is limited to the one class offered by the program. The program's six-year curriculum review plan is included. Ways that the program serves faculty and staff are addressed. An addendum provides information on the extensive support provided during staff development and other College events. Maintenance of the Mesa College Website and other web services provided are also included.
Six-year Curriculum Review Plan	✓		
Service to Faculty and Staff	✓		

C. New Goals for the Program – The new goals established for the program contain:			
Criteria	**Yes**	**No**	**Committee Comments**
Short and long-term goals	✓		Goals are divided into either short or long-term. Documentation provided throughout the program review supports the new goals and needs. Statements of program need are well done as are the plans of action. Person(s) responsible are designated.
Statements of Program needs	✓		
Explicit and concrete actions to be taken	✓		
Timeline for Action to Accomplish the New Goals	✓		
Person(s) Assigned	✓		

Committee Recommendation(s):

Program challenges should be revisited to include staff needs.

Lead Writer Feedback:

The lead writer submitted an addendum that responded to one of the Committee's recommendations. No comments were included about the program review process.

Program Name/ Lead Writer: Nutrition – Christine Dupraw			
Program Review Committee Liaisons: Jill Baker, Ebony Tyree			

A. Program Description – The program review addresses the following components:

Criteria	Yes	No	Committee Comments
College's Mission	✓		
Degrees and Certificates Offered (Program Pages Attached)	✓		The program addresses how it supports the College's mission. The program description is well written and clearly reports the degrees and certificates offered. Program strengths are well documented with the major challenges identified. Improvements and modifications since the previous program review are included.
Strengths and Challenges	✓		
Improvements or Modifications Since Previous Program Review	✓		

B. Program Assessment
  1. Value of the Program to Students – The program review describes how student needs are met through:

Criteria	Yes	No	Committee Comments
Student Diversity Factors	✓		
Assistance Provided Students	✓		The program assessment describes the value to students. Student diversity factors are addressed. SCANS information was also included by the lead writer. The program discusses the appropriate Associate degree level SLOs.
Use of SCANS and Other Tools for Success	✓		
Associate Degree Level Student Learning Outcomes (SLOs) Plan	✓		

B. Program Assessment
  2. Value of the Program to the Community – The program review describes how community needs are met through:

Criteria	Yes	No	Committee Comments
Advisory Committee or Equivalent Group	✓		
Cultural, Athletics, Extra Curricular or Other Activities	✓		When discussing the advisory committee its membership and role are included. The program uses input from this group in its decision-making. Outreach, cultural and extracurricular activities are documented.
Outreach Activities	✓		

B. Program Assessment 3. Value of the Program to Mesa College – The program review describes how Mesa College is served:			
Criteria	**Yes**	**No**	**Committee Comments**
New and/or Revised Courses	✓		Course changes since the previous program review are documented. The program's plans for curriculum review and/or integration are discussed. The six-year curriculum planning grid is included. The ways the program serves faculty and staff is explained.
Six-year Curriculum Review Plan	✓		
Service to Faculty and Staff	✓		

C. New Goals for the Program – The new goals established for the program contain:			
Criteria	**Yes**	**No**	**Committee Comments**
Short and long-term goals	✓		Goals are reported as either short or long-term. An addendum was submitted explaining the formation of the program's goals. Documentation provided throughout the program review supports the new goals and needs. The plans of action are well thought out and complete with the persons responsible for carrying out the actions within a suitable time frame.
Statements of Program needs	✓		
Explicit and concrete actions to be taken	✓		
Timeline for Action to Accomplish the New Goals	✓		
Person(s) Assigned	✓		

Committee Recommendation(s):

An addendum was submitted describing how input was used from the program's advisory committee and existing goals to formulate the new goals.

Lead Writer Feedback:

No comments were submitted by the lead writer relative to the program review process.

SAN DIEGO MESA COLLEGE

PROGRAM REVIEW COMMITTEE

COMMITTEE REPORT TO THE PRESIDENT'S CABINET

2006-2007 PROGRAM REVIEWS

APPENDICES

September 12, 2007

Memo to: College Presidents, Chief Instructional Officers, Accreditation Liaison Officers

From: Barbara Beno, President

Subject: Attached Rubric for Evaluating Institutional Effectiveness

I am pleased to send you a new "Rubric for Evaluating Institutional Effectiveness" that has been developed by the Commission for use by colleges in doing self-assessment, by teams examining college adherence to the Standards of Accreditation, and by the Commission in evaluating institutions. The purpose of the rubric is to provide some common language that can be used to describe a college's status *vis-à-vis* full adherence to the standards, as well as to provide a developmental framework for understanding each institution's actions toward achieving full compliance with standards. The Commission hopes the rubric will be a useful tool for colleges and evaluators.

For more than a decade, the Commission's Standards of Accreditation have required institutions to engage in systematic and regular program review as well as short and long-term planning and resource allocation processes that support the improvement of institutional and educational effectiveness. The 2002 Standards of Accreditation have added student learning outcomes assessment and improvement as important components to the required institutional processes of evaluation, planning and improvement.

As teams and the Commission evaluate institutional and educational effectiveness, these three areas – program review, the use of data and analyses to inform institutional planning and improvement, and the assessment of student learning – consistently emerge as areas in which institutions' seem to need additional guidance. The Commission, colleges, and teams have all indicated they need a devise other than pure narrative for understanding and describing how well colleges have done in reaching full compliance with the standards. In the past, self study reports and team reports have reflected the authors' unique efforts to find appropriate summative descriptive terms to best communicate each institution's status. This rubric provides for greater consistency in those descriptive narratives.

It is important to note the sample behaviors described in each text box of the rubric are *not* new criteria or standards by which an institution will be evaluated, but are rather examples of behavior that, if characteristic of an institution, would indicate its stage of implementation of the standards. College leaders may find the rubric helpful in assessing what additional efforts institutions should undertake to achieve full compliance with the Standards of Accreditation.

Finally, institutions and teams should be aware that the Commission expects that institutions be at the Sustainable Continuous Quality Improvement level in Program Review of academic programs (including all educational services). Many institutions have not developed sustained processes for evaluating administrative services, but all should be above the Awareness level in these efforts. The Commission also expects that institutions be at the Sustainable Continuous Quality Improvement level in Planning. The Commission further expects that institutions be at the Development level or above in Student Learning Outcomes, since these are the *newest requirements* included in the Standards of Accreditation. When it adopted the 2002 Standards, the Commission stated it anticipated institutions would need eight to ten years to come into full compliance with the new standards on student learning outcomes assessment and improvement. Of course, the ultimate goal is for institutions to achieve the Sustainable Continuous Quality Improvement level in all three areas.

I hope that this rubric is helpful to you in your leadership work at your campus. The Commission welcomes any ideas for improving this rubric or its use to enhance institutional effectiveness.

BAB
Attachment: Rubric

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Rubric for Evaluating Institutional Effectiveness – Part I: Program Review
(See attached instructions on how to use this rubric.)

Levels of Implementation	Characteristics of Institutional Effectiveness in Program Review *(Sample institutional behaviors)*
Awareness	• There is preliminary investigative dialogue at the institution or within some departments about what data or process should be used for program review. • There is recognition of existing practices and models in program review that make use of institutional research. • There is exploration of program review models by various departments or individuals. • The college is implementing pilot program review models in a few programs/operational units.
Development	• Program review is embedded in practice across the institution using qualitative and quantitative data to improve program effectiveness. • Dialogue about the results of program review is evident within the program as part of discussion of program effectiveness. • Leadership groups throughout the institution accept responsibility for program review framework development (Senate, Admin. Etc.) • Appropriate resources are allocated to conducting program review of meaningful quality. • Development of a framework for linking results of program review to planning for improvement. • Development of a framework to align results of program review to resource allocation.
Proficiency	• Program review processes are in place and implemented regularly. • Results of all program review are integrated into institution- wide planning for improvement and informed decision-making. • The program review framework is established and implemented. • Dialogue about the results of all program reviews is evident throughout the institution as part of discussion of institutional effectiveness. • Results of program review are clearly and consistently linked to institutional planning processes and resource allocation processes; college can demonstrate or provide specific examples. • The institution evaluates the effectiveness of its program review processes in supporting and improving student achievement and student learning outcomes.
Sustainable Continuous Quality Improvement	• Program review processes are ongoing, systematic and used to assess and improve student learning and achievement. • The institution reviews and refines its program review processes to improve institutional effectiveness. • The results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning.

Content of the final written report
1.   List of programs and service areas reviewed
2.   Names of Program Review Committee members
3.   Summary of process used in preparing program reviews and in reviewing program reviews
4.   Overall findings that could strengthen the program review process itself
5.   Any overall findings for all program reviews -- problems, issues, concerns or
       highlights common to several programs and service areas
6.   Short summary of salient features of each program review, including:
   - Program/service area highlights and successes as enumerated in the program review
   - Program/service area issues, needs, or problems as defined in the program review
   - Comments by reviewers concerning the completeness of the program review and its
      justifications for strategies to meet the delineated needs.
7. Lead writer's response to the comments of the program review committee.

The Program Review Committee will then forward its final report to the Academic Affairs Committee and then to the President's Cabinet.

RESEARCH RECOMMENDATIONS FROM 2004-2005 YEAR ONE REPORT

Recommendation #5

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.

Rationale: 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.

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.

- and needs of students with disabilities, academic preparation, diverse learning styles or special work and/or family responsibilities)

In addition to the data provided, consider faculty and staff diversity, textbook selection; how curriculum/courses address diversity; diverse learning styles; when courses are offered to address work/family responsibilities. Categorical programs refer to the self-evaluation template provided by the State Chancellor's Office.

- how the program or service area assists the students to obtain employment, pass licensing/ registration examinations, complete degrees or certificates, **complete general education requirements**, and/or transfer to four-year institutions

*After selecting the appropriate category(ies) from the question, describe how the program or service area supports student success. Academic programs use appropriate data from Form 1. Service areas use appropriate other sources. **Appropriate SLOs should be considered for all selected categories including GE.***

- **If your program or service area serves students assessing at the basic skills level, provide information that describes how the needs of these students are met.**

Only those academic programs with course numbers less than 50 respond to this question by describing how the program meets the needs of these students. Service areas providing support to basic skills students also respond in the same manner.

2. Describe the progress made by the program or service area in the development and implementation of the College's Student Learning Outcomes (SLOs) at the Associate Degree level. When responding, the following information should be considered and reported upon:

- what are the SLOs for the program or service area

When responding, indicate which of the SLOs at the Associate Degree level apply to the program or service area. Also report on any additional SLOs that the program has developed. The methodology used to determine the appropriate SLO(s) is a program or service area decision and should be documented. For further information or assistance, contact the Campus SLOAC coordinator or the Office of Instructional Services, Resource Development and Research.

- what process was used (or plan to use) to develop these outcomes

Describe the framework and timeline used by the program or service area for the development of the outcomes selected. If still in the planning stages, describe the next steps and include them in the program's or service area's goals.

- what types of activities is the program or service area conducting to achieve these outcomes

Describe the activities used for each of the outcomes. If still in the planning stages, describe the next steps and include these in the program's or service area's goals.

- how is the program or service area assessing the achievement of the outcomes

Describe the types of assessments being used to measure the achievement of the selected outcomes. If in progress, state so and report the next steps in the form of program or service area goals.

- how has the program or service area used the results of the assessment for improvement

Describe the results of the assessment(s) and how these were used to improve the program or service area. If in progress, state so and report the next steps in the form of program or service area goals.

NOTE: To assist the SLOAC coordinator and the Accreditation Liaison Officer (ALO), please describe where the program or service area files its SLO documentation.

SAN DIEGO MESA COLLEGE
PROGRAM REVIEW
FORM 2 – PROGRAM REVIEW RESPONSE SHEET

Program/Service Area Name:_____

INSTRUCTIONS

Please respond as completely as possible. This is an opportunity to show your program's or service area's strengths. It is also an opportunity to enumerate any obstacles you may be facing and your program's or service area's needs. Formulation of goals may occur as this assessment is done. Place these on Form 3. Use the data provided to support your responses, where and when appropriate.

A. Program or Service Area Description

Provide a complete description of the program or service area. When responding, the following information should be considered and reported upon as appropriate:

- **Provide your program or service area mission statement.**

  Program or service area mission statements should include information that supports both college and program/service area goals.

- how the program or service area addresses the College's mission

  When responding, include all aspects of the College's Mission statement from the current catalog. Enumerate the ways in which the program or service area addresses the College's Mission.

- what degrees and certificates are offered by the program (only for Instructional Programs, does not apply to Student Services areas.)

  Give a description of the degrees and certificates offered through the program. Reference and attach program pages from the current catalog. Use appropriate data from Form 1.

- the program's or service area's strengths and challenges

  Describe the program's or service area's strengths and the current challenges.

- description of how the program or service area has been improved or modified since the previous program review

  Describe the improvements or modifications made since the previous program review.
  Describe the successes or obstacles met towards the goals set in the previous program review.

B. Program or Service Area Assessment

Value of the Program or Service Area to Students

Prior to responding, the program or service area may want to administer a student survey or obtain additional research data from the Office of Instructional Services, Resource Development and Research. This additional data may assist the program or service area in determining its needs and provide additional information when responding to the questions in this section.

1. Describe how the program or service area meets the needs of the students. When responding, the following information should be considered and reported upon as appropriate:

   - the diversity of the student population in the program or using the service area and how the program/service area encourages and addresses diversity (age, ethnicity, gender,

SAN DIEGO MESA COLLEGE
PROGRAM REVIEW
FORM 2 – PROGRAM REVIEW RESPONSE SHEET

Program/Service Area Name:_____

INSTRUCTIONS

Please respond as completely as possible. This is an opportunity to show your program's or service area's strengths. It is also an opportunity to enumerate any obstacles you may be facing and your program's or service area's needs. Formulation of goals may occur as this assessment is done. Place these on Form 3. Use the data provided to support your responses, where and when appropriate.

A. Program or Service Area Description

Provide a complete description of the program or service area. When responding, the following information should be considered and reported upon as appropriate:

- how the program or service area addresses the College's mission

When responding, include all aspects of the College's Mission statement from the current catalog. Enumerate the ways in which the program or service area addresses the College's Mission.

- what degrees and certificates are offered by the program (only for Instructional Programs, does not apply to Student Services areas.)

Give a description of the degrees and certificates offered through the program. Reference and attach program pages from the current catalog. Use appropriate data from Form 1.

- the program's or service area's strengths and challenges

Describe the program's or service area's strengths and the current challenges.

- description of how the program or service area has been improved or modified since the previous program review

Describe the improvements or modifications made since the previous program review.
Describe the successes or obstacles met towards the goals set in the previous program review.

- **Please write a one or two paragraph summary of your program review that emphasizes the program's or service area's most significant features and pressing needs. This summary will be included in the final report that is read by the Academic Affairs Committee and President's Cabinet**

Providing a summary of the program's or service's area's most significant features and pressing needs will increase the readership of the materials provided by the lead writer. It is recommended that this summary be written after the program review has been completed so that all facets are included.

B. Program or Service Area Assessment

Value of the Program or Service Area to Students

Prior to responding, the program or service area may want to administer a student survey or obtain additional research data from the Office of Instructional Services, Resource Development and Research. This additional data may assist the program or service area in determining its needs and provide additional information when responding to the questions in this section.

2. Describe how the program or service area meets the needs of the students. When responding, the following information should be considered and reported upon as appropriate:
   - the diversity of the student population in the program or using the service area and how the program/service area encourages and addresses diversity (age, ethnicity, gender,