



San Diego Mesa College

Program Review

Committee Report for Year One

2008-2009

Presented and Approved by the President's Cabinet

March 9, 2010

SAN DIEGO MESA COLLEGE
PROGRAM REVIEW COMMITTEE
COMMITTEE REPORT TO PRESIDENT’S CABINET
REPORT FOR YEAR ONE
2008-2009 PROGRAM REVIEWS

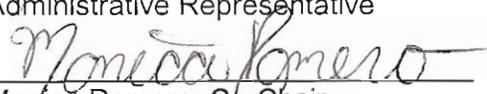
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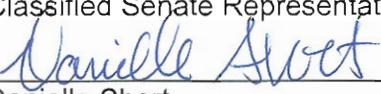
**SAN DIEGO MESA COLLEGE
PROGRAM REVIEW COMMITTEE
COMMITTEE REPORT TO PRESIDENT'S CABINET
2008-2009**

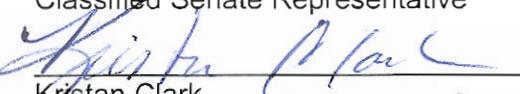
COMMITTEE MEMBERSHIP/SIGNATURE PAGE:


Yvonne Bergland, Co-Chair
Administrative Representative


Monica Romero, Co-Chair
Student Services Representative


Caterina Palestini
Classified Senate Representative

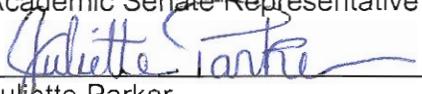

Danielle Short
Classified Senate Representative


Kristan Clark
Academic Senate Representative

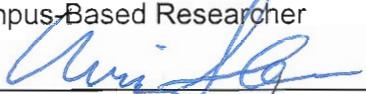

Ailene Crakes
Academic Senate Representative

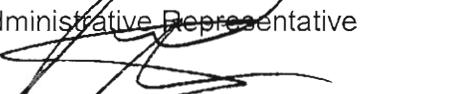

Arrie Geller
Academic Senate Representative


Laura Mathis
Academic Senate Representative


Juliette Parker
Academic Senate Representative

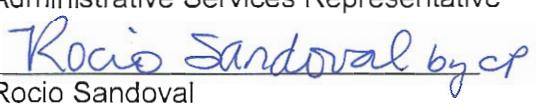

Susan Mun
Campus-Based Researcher

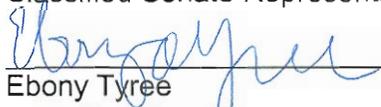

Michael Reese
Administrative Representative

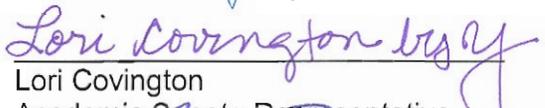

Leo Scherban
Associated Student Representative


Robert Fremland, Co-Chair
Academic Senate Representative

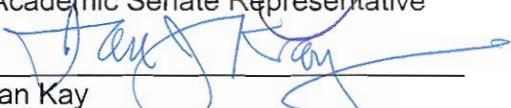

Kathleen Wells, Co-Chair
Administrative Services Representative

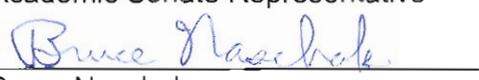

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Classified Senate Representative

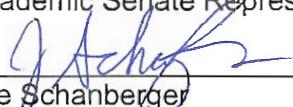

Ebony Tyree
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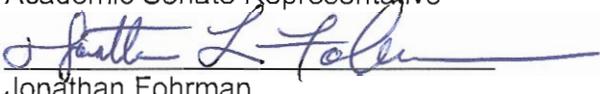

Lori Covington
Academic Senate Representative

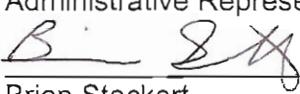

Brian Cushing
Academic Senate Representative


Ian Kay
Academic Senate Representative


Bruce Naschak
Academic Senate Representative


Joe Schanberger
Academic Senate Representative


Jonathan Fohrman
Administrative Representative


Brian Stockert
Administrative Representative

DATE: March 9, 2010

TO: President's Cabinet

SUBJECT: PROGRAM REVIEW REPORT FOR YEAR ONE, 2008-2009

The following list contains the names of the programs reviewed for Year One during the 2008-2009 academic year and program review cycle. For information and, more importantly, to recognize each for the work they have done, the names of the lead writers are included.

Program/Service Areas

Admissions/Records/Veterans

Business Services (*)

Employment/Payroll & Administrative/

Technical Support & Information Services (*)

Hospitality Cluster

Reprographic Center/Mailroom (*)

Stockroom (*)

Student Accounting (*)

Student Health Services

Lead Writer(s)

Ivonne Alvarez

Kathleen Wells/Patty Banda

Kathleen Wells/Patty Banda

Michael Fitzgerald

Penny Hedgecoth/Barry Coleman

Penny Hedgecoth/Barry Coleman

Kathleen Wells/Patty Banda

Suzanne Khambata

Process

These program plans, written by the lead writers with input from program/service area faculty and staff as well as in conjunction with department chairs and managers, followed the revised San Diego Mesa College program review process described in the 2008 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 was also provided.

2008-2009 is the first Year One cycle to include Administrative Services Program Reviews. Of the eight (8) program reviews scheduled for Year One, five (5) of these were administrative services areas (*). A total of six (6) programs/service areas submitted their reviews within the established timeline of September 15, 2009. The following two (2) service area reviews were late submittals received on October 7, 2009:

- Reprographic Center/Mailroom
- Stockroom

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 22, 2010 prior to submission to the President's Cabinet.

The Program Review Committee continues to seek ways to improve both the process and forms used by the lead writers. The following two recommendations are made:

Recommendation #1

It is recommended that the Program Review Committee report directly to the President's Cabinet.

Rationale: At the present time, the Program Review Committee reports to and is a subcommittee of the Academic Affairs Committee. This reporting relationship was instituted when only the instructional programs were involved in the academic program review process. Since the integration process when Student Services and Administrative Services became part of this program review process, it is recommended that this reporting relationship be changed to reflect the college-wide nature of its revised and expanded role.

Recommendation #2

It is recommended that the Program Review Year One Annual Report be presented to the Board of Trustees.

Rationale: Although this recommendation was made in a previous report, the Committee revisited and re-discussed it at their December 4, 2009 meeting. It was agreed to resubmit the recommendation to make a presentation to the Board at Mesa's next onsite meeting. The Committee felt this presentation would permit wider dissemination of program review information and keep the Board informed.

NOTE: During the summer of 2009, the Program Review Committee formed two groups; one to review and revise the Handbook, and the other to incorporate feedback into the lead writer training. The revised Program Review Handbook was presented to President's Cabinet in late October and then posted online for use by the lead writers. On November 6, the updated lead writer training was well attended. The new format included a general session on the use of research in the program review plans and then breakout sessions for the Years One to Five lead writers so they could be introduced to the changes made in the Handbook.

We commend the efforts of all program and service area lead writers, discipline faculty and staff, department chairs, and managers 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.

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

2008-2009 PROGRAM REVIEWS

Program or Service Area Name/ Lead Writer: Admissions/Records/Veterans – Ivonne Alvarez			
Program Review Committee Liaisons: Rob Fremland, Kathleen Wells			
A. Program or Service Area Description – The program review addresses the following components:			
Criteria	Yes	No	Committee Comments
Program/Service Area Mission	✓		The lead writer provided the Admissions/Records and Veterans mission statement. A description of how the service area supports the College's Mission statement is well written. Service area strengths are well documented with the major challenges described. Improvement and modifications since the previous program review are included. A thorough and effective description of the Admissions/Records/Veterans' most significant features and pressing needs is given in the service area summary. A copy of this documentation is included as a part of Appendix A.
College Mission Addressed	✓		
Degrees and Certificates Offered (Program Pages Attached)	NA		
Strengths and Challenges	✓		
Improvements/Modifications Since Previous Program Review	✓		
Program/Service Area Summary	✓		
B. Program or Service Area Assessment			
1. Value of the Program or Service Area to Students – The program review describes how student needs are met through:			
Criteria	Yes	No	Committee Comments
Student Diversity Factors Addressed	✓		The service area assessment included the appropriate diversity data but these factors were not adequately discussed. Although the SLOs for this service area have been identified, including the process used to develop these, a timeline is not given. The activities conducted by the service area to achieve these outcomes are described.
Assistance Provided Students	✓		
Students' Basic Skills Needs Described (only for those programs/service areas serving these students)	NA		
Development/Implementation of SLOs/AUOs <ul style="list-style-type: none"> • SLOs/AUOs included • Process used • Assessment Activities Conducted • Results documented • Location of SLO files 	✓		The assessment being used to measure the achievement of the selected outcomes is described, including the results of this assessment. The housing location of the SLO information for the service area is not given.

B. Program or Service Area Assessment			
2. Value of the Program or Service Area to the Community – The program review describes how community needs are met through:			
Criteria	Yes	No	Committee Comments
Advisory Committee or Equivalent Group Membership and Input Described	✓		When discussing value of the service area to the community, the lead writer indicated there was an advisory committee but did not include its make-up, only group titles. Although the role of the committee is described, how its recommendations are implemented is not given. The activities offered by the service area to attract community members to the College are well described. Outreach activities are well documented.
Cultural, Athletics, Extra Curricular or Other Activities Described	✓		
Outreach Activities	✓		
B. Program or Service Area Assessment			
3. Value of the Program or Service Area to Mesa College – The program review describes how Mesa College is served:			
Criteria	Yes	No	Committee Comments
New and/or Revised Courses or Service Area Workshops Described	NA		When discussing how Admissions/Records and Veterans serves Mesa College, the ways that it supports faculty and staff are addressed.
Six-year Curriculum Review Plan Described (Planning Grid Attached)	NA		
Service to Faculty and Staff Explained	✓		
C. New Goals for the Program or Service Area – The new goals established for the program or service area contain:			
Criteria	Yes	No	Committee Comments
Short and Long-term Goals Listed	✓		The lead writer provided the documentation needed to support the new goals. The statements of service area needs are consistent with these goals but these have not explicitly been discussed in other relevant parts of this document. The goals are reported as either short or long-term. The plans of action are effectively described and complete with the persons responsible for carrying out the actions within the specified time frame.
Statements of Program Needs Described	✓		
Plans of Action Established	✓		
Timeline Provided	✓		
Person(s) Assigned Identified	✓		
Committee Recommendation(s)/Comments:			
The Committee thought that the document was well written and suggested that the lead writer includes a sentence or two to describe the diversity data presented. The make-up of the advisory committee should be specified with a description of how their recommendations are implemented. This information should be submitted in the form of an addendum.			
Lead Writer Feedback:			
No further information was provided by the lead writer. No comments relative to the program review process were submitted.			

**SAN DIEGO MESA COLLEGE
PROGRAM REVIEW COMMITTEE
YEAR ONE COMMITTEE REPORT TO PRESIDENT'S CABINET
2008-2009 PROGRAM REVIEWS**

Program or Service Area Name/ Lead Writer: Business Services – Kathleen Wells/Patty Banda			
Program Review Committee Liaisons: Anne Geller, Jonathan Fohrman			
A. Program or Service Area Description – The program review addresses the following components:			
Criteria	Yes	No	Committee Comments
Program/Service Area Mission	✓		The lead writer provided the Business Services mission statement. A description of how the service area supports the College's Mission statement is well written. Service area strengths are listed and could be made stronger by including some of what was written for the significant features in the summary portion. The major challenges are listed with some clarity needed for the last one described. Since this service area is in Year One, there are no improvements and modifications since the previous program review cycle. The lead writer describes changes that will be implemented in the future. It is suggested that recent changes affecting the service area, if any, be discussed. A thorough and effective description of the Business Services' most significant features and pressing needs is given in the service area summary. A copy of this documentation is included as a part of Appendix A.
College Mission Addressed	✓		
Degrees and Certificates Offered (Program Pages Attached)	NA		
Strengths and Challenges	✓		
Improvements/Modifications Since Previous Program Review	NA		
Program/Service Area Summary	✓		
B. Program or Service Area Assessment			
1. Value of the Program or Service Area to Students – The program review describes how student needs are met through:			
Criteria	Yes	No	Committee Comments
Student Diversity Factors Addressed	✓		The service area assessment addresses the appropriate diversity factors. Service area specific information concerning budget maintenance is discussed relative to assistance to students.
Assistance Provided Students	✓		
Students' Basic Skills Needs Described (only for those programs/service areas serving these students)	NA		The Administrative Unit Outcomes (AUOs) for this service area have been detailed, including the process used to develop these. The activities conducted by the service area to achieve these outcomes are not stated due to being in Year One of the program review cycle; however, the next steps are described including the use of Point of Service Survey (POS) results. The POS assessment being used to measure the achievement of the selected outcomes is described. The results of this assessment have not been used but there are plans to do so. These described plans could not be located on Form 3. The location of the SLO information for the program is given.
Development/Implementation of SLOs/AUOs <ul style="list-style-type: none"> • SLOs/AUOs included • Process used • Assessment Activities Conducted • Results documented • Location of SLO files 	✓		

B. Program or Service Area Assessment			
2. Value of the Program or Service Area to the Community – The program review describes how community needs are met through:			
Criteria	Yes	No	Committee Comments
Advisory Committee or Equivalent Group Membership and Input Described	NA		This is section of the service area assessment does not apply.
Cultural, Athletics, Extra Curricular or Other Activities Described	NA		
Outreach Activities	NA		
B. Program or Service Area Assessment			
3. Value of the Program or Service Area to Mesa College – The program review describes how Mesa College is served:			
Criteria	Yes	No	Committee Comments
New and/or Revised Courses or Service Area Workshops Described	✓		When discussing how Business Services supports Mesa College, consultation with individual schools and departments is discussed. Ways that the service area supports faculty and staff are addressed.
Six-year Curriculum Review Plan Described (Planning Grid Attached)	NA		
Service to Faculty and Staff Explained	✓		
C. New Goals for the Program or Service Area – The new goals established for the program or service area contain:			
Criteria	Yes	No	Committee Comments
Short and Long-term Goals Listed	✓		The lead writer provided the documentation needed to support the new goals. These goals are reported as either short or long-term. There are no needs reported for any of the goals. The plans of action are effectively described and complete with the persons responsible for carrying out the actions within the specified time frame.
Statements of Program Needs Described		✓	
Plans of Action Established	✓		
Timeline Provided	✓		
Person(s) Assigned Identified	✓		
Committee Recommendation(s)/Comments:			
The Committee found this program review to be well written and has a few suggestions for the lead writer. The inclusion of some significant features with the service area's strengths as well as a discussion of recent changes is recommended. Clarification of the plans to use assessment results on Form 3 is recommended. Statements of service area needs are missing. These pieces of information should be submitted in the form of an addendum.			
Lead Writer Feedback:			
No further information was provided by the lead writers. No comments relative to the program review process were submitted.			

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

2008-2009 PROGRAM REVIEWS

Program or Service Area Name/ Lead Writer: Employment/Payroll and Administrative/Technical Support and Information Services – Kathleen Wells, Patty Banda

Program Review Committee Liaisons: Monica Romero, Yvonne Bergland

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

Criteria	Yes	No	Committee Comments
Program/Service Area Mission	✓		The lead writer provided the Employment/Payroll and Administrative/Technical Support and Information Services mission statement. A description of how the service area supports the College's Mission statement is well written. Program strengths are well documented with the major challenges described. The impact of changes in the computer software is documented. Since this service area is in Year One of the cycle, there are no improvements and modifications to report. A thorough and effective description of the Employment/Payroll and Administrative/Technical Support and Information Services' most significant features and pressing needs is given in the service area summary. A copy of this documentation is included as a part of Appendix A.
College Mission Addressed	✓		
Degrees and Certificates Offered (Program Pages Attached)	NA		
Strengths and Challenges	✓		
Improvements/Modifications Since Previous Program Review	NA		
Program/Service Area Summary	✓		

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

Criteria	Yes	No	Committee Comments
Student Diversity Factors Addressed	✓		The service area assessment addresses diversity factors. The Administrative Unit Outcomes (AUOs) for this service area are extremely well done and have been identified with the process used to develop these described. There are no assessment activities to describe at this time; however, the next steps are given and should be included in the service area's goals. There are no assessment activities to report. To determine if their AUOs have been accomplished, the service area is reviewing the results of the Point of Service survey as the next step in the process. There are no results to document at this time. The location of the SLO information for the service area is given.
Assistance Provided Students	NA		
Students' Basic Skills Needs Described (only for those programs/service areas serving these students)	NA		
Development/Implementation of SLOs/AUOs <ul style="list-style-type: none"> • SLOs/AUOs included • Process used • Assessment Activities Conducted • Results documented • Location of SLO files 	✓		

B. Program or Service Area Assessment			
2. Value of the Program or Service Area to the Community – The program review describes how community needs are met through:			
Criteria	Yes	No	Committee Comments
Advisory Committee or Equivalent Group Membership and Input Described	NA		The service area is under the direction of a Vice President with no advisory committee or equivalent. The remainder of this section does not apply to this service area.
Cultural, Athletics, Extra Curricular or Other Activities Described	NA		
Outreach Activities	NA		
B. Program or Service Area Assessment			
3. Value of the Program or Service Area to Mesa College – The program review describes how Mesa College is served:			
Criteria	Yes	No	Committee Comments
New and/or Revised Courses or Service Area Workshops Described	NA		Ways that this service area supports faculty and staff through customer service are addressed.
Six-year Curriculum Review Plan Described (Planning Grid Attached)	NA		
Service to Faculty and Staff Explained	✓		
C. New Goals for the Program or Service Area – The new goals established for the program or service area contain:			
Criteria	Yes	No	Committee Comments
Short and Long-term Goals Listed	✓		The lead writer provided most of the documentation needed to support the new goals and needs. These goals are reported as either short or long-term. The challenges listed in the first part of the document and the next steps for the AUOs are not addressed as goals. The plans of action are effectively described and complete with the persons responsible for carrying out the actions within the specified time frame.
Statements of Program Needs Described	✓		
Plans of Action Established	✓		
Timeline Provided	✓		
Person(s) Assigned Identified	✓		
Committee Recommendation(s)/Comments:			
The Committee commends this first-time lead writer for a well written service area plan. Missing information concerning the service area goals and AUOs should be submitted in the form of an addendum.			
Lead Writer Feedback:			
No further information was provided by the lead writer. No comments relative to the program review process were submitted.			

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

2008-2009 PROGRAM REVIEWS

Program or Service Area Name/ Lead Writer: Hospitality Cluster (*) – Michael Fitzgerald			
Program Review Committee Liaisons: Bruce Naschak, Jonathan Fohrman			
A. Program or Service Area Description – The program review addresses the following components:			
Criteria	Yes	No	Committee Comments
Program/Service Area Mission	✓		The lead writer provided the Hospitality Cluster mission statement. A description of how the program supports the College's Mission statement is well written. The program description 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 included. A thorough and effective description of the Hospitality Cluster's most significant features and pressing needs is given in the program summary. A copy of this documentation is included as a part of Appendix A.
College Mission Addressed	✓		
Degrees and Certificates Offered (Program Pages Attached)	✓		
Strengths and Challenges	✓		
Improvements/Modifications Since Previous Program Review	✓		
Program/Service Area Summary	✓		
B. Program or Service Area Assessment			
1. Value of the Program or Service Area to Students – The program review describes how student needs are met through:			
Criteria	Yes	No	Committee Comments
Student Diversity Factors Addressed	✓		The program assessment addresses the appropriate diversity factors with a detailed chart included. The lead writer provided a thorough response and a chart of the ways the program assists students. The SLOs for this program have been identified, including the process used to develop these. The activities conducted by the program to achieve these outcomes are described for each SLO. The assessment being used to measure the achievement of the selected outcomes is described as being in the planning stages. The results of the assessment have not been used by the program but there is mention of the next steps. The location of the SLO information for the program is given.
Assistance Provided Students	✓		
Students' Basic Skills Needs Described (only for those programs/service areas serving these students)	NA		
Development/Implementation of SLOs/AUOs <ul style="list-style-type: none"> • SLOs/AUOs included • Process used • Assessment Activities Conducted • Results documented • Location of SLO files 	✓		

(*) Includes Culinary Arts/Culinary Management; Destination and Events Management; Hotel Management. Review to be submitted as Year One from 07/08 to 08/09.

B. Program or Service Area Assessment			
2. Value of the Program or Service Area to the Community – The program review describes how community needs are met through:			
Criteria	Yes	No	Committee Comments
Advisory Committee or Equivalent Group Membership and Input Described	✓		The make-up of this program's advisory committee is described but its role is not fully defined with no information on how its recommendations are implemented. Program activities offered to the community are included. Outreach activities are documented.
Cultural, Athletics, Extra Curricular or Other Activities Described	✓		
Outreach Activities	✓		
B. Program or Service Area Assessment			
3. Value of the Program or Service Area to Mesa College – The program review describes how Mesa College is served:			
Criteria	Yes	No	Committee Comments
New and/or Revised Courses or Service Area Workshops Described	✓		When discussing how the program serves Mesa College, the program's revised structure is explained. New and modified courses are noted and the recommended grid is included. Ways that the program serves faculty and staff are addressed.
Six-year Curriculum Review Plan Described (Planning Grid Attached)	✓		
Service to Faculty and Staff Explained	✓		
C. New Goals for the Program or Service Area – The new goals established for the program or service area contain:			
Criteria	Yes	No	Committee Comments
Short and Long-term Goals Listed	✓		The lead writer provided the documentation needed to support the new goals that are reported as either short or long-term. The program's needs are described. The plans of action are effectively described and complete with the persons responsible for carrying out the actions within the specified time frame.
Statements of Program Needs Described	✓		
Plans of Action Established	✓		
Timeline Provided	✓		
Person(s) Assigned Identified	✓		
Committee Recommendation(s)/Comments:			
The Committee found this program plan to be of high quality and thorough. The lead writer followed the Committee's rubric effectively and is to be congratulated on the representation of his program.			
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**

2008-2009 PROGRAM REVIEWS

Program or Service Area Name/ Lead Writer: Reprographic Center/Mailroom (L) – Penny Hedgecoth/Barry Coleman

Program Review Committee Liaisons: Ailene Crakes, Ian Kay

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

Criteria	Yes	No	Committee Comments
Program/Service Area Mission	✓		The lead writer provided the Reprographic Center/ Mailroom mission statement and upon request furnished how it supports both college and the service area's goals. A description of how the service area supports the College's Mission statement was clarified by the lead writer. Service area strengths are documented with the major challenges described. Changes to this service area have been addressed. A description of the Reprographic Center/Mailroom's most significant features and pressing needs is given in the service area summary. A copy of this documentation is included as a part of Appendix A.
College Mission Addressed	✓		
Degrees and Certificates Offered (Program Pages Attached)	NA		
Strengths and Challenges	✓		
Improvements/Modifications Since Previous Program Review	NA		
Program/Service Area Summary	✓		

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

Criteria	Yes	No	Committee Comments
Student Diversity Factors Addressed	NA		The Administrative Unit Outcomes (AUOs) for this service area have been identified, including the process used to develop these. The activities conducted by the service area to achieve these outcomes are included. The section dealing with the assessment being used to measure the achievement and the use of the results of the assessment is in progress. The next steps involve the development of short and long-term goals to guide the service area. Point-of-service survey results are included. The location of the SLO information for the program is given.
Assistance Provided Students	NA		
Students' Basic Skills Needs Described (only for those programs/service areas serving these students)	NA		
Development/Implementation of SLOs/AUOs <ul style="list-style-type: none"> • SLOs/AUOs included • Process used • Assessment Activities Conducted • Results documented • Location of SLO files 	✓		

(L): Late Submission of Program Review

B. Program or Service Area Assessment			
2. Value of the Program or Service Area to the Community – The program review describes how community needs are met through:			
Criteria	Yes	No	Committee Comments
Advisory Committee or Equivalent Group Membership and Input Described	✓		The service area has an advisory committee. The role of this committee is minimally described and it is not clear how their recommendations are implemented. Indirect outreach activities appear to be limited to the printing of publications for the district and its colleges.
Cultural, Athletics, Extra Curricular or Other Activities Described	NA		
Outreach Activities	✓		
B. Program or Service Area Assessment			
3. Value of the Program or Service Area to Mesa College – The program review describes how Mesa College is served:			
Criteria	Yes	No	Committee Comments
New and/or Revised Courses or Service Area Workshops Described	NA		With the exception of the ways that the service area supports faculty and staff, this section does not apply.
Six-year Curriculum Review Plan Described (Planning Grid Attached)	N/A		
Service to Faculty and Staff Explained	✓		
C. New Goals for the Program or Service Area – The new goals established for the program or service area contain:			
Criteria	Yes	No	Committee Comments
Short and Long-term Goals Listed	✓		The lead writer provided the documentation needed to support the service area’s new goals and needs. The goals are reported only as short-term with no long-term provided. The statements of program needs as well as plans of action should be revisited and revised to support the stated goals. The timeframe and persons responsible for carrying out the goal are identified.
Statements of Program Needs Described	✓		
Plans of Action Established	✓		
Timeline Provided	✓		
Person(s) Assigned Identified	✓		
Committee Recommendation(s)/Comments:			
The program review for this service area was originally incomplete and lacking information concerning its mission statement, administrative unit outcomes and goals. The lead writer revisited the program review and provided additional information as requested. Information concerning the advisory committee and the program needs as well as plans of action for the goals can be submitted using an addendum. Assistance is available from the assigned liaisons and/or the committee co-chair.			
Lead Writer Feedback:			
No comments were submitted by the lead writers relative to the program review process.			

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

2008-2009 PROGRAM REVIEWS

Program or Service Area Name/ Lead Writer: Stockroom (L) – Penny Hedgecoth/Barry Coleman			
Program Review Committee Liaisons: Ailene Crakes, Ian Kay			
A. Program or Service Area Description – The program review addresses the following components:			
Criteria	Yes	No	Committee Comments
Program/Service Area Mission	✓		The lead writer provided the Stockroom mission statement and clarification was given on how it supports both college and the service area's goals. A description of how the service area supports the College's Mission statement is provided. Service area strengths are documented with the major challenges described. Changes to this service area have been addressed. A short description of the Stockroom's most significant features and pressing needs is given in the service area summary. A copy of this documentation is included as a part of Appendix A.
College Mission Addressed	✓		
Degrees and Certificates Offered (Program Pages Attached)	NA		
Strengths and Challenges	✓		
Improvements/Modifications Since Previous Program Review	NA		
Program/Service Area Summary	✓		
B. Program or Service Area Assessment			
1. Value of the Program or Service Area to Students – The program review describes how student needs are met through:			
Criteria	Yes	No	Committee Comments
Student Diversity Factors Addressed	NA		The Administrative Unit Outcomes (AUOs) for this service area have been identified, including the process used to develop these. The activities conducted by the service area to achieve these outcomes are in process. The section dealing with the assessment being used to measure the achievement and the use of the results of the assessment are incomplete. The next steps involve the development of short and long-term goals to guide the service area. The location of the SLO information for the program is given.
Assistance Provided Students	NA		
Students' Basic Skills Needs Described (only for those programs/service areas serving these students)	NA		
Development/Implementation of SLOs/AUOs <ul style="list-style-type: none"> • SLOs/AUOs included • Process used • Assessment Activities Conducted • Results documented • Location of SLO files 	✓		

B. Program or Service Area Assessment			
2. Value of the Program or Service Area to the Community – The program review describes how community needs are met through:			
Criteria	Yes	No	Committee Comments
Advisory Committee or Equivalent Group Membership and Input Described	NA		This section of the program review does not apply.
Cultural, Athletics, Extra Curricular or Other Activities Described	NA		
Outreach Activities	NA		
B. Program or Service Area Assessment			
3. Value of the Program or Service Area to Mesa College – The program review describes how Mesa College is served:			
Criteria	Yes	No	Committee Comments
New and/or Revised Courses or Service Area Workshops Described	NA		Ways that the service area supports faculty and staff are addressed.
Six-year Curriculum Review Plan Described (Planning Grid Attached)	NA		
Service to Faculty and Staff Explained	✓		
C. New Goals for the Program or Service Area – The new goals established for the program or service area contain:			
Criteria	Yes	No	Committee Comments
Short and Long-term Goals Listed	✓		The lead writer provided the documentation needed to support the service area's goals. The goals are reported as short-term only with no long-term provided. The needs and plans of action should be revisited and revised to support the stated goals. The timeframe and person(s) assigned are identified.
Statements of Program Needs Described	✓		
Plans of Action Established	✓		
Timeline Provided	✓		
Person(s) Assigned Identified	✓		
Committee Recommendation(s)/Comments:			
The program review for this service area was originally incomplete and lacking information concerning its mission statement, diversity factors, administrative unit outcomes and goals. The lead writer revisited the program review and submitted additional information as requested. Additional work on the service area's goals is recommended. Assistance is available from the assigned liaisons and/or the committee chair.			
Lead Writer Feedback:			
No comments were submitted by the lead writers relative to the program review process.			

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

2008-2009 PROGRAM REVIEWS

Program or Service Area Name/ Lead Writer: Student Accounting – Kathleen Wells/Patty Banda			
Program Review Committee Liaisons: Juliette Parker, Michael Reese			
A. Program or Service Area Description – The program review addresses the following components:			
Criteria	Yes	No	Committee Comments
Program/Service Area Mission	✓		The lead writer provided the Student Accounting mission statement that supports college goals. A description of how the service area supports the College's Mission statement is well written. Service area strengths are well documented with the major challenges described. A thorough and effective description of the Student Accounting's most significant features and pressing needs is given in the service area summary. A copy of this documentation is included as a part of Appendix A.
College Mission Addressed	✓		
Degrees and Certificates Offered (Program Pages Attached)	NA		
Strengths and Challenges	✓		
Improvements/Modifications Since Previous Program Review	NA		
Program/Service Area Summary	✓		
B. Program or Service Area Assessment			
1. Value of the Program or Service Area to Students – The program review describes how student needs are met through:			
Criteria	Yes	No	Committee Comments
Student Diversity Factors Addressed	✓		The service area assessment addresses the appropriate diversity factors. Assistance provided to students is described. The Administrative Unit Outcomes (AUOs) for this program have been identified, including the process used to develop these. The activities conducted by the service area to achieve these outcomes are in progress. The assessment being used to measure the achievement of the selected outcomes are in progress, as are the use of the results. The location of the SLO information for the program is given.
Assistance Provided Students	✓		
Students' Basic Skills Needs Described (only for those programs/service areas serving these students)	NA		
Development/Implementation of SLOs/AUOs <ul style="list-style-type: none"> • SLOs/AUOs included • Process used • Assessment Activities Conducted • Results documented • Location of SLO files 	✓		

B. Program or Service Area Assessment			
2. Value of the Program or Service Area to the Community – The program review describes how community needs are met through:			
Criteria	Yes	No	Committee Comments
Advisory Committee or Equivalent Group Membership and Input Described	✓		The Vice President of Administrative Services acts as the advisory committee for this service area. His role is described as well as how recommendations are implemented. The reasons for no outreach activities are explained.
Cultural, Athletics, Extra Curricular or Other Activities Described	NA		
Outreach Activities	NA		
B. Program or Service Area Assessment			
3. Value of the Program or Service Area to Mesa College – The program review describes how Mesa College is served:			
Criteria	Yes	No	Committee Comments
New and/or Revised Courses or Service Area Workshops Described	NA		Ways that the program serves faculty and staff are addressed.
Six-year Curriculum Review Plan Described (Planning Grid Attached)	N/A		
Service to Faculty and Staff Explained	✓		
C. New Goals for the Program or Service Area – The new goals established for the program service area contain:			
Criteria	Yes	No	Committee Comments
Short and Long-term Goals Listed	✓		The lead writer provided the documentation needed to support the new goals and needs. These goals are reported as either short or long-term. The plans of action are effectively described and complete with the persons responsible for carrying out the actions within the specified time frame.
Statements of Program Needs Described	✓		
Plans of Action Established	✓		
Timeline Provided	✓		
Person(s) Assigned Identified	✓		
Committee Recommendation(s)/Comments:			
The Committee indicated that Student Accounting is new to the program review process as Administrative Services has been integrated into the process this year. The service area's report is very clear and thorough. Excellent overall report.			
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**

2008-2009 PROGRAM REVIEWS

Program or Service Area Name/ Lead Writer: Student Health Services – Suzanne Khambata			
Program Review Committee Liaisons: Yvonne Bergland, Bruce Naschak			
A. Program or Service Area Description – The program review addresses the following components:			
Criteria	Yes	No	Committee Comments
Program/Service Area Mission	✓		The lead writer provided the Student Health Services' mission statement. A detailed discussion addressed how this service area supports the College's Mission statement. A very complete list of the service area strengths and challenges is presented. Major challenges include a description of how this service area is affected by the present budget situation and staffing needs. Improvements and modifications since the previous program review are well documented. A thorough and effective listing of the Student Health Services' most significant features and pressing needs is given in the service area summary. A copy of this documentation is included as a part of Appendix A.
College Mission Addressed	✓		
Degrees and Certificates Offered (Program Pages Attached)	✓		
Strengths and Challenges	✓		
Improvements/Modifications Since Previous Program Review	✓		
Program/Service Area Summary	✓		
B. Program or Service Area Assessment			
1. Value of the Program or Service Area to Students – The program review describes how student needs are met through:			
Criteria	Yes	No	Committee Comments
Student Diversity Factors Addressed	✓		This service area assessment describes the value to students. Although the service area is unable to track the diversity of those students who use health services, diversity factors are addressed through their Cultural Council and office remodel. Activities such as the "Tents of Tolerance" also support diversity. Three (3) SLOs for this service area have been identified, including the process used to develop these. The activities conducted by the service area to achieve these outcomes are described. The assessment being used to measure the achievement of the selected outcomes is described, including the results of the assessment. The location of the SLO information for the service area is given.
Assistance Provided Students	NA		
Students' Basic Skills Needs Described (only for those programs/service areas serving these students)	NA		
Development/Implementation of SLOs/AUOs <ul style="list-style-type: none"> • SLOs/AUOs included • Process used • Assessment Activities Conducted • Results documented • Location of SLO files 	✓		

B. Program or Service Area Assessment			
2. Value of the Program or Service Area to the Community – The program review describes how community needs are met through:			
Criteria	Yes	No	Committee Comments
Advisory Committee or Equivalent Group Membership and Input Described	✓		Student Health Services presently has an equivalent group that provides input. This group's role is to update Student Health Services with recent research-based care practices. The activities offered by the service area to attract community members to the College are well described. Outreach activities in the form of health-focused presentations are well documented.
Cultural, Athletics, Extra Curricular or Other Activities Described	✓		
Outreach Activities	✓		
B. Program or Service Area Assessment			
3. Value of the Program or Service Area to Mesa College – The program review describes how Mesa College is served:			
Criteria	Yes	No	Committee Comments
New and/or Revised Courses or Service Area Workshops Described	✓		When discussing how the service area serves Mesa College, flex workshops, diversity training, first aid and effective communication are described. Ways that the service area serves faculty and staff are addressed.
Six-year Curriculum Review Plan Described (Planning Grid Attached)	NA		
Service to Faculty and Staff Explained	✓		
C. New Goals for the Program or Service Area – The new goals established for the program or service area contain:			
Criteria	Yes	No	Committee Comments
Short and Long-term Goals Listed	✓		The lead writer provided the documentation needed to support the service area's new goals and needs. These goals are reported as either short or long-term. The plans of action are effectively described and complete with the persons responsible for carrying out the actions within the specified time frame.
Statements of Program Needs Described	✓		
Plans of Action Established	✓		
Timeline Provided	✓		
Person(s) Assigned Identified	✓		
Committee Recommendation(s)/Comments:			
The Committee found this program plan to be of high quality and thorough. The lead writer followed the Committee's rubric effectively and is to be congratulated on the representation of her service area.			
Lead Writer Feedback (Received via email on 02/05/10):			
<p>Dean Bergland,</p> <p>Student Health Services strives to provide high quality care to our students and campus community. The year one program review allowed us to view our systems with a model that is both academically and student services based. This program review helped us to see how, in measurable ways, we can improve our programs and services to maintain our commitment to excellence in our practice. The year one program review enables us to tie all of our services to our larger departments as well as the college and district. Writing our review created a stronger infrastructure for our services to students. As we build our programs we know that a stable, well connected program is essential for sustainability. As we move toward new programs we will be able to use our year one program review to ascertain our priorities and goals.</p> <p>Thank you for your guidance through this "mega" project. Your advisement enabled us to create a path to follow and led us to a really well thought out final product. Although I was apprehensive at first, you taught me that the program review manual has a step wise approach and that there is lots of support anytime we need it. I think I used more than my fair share of advisement (thanks for being my teacher).</p> <p>I am also grateful for Joe Safdie, who is an SLO wiz. He is very patient and smart. He needed to be patient because I just had the hardest time with the SLO concept. Joe taught me how to use it and now I know it is really very simple.</p> <p>Overall, this was a very good experience because of the support from you and the Program Review members.</p> <p>Best, Suzanne</p>			

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

2008-2009 PROGRAM REVIEWS

APPENDICES

Program/Service Area Summaries (Alphabetic Order)

Admissions/Records/Veterans

- This summary will be included in the final report that is read by the Academic Affairs Committee and President's Cabinet.

We are characterized by being the first point of contact for most new, returning and potential students. The Admissions staff members provide a centralized source of information and guidance for students on campus and are the primary troubleshooting and information resource for students in person, on the phone and via email. We assist with application and registration issues and an array of other student needs on campus and any off site location needed by our community. We collaborate with campus deans and faculty chairs to clear prerequisite challenges. The International Program staff and faculty assist in most immigration matters as it relates to visitor status in the United States. Residency staff interprets Federal regulations, California Educational Code and Title V as it relates to college acceptance and tuition purposes. The Veterans office certifies students for VA educational benefits.

Budget:

- Two classified positions are currently pending retirements and since these two positions are of critical nature to maintain student services in the area of residency determination and the second position in the area of high school honors, we must ensure that these positions are rehired.
- Reinstate funding of 1.0 FTE Senior Student Services Assistant position.
- The Admissions and Records Program needs to have an increase in the classified salaries budget in order to convert as many of the five .45 FTES positions to .60 FTES in order to better serve students during the registration periods. Funds for classified hourly would assist program in the interim period.
- Additional resources are necessary to cover the campus cost of school identification cards. Although we have been generating some revenue through the sale of replacement and lost cards, this revenue is not sufficient to make the task self supportive. Approximately \$ 8,000.00 to \$10,000.00 is estimated per year depending on replacement ID revenue.

Staffing:

- Furthermore the current hiring freeze throughout the district prevents vacant classified positions from being filled.
- Part-time contract positions are very difficult to permanently staff as they offer no medical benefits to employees therefore, we are constantly hiring and training new staff to ensure continuity of services.

Technology:

- Our existing computers are all out of warranty, should something happen, we would need replacement immediately.

Business Services

Significant Features

- Collaborative efforts district wide and with outside entities to provide the best financial services to support student learning success.
- "Open door" policy. This provides one-on-one support to the college community to communicate and improve financial procedures to support student learning success.
- We provide creative thinking to maximize total value of the college's financial resources.
- We provide group and individual training to navigate the college and district financial systems. We utilize the on-line web services to place and update financial forms facilitating timely and effective processing of all related matters.

Most Pressing Needs

- More support and communication from the District Office relating to district wide unified business practices and procedures. The sites are satellite offices of the District Office. Therefore, the District Office needs to establish and update their policies and procedures regarding all business practices and relay this information in writing to the sites. This would allow for more structure and simplicity in the process of doing business. The District Office needs to understand how and why the sites function to support educational goals and student learning success. This would allow internal and external business practices and procedures to be established and applied towards those goals. These practices, policies and procedures need to be in writing and accessible to the college community.

Employment/Payroll & Administrative/Technical Support & Information Services

Significant Features

- Collaborative efforts district wide and with outside vendors to provide the most responsive resource services for Mesa College to support student learning success. This collaborative effort extended to evaluating customer service through the District Point of Service surveys. Since the integration of Administrative Services into the Accreditation and subsequent Program Review process during the summer of 2008, there was a need to complete the involvement by developing, assisting in the implementation and accepting the results of several Administrative Services surveys which was completed by the Senior Office Manager of Mesa Administrative Services (results attached).
- "Open door" policy: to provide one-on-one support to the college community communicating and improving human resources, administrative technical support & informational services procedures in support of student learning success.
- Provide group and individual training to navigate the myriad of forms, processes and procedures related to their District employment and payroll as well as the EProgram (web-based TAO/Program Card system).
- Utilize the on-line web services to make available and update human resources forms facilitating timely and effective processing of all related matters. MTI the telecommunications web site can also be viewed for invaluable communications information.

Most Pressing Needs

- More support and communication from the District Office relating to district wide business practices and procedures in the Human Resources area. The sites are satellite offices of the District. Therefore, the District Office needs to establish and update policies, and procedures, relay this information in writing to the sites and respond to all inquiries in a timely manner. This would allow for structure and simplicity in the process of doing business. The District Office needs to understand how and why the sites function to support educational goals and

student learning success. This would allow internal and external business practices and procedures to be established and applied towards those goals. These practices, policies and procedures need to be in writing and accessible to the college community.

- *A more responsive Human Resources payroll system* to support the seamless service we offer to Mesa College in support of student learning success. Currently we spend an exorbitant amount of time forwarding systems complaints to the District Office and receiving “tweaking” instructions to the payroll screens than should occur. This is a direct result of the fact that Colleague clearly was not meant to support a multiple college district. This time should be spent assisting Mesa employees with the human resource needs as well as improving services.
- *Replacement of obsolete inkjet printers* for faculty and staff is imperative to keep work continuing for employees and to bring their equipment into the 21st Century equal to what is being taught and worked with in the classroom.

Hospitality Cluster

One of the programs most significant features is the retail food service laboratory. Its operation is the focal point for training students for the mental and physical challenging industry ahead. The culinary laboratory and curriculum currently have the most pressing needs.

First and foremost is a need for more training spaces in the laboratory. There is also a great need to update equipment in the laboratory area. The current industry is depending on continuing education to prepare these students for high expectations of knowledge and leadership skill in modern kitchen setups.

Including in the need for updated laboratory equipment in the Career Tech/Lab is also a need to update the Culinary Arts curriculum to reflect the current model of business and the changing nutrition, sanitation and green initiatives that will dominate future business expenses. This is an extensive amount of work with more than 58 units to research, review and make committee decisions on all of them, the hiring of a consultant or allowing reassign time would make for a more timely change to quickly reflect new business model and not train on antiquated curriculum for this sector of our economy.

Future Outlook

The direct employment needs of the food service industry are enormous drawing more than 9% of the national workforce and 4% of the national economy, topping more than \$1.3 trillion dollars in market capitalization for fiscal year 2007-2008. This highly adaptable industry has been historically short of more than 250,000 qualified workers on a yearly basis. With more than 75 million cases of food-borne illnesses reported on a yearly basis, a properly trained workforce will help reduce liabilities and be able to promote safety and nutrition as these areas continue to be in the forefront of this industry.

This industry is also a strong pipeline for minorities and women into the management workforce. Three out of five first-line supervisors of food preparation and service workers in 2003 were women, 16 percent were of Hispanic origin, and 14 percent were African-American and more than one-quarter (26 percent) of foodservice managers in 2003 were foreign-born. More than ever, the hospitality industry needs a highly trained and motivated workforce to compete in a global economy.

Reprographic Center/Mailroom

Reprographics has the capability of printing in color using high quality media. A large majority of publications are printed on this device which provides high quality communication for the Mesa college campus. This promotes up to date materials for the faculty, staff and students as well as the community.

Staff ratio needs increased, computers are all out of warranty and the software is not updated as necessary to get the job done in a timely manner.

Stockroom

Provide the campus with supplies and services in the classroom.

Square footage for materials is minimal.

Student Accounting

Most Significant Features

- The Student Accounting Office provides the Associated Students via a PowerPoint presentation during the AS retreat with information regarding the specifics of the clubs, the AS budget, scholarships and agency accounts.
- The Student Accounting Office provides Fiduciary Trust information via a brochure to respective college custodians of the accounts to improve understanding and use of the process.

Most Pressing Areas

Better communication from the District Office. Our questions are left unanswered or evaded. We are not kept apprised of changes that effect our operations. We are not included in critical discussions regarding business practices district wide, especially when they involve registration processes.

Student Health Services

A. The program area's most significant features are:

1. Integrated systems approach to care that improves student access, retention and success. This means that all three programs (medical/nursing, psychological and community health) are integrated to support each other. The student client moves easily through all three programs with clear communication and follow through. Both the medical/nursing and Psychological Counseling programs overlap with the Community Health program. This overlap enables us to coordinate efforts both in and outside of the office. The continuity of care planning is fluid and continuous so as to keep continuous quality improvement moving forward constantly.
2. Excellent, highly educated Community Health (peer educators, RN's with BSN degrees), Nursing (Master's prepared Nurse Practitioners), Medical (Medical Doctor) and Psychological professionals (MFT's and LCSW) practice within this system. They have excellent professional talents and a passion for their work. The synergy created by these great minds is astounding, creative and innovative.
3. Research based care is a priority. All of our professionals attend clinical seminars that teach us the newest research based diagnostics and treatments. Our front office remodel was based upon research of how students feel about experiences here on campus. We have had 3 research surveys completed to guide us with our plans of care for our

community. We have texts and policies/procedures that are annually updated that are research based.

4. Community relationships both within and outside of our campus have brought new innovations to our programs and services especially in the area of diversity.

B. Our most pressing needs are:

1. Full time faculty Counselor
2. New front office position for a senior student services assistant. Although we have saved the appropriate monies to support hiring these positions, the District hiring freeze prevents us from moving forward on this position.
3. Increased space for all three programs to flourish. We need a minimum of an additional 1,000 sq. ft. to accommodate the community health program and to expand the counseling program.
4. Increase front office support to release time for the Director to apply for grant funding and prepare curriculum for academic programs.
5. Equipment: New chair and computer lift to meet needs of front office personnel. New refrigerator that has water (for taking medication) and ice maker (for cold packs when students are injured). Exam room computers (2) for bedside computer charting.
6. Funding and space for outside psychological referrals or in house psychiatrist/psychologist.
7. Improved patient data tracking system so reports are easy to compile.
8. Efficient office function is challenged by required release time for classified medical assistant/front office receptionist leaving the office for union related business three or four times per month. There is a significant cost to us for this release time, this is not in consonance with our Title 5 regulations, (that our student health fee is inappropriately paying for). Attempts to correct this major concern have been ongoing and are not yet resolved.

Increase the full time contract NP to 11 months (from 10 months) to cover for the increased student attendance and health care needs during the summer.