



San Diego Mesa College

Program Review

Committee Report for Year One

2009-2010

Presented and Approved by President's Cabinet

March 22, 2011

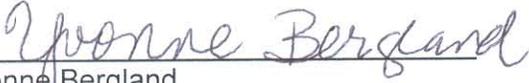
SAN DIEGO MESA COLLEGE
PROGRAM REVIEW COMMITTEE
COMMITTEE REPORT TO PRESIDENT'S CABINET
REPORT FOR YEAR ONE
2009-2010 PROGRAM REVIEWS

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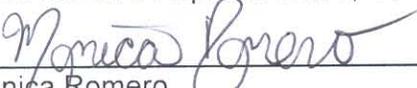
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**SAN DIEGO MESA COLLEGE
ACADEMIC PROGRAM REVIEW COMMITTEE
COMMITTEE REPORT TO PRESIDENT'S CABINET
YEAR-END REPORT FOR YEAR ONE
2009-2010**

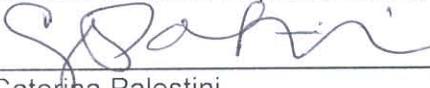
COMMITTEE MEMBERSHIP/SIGNATURE PAGE:



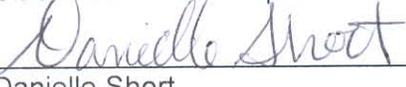
Yvonne Bergland
Administrative Representative, Co-Chair



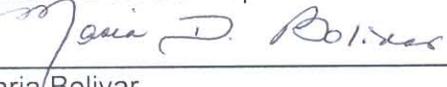
Monica Romero
Student Services Representative, Co-Chair



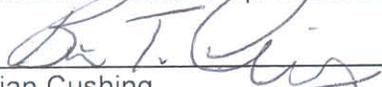
Caterina Palestini
Classified Senate Representative



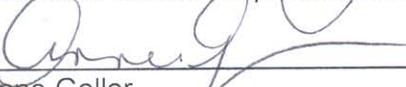
Danielle Short
Classified Senate Representative



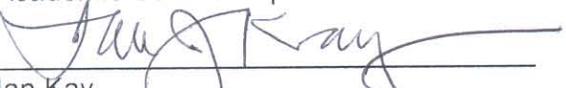
Maria Bolivar
Academic Senate Representative



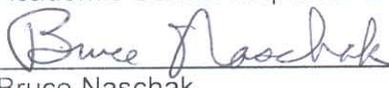
Brian Cushing
Academic Senate Representative



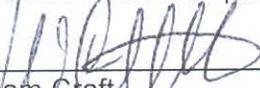
Anne Geller
Academic Senate Representative



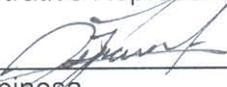
Ian Kay
Academic Senate Representative



Bruce Naschak
Academic Senate Representative



William Craft
Administrative Representative



Joel Espinosa
Associated Student Representative



Susan Mun
Campus-Based Researcher



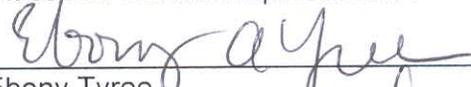
Kristan Clark
Academic Senate Representative, Co-Chair



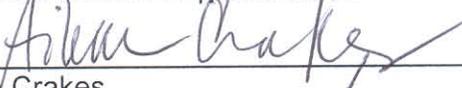
Kathleen Wells
Administrative Services Representative, Co-Chair



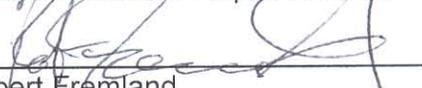
Rocio Sandoval
Classified Senate Representative



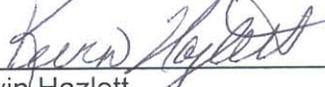
Ebony Tyree
Classified Senate Representative



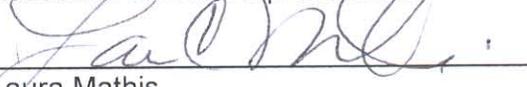
Ailene Crakes
Academic Senate Representative



Robert Fremland
Academic Senate Representative



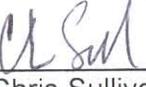
Kevin Hazlett
Academic Senate Representative



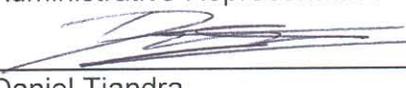
Laura Mathis
Academic Senate Representative



Alison Steinberg
Academic Senate Representative



Chris Sullivan
Administrative Representative



Daniel Tjandra
Associated Students Representative

DATE: March 8, 2011

TO: President's Cabinet

SUBJECT: PROGRAM REVIEW REPORT FOR YEAR ONE, 2009-2010

The following list contains the names of the programs reviewed for Year One during the 2009-2010 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

Financial Aid (*)
Health Information Technology
History
Mathematics
Medical Assisting
Multimedia
Music
Physical Therapist Assistant
Real Estate
Work Experience

Lead Writer(s)

Cathy Springs
Christine Kinney/Teddy Scribner
John Crocitti
Laleh Howard/Judy Ross
Danielle Lauria
Alfonso Saballett
Jaeryoung Lee/Richard Chagnon
Chris Kinney
Shadrick Jefferies
Lydia Signorelli-Brown

These program reviews, written by the lead writers with input from discipline 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 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. Service areas providing classes [i.e., DSPS and Counseling (Personal Growth)], and all academic programs received program-level data relative to student outcomes, enrollment and productivity for the most recent five (5) academic years. College-wide figures were provided for benchmarking purposes. Service areas used internally-collected data and Point-of-Service Survey results. Specially requested data were also provided when requested.

On behalf of the Program Review Committee, the Office of Instructional Services, Resource Development and Research sent regular email reminders containing key dates to the lead writers and assigned liaisons. In addition, the appropriate managers were also included and asked to provide their assistance with the established process.

Of the ten (10) program review plans scheduled for 2009-2010, one (1) of these is a student service area (*). All lead writers submitted their program plans within the established timeline.

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 an opportunity to provide feedback that was incorporated into this report.

The Program Review Committee continues to seek ways to improve the process and forms used by the lead writers. For 2009-2010, the Program Review Committee is making the following recommendations:

Recommendation #1

It is recommended that the existing program review process and forms be reviewed and revised according to the recommendations given by the Strategic Planning Committee in their December 2010 Report and the recommendations received during the College's October 2010 onsite accreditation visit as well as the findings from the present Program Review Pilot.

Rationale: Although Mesa's program review framework has been established, an ongoing and systematic examination is required to ensure that its results are consistently linked to institutional planning and accreditation requirements. Since the program review process is central to the institution's planning process, all categories of resource requests should be included. When revising the process and forms, attention needs to be given to simplification/streamlining so the workload associated with the creation of the document is not increased but made less.

To maintain "sustainable continuous quality improvement" as described in the "Rubric for Evaluating Institutional Effectiveness - Part I: Program Review", published by the ACCJC, regular review and implementation of recommended changes supports institutional effectiveness. A subcommittee, including the four Program Review Committee co-chairs, will refine the format and process to improve the reporting, evaluation and use of program/service area planning information.

Recommendation #2

It is recommended that an automated system be piloted for use in the Program Review process.

Rationale: An automated approach will alleviate the workload issues associated with the program review process as well as provide an improved venue for reporting its findings to all constituents within the integrated planning process.

Recommendation #3

It is recommended that the format of the lead writer training be revisited with changes made to reflect the revised process.

Rationale: To inform the lead writers of changes to the program review process, revisions to the questions and the use of data including that received from the assessment of student learning outcomes, the Program Review Committee presents a training session during each fall semester. To meet the special and unique needs of the programs and service areas, the existing lead writer training needs to be revisited and revised.

Next Steps:

For the remainder of this academic year, the Program Review Committee will work to implement the three (3) recommendations included in this report after approval by the President's Cabinet.

These above suggestions and recommendations are a result of an analysis of the findings, problems, issues, and concerns discussed within the committee, the managers, lead writers, and others during the 2010/2011 program review cycle. We commend the efforts of all program/service area lead writers, department chairs/supervisors and managers who worked so diligently to complete their plans on time and in accordance with the approved process.

After the Program Review Committee completed its examination of all submitted plans, the following reports were sent to the designated lead writers for final feedback. The following pages contain these reports of the Committee's findings. 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**

2009-2010 PROGRAM REVIEWS

Program or Service Area Name/ Lead Writer: Financial Aid – Cathy Springs			
Program Review Committee Liaisons: Rob Fremland, Danielle Short			
A. Program or Service Area Description – The program review addresses the following components:			
Criteria	Yes	No	Committee Comments
Program/Service Area Mission	✓		The service area provided a copy of its mission statement. A description of how the service area supports the College's Mission statement is well written. An analysis of detailed data collected by the service area was used to identify their strengths and challenges. Steps to maintain identified strengths and to correct challenges are described. A service area summary was provided.
College Mission/Vision/Values Addressed	✓		
Degrees/Certificates Described (Program Pages Attached)	NA		
Enrollment/Productivity Data Analyzed and Reported	✓		
Steps to Maintain Identified Strengths Described	✓		
Steps to Correct Identified Challenges Described	✓		
Program/Service Area Summary Provided	✓		
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 Learning/Goal Attainment Discussed	✓		The service area discussed how it assists students and promotes goal attainment. An analysis of trends and use of student learning outcome assessment data is used to support how the service area promotes student learning. The service area indicated that Federal Law prevents them for collecting and using student diversity data to provide the information to address this question. The 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 outcomes results are thoroughly described, including the results of the assessment. The next steps in the assessment cycle are explained. The location of the SLO information for the service area is given.
Trends/Changes in Student Success/Goal Attainment Analyzed and Reported	✓		
Student Learning Outcomes Assessment Used	✓		
Student Diversity Factors/Special Circumstances Discussed		✓	
Trends/Changes in Student Diversity Analyzed and Reported		✓	
Basic Skills Level Needs Described	N/A		
SLOs/AUOs Development/Assessment <ul style="list-style-type: none"> • Step 1: SLO/AUO Identified • Step 2: Assessment Activities Described (Rubric Attached) • Step 3: Outcomes Results Described • Step 4: Assessment Cycle Next Steps • SLO/AUO Files Location Given 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ 		

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 Input and Membership, Role and Use of Input Described	✓		The membership of the committee is described. The role of this committee and how its recommendations are used for planning and/or resource allocation is included. Outreach activities undertaken by the service area are described.
Outreach Activities (Cultural, Athletic, etc.) Described	✓		
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	N/A		No courses or workshops are offered by this service area. The six-year curriculum review does not apply. Ways that the service area serves the College including the faculty and staff are explained.
Six-year Curriculum Review Plan Described (Planning Grid Attached)	N/A		
Service to College and Faculty/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 listed the service area's short and long-term goals. The documentation needed to support these goals is included. The needs required to meet the goals are described. The plans of action are stated and complete with the persons responsible for carrying out the actions within a specified time frame.
Statement of Program/Service Needs Described	✓		
Actions to be Taken Established and Reported	✓		
Timeframe Provided	✓		
Person(s) Assigned Identified and Reported	✓		
D-G. Appropriate Attachments Included:			
Criteria	Yes	No	Committee Comments
Copies of Research Used	✓		The service area attached copies of the research used to response to the appropriate questions. No SLO attachments were included.
SLO/AUO Documentation include Rubric if used		✓	
Six-Year Curriculum Review Grid	N/A		
Program Pages	N/A		
Committee Recommendation(s)/Comments:			
The lead writer provided a detailed report for this service area. Changes to the Committee's report should be submitted in the form of an addendum.			
Lead Writer Feedback:			
I feel the structure of the Program Review document, although obviously lengthy for Year One, is clear, well-thought-out and contains relevant questions. It is an efficient way to explain the complex workings of a program or office to those who may not be familiar with the nature of other programs or service areas. I was keenly aware during the process, that assistance was always available if needed. The published time table was a helpful, consistent reminder of where I needed to be in the process.			

**SAN DIEGO MESA COLLEGE
PROGRAM REVIEW COMMITTEE
YEAR ONE COMMITTEE REPORT TO PRESIDENT'S CABINET
2009-2010 PROGRAM REVIEWS**

Program or Service Area Name/ Lead Writer: Health Information Technology – Teddy Scribner/C. Kinney

Program Review Committee Liaisons: Kristan Clark, Caterina Palestini

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

Criteria	Yes	No	Committee Comments
Program/Service Area Mission	✓		The program provided a copy of its mission statement but it was not clear how the program or college goals are supported. An addendum described how program goals are supported but the ways in which program College's mission, vision and values are addressed is not enumerated. The program description lists but does not describe the degrees and certificates offered with no data used or provided. The addendum provided an analysis addressing the program's challenges including an explanation regarding the lack of data. Steps to maintain identified strengths and to correct challenges are described. Program pages are included. An updated and more relevant program summary was provided in the addendum.
College Mission/Vision/Values Addressed		✓	
Degrees/Certificates Described (Program Pages Attached)	✓		
Enrollment/Productivity Data Analyzed and Reported	✓		
Steps to Maintain Identified Strengths Described	✓		
Steps to Correct Identified Challenges Described	✓		
Program/Service Area Summary Provided	✓		

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 Learning/Goal Attainment Discussed	✓		The program discussed how student learning and goal attainment is promoted. From the response, it appears that the analysis of trends and use of student learning outcome assessment data used to support how the program promotes student learning was misunderstood. The program assessment briefly addresses diversity factors. The lead writer provided program-generated information relative to its graduates. 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 not described. The outcomes and assessment results are not described. The next steps in the assessment cycle are not included. The location of the SLO information for the program is not given.
Trends/Changes in Student Success/Goal Attainment Analyzed and Reported		✓	
Student Learning Outcomes Assessment Used		✓	
Student Diversity Factors/Special Circumstances Discussed	✓		
Trends/Changes in Student Diversity Analyzed and Reported	✓		
Basic Skills Level Needs Described	NA		
SLOs/AUOs Development/Assessment <ul style="list-style-type: none"> • Step 1: SLO/AUO Identified • Step 2: Assessment Activities Described (Rubric Attached) • Step 3: Outcomes Results Described • Step 4: Assessment Cycle Next Steps • SLO/AUO Files Location Given 	✓	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ 	

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 Input and Membership, Role and Use of Input Described		✓	Only the membership of the advisory committee is described with the role of this committee and how its recommendations are used for planning and/or resource allocation not addressed. The response concerning outreach needs clarification.
Outreach Activities (Cultural, Athletic, etc.) Described		✓	
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	✓		The conversion of an existing course into an online format is discussed. The addendum indicated the curriculum review is not up-to-date at this time. The department chair is currently working with program faculty to review all courses. A short-term goal was added. Ways that the program serves the College including the faculty and staff are addressed.
Six-year Curriculum Review Plan Described (Planning Grid Attached)	✓		
Service to College and Faculty/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 and the addendum listed the program's short and long-term goals. The documentation needed to support these goals was included. The needs required to meet the goals are not totally described. The plans of action are stated and complete with the persons responsible for carrying out the actions within the specified time frame.
Statement of Program/Service Needs Described		✓	
Actions to be Taken Established and Reported	✓		
Timeframe Provided	✓		
Person(s) Assigned Identified and Reported	✓		
D-G. Appropriate Attachments Included:			
Criteria	Yes	No	Committee Comments
Copies of Research Used	✓		The lead writer provided copies of all attachments with the exception of the SLO documentation.
SLO/AUO Documentation include Rubric if used		✓	
Six-Year Curriculum Review Grid	✓		
Program Pages	✓		
Committee Recommendation(s)/Comments:			
The Committee found many issues that needed clarification in the program review document. In several instances, the responses did not address the question. Due to the retirement of the program director, the Department Chair was contacted. After a meeting with the liaisons, the Department Chair submitted an addendum. That addendum addressed the most critical factors identified by the liaisons. Some information is still missing.			
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**

2009-2010 PROGRAM REVIEWS

Program or Service Area Name/ Lead Writer: History – John Crocitti			
Program Review Committee Liaisons: Ailene Crakes, 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 program provided a copy of their 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. An analysis of enrollment and productivity data was used to identify program or service area strengths and challenges. Steps to maintain identified strengths and to correct challenges are described. Program pages are included. A program summary was provided.
College Mission/Vision/Values Addressed	✓		
Degrees/Certificates Described (Program Pages Attached)	✓		
Enrollment/Productivity Data Analyzed and Reported	✓		
Steps to Maintain Identified Strengths Described	✓		
Steps to Correct Identified Challenges Described	✓		
Program/Service Area Summary Provided	✓		
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 Learning/Goal Attainment Discussed	✓		The program discussed how student learning and goal attainment is promoted. An analysis of trends and use of student learning outcome assessment data is used to support how the program promotes student learning. The program assessment addresses the appropriate diversity factors. The lead writer provided program-generated research relative to their graduates. 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. The outcomes results are described, including the results of the assessment. The next steps in the assessment cycle are described. The location of the SLO information for the program is given.
Trends/Changes in Student Success/Goal Attainment Analyzed and Reported	✓		
Student Learning Outcomes Assessment Used	✓		
Student Diversity Factors/Special Circumstances Discussed	✓		
Trends/Changes in Student Diversity Analyzed and Reported	✓		
Basic Skills Level Needs Described	NA		
SLOs/AUOs Development/Assessment <ul style="list-style-type: none"> • Step 1: SLO/AUO Identified • Step 2: Assessment Activities Described (Rubric Attached) • Step 3: Outcomes Results Described • Step 4: Assessment Cycle Next Steps • SLO/AUO Files Location Given 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ 		

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 Input and Membership, Role and Use of Input Described	NA		The lead writer stated that the program does not have an advisory committee or equivalent group that has input. The lead writer indicated that the impact of understaffing due to lack of faculty members precludes community activities.
Outreach Activities (Cultural, Athletic, etc.) Described	✓		
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, new and/or revised courses are discussed. The program's six-year curriculum review plan is discussed and the recommended grid is included. The lead writer reports due to shortage of tenure-track faculty, teaching load and committee assignments, special activities are precluded.
Six-year Curriculum Review Plan Described (Planning Grid Attached)	✓		
Service to College and Faculty/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 listed the program's short and long-term goals. The documentation needed to support these goals is included. The needs required to meet the goals are described. The plans of action are stated and complete with the persons responsible for carrying out the actions within the specified time frame.
Statement of Program/Service Needs Described	✓		
Actions to be Taken Established and Reported	✓		
Timeframe Provided	✓		
Person(s) Assigned Identified and Reported	✓		
D-G. Appropriate Attachments Included:			
Criteria	Yes	No	Committee Comments
Copies of Research Used	✓		The lead writer provided the attachments as indicated.
SLO/AUO Documentation include Rubric if used	✓		
Six-Year Curriculum Review Grid	✓		
Program Pages	✓		
Committee Recommendation(s)/Comments:			
The lead writer did an excellent job of documentation in the program plan. The plan was found to be thorough, with the program review process used as a "voice" to articulate History's goals.			
Lead Writer Feedback:			
In his 12/8/10 email response, the lead writer stated: "I reviewed the final report and concur with the findings of the Program Review Committee." 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**

2009-2010 PROGRAM REVIEWS

Program or Service Area Name/ Lead Writer: Mathematics – Laleh Howard/Judy Ross			
Program Review Committee Liaisons: Yvonne Bergland, Ebony Tyree			
A. Program or Service Area Description – The program review addresses the following components:			
Criteria	Yes	No	Committee Comments
Program/Service Area Mission	✓		The program provided a copy of their mission statement. A description of how the program supports the College's Mission statement and its own goals is well written. The program description lists the degrees and certificates offered. An analysis of enrollment and productivity data was used to describe the program's strengths and challenges. Steps to maintain identified strengths and to correct challenges are described. Program pages are included. A program summary in the form of listing of strengths and challenges was provided.
College Mission/Vision/Values Addressed	✓		
Degrees/Certificates Described (Program Pages Attached)	✓		
Enrollment/Productivity Data Analyzed and Reported	✓		
Steps to Maintain Identified Strengths Described	✓		
Steps to Correct Identified Challenges Described	✓		
Program/Service Area Summary Provided	✓		
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 Learning/Goal Attainment Discussed	✓		The program discussed how student learning and goal attainment is assisted and promoted. An analysis of trends and use of student learning outcome assessment data is used to support how the program promotes student learning through tutoring and online homework. The program assessment addresses the appropriate diversity factors using comparisons and references to CalPass. An excellent explanation of how the program meets the needs of the basic skills student is presented. The SLO section contains a detailed picture of the program's work including the re-evaluation of how SLOs are now assessed. The development and use of a rubric containing predefined characteristics was well explained. Data was provided when responding to assessment results. The next steps in the assessment cycle are described. The location of the SLO information for the program is given.
Trends/Changes in Student Success/Goal Attainment Analyzed and Reported	✓		
Student Learning Outcomes Assessment Used	✓		
Student Diversity Factors/Special Circumstances Discussed	✓		
Trends/Changes in Student Diversity Analyzed and Reported	✓		
Basic Skills Level Needs Described	✓		
SLOs/AUOs Development/Assessment <ul style="list-style-type: none"> • Step 1: SLO/AUO Identified • Step 2: Assessment Activities Described (Rubric Attached) • Step 3: Outcomes Results Described • Step 4: Assessment Cycle Next Steps • SLO/AUO Files Location Given 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ 		

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 Input and Membership, Role and Use of Input Described	✓		In an addendum, the equivalent to an advisory committee was explained. The Elementary School Mathematics committee has been meeting with other community colleges and the four year universities in the area to discuss the math education classes for elementary school teachers (Math 210A, 210B and 212). This may develop into an advisory committee for math education, especially since the department is currently developing a class for pre-service secondary math teachers. Outreach activities include that the NACCTEP (National Association of Community College Teacher Education Programs) has invited Mesa College to host next year's National Conference in February, 2011. Each spring the Mesa College Math Department assists with a Math Field Day. This is a mathematics competition for the local high school students.
Outreach Activities (Cultural, Athletic, etc.) Described	✓		
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, new curriculum is described with review/integration with sister colleges explained. The program's six-year curriculum review plan is discussed and the recommended grid is included. Ways that the program serves the College including the faculty and staff are addressed.
Six-year Curriculum Review Plan Described (Planning Grid Attached)	✓		
Service to College and Faculty/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 listed the program's short and long-term goals. The documentation needed to support these goals was included. The needs required to meet the goals are described. The plans of action are stated and complete with the persons responsible for carrying out the actions within the specified time frame.
Statement of Program/Service Needs Described	✓		
Actions to be Taken Established and Reported	✓		
Timeframe Provided	✓		
Person(s) Assigned Identified and Reported	✓		
D-G. Appropriate Attachments Included:			
Criteria	Yes	No	Committee Comments
Copies of Research Used	✓		All requested attachments are included and referenced/explained in the appropriate sections of the program's plan.
SLO/AUO Documentation include Rubric if used	✓		
Six-Year Curriculum Review Grid	✓		
Program Pages	✓		
Committee Recommendation(s)/Comments:			
The program review is well written and very complete. SLOs and curricular information is excellent.			
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**

2009-2010 PROGRAM REVIEWS

Program or Service Area Name/ Lead Writer: Medical Assisting – Danielle Lauria			
Program Review Committee Liaisons: Ian Kay, Brian Cushing			
A. Program or Service Area Description – The program review addresses the following components:			
Criteria	Yes	No	Committee Comments
Program/Service Area Mission	✓		The program provided a copy of their 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. An analysis of enrollment and productivity data was used to identify program or service area strengths and challenges. Steps to maintain identified strengths and to correct challenges are described. Program pages were included with the addendum submitted by the lead writer. A very thorough program summary was provided.
College Mission/Vision/Values Addressed	✓		
Degrees/Certificates Described (Program Pages Attached)	✓		
Enrollment/Productivity Data Analyzed and Reported	✓		
Steps to Maintain Identified Strengths Described	✓		
Steps to Correct Identified Challenges Described	✓		
Program/Service Area Summary Provided	✓		
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 Learning/Goal Attainment Discussed	✓		The program discussed how student learning and goal attainment is promoted. An analysis of trends and use of student learning outcome assessment data is used to support how the program promotes student learning. The program assessment addresses the appropriate diversity factors. The lead writer provided program-generated research relative to their graduates. 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. The outcomes results are described, including the results of the assessment. The next steps in the assessment cycle are described. The location of the SLO information for the program is given.
Trends/Changes in Student Success/Goal Attainment Analyzed and Reported	✓		
Student Learning Outcomes Assessment Used	✓		
Student Diversity Factors/Special Circumstances Discussed	✓		
Trends/Changes in Student Diversity Analyzed and Reported	✓		
Basic Skills Level Needs Described	NA		
SLOs/AUOs Development/Assessment <ul style="list-style-type: none"> • Step 1: SLO/AUO Identified • Step 2: Assessment Activities Described (Rubric Attached) • Step 3: Outcomes Results Described • Step 4: Assessment Cycle Next Steps • SLO/AUO Files Location Given 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ 		

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 Input and Membership, Role and Use of Input Described	✓		The membership of the advisory committee is described. The role of this committee and how its recommendations are used for planning and/or resource allocation is included and was expanded in an addendum. Outreach activities are described.
Outreach Activities (Cultural, Athletic, etc.) Described	✓		
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 the program serves Mesa College, there are no new or revised courses to discuss. The program's six-year curriculum review plan is discussed and the recommended grid is included. Ways that the program serves the College including the faculty and staff are addressed.
Six-year Curriculum Review Plan Described (Planning Grid Attached)	✓		
Service to College and Faculty/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 listed the program's short and long-term goals. The documentation needed to support these goals was included. The needs required to meet the goals are described. The plans of action are stated and complete with the persons responsible for carrying out the actions within the specified time frame.
Statement of Program/Service Needs Described	✓		
Actions to be Taken Established and Reported	✓		
Timeframe Provided	✓		
Person(s) Assigned Identified and Reported	✓		
D-G. Appropriate Attachments Included:			
Criteria	Yes	No	Committee Comments
Copies of Research Used	✓		The lead writer did not provide all of the appropriate attachments with the original program review. When requested, copies of the research used and program pages were submitted both in electronic format and hard copy.
SLO/AUO Documentation include Rubric if used	✓		
Six-Year Curriculum Review Grid	✓		
Program Pages	✓		
Committee Recommendation(s)/Comments:			
The lead writer submitted a well written report but needs to provide copies of the research used as well as the required program pages.			
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**

2009-2010 PROGRAM REVIEWS

Program or Service Area Name/ Lead Writer: Multimedia – Alfonso Saballett			
Program Review Committee Liaisons: Monica Romero, Alison Steinberg			
A. Program or Service Area Description – The program review addresses the following components:			
Criteria	Yes	No	Committee Comments
Program/Service Area Mission	✓		The program provided a copy of their 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. A weak analysis of enrollment and productivity data was used to identify program or service area strengths and challenges. Steps to maintain identified strengths and to correct identified challenges were included in the addendum. Program pages are included. A program summary was provided in the addendum.
College Mission/Vision/Values Addressed	✓		
Degrees/Certificates Described (Program Pages Attached)	✓		
Enrollment/Productivity Data Analyzed and Reported	✓		
Steps to Maintain Identified Strengths Described	✓		
Steps to Correct Identified Challenges Described	✓		
Program/Service Area Summary Provided	✓		
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 Learning/Goal Attainment Discussed	✓		In an addendum provided by the lead writer, the program discussed how student learning and goal attainment is promoted. Also included is an analysis of trends and use of student learning outcome assessment data to support how the program promotes student learning. The program assessment strongly addresses the appropriate diversity factors. 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. An action plan is delineated with an analysis of results given in the addendum. The next steps in the assessment cycle are described. The location of the SLO information for the program is given.
Trends/Changes in Student Success/Goal Attainment Analyzed and Reported	✓		
Student Learning Outcomes Assessment Used	✓		
Student Diversity Factors/Special Circumstances Discussed	✓		
Trends/Changes in Student Diversity Analyzed and Reported	✓		
Basic Skills Level Needs Described	NA		
SLOs/AUOs Development/Assessment <ul style="list-style-type: none"> • Step 1: SLO/AUO Identified • Step 2: Assessment Activities Described (Rubric Attached) • Step 3: Outcomes Results Described • Step 4: Assessment Cycle Next Steps • SLO/AUO Files Location Given 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ 		

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 Input and Membership, Role and Use of Input Described	✓		The membership of the advisory committee is described. The role of this committee and how its recommendations are used for planning and/or resource allocation is included. Outreach activities are described.
Outreach Activities (Cultural, Athletic, etc.) Described	✓		
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, new and/or revised courses are discussed. The program's six-year curriculum review plan is discussed and the recommended grid was included with the addendum. Ways that the program serves the College including the faculty and staff are addressed.
Six-year Curriculum Review Plan Described (Planning Grid Attached)	✓		
Service to College and Faculty/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 listed the program's short and long-term goals. The documentation needed to support these goals was included. The needs required to meet the goals are described. The plans of action are stated and complete with the persons responsible for carrying out the actions within the specified time frame.
Statement of Program/Service Needs Described	✓		
Actions to be Taken Established and Reported	✓		
Timeframe Provided	✓		
Person(s) Assigned Identified and Reported	✓		
D-G. Appropriate Attachments Included:			
Criteria	Yes	No	Committee Comments
Copies of Research Used	✓		The lead writer did not provide all of the attachments with the original program plan. SLO documentation and the six-year curriculum grid were included with the submitted addendum.
SLO/AUO Documentation include Rubric if used	✓		
Six-Year Curriculum Review Grid	✓		
Program Pages	✓		
Committee Recommendation(s)/Comments:			
The lead writer provided missing information concerning strengths and challenges, the program pages and summary in an addendum. Missing SLO information was also included along with the curriculum grid.			
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**

2009-2010 PROGRAM REVIEWS

Program or Service Area Name/ Lead Writer: Music – Jaeryoung Lee, Richard Chagnon			
Program Review Committee Liaisons: Rob Fremland, William Craft			
A. Program or Service Area Description – The program review addresses the following components:			
Criteria	Yes	No	Committee Comments
Program/Service Area Mission	IP		The program indicated that the mission statement is in progress (IP). A description of how the program supports the College's Mission statement is provided. The program description reports the degrees and certificates offered. An analysis of enrollment and productivity data was used to identify program or service area strengths and challenges. Steps to maintain identified strengths and to correct challenges are described. Program pages are included. A program summary was provided.
College Mission/Vision/Values Addressed	✓		
Degrees/Certificates Described (Program Pages Attached)	✓		
Enrollment/Productivity Data Analyzed and Reported	✓		
Steps to Maintain Identified Strengths Described	✓		
Steps to Correct Identified Challenges Described	✓		
Program/Service Area Summary Provided	✓		
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 Learning/Goal Attainment Discussed	✓		The program discussed how student learning and goal attainment is promoted. A description of trends and use of student learning outcome assessment data is used to support how the program promotes student learning. The program assessment addresses the appropriate diversity factors. 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. The outcomes results are described, including the results of the assessment. The next steps in the assessment cycle are described. The location of the SLO information for the program is given. An addendum provided additional information concerning the program's SLOs.
Trends/Changes in Student Success/Goal Attainment Analyzed and Reported	✓		
Student Learning Outcomes Assessment Used	✓		
Student Diversity Factors/Special Circumstances Discussed	✓		
Trends/Changes in Student Diversity Analyzed and Reported	✓		
Basic Skills Level Needs Described	NA		
SLOs/AUOs Development/Assessment <ul style="list-style-type: none"> • Step 1: SLO/AUO Identified • Step 2: Assessment Activities Described (Rubric Attached) • Step 3: Outcomes Results Described • Step 4: Assessment Cycle Next Steps • SLO/AUO Files Location Given 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ 		

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 Input and Membership, Role and Use of Input Described	✓		The membership of the advisory committee is described. The role of this committee and how its recommendations are used for planning and/or resource allocation is included. Outreach activities are described.
Outreach Activities (Cultural, Athletic, etc.) Described	✓		
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, new and/or revised courses are discussed. The program's six-year curriculum review plan is discussed and the recommended grid was provided upon request. Ways that the program serves the College including the faculty and staff are addressed.
Six-year Curriculum Review Plan Described (Planning Grid Attached)	✓		
Service to College and Faculty/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 listed the program's short and long-term goals. The documentation needed to support these goals was included. The needs required to meet the goals are described. The plans of action are stated and complete with the persons responsible for carrying out the actions within the specified time frame.
Statement of Program/Service Needs Described	✓		
Actions to be Taken Established and Reported	✓		
Timeframe Provided	✓		
Person(s) Assigned Identified and Reported	✓		
D-G. Appropriate Attachments Included:			
Criteria	Yes	No	Committee Comments
Copies of Research Used	✓		The lead writer did not provide all of the attachments with the original submission. Upon request, the research, SLO and six-year curriculum grid were provided in the form of an addendum.
SLO/AUO Documentation include Rubric if used	✓		
Six-Year Curriculum Review Grid	✓		
Program Pages	✓		
Committee Recommendation(s)/Comments:			
The Committee found the program plan to be well presented but with a few items missing. Upon request, the lead writer provided the appropriate attachments including the research used as well as the SLO information and six-year curriculum review grid.			
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**

2009-2010 PROGRAM REVIEWS

Program or Service Area Name/ Lead Writer: Physical Therapist Assistant – Chris Kinney			
Program Review Committee Liaisons: Chris Sullivan, Rocio Sandoval			
A. Program or Service Area Description – The program review addresses the following components:			
Criteria	Yes	No	Committee Comments
Program/Service Area Mission	✓		The program provided a copy of their mission statement. A very strong description of how the program supports the College's Mission statement is given. The program description clearly reports the degrees and certificates offered. An analysis of enrollment and productivity data was used to identify program or service area strengths and challenges. Steps to maintain identified strengths and to correct challenges are described.. Program pages are included. A program summary was provided.
College Mission/Vision/Values Addressed	✓		
Degrees/Certificates Described (Program Pages Attached)	✓		
Enrollment/Productivity Data Analyzed and Reported	✓		
Steps to Maintain Identified Strengths Described	✓		
Steps to Correct Identified Challenges Described	✓		
Program/Service Area Summary Provided	✓		
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 Learning/Goal Attainment Discussed	✓		The program provided a comprehensive response as to how student learning and goal attainment is promoted. An analysis of trends and use of student learning outcome assessment data is used to support how the program promotes student learning. The program assessment addresses the appropriate diversity factors. 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. The outcomes results are described, including the results of the assessment. The next steps in the assessment cycle are described. The location of the SLO information for the program is given.
Trends/Changes in Student Success/Goal Attainment Analyzed and Reported	✓		
Student Learning Outcomes Assessment Used	✓		
Student Diversity Factors/Special Circumstances Discussed	✓		
Trends/Changes in Student Diversity Analyzed and Reported	✓		
Basic Skills Level Needs Described	NA		
SLOs/AUOs Development/Assessment <ul style="list-style-type: none"> • Step 1: SLO/AUO Identified • Step 2: Assessment Activities Described (Rubric Attached) • Step 3: Outcomes Results Described • Step 4: Assessment Cycle Next Steps • SLO/AUO Files Location Given 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ 		

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 Input and Membership, Role and Use of Input Described	✓		The membership of the advisory committee is described. The role of this committee and how its recommendations are used for planning and/or resource allocation is included. Outreach activities are described.
Outreach Activities (Cultural, Athletic, etc.) Described	✓		
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, new and/or revised courses are discussed. The program's six-year curriculum review plan is discussed and the recommended grid is included. Ways that the program serves the College including the faculty and staff are addressed.
Six-year Curriculum Review Plan Described (Planning Grid Attached)	✓		
Service to College and Faculty/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 listed the program's short and long-term goals. The documentation needed to support these goals was included. The needs required to meet the goals are described. The plans of action are stated and complete with the persons responsible for carrying out the actions within the specified time frame.
Statement of Program/Service Needs Described	✓		
Actions to be Taken Established and Reported	✓		
Timeframe Provided	✓		
Person(s) Assigned Identified and Reported	✓		
D-G. Appropriate Attachments Included:			
Criteria	Yes	No	Committee Comments
Copies of Research Used	✓		All attachments with the exception of the SLO documentation were provided by the lead writer.
SLO/AUO Documentation include Rubric if used		✓	
Six-Year Curriculum Review Grid	✓		
Program Pages	✓		
Committee Recommendation(s)/Comments:			
The Committee found this program review to be thorough and well written. The missing SLO documentation should be provided with any changes done in the form of an addendum.			
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**

2009-2010 PROGRAM REVIEWS

Program or Service Area Name/ Lead Writer: Real Estate – Shadrick Jefferies			
Program Review Committee Liaisons: Ian Kay, Laura Mathis			
A. Program or Service Area Description – The program review addresses the following components:			
Criteria	Yes	No	Committee Comments
Program/Service Area Mission	✓		The program provided a copy of its mission statement. A description of how the program supports the College's Mission statement is given. In an addendum, the program description reported the degrees and certificates offered. There is a description of the program strengths and challenges with the use of provided data provided in an addendum. Steps to maintain identified strengths and to correct challenges are described in the addendum. Program pages (PP) are not included. A brief program summary was provided.
College Mission/Vision/Values Addressed	✓		
Degrees/Certificates Described (Program Pages Attached)	✓	PP	
Enrollment/Productivity Data Analyzed and Reported	✓		
Steps to Maintain Identified Strengths Described	✓		
Steps to Correct Identified Challenges Described	✓		
Program/Service Area Summary Provided	✓		
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 Learning/Goal Attainment Discussed	✓		The program described the types of assistance given to students but additional detail is needed to determine how student learning and goal attainment is promoted. The addendum provided a brief analysis of trends. Student learning outcome assessment data is not available to support how the program promotes student learning. The program addresses the appropriate diversity factors. 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. The outcomes results and the results of the assessment are not available because assessment is scheduled for Spring 2011. The next steps in the assessment cycle are not described but planned for Spring 2011. The location of the SLO information for the program is not given.
Trends/Changes in Student Success/Goal Attainment Analyzed and Reported	✓		
Student Learning Outcomes Assessment Used	✓		
Student Diversity Factors/Special Circumstances Discussed	✓		
Trends/Changes in Student Diversity Analyzed and Reported	✓		
Basic Skills Level Needs Described	NA		
SLOs/AUOs Development/Assessment <ul style="list-style-type: none"> • Step 1: SLO/AUO Identified • Step 2: Assessment Activities Described (Rubric Attached) • Step 3: Outcomes Results Described • Step 4: Assessment Cycle Next Steps • SLO/AUO Files Location Given 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ 	✓	

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 Input and Membership, Role and Use of Input Described	✓		There is currently no college advisory committee because the lack of full-time faculty members. There was a district-level committee in the past but this was dismantled at the request of the District Vocational Director. Outreach activities are not undertaken because there is no full-time faculty, however the program plans to look for a means to meet these two needs.
Outreach Activities (Cultural, Athletic, etc.) Described	✓		
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	✓		In his addendum, the lead writer stated that the program is behind in its curriculum review cycle and will be seeking a solution in the form of a full-time faculty member or a means to use adjuncts to assist with this task. The program's six-year curriculum review plan is briefly discussed and the recommended grid is included. Ways that the program serves the College including the faculty and staff are addressed.
Six-year Curriculum Review Plan Described (Planning Grid Attached)	✓		
Service to College and Faculty/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 listed the program's short and long-term goals. The documentation needed to support these goals was not included. The needs required to meet the goals are not described. The plans of action are stated and but the persons responsible for carrying out the actions within the specified time frame are not provided.
Statement of Program/Service Needs Described		✓	
Actions to be Taken Established and Reported	✓		
Timeframe Provided		✓	
Person(s) Assigned Identified and Reported		✓	
D-G. Appropriate Attachments Included:			
Criteria	Yes	No	Committee Comments
Copies of Research Used	✓		In his addendum the lead writer provided the research used and the curriculum grid. SLO documentation and program pages are still missing.
SLO/AUO Documentation include Rubric if used		✓	
Six-Year Curriculum Review Grid	✓		
Program Pages		✓	
Committee Recommendation(s)/Comments:			
The Committee recommended and the lead writer provided the missing documentation in the form of an addendum as well as some of the required attachments to strengthen the report. The development, assessment and analysis of Student Learning Outcomes is essential for the program as is the attention to the curriculum cycle and the creation of an advisory committee. The referencing and use of actual data to inform the program review plan is recommended.			
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**

2009-2010 PROGRAM REVIEWS

Program or Service Area Name/ Lead Writer: Work Experience – Lydia Signorelli-Brown			
Program Review Committee Liaisons: Anne Geller, 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 program provided a copy of their mission statement. A description of how the program supports the College's Mission statement is well written. The program description reports the courses offered. An analysis of enrollment and productivity data was used to identify program and challenges. Steps to maintain identified strengths and to correct challenges are described. A listing of work experience courses is provided. A program summary was provided.
College Mission/Vision/Values Addressed	✓		
Degrees/Certificates Described (Program Pages Attached)	✓		
Enrollment/Productivity Data Analyzed and Reported	✓		
Steps to Maintain Identified Strengths Described	✓		
Steps to Correct Identified Challenges Described	✓		
Program/Service Area Summary Provided	✓		
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 Learning/Goal Attainment Discussed	✓		The program discussed how student learning and goal attainment is promoted. An analysis of trends and use of student learning outcome assessment data is used to support how the program promotes student learning. The program assessment addresses the appropriate diversity factors. Basic skills needs are described. 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. The outcomes results are described, including the results of the assessment. The next steps in the assessment cycle are described. The location of the SLO information for the program is given.
Trends/Changes in Student Success/Goal Attainment Analyzed and Reported	✓		
Student Learning Outcomes Assessment Used	✓		
Student Diversity Factors/Special Circumstances Discussed	✓		
Trends/Changes in Student Diversity Analyzed and Reported	✓		
Basic Skills Level Needs Described	✓		
SLOs/AUOs Development/Assessment <ul style="list-style-type: none"> • Step 1: SLO/AUO Identified • Step 2: Assessment Activities Described (Rubric Attached) • Step 3: Outcomes Results Described • Step 4: Assessment Cycle Next Steps • SLO/AUO Files Location Given 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ 		

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 Input and Membership, Role and Use of Input Described	NA		No formal advisory committee exists for this program but it is well supported by Business and Industry. The need for a formal committee is addressed in the goals section. Outreach activities are described.
Outreach Activities (Cultural, Athletic, etc.) Described	✓		
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, new and/or revised courses are discussed. This program is currently not a part of the six-year review process but would like to be in the future. Ways that the program serves the College including the faculty and staff are addressed.
Six-year Curriculum Review Plan Described (Planning Grid Attached)	NA		
Service to College and Faculty/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 listed the program's short and long-term goals. The documentation needed to support these goals was included. The needs required to meet the goals are described. The plans of action are stated and complete with the persons responsible for carrying out the actions within the specified time frame.
Statement of Program/Service Needs Described	✓		
Actions to be Taken Established and Reported	✓		
Timeframe Provided	✓		
Person(s) Assigned Identified and Reported	✓		
D-G. Appropriate Attachments Included:			
Criteria	Yes	No	Committee Comments
Copies of Research Used	✓		The lead writer provided the appropriate attachments as indicated.
SLO/AUO Documentation include Rubric if used	✓		
Six-Year Curriculum Review Grid	NA		
Program Pages	NA		
Committee Recommendation(s)/Comments:			
The Committee found this program review plan to be thorough and very well written with strong use of data to support articulated 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

2009-2010 PROGRAM REVIEWS

APPENDICES

Program/Service Area Summaries (Alphabetic Order)

Financial Aid

The Financial Aid office is charged with assisting students to apply for and receive Federal and State financial aid to help them remove barriers and achieve their educational goals. The office assists in assuring students provide accurate financial information by guiding them through the application process and processing any necessary corrections once the application has been received from the processor. The office monitors the academic progress of students and notifies them when lack of progress threatens the continuation of their aid. When students are disqualified from receiving aid, due to lack of academic progress, the office evaluates student appeals and approves or denies based on the presence of clearly presented extenuating circumstances.

The most pressing needs of this office include accurate, dependable programs and systems; additional staffing to meet identified minimum requirements; a physical location which allows for proper FERPA adherence, storage of forms, applications and outreach materials, and a safe working environment; timely communication of changes in District and campus policies and procedures; continual communication regarding constant updates and changes in Federal and State regulations and District policies.

Health Information Technology

The Health Information Technology Program is the only accredited program of its kind in San Diego County and has been for approximately 45 year. As such we are the primary source for economic and workforce development in the region and has 100% placement of graduates every year. With the national transition to electronic health records, the need for credentialed RHIT's continues to be high.

The program faculty consists of highly-qualified, enthusiastic practitioners who are current in health information management. This allows for them to bring current practice to the classroom.

The program's most pressing needs are:

1. Cohort entry of student's every fall to effectively manage course scheduling and program planning.
2. Clinical site availability for both first and second directed clinical practice courses.
3. Mentoring of new program director and adjunct faculty who have been hired to replace the former Program Director (who has retired) and are brand new to Mesa College.
4. Adequate budget for virtual lab, supplies and conference/travel funding.

History

1. The program's most significant features are the high quality of the faculty and the diverse expertise that the faculty brings to teaching.
2. The program's two most pressing needs are to hire more tenure-line faculty and to reduce teaching loads, thereby providing faculty with greater time for professional development and allowing for a balanced assignment of program duties.
3. Expanding tenure-line faculty will build upon currently diverse curriculum to attract more students, thereby increasing productivity.
4. The program's writing standards conform with the expectations of the transfer receiving institutions that accord transfer credit for courses to majors. Meeting the standards requires extensive time not just in evaluation of student work, but also in consulting with students both as they prepare assignments and when they receive graded work. Reduction of teaching loads and committee assignments, the latter through hiring more tenure-line faculty, will enhance program's ability to maintain high writing standards.

Multimedia

- This program is designed to provide students of multimedia the opportunity to develop necessary foundation skills, master the tools and processes, and undergo industry standards production experiences. The program provides students with a comprehensive approach to the field of multimedia. The program curriculum is structured so as to provide students with a balance between aesthetic and practical design application. Upon completion of this program, students will be qualified for entry-level employment in the multimedia industry.

Physical Therapist Assistant

The PTA Program at Mesa College is the only accredited program of its kind in San Diego County and has had a strong reputation in the community for approximately 40 years. As such we are the primary source

for economic and workforce development in the region. High board exam pass rates and employability of our graduates account for the program's desirability by students.

The program faculty consists of highly-qualified, excellent, enthusiastic practitioners who are current in their respective areas of physical therapy, many of whom are also very active in the professional organization for physical therapy. The program is housed within the new Allied Health building, and has equipment reflective of current practice and large laboratory space with technology.

The program's most pressing needs are:

- 1) clinical site availability in three varied settings necessary for program completion – There is currently a very high level of interest in the program but admission numbers are limited by clinic availability. After 12 months of numerous communications with clinical sites, as of 12/18/09 there were still numerous sites needed for Spring 2010 (need of 6 additional slots for late January start, need of 9 additional for early April start – total need of 15 additional of the required 40 slots.
- 2) hiring of a qualified program director to meet accreditation requirements
- 3) more reassign time for the Program Director and Clinical Coordinator
- 4) budgetary limitations – travel/conference, instructional supplies, reprographics, equipment purchase and maintenance, etc..

Mathematics

The Mathematics Department's productivity has been in the range of 120% to 130% consistently with a retention rate ranging from 71% to 79% and a success rate of 52% to 56%. We have been working with 53% to 57% of our total FTEF carried by our contract faculty. And our enrollment has been in the range of 5800-5900.

Program's Strength:

The Mathematics Program is dedicated to promoting access, retention and success. We have a talented and dedicated faculty.

Challenges:

1. Insufficient number of full-time Contract Faculty
2. Funding cuts to Tutoring Center
3. Disruptive behavior in Basic skills and remedial classes.
4. Large Class caps
5. Student placement and restrictions on course repetition
6. Lack of funding for proper introduction of technology in our classroom

Medical Assisting

The San Diego Mesa College Medical Assisting Program offers students a comprehensive, challenging and supportive program. Students learn an array of attributes that are often lacking as part of the curriculum in other institutions. Students are instructed and trained using current medical and administrative technology. The medical assisting program instructors are masters in their field and bring a real life environment to the class room. The adjunct instructors are currently working in the field and relay up to date information to the students.

The most pressing needs for the medical assisting program are:

1. two entry periods for students to enter the program-fall and spring
2. an increase in funding for instructional supplies
3. an increase in FTE
4. more reassigned time for the program director
5. reinstatement of intersession term

There is a current budget of \$2500.00 for disposable medical supplies, which allows approximately \$78.00 per student if the program is full (32 students). This does not include instructor demonstrations, extra non-program students (UCSD ultrasound students) or leave much room for error with lab procedures. We also purchase our own SHARPS containers (\$9.69 each x approximately 20 to 25 per year= \$193.00-\$242.00), biohazard waste bags and contract with a medical waste company to pick up and dispose of our medical waste. Medical assisting students perform procedures and testing with real blood and body fluids so we must follow all of the required safety guidelines with procedure and disposal of medical waste. The budget for medical waste pick up is \$300.00 per fiscal year which only allows for pick up every 3 months,

and no money for extra pick ups if required. Students fulfill administrative and clinical competencies that are required to sit for registration and certification exams. Students have minimum practice requirements that must be completed prior to testing their skills with the instructor and being designated as competent in that skill. Lack of supplies would prove detrimental to the medical assisting program and eventually tarnish our reputation in the community. Students must be adequately trained and proficient.

The decrease in FTE has impacted the students and instructors. We have encouraged our students to complete courses prior to starting the medical assisting program, but the classes fill up so quickly that students can not enroll. Many of the students are frustrated when they have to try to add their courses and either can not get all of the classes they need or drop out and go to another institution.

Reinstating the fall and spring entry for the medical assisting program would help the program tremendously. We would be able to serve those students who show interest in the program but are too late to start in the fall. This would increase our enrollment and decrease the chance of losing students to proprietary schools when they do not want to wait a year to start our program. We would allow continuation for students who were not successful in a course during the previous semester. Students could repeat the course the following semester rather than wait a year to take a class offered only once a year. Increasing the reassigned time for the program director would allow more time to interface with the community and community involvement, work on improving the curriculum for the medical assisting program and allow more time for program recruitment.

The loss of intersession during January 2010 had a great impact on the medical assisting program. In past years intersession has been utilized by the medical assisting program as a way of separating invasive laboratory procedures. Students need time to heal between injections and phlebotomy; so there were some days where procedures were limited due to students with bruising and or sore areas from previous injections. The scheduling also impeded some students from being able to start their clinical practice hours early in the semester due to some sites not allowing students to start until all of their laboratory courses are complete.

Music

The Music Department's six full-time instructors and nineteen part-time instructors offer fifty-two different courses, providing students with the knowledge, skills, and competencies in ear-training, music theory, performance, composition and music technology necessary to complete an AA degree in music, or transfer at the upper division level to a baccalaureate degree program in music. A distinguishing feature of the department is the Applied Music Program (AMP) which enables the faculty to recognize and foster the music potential in our strongest music majors by providing them with private instruction. The department's fifteen practice rooms each with a new piano (2 years young), Electronic Music Lab and two rehearsal rooms ensure that students have the necessary space and equipment to prepare class assignments and/or make music as a member of one of the department's six performing ensembles. The Music Department is also pleased to contribute to the campus as well as the public community by offering its free Recital Hour, a weekly concert presented by Mesa College music majors, faculty as well as local musicians.

After many hours of practice and preparation, the performance of music is a critical element to the students' education. While the Music Department presents the Recital Hour in the rehearsal space C119, the acoustics are inadequate for choral performances and much too small for a jazz band performance. The lack of a Recital Hall forces the department's ensembles to find and pay for off-campus venues in which to perform, and impedes the public's identification of the performing groups with Mesa College. Furthermore, a critical aspect to many musical performances is the accompanist. An experienced pianist is paramount to a high quality musical performance. The current Piano Accompanist Budget has been woefully under-funded for years, and the hourly wage for accompanists is below the industry standard making it impossible to attract a competent pianist. Finally, while Mesa College students have the advantage of practicing on new pianos and have an assortment of equipment and other instruments available for their learning needs, there is virtually no budget to maintain these tools, diminishing their years of usefulness and the quality of education that Mesa College offers.

Real Estate

The programs most significant feature is that it allows an individual to receive a state license and be employable after only three classes which can be taken in one semester. Its most pressing needs are for the economy to improve and the real estate market to heal itself and for full time real estate instructors.

Work Experience

PROGRAM STRENGTHS

1. Instructors engage and motivate students.

- “He was very accurate and passionate about his work and the students work. There needs to be more people like him out there.”
- “The instructor was amazing and she motivated me in the few times that she visited the work site.” (Post survey responses Spring 2008)

2. Revitalized course materials provide a higher-quality learning experience.

- The revitalized materials were adopted by other colleges in the District

3. Implemented Program SLOs & completed 3 evaluation/ improvement cycles.

4. Mesa Work Experience Program and Student Awards

- Awarded 2008 Outstanding Two-Year College Internship/Work Experience Program by California Internship & Work Experience Association.
- 2009 Mesa Work Experience Student was awarded 1st place in the Bernard L. Hyink Scholarship and received \$1500 award.
- 2010 Mesa Work Experience Student was awarded 2nd place in the Bernard L. Hyink Scholarship and received \$750 award.

5. Work Experience courses positively impacts the economy and the community.

- “Work Experience was a major part of receiving a raise.” (Post survey response Spring 2009)
- “The Work Experience Program was instrumental in the students progress and I have seen changes in the students ability to perform(sic). Keep up the good work.” (Employer survey response, Spring 2009)
- “This letter is to commend you on the work experience program....I very much see the value of these work experience programs. They give students a grounded view of how their academic experiences blend with the practical needs of the working world. (Letter from CA Dept. of Parks and Recreation, Spring 2010).

PROGRAM NEEDS

1. Full-Time Coordinator:

- Since 2004 the Work Experience Program doubled the number of students served. Due to student and community needs, 16 week and 8 week sessions and summer sections have been added.
- Prior to 2004, when the Work Experience Program was 50% smaller, did not have SLOs, or program review, yet the program had a full-time coordinator.
- While the program has become more efficient in meeting the new demands, it has reached a point where students and community needs cannot be met by a half-time coordinator.
- Adjunct status for the coordinator position limits involvement in Mesa’s educational/governance processes and makes completion of required duties difficult.

2. Clerical Assistance: Title 5, Section 55251 and our District plan require that necessary clerical assistance be provided for the Work Experience program. When the half-time Program Coordinator is not available, services and support for students, faculty and local businesses is insufficient.

3. Include Work Experience in the Mesa governance structures.

- Work Experience does not have a program chair and thus is not represented in program chair meetings.
- Work Experience is not represented in Academic Senate
- This is the first time Work Experience has participated in Program Review. Subject Specific 270 courses have not included a review of their work experience courses in their previous reviews. A consolidated review of all work experience programs would provide comprehensive budget and program information.

4. Staff Development and VTEA funds

- Staff development funds are needed to support meetings of instructors in the program so that we can continue to evaluate SLO input and implement changes. We have the beginnings of a program rubric but do not have the funds to bring the instructors together to finalize the details and process
- For instructors to stay up-to-date on student, program and business needs, they need to attend professional conferences and meetings such as the CIWEA (California Internship and Work Experience Association) and the TriRegional Consortium.