



San Diego Mesa College

Academic Program Review

Committee Report for Year One

2005-2006

Presented to President's Cabinet

March 20, 2007

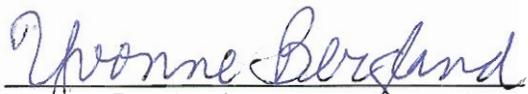
SAN DIEGO MESA COLLEGE
ACADEMIC PROGRAM REVIEW COMMITTEE
COMMITTEE REPORT TO PRESIDENT’S CABINET
REPORT FOR YEAR ONE
2005-2006 PROGRAM REVIEWS

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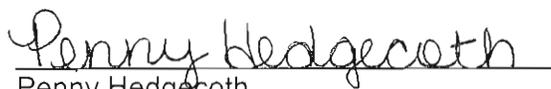
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SAN DIEGO MESA COLLEGE
ACADEMIC PROGRAM REVIEW COMMITTEE
COMMITTEE REPORT TO PRESIDENT'S CABINET
REPORT FOR YEAR ONE
2005-2006

COMMITTEE MEMBERSHIP/SIGNATURE PAGE:



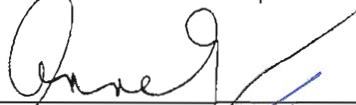
Yvonne Bergland
Administrative Representative, Co-Chair



Penny Hedgecoth
Classified Senate Representative



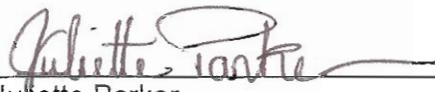
Jill Baker
Academic Senate Representative



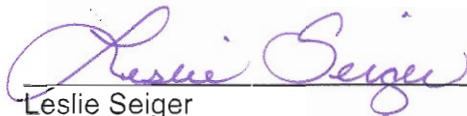
Annie Geller
Academic Senate Representative



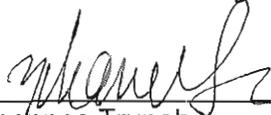
Guillermo Marrujo
Academic Senate Representative



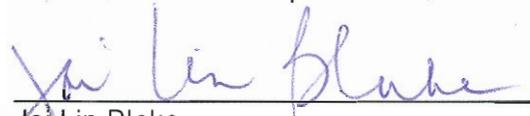
Juliette Parker
Academic Senate Representative



Leslie Seiger
Academic Senate Representative



Yohannes Truneh
Academic Senate Representative



Joi Lin Blake
Administrative Representative



Bill Grimes
District Research Representative



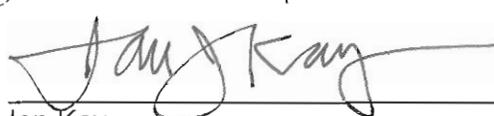
Robert Fremland
Academic Senate Representative, Co-Chair



Caterina Palestini
Classified Senate Representative



Kristan Clark
Academic Senate Representative



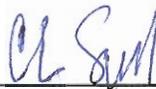
Ian Kay
Academic Senate Representative



Bruce Naschak
Academic Senate Representative



Teddy Scribner
Academic Senate Representative



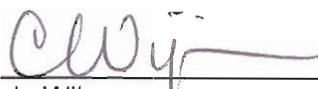
Chris Sullivan
Academic Senate Representative



Susan Mun
Campus-Based Researcher



Otto Lee
Administrative Representative



Cindy Wijma
District Research Representative

DATE: March 20, 2007

TO: President's Cabinet

SUBJECT: ACADEMIC PROGRAM REVIEW REPORT FOR YEAR ONE, 2005-2006

The following list contains the names of the programs reviewed for Year One during the 2005-2006 academic year and program review cycle. For information and, more important, to recognize each for the work they have done, the names of the lead writers are included.

<u>Program</u>	<u>Lead Writer(s)</u>
Accelerated College Programs	Laura Creswell/Ed Newton
Accounting	Tracey Tuttle
Animal Health Technology	Peggy Fischer
Anthropology	Diane Barbolla
Architecture	Pamela Chapman
Art-Fine Art (All)	Georgia Laris
Biology	Paul Sykes
Black Studies	Dickson Phiri
Building Construction-Carpentry/ Inspection	Larry Horsman
Chicano Studies	Cesar Lopez
Computer Information Sciences	Walter Wesley
Tutoring/Writing Center	William Peters

These program reviews, written by the lead writers with input from discipline faculty and in conjunction with department chairs and school deans, followed the revised San Diego Mesa College program review process found in the Academic Program Review Handbook. Lead writers were assigned Academic 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, District Institutional Research and Planning included College data, so the lead writers had comparison information. Data were provided in both quantitative as well as percentage formats. Specially requested data were also provided.

Of the twelve (12) program reviews for 2005-2006, only three (3) were submitted prior to the September 30, 2006 established deadline with the remaining received after this date. One (1) program review was received as late as October 10, 2006. Although all programs were provided with the "Lead Writer/Dean Checklist", only one (1) program attached it to the submitted documents as requested. All programs with the exception of one (1) have submitted the requested electronic copy.

A new lead writer was appointed to complete the Chicano Studies program review and, though given additional time to do so, submitted the document prior to the extended deadline. The Academic Program Review Committee would like to commend this lead writer for producing an excellent report in such a short period of time.

The program review submitted by the Tutoring/Writing Center was found to be exemplary. Following a procedure developed by the Academic Affairs Committee, the faculty in this Student Services program voted to do their program review using the academic model. The lead writer and co-contributors attended a special information session in the spring of 2005 to prepare them to complete the Year One program review document. In the fall of 2005, the lead writer attended and participated in the Lead Writer training. The Academic Program Review Committee would

like to commend the Tutoring/Writing Center for a very complete and well organized document and recommend that it be used a model.

Each program review document was read and evaluated by 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.

The 2005-2006 academic program reviews are the first group to respond to the Student Learning Outcome (SLO) question included in Part B of Form 2, the Program Review Response Sheet in the "Value of the Program to Students" section. This information will be tabulated by the SLOAC Coordinator using a form she developed to collect SLO documentation. Appendix A, page 33 contains an example of the "Instructional Student Learning Outcomes Summary Report for Year One Programs" that will be used for this purpose.

Following the guidelines developed and approved by the Academic Affairs Committee, the Academic Program Review Committee prepared its final, written report. This report was reviewed by the Academic Affairs Committee on February 12, 2007 prior to submission to the President's Cabinet.

During the Fall, 2006 Flex Days, the Student Services and Instructional Divisions each presented workshops followed by a joint luncheon discussion between the presenters and the participants on the subject of Student Learning Outcomes (SLOs) and College Planning. At the conclusion of the Student Services workshop, the presenters asked for feedback from the audience on how their program review model could be improved. Several suggestions were given, including the need for more recent research, changes to timelines, etc. The Dean of Student Development/Matriculation became a member of the Academic Program Review Committee at the beginning of the fall semester. The Academic Program Review Committee was asked to provide information about their model. The Administrative Co-Chair provided a copy of the Academic Program Review Handbook to a small group of Student Services personnel who were working on integrating the two existing models. In November, the Acting Vice President of Student Services and the Dean of Student Development/Matriculation requested a meeting with the Administrative Co-Chair of the Academic Program Review Committee to ask questions and obtain information on how the two program review models could be integrated. At their December meeting, after members of the Academic Program Review Committee discussed the review processes, the following recommendations were made. These recommendations have been reviewed by Student Services. Appendix B, page 35, contains a letter of support from Student Services.

Recommendation #1

It is recommended that the Academic Program Review model be adopted and used by all the units in Student Services. If needed, a supplemental document will be developed by representatives of the Mesa College Program Review Committee.

Rationale: In addition to bringing the Instructional and Student Services Divisions closer together, this integrated model will support Educational Master Planning and resource allocation. Mesa's academic program review model received commendation during the Accreditation onsite visit and in the subsequent team report.

Recommendation #2

It is recommended that the Academic Program Review five-year cycle will begin Fall, 2007 for the Student Services units.

Rationale: Beginning in the Fall, 2007 will permit the placement of the Student Services units in the appropriate part of the five-year cycle. The Academic Program Review Committee will work with Student Services in determining what units will be in Year One, Two, Three, Four and Five.

Recommendation #3

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

Rationale: At the present time, the Academic Program Review Committee has three (3) representatives from Student Services. Increasing the membership will bring additional and necessary expertise to the existing committee. These new members will be assigned as liaisons to both academic and student services program reviews following the established procedure. Program review materials and training will be provided.

Recommendation #4

It is recommended that the Academic Program Review Committee provide lead writer training to faculty and staff selected by their respective Student Services units.

Rationale: The selected lead writers for Year One program reviews will be invited to attend the scheduled Year One Lead Writer Training in the fall of 2007. In addition, the Academic Program Review Committee will provide additional orientations and workshops prior to this training to introduce the process to the student services lead writers.

Recommendation #5

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

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

Recommendation #6

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

Rationale: The content of the Academic Program Review Committee was approved by the Academic Affairs Committee in December 2002. (please see Appendix C, page 37)

Recommendation #7

It is recommended that the new model incorporating Academic Program Review and Student Services Program Review be known as the Mesa College Program Review. The committee name should also be changed to reflect this change.

Rationale: The name of the model and the committee should reflect the new integrated and blended approach to program review.

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

The Program Review Committee completed its review of all submitted documents and revisions to these within the established timeline. The following pages contain reports of the Committee's findings resulting from its review and deliberations. The format of this report was revised based upon feedback from committee members, lead writers, and other readers of the Year One report. It was agreed by all that using a chart-format 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
ACADEMIC PROGRAM REVIEW COMMITTEE
YEAR ONE COMMITTEE REPORT TO PRESIDENT'S CABINET**

2005-2006 PROGRAM REVIEWS

Program Name/ Lead Writer: Accelerated College Programs (ACP) - Laura Creswell, Ed Newton			
Program Review Committee Liaisons: Chris Sullivan/Jill Baker			
A. Program Description – The program review addresses the following components:			
Criteria	Yes	No	Committee Comments
College's Mission	✓		How the program supports the College's Mission is well documented. The program description is well written and clearly reports the general education courses for high school students. Program strengths and challenges are both integrated into the overall narrative. Improvement and modifications since the previous program review are not included. The liaisons contacted the lead writer and the requested program pages were submitted.
Degrees and Certificates Offered (Program Pages Attached)	✓		
Strengths and Challenges	✓		
Improvements or Modifications Since Previous Program Review		✓	
B. Program Assessment			
1. Value of the Program to Students – The program review describes how student needs are met through:			
Criteria	Yes	No	Committee Comments
Student Diversity Factors	✓		The program assessment clearly describes the value to students. The Accelerated College Program provides instruction to a large pool of eligible, academically advanced secondary students with opportunity to earn credit in college-level classes that are directly transferable to two and four-year institutions. SCANS skills are listed and briefly described due to the specialization of these classes. Student Learning Outcomes for this disparate program are being developed and shortcomings are clearly explained.
Assistance Provided Students	✓		
Use of SCANS and Other Tools for Success	✓		
Associate Degree Level Student Learning Outcomes Plan	✓		
B. Program Assessment			
2. Value of the Program to the Community – The program review describes how community needs are met through:			
Criteria	Yes	No	Committee Comments
Advisory Committee or Equivalent Group		✓	When discussing value of the program to the community, the lead writer stated that there is no advisory committee or equivalent to provide input. From the information provided in this section, it appears the participatory high schools, transfer universities and colleges provide feedback to the ACP faculty. The unique nature of ACP makes outreach an inherent quality of the program.
Cultural, Athletics, Extra Curricular or Other Activities	N/A		
Outreach Activities	✓		

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

Criteria	Yes	No	Committee Comments
New and/or Revised Courses	N/A		Due to the special nature and structure of the Accelerated College programs, curricular issues including the six-year review plan are done in conjunction with the respective college disciplines in Math and Political Science. Ways that the program serves faculty and staff is addressed.
Six-year Curriculum Review Plan	N/A		
Service to Faculty and Staff	✓		

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

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

Committee Recommendation(s):

The lead writer provided missing information at the request of the Committee. Transfer of the program review materials to the most recent format will be done prior to final filing.

Lead Writer Feedback:

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

Original: 07/26/06

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

2005-2006 PROGRAM REVIEWS

Program Name/ Lead Writer: Accounting - Tracy Tuttle			
Program Review Committee Liaisons: Leslie Seiger/Yohannes Truneh			
A. Program Description – The program review addresses the following components:			
Criteria	Yes	No	Committee Comments
College's Mission	✓		How the program supports the College's Mission statement is well documented. The program description is well written and clearly reports the degrees and certificates offered. Program strengths are well documented with the major challenges described. Improvement and modifications since the previous program review are included. Program pages were provided with the submitted addendum.
Degrees and Certificates Offered (Program Pages Attached)	✓		
Strengths and Challenges	✓		
Improvements or Modifications Since Previous Program Review	✓		
B. Program Assessment			
1. Value of the Program to Students – The program review describes how student needs are met through:			
Criteria	Yes	No	Committee Comments
Student Diversity Factors	✓		The program assessment describes the value to students. The diversity of the program is addressed. How the program assists students is briefly described. Several excellent examples of how SCANS skills are infused into the curriculum are given. The program discusses the six Associate Degree Level Student Learning Outcomes and how the faculty is addressing or plans to address these.
Assistance Provided Students	✓		
Use of SCANS and Other Tools for Success	✓		
Associate Degree Level Student Learning Outcomes Plan	✓		
B. Program Assessment			
2. Value of the Program to the Community – The program review describes how community needs are met through:			
Criteria	Yes	No	Committee Comments
Advisory Committee or Equivalent Group	✓		When discussing value of the program to the community, the lead writer states there is no advisory committee or sponsored outreach activities, citing that there is not a faculty member available to oversee implementation. However, during spring 2005, the Program and Mesa College hosted the annual conference of the Teachers of Accounting at Two-Year Colleges (TACTYC). The program also sponsors the Business Club.
Cultural, Athletics, Extra Curricular or Other Activities	✓		
Outreach Activities	✓		

B. Program Assessment

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

Criteria	Yes	No	Committee Comments
New and/or Revised Courses	✓		When discussing how the program serves Mesa College, new and/or revised courses are discussed. The program's six-year curriculum review plan is discussed in an addendum provided by the lead writer with no recommended grid. Ways that the program serves faculty and staff is addressed.
Six-year Curriculum Review Plan	✓	No Grid	
Service to Faculty and Staff	✓		

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

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

Committee Recommendation(s):

The six-year curriculum grid should be submitted to the Committee.

Lead Writer Feedback:

I would like to thank the Program Review Committee for the thorough job they performed with the Accounting Program Review. I found this to be a challenging task that was made much easier with the help of my liaisons and other members involved in the process. I look forward to working with everyone again in the coming review cycles.

Original: 07/26/06

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

2005-2006 PROGRAM REVIEWS

Program Name/ Lead Writer: Animal Health Technology - Peggy Fischer			
Program Review Committee Liaisons: Bruce Naschak/Penny Hedgecoth			
A. Program Description – The program review addresses the following components:			
Criteria	Yes	No	Committee Comments
College's Mission	✓		A detailed description is provided on the ways the program supports the College's Mission. The program description is well written and clearly reports the degrees and certificates offered. Program strengths are well documented with the major challenges described. Improvement and modifications since the previous program review are well detailed. Program pages are attached.
Degrees and Certificates Offered (Program Pages Attached)	✓		
Strengths and Challenges	✓		
Improvements or Modifications Since Previous Program Review	✓		
B. Program Assessment			
1. Value of the Program to Students – The program review describes how student needs are met through:			
Criteria	Yes	No	Committee Comments
Student Diversity Factors	✓		The program assessment describes the value to students. Student diversity in the program was provided in an addendum sent by the lead writer. The program helps students obtain employment through sequential arrangement of classes as well as leading to licensure and transfer. Examples of how SCANS skills are infused into the curriculum are given. In an addendum, the lead writer provided a detailed chart of information that indicates how the SCANS is addressed in each of the Animal Health courses. The program's plan for Student Learning Outcomes is provided and is very specific.
Assistance Provided Students	✓		
Use of SCANS and Other Tools for Success	✓		
Associate Degree Level Student Learning Outcomes Plan	✓		
B. Program Assessment			
2. Value of the Program to the Community – The program review describes how community needs are met through:			
Criteria	Yes	No	Committee Comments
Advisory Committee or Equivalent Group	✓		When discussing value of the program to the community, the make-up of the advisory committee was originally not specifically defined. The lead writer included this information in an addendum. The role of the committee is included with a description of industry contacts. The role of the program director in the implementation of committee's recommendations is given. Outreach, cultural, and extracurricular activities are explained.
Cultural, Athletics, Extra Curricular or Other Activities	✓		
Outreach Activities	✓		

B. Program Assessment

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

Criteria	Yes	No	Committee Comments
New and/or Revised Courses	✓		When discussing how the program serves Mesa College, new and/or revised courses are discussed with the addendum providing information on how these changes are tied to the mission statement. The program’s six-year curriculum review plan is presented with the recommended grid submitted. Ways that the program serves faculty and staff is addressed.
Six-year Curriculum Review Plan	✓		
Service to Faculty and Staff	✓		

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

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

Committee Recommendation(s):

The lead writer provided additional information and submitted the six-year curriculum review planning grid as requested by the Committee.

Lead Writer Feedback:

As for feed back on the entire Academic Review process:

- data gathering, writing, editing and addendums take a lot more time than the 10 hours of flex credit allotted
- this job should not / can not be delegated to adjunct as they are not financially compensated for it
- I agree with much of the idea behind this review mechanism, but the process seems too bogged down in the format and repetition of information
- I did not notice very much “improvement in instructions for writers” or in the “stream lining” of the process compared to the first time the AHT Program went through the 5-6 year review cycle

Original: 07/26/06

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

2005-2006 PROGRAM REVIEWS

Program Name/ Lead Writer: Anthropology - Diane Barbolla			
Program Review Committee Liaisons: Ian Kay/Guillermo Marrujo			
A. Program Description – The program review addresses the following components:			
Criteria	Yes	No	Committee Comments
College's Mission	✓		The description describes how the Anthropology program meets the first two primary missions of Mesa College by providing an Associate degree and transfer-level coursework. It is well written and clearly reports the degrees and certificates offered. Program strengths are well documented with the major challenges described. Improvement and modifications since the previous program review are included. Program pages are attached.
Degrees and Certificates Offered (Program Pages Attached)	✓		
Strengths and Challenges	✓		
Improvements or Modifications Since Previous Program Review	✓		
B. Program Assessment			
1. Value of the Program to Students – The program review describes how student needs are met through:			
Criteria	Yes	No	Committee Comments
Student Diversity Factors	✓		The program assessment describes the value to students. Data is used to describe the student diversity factors. The program helps students obtain transfer through offering options to meet UC, CSU and other university requirements as well as teaching skills useful in various professions. Several examples of how SCANS skills are infused into the curriculum are given. Although the program has experienced problems in addressing the College's six SLOs at the Associate degree level, they have met as a discipline and developed primary SLOs for transfer in six courses.
Assistance Provided Students	✓		
Use of SCANS and Other Tools for Success	✓		
Associate Degree Level Student Learning Outcomes Plan	✓		
B. Program Assessment			
2. Value of the Program to the Community – The program review describes how community needs are met through:			
Criteria	Yes	No	Committee Comments
Advisory Committee or Equivalent Group	✓		When discussing value of the program to the community, the make-up and role of its unofficial advisory committee is well documented as employees, serve as volunteers, consultants or hold offices on boards and councils. Outreach, cultural, and extracurricular activities are well explained. The Anthropology faculty is very community-oriented.
Cultural, Athletics, Extra Curricular or Other Activities	✓		
Outreach Activities	✓		

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

Criteria	Yes	No	Committee Comments
New and/or Revised Courses	✓		Curricular concerns are basically unchanged from the Year Five report. The program's plans for review of its curriculum is hindered by the lack of contract faculty. The recommended six-year review curriculum grid is included with the program review materials but not completed. The program hosts flex activities on a regular basis and mentors interns.
Six-year Curriculum Review Plan	✓		
Service to Faculty and Staff	✓		

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

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

Committee Recommendation(s):

The program review is well written and very complete. The Committee appreciates the lead writer's reference to the previous program review and what the program has done or is doing to advance their goals. Documentation throughout the program review supports the need for additional faculty. The lead writer provided requested information and program pages in the form of an addendum.

Lead Writer Feedback:

When feedback was requested from the lead writer relative to the academic program review process, no comments were submitted.

Original: 07/26/06

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

2005-2006 PROGRAM REVIEWS

Program Name/ Lead Writer: Architecture - Pam Chapman			
Program Review Committee Liaisons: Anne Geller/Teddy Scribner			
A. Program Description – The program review addresses the following components:			
Criteria	Yes	No	Committee Comments
College's Mission	✓		The program description is well written and clearly reports how Architecture addresses the College's mission. A reference to the Mesa College Catalog is given for the degrees and certificates offered. Program strengths are documented with the major challenges described. Improvement and modifications since the previous program review are included. Program pages are attached.
Degrees and Certificates Offered (Program Pages Attached)	✓		
Strengths and Challenges	✓		
Improvements or Modifications Since Previous Program Review	✓		
B. Program Assessment			
1. Value of the Program to Students – The program review describes how student needs are met through:			
Criteria	Yes	No	Committee Comments
Student Diversity Factors	✓		The program assessment describes the value to students. Appropriate diversity factors are addressed with data included. The program helps students obtain employment, pass licensing exams, complete the degree or certificate and transfer to Woodbury. Several examples of how SCANS skills are infused into the curriculum are given. The program review describes how architecture addresses critical thinking, communication, self-awareness/interpersonal skills, global awareness and technological awareness. An addendum provided the requested information concerning the program's plan for SLOs.
Assistance Provided Students	✓		
Use of SCANS and Other Tools for Success	✓		
Associate Degree Level Student Learning Outcomes Plan	✓		
B. Program Assessment			
2. Value of the Program to the Community – The program review describes how community needs are met through:			
Criteria	Yes	No	Committee Comments
Advisory Committee or Equivalent Group	✓		When discussing the program's advisory committee, its role is described and its make-up explained in the addendum. There is also a discussion of the activities that attract community members to Mesa in this document. The program has a service learning requirement and job shadowing component as outreach activities.
Cultural, Athletics, Extra Curricular or Other Activities	✓		
Outreach Activities	✓		

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

Criteria	Yes	No	Committee Comments
New and/or Revised Courses	✓		Course changes since the previous program review are documented. The program's plans for curriculum review are discussed in terms of its certificates and degree. The six-year curriculum review planning grid is not included. An addendum describes the ways the program serves faculty and staff.
Six-year Curriculum Review Plan	✓	No grid	
Service to Faculty and Staff	✓		

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

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

Committee Recommendation(s):

The lead writer provided an addendum containing requested information. Although the six-year curriculum review planning grid was not submitted to the Committee, the lead writer provided a listing of the program's courses with a projected review timeline. The program's plan for SLOs was also included.

Lead Writer Feedback:

The lead writer requested the following statement be added:
 "In accordance with the scheduled course review, (see architecture program review Year 1 Addendum), the new SLOs for all courses listed will be integrated into the learning objectives at that time."
 No comments were submitted by the lead writer relative to the academic program review process.

Original: 07/26/06

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

2005-2006 PROGRAM REVIEWS

Program Name/ Lead Writer: Art-Fine Art (All) - Georgia Laris			
Program Review Committee Liaisons: Juliette Parker/Rob Fremland			
A. Program Description – The program review addresses the following components:			
Criteria	Yes	No	Committee Comments
College's Mission	✓		The program addresses how it supports the College's mission. The program description is well written and clearly reports the degrees and certificates offered. Program strengths are well documented with the major challenges described. Improvement and modifications since the previous program review are included. Program pages are attached.
Degrees and Certificates Offered (Program Pages Attached)	✓		
Strengths and Challenges	✓		
Improvements or Modifications Since Previous Program Review	✓		
B. Program Assessment			
1. Value of the Program to Students – The program review describes how student needs are met through:			
Criteria	Yes	No	Committee Comments
Student Diversity Factors	✓		The program assessment describes the value to students. Student diversity factors are addressed. The program provides students with transfer-level courses as well as skills to obtain employment. Several examples of how SCANS skills are infused into the curriculum are given. The program's plan for Student Learning Outcomes is provided.
Assistance Provided Students	✓		
Use of SCANS and Other Tools for Success	✓		
Associate Degree Level Student Learning Outcomes Plan	✓		
B. Program Assessment			
2. Value of the Program to the Community – The program review describes how community needs are met through:			
Criteria	Yes	No	Committee Comments
Advisory Committee or Equivalent Group	✓		When discussing "Value of the Program to the Community", the make-up and role of the program's advisory/equivalent committee is documented. Outreach, cultural, and extracurricular activities are explained.
Cultural, Athletics, Extra Curricular or Other Activities	✓		
Outreach Activities	✓		

B. Program Assessment

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

Criteria	Yes	No	Committee Comments
New and/or Revised Courses	✓		In an addendum, the lead writer described the new courses and those revised since the previous program review. This document includes curriculum review cycles with curriculum tasks as well as planned course/program changes. The six-year curriculum planning grid is included. The ways the program serves faculty and staff is fully explained.
Six-year Curriculum Review Plan	✓		
Service to Faculty and Staff	✓		

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

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

Committee Recommendation(s):

At the request of the liaisons, the lead writer provided a summary of the information for the section “Value of the Program to Mesa College”. Documentation contained in the program review supports the need for equipment due to safety issues. The liaisons commented that the program review was very thorough and obviously the result of a great deal of work by the lead writer and her colleagues.

Lead Writer Feedback:

The Art Department Program Review was a collaborative process constructed through particularly active participation by all department faculty, lead by the Contract Faculty Leads. As lead writer, I found that the ability to configure a program review structure that is applicable to our complex needs is paramount to our implementing the content. Therefore, we value flexibility in the format.

In addition, we would like to thank Dean Yvonne Bergland, Caterina Palestini, Liaisons Juliette Parker and Rob Fremland, Guillermo Marrujo, and the transitioning Humanities Deans Foster, Carrigan and Barnes for direction and support.

Sincerely,
Georgia Laris

PS Informally, a completely electronic Mac-friendly mechanism is also optimal.

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

2005-2006 PROGRAM REVIEWS

Program Name/ Lead Writer: Biology - Paul Sykes			
Program Review Committee Liaisons: Yvonne Bergland/Joi Lin Blake/Susan Mun			
A. Program Description – The program review addresses the following components:			
Criteria	Yes	No	Committee Comments
College's Mission	✓		A very thorough program description clearly addresses how Biology meets the primary mission of Mesa College by providing an A.S. degree, by offering transfer courses, and by providing classes that lead to careers in health, environmental biology and other fields in biology. It reports the degrees and certificates offered. Program strengths are well documented using data with the major challenges described. Improvement and modifications since the previous program review are included. Program pages are attached.
Degrees and Certificates Offered (Program Pages Attached)	✓		
Strengths and Challenges	✓		
Improvements or Modifications Since Previous Program Review	✓		
B. Program Assessment			
1. Value of the Program to Students – The program review describes how student needs are met through:			
Criteria	Yes	No	Committee Comments
Student Diversity Factors	✓		The program assessment describes the value to students. The diversity factors in this program are well explained using data provided as well as providing some of their own. The program helps students transfer with the TAG agreement and offers courses that support the B.S. degree needed to find most forms of employment. Several examples of how SCANS skills are infused into the curriculum are given. The program is exploring Student Learning Outcomes and has appointed a faculty member to assess their courses relative to these.
Assistance Provided Students	✓		
Use of SCANS and Other Tools for Success	✓		
Associate Degree Level Student Learning Outcomes Plan	✓		
B. Program Assessment			
2. Value of the Program to the Community – The program review describes how community needs are met through:			
Criteria	Yes	No	Committee Comments
Advisory Committee or Equivalent Group	✓		"Value of Program to the Community" includes a discussion of the Biotechnology Advisory Group and interactions with business and industry. From the information, it is assumed that these relationships are new to the program so there has been no opportunity to implement recommendations. Community outreach is described in the form of the High Tech Fair. In an addendum, the lead writer provided information on the cultural, extra curricular, and other activities offered by the program that would attract community members to the College.
Cultural, Athletics, Extra Curricular or Other Activities	✓		
Outreach Activities	✓		

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

Criteria	Yes	No	Committee Comments
New and/or Revised Courses	✓		The response includes the new courses developed or revised since the previous program review. The program's six-year curriculum review plan is described but the recommended grid was not submitted. However, there are several short-term goals that refer to curriculum revision and/or integration. Ways that the program serves faculty and staff are addressed through flex activities and Apple Macintosh users' assistance.
Six-year Curriculum Review Plan	✓	No grid	
Service to Faculty and Staff	✓		

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

Criteria	Yes	No	Committee Comments
Short and long-term goals	✓		Goals are divided into short and long-term with the timeframes assigned to some of the long-term goals confusing especially the last four goals. In an addendum, the lead writer provided clarification of these timeframes. Documentation provided throughout the program review supports the new goals and needs. Statements of program need are well done as are the plans of action. Person(s) responsible are designated.
Statements of Program needs	✓		
Explicit and concrete actions to be taken	✓		
Timeline for Action to Accomplish the New Goals	✓		
Person(s) Assigned	✓		

Committee Recommendation(s):

The six-year curriculum grid should be submitted.

Lead Writer Feedback:

The lead writer has not yet responded to the communication originally sent. This response can be done in the form of an addendum. When received, the report will be updated and revised. No comments were submitted by the lead writer relative to the academic program review process.

Original: 07/26/06

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

2005-2006 PROGRAM REVIEWS

Program Name/ Lead Writer: Black Studies - Dickson Phiri			
Program Review Committee Liaisons: Yvonne Bergland/Kristan Clark			
A. Program Description – The program review addresses the following components:			
Criteria	Yes	No	Committee Comments
College's Mission	✓		The response concerning the Mission statement was expanded in an addendum to explain how the Mission is addressed by the program. The program pages are attached with the degree listed with discussion of the program itself continued in the addendum. Previous recommendations made by the Academic Program Review Committee in the Spring of 2005 for the Year Five review were located. It was agreed that examples would be helpful when the lead writer discussed the program's strengths and weaknesses. These were provided by the lead writer in the addendum. Program improvements are discussed and the description of the national conference was thorough.
Degrees and Certificates Offered (Program Pages Attached)	✓		
Strengths and Challenges	✓		
Improvements or Modifications Since Previous Program Review	✓		
B. Program Assessment			
1. Value of the Program to Students – The program review describes how student needs are met through:			
Criteria	Yes	No	Committee Comments
Student Diversity Factors	✓		Use of the statistics provided as well as data collected by the program would enhance the diversity response. There is a general statement how the program assists students. Specifics were added in the addendum submitted. SCANS information was also included by the lead writer. The SLO response focuses on Global Awareness by planning a study abroad. Additional SLO planning was submitted in the requested addendum.
Assistance Provided Students	✓		
Use of SCANS and Other Tools for Success	✓		
Associate Degree Level Student Learning Outcomes Plan	✓		
B. Program Assessment			
2. Value of the Program to the Community – The program review describes how community needs are met through:			
Criteria	Yes	No	Committee Comments
Advisory Committee or Equivalent Group	✓		When discussing the advisory committee and the role of the community, the response describes the role of the faculty rather than how the community contributes to the program. The addendum expanded this information to include community involvement. Activities offered by the program are well documented, but it is not clear what is done to attract the community to the College. It sounds like the museum may fulfill this function. Outreach activities appear to be complete.
Cultural, Athletics, Extra Curricular or Other Activities	✓		
Outreach Activities	✓		

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

Criteria	Yes	No	Committee Comments
New and/or Revised Courses		✓	Although courses (140A and B) are listed, there is no explanation how they meet the College mission. The six-year curriculum planning grid is not included with the documentation. The response does not address the question, and there appears to be a challenge in this particular area.
Six-year Curriculum Review Plan		✓ No Grid	
Service to Faculty and Staff	✓		

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

Criteria	Yes	No	Committee Comments
Short and long-term goals	✓		The addendum provided information how the short and long-term goals were devised to meet the challenges listed and contained suggested solutions within these goals. The addendum provided information for columns 2, 3, 4 and 5 where needed.
Statements of Program needs	✓		
Explicit and concrete actions to be taken	✓		
Timeline for Action to Accomplish the New Goals	✓		
Person(s) Assigned	✓		

Committee Recommendation(s):

The lead writer provided a well written addendum providing information requested by the Committee. The six-year planning grid was not included.

Lead Writer Feedback:

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

Original: 07/26/06

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

2005-2006 PROGRAM REVIEWS

Program Name/ Lead Writer: Building Construction-Carpentry/Inspection – Larry Horsman			
Program Review Committee Liaisons: Anne Geller/Chris Sullivan			
A. Program Description – The program review addresses the following components:			
Criteria	Yes	No	Committee Comments
College's Mission	✓		The program description addresses how the Building Construction-Carpentry/Inspection program serves the Mission of the College as well as Mesa's goals. It is well written and clearly reports the degrees and certificates offered. Program strengths are well documented and the major challenges described with data included. Improvement and modifications since the previous program review are included. Program pages are not attached.
Degrees and Certificates Offered (Program Pages Attached)	✓	No pages	
Strengths and Challenges	✓		
Improvements or Modifications Since Previous Program Review	✓		
B. Program Assessment			
1. Value of the Program to Students – The program review describes how student needs are met through:			
Criteria	Yes	No	Committee Comments
Student Diversity Factors	✓		Student diversity factors are addressed with reference to ethnicity, age, gender, and disability. The program assessment describes the value to students. The program helps students obtain employment through a strong offering of classes and the support of a caring and highly trained faculty. Examples of how SCANS skills are infused throughout the curriculum are given. The six components of Mesa's Student Learning Outcomes are congruent with the skills needed in the modern construction environment. The lead writer explains how the program is addressing these components.
Assistance Provided Students	✓		
Use of SCANS and Other Tools for Success	✓		
Associate Degree Level Student Learning Outcomes Plan	✓		
B. Program Assessment			
2. Value of the Program to the Community – The program review describes how community needs are met through:			
Criteria	Yes	No	Committee Comments
Advisory Committee or Equivalent Group	✓		When discussing the "Value of the Program to the Community", the program indicated no advisory committee, but it is allied with other advisory committees within its discipline (e.g. architecture). Outreach, including Habitat for Humanity and the Cedar Fire rebuilding program, is explained. These activities also attract community members to the College.
Cultural, Athletics, Extra Curricular or Other Activities	✓		
Outreach Activities	✓		

B. Program Assessment

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

Criteria	Yes	No	Committee Comments
New and/or Revised Courses	✓		No new courses have been developed since the previous program review; however, several degree and certificate options have been deleted to allow for focus on core competencies. The program’s six-year curriculum review plan is discussed but the grid was not submitted. Service to faculty and staff is described.
Six-year Curriculum Review Plan	✓	No grid	
Service to Faculty and Staff	✓		

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

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

Committee Recommendation(s):

The Committee found the report to be cohesive, linear and easy to read. Program pages and the six-year curriculum planning grid should be submitted.

Lead Writer Feedback:

The lead writer has not yet responded to the communication originally sent. This response can be done in the form of an addendum. When received, the report will be updated and revised. No comments were submitted from the lead writer relative to the academic program review process.

Original: 07/26/06

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

2005-2006 PROGRAM REVIEWS

Program Name/ Lead Writer: Chicano Studies – Cesar Lopez			
Program Review Committee Liaisons: Otto Lee/Guillermo Marrujo			
A. Program Description – The program review addresses the following components:			
Criteria	Yes	No	Committee Comments
College's Mission	✓		A very thorough history of the program is provided, including a set of founding principles that strongly support the College's Mission statement. The degrees and certificates offered are clearly reported. Program strengths are well documented with the major challenges described. Improvement and modifications since the previous program review are included. Program pages are attached.
Degrees and Certificates Offered (Program Pages Attached)	✓		
Strengths and Challenges	✓		
Improvements or Modifications Since Previous Program Review	✓		
B. Program Assessment			
1. Value of the Program to Students – The program review describes how student needs are met through:			
Criteria	Yes	No	Committee Comments
Student Diversity Factors	✓		The program assessment describes the value to students. Student diversity factors are addressed. The program helps students obtain employment, pass exams, complete basic skills, and/or transfer. A complete description of how the SCANS skills is infused into the curriculum is given. Chicano Studies is planning the inclusion of each of the six SLOs in their program.
Assistance Provided Students	✓		
Use of SCANS and Other Tools for Success	✓		
Associate Degree Level Student Learning Outcomes Plan	✓		
B. Program Assessment			
2. Value of the Program to the Community – The program review describes how community needs are met through:			
Criteria	Yes	No	Committee Comments
Advisory Committee or Equivalent Group	✓		Chicano Studies works with Latino organizations and projects outside the College to bring input to the program. They are seeking to establish a campus-wide group of faculty and staff interested in serving as members of an advisory board. The program offers a large number of cultural events aimed at engaging diversity. A number of outreach projects with specific goals are included. The lead writer did an excellent job of describing how these activities support the College Mission.
Cultural, Athletics, Extra Curricular or Other Activities	✓		
Outreach Activities	✓		

B. Program Assessment			
3. Value of the Program to Mesa College – The program review describes how Mesa College is served:			
Criteria	Yes	No	Committee Comments
New and/or Revised Courses	✓		A new certificate program is described as being linked to a series of curriculum revisions/changes the program has started. The program's plan for review and/or integration is include but the six-year curriculum grid was not submitted. The professional development activities offered to faculty and staff are well described.
Six-year Curriculum Review Plan	✓	No grid	
Service to Faculty and Staff	✓		
C. New Goals for the Program – The new goals established for the program contain:			
Criteria	Yes	No	Committee Comments
Short and long-term goals	✓		The program's goals are divided into short and long-term. Documentation provided throughout the program review supports the new goals and needs. The plans of action are well thought out and complete with the persons responsible for carrying out the actions within a suitable time frame.
Statements of Program needs	✓		
Explicit and concrete actions to be taken	✓		
Timeline for Action to Accomplish the New Goals	✓		
Person(s) Assigned	✓		
Committee Recommendation(s):			
The Committee commends the lead writer for a well written and well organized program review. Submission of the six-year curriculum planning grid is requested.			
Lead Writer Feedback:			
The lead writer responded: "I have read the report and will work on submitting the requested six-year curriculum review plan grid this week. Thank you for helping me become familiar with the over-all process related to this report."			

Original: 07/26/06

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

2005-2006 PROGRAM REVIEWS

Program Name/ Lead Writer: Computer Information Sciences – Walter Wesley			
Program Review Committee Liaisons: Teddy Scribner/Yohannes Truneh			
A. Program Description – The program review addresses the following components:			
Criteria	Yes	No	Committee Comments
College's Mission	✓		The program description details how Computer and Information Sciences addresses the College's mission statement. It clearly reports the degrees and certificates offered. Program strengths are well documented with the major challenges described. Improvement and modifications since the previous program review are included. The program's pages are attached.
Degrees and Certificates Offered (Program Pages Attached)	✓		
Strengths and Challenges	✓		
Improvements or Modifications Since Previous Program Review	✓		
B. Program Assessment			
1. Value of the Program to Students – The program review describes how student needs are met through:			
Criteria	Yes	No	Committee Comments
Student Diversity Factors	✓		The program assessment describes its "Value to Students". The diversity factors, including age, gender, ethnicity, disability issues, academic preparation, diverse learning styles, work, family responsibilities and employment preparation are well documented in detail. Several examples of how SCANS skills are infused into the curriculum are given. The program review describes how their courses address the six components of the College's Student Learning Outcomes at the Associate degree level. From the information given, it appears that the program will continue to use existing assessment methods, but it is not clear how or if changes will be made.
Assistance Provided Students	✓		
Use of SCANS and Other Tools for Success	✓		
Associate Degree Level Student Learning Outcomes Plan	✓		
B. Program Assessment			
2. Value of the Program to the Community – The program review describes how community needs are met through:			
Criteria	Yes	No	Committee Comments
Advisory Committee or Equivalent Group	✓		When discussing value of the program to the community, the Region 10 Advisory Group, SD4C, is described as the program's advisory committee. In addition, Computer Sciences departments meet to discuss issues. The lead writer provided a revision explaining why no cultural, extracurricular or other activities offered by the program attract community members to the College. Outreach to other educational institutions is explained. The program plans to address this issue.
Cultural, Athletics, Extra Curricular or Other Activities		✓	
Outreach Activities	✓		

B. Program Assessment

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

Criteria	Yes	No	Committee Comments
New and/or Revised Courses	✓		When discussing how the program serves Mesa College, new and pending courses are discussed. The program’s six-year curriculum review plan is included and the recommended grid was submitted as an addendum. The documentation contains a review of the Microsoft curriculum with its findings. Ways that the program serves faculty and staff is addressed.
Six-year Curriculum Review Plan	✓		
Service to Faculty and Staff	✓		

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

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

Committee Recommendation(s):

Additional information as noted above and the submission of the six-year curriculum review planning grid were forwarded to the Committee.

Lead Writer Feedback:

“I’ve submitted a revised Program Review document to Teddy Scribner. I believe that I have addressed all of the evaluation concerns.

If there is anything else that I need to do, please let me know.

Best Regards,
W. duane Wesley
CISC Dept., Mesa College”

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

Original: 07/26/06

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

2005-2006 PROGRAM REVIEWS

Program Name/ Lead Writer: Tutoring/Writing Center – William Peters			
Program Review Committee Liaisons: Robert Fremland/Yvonne Bergland			
A. Program Description – The program review addresses the following components:			
Criteria	Yes	No	Committee Comments
College's Mission	✓		The introduction included with the program review set the stage and provided an understanding of tutoring and how it supports the Mission statement. The program description is well written and clearly describes how tutoring meets the College's Mission. Program strengths are well documented with the major challenges described for each segment. Since this program review is the first one written, no improvements or modifications since the previous review are documented.
Degrees and Certificates Offered (Program Pages Attached) N/A	✓		
Strengths and Challenges	✓		
Improvements or Modifications Since Previous Program Review	N/A		
B. Program Assessment			
1. Value of the Program to Students – The program review describes how student needs are met through:			
Criteria	Yes	No	Committee Comments
Student Diversity Factors	✓		The program's own data from administered surveys are well used to support statements made in "Value of the Program to Students" in the area of diversity. Assistance provided to students is well documented. The response to the SCANS and other tools for success are particularly well done as are the SLOs. The goal relative to SLOs is excellent.
Assistance Provided Students	✓		
Use of SCANS and Other Tools for Success	✓		
Associate Degree Level Student Learning Outcomes Plan	✓		
B. Program Assessment			
2. Value of the Program to the Community – The program review describes how community needs are met through:			
Criteria	Yes	No	Committee Comments
Advisory Committee or Equivalent Group	✓		The need for two of the Tutoring Centers to establish advisory committees is well documented as to who and why. Outreach is addressed.
Cultural, Athletics, Extra Curricular or Other Activities	N/A		
Outreach Activities	✓		

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

Criteria	Yes	No	Committee Comments
New and/or Revised Courses	✓		Due to the nature of the Tutoring Centers, the discussion of the one course they offer, EDUC 100, provides the information needed for the six-year review. Ways that the program serves faculty and staff are addressed thoroughly.
Six-year Curriculum Review Plan	✓		
Service to Faculty and Staff	✓		

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

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

Committee Recommendation(s):

The Committee commends the lead writer and contributors for a great program review. The document is a well integrated, well organized, well written report of the three (3) tutoring areas and should be used as a model for other student services programs.

Lead Writer Feedback:

The lead writer responded: "I am pleased that you found our Program Review to be comprehensive and informative. Since this was our first Academic Program Review, we tried hard to paint a broad picture of the programs and services and, at the same time, provide some detailed information about each program individually. The document will provide a blueprint for the future of all tutorial services at Mesa College. Thanks for your assistance and support."

The two contributors also provided feedback:

1. "Hi Yvonne: Thank you for your comments concerning the program review document. Jonathan, Dean Adrian, and I wrote the SLO's for the new Academic Skills Center. They are an important part of our future planning as are the other goals we have listed. Erica"
2. Yvonne, it seems like every day I have another reason to offer my thanks for your excellent judgment and expertise that benefits tutoring services. Thanks, Robert Pickford"

Original: 07/26/06

SAN DIEGO MESA COLLEGE
ACADEMIC PROGRAM REVIEW COMMITTEE
COMMITTEE REPORT TO THE PRESIDENT'S CABINET
2005-2006 PROGRAM REVIEWS

APPENDICES

Instructional Department or Office	Progress toward identifying SLOs	Assessment – method or tool	Data Collection	Dialog – Analysis of Data	Modification needed

Key to Student Learning Outcomes (SLOs) Areas:

1. **Critical Thinking:** Ability to analyze problems, conceptualize theses, develop arguments, weigh evidence, and derive conclusions. This outcome includes both inductive and deductive logical reasoning and methodological processes.
2. **Communication:** Ability to articulate the critical thinking outcomes in writing and/or speaking or by other modes of communication.
3. **Self-awareness and Interpersonal Skills:** Ability to analyze one's own actions, to see the perspective of other persons, and to work effectively with others in groups.
4. **Personal Actions and Civic Responsibility:** Ability to understand one's role in society, take responsibility for one's own actions, make ethical decisions in complex situations, and participate actively in a diverse democracy.
5. **Global Awareness:** Ability to articulate similarities and contrasts among cultures, times and environments, demonstrating understanding of cultural pluralism and knowledge of global issues.
6. **Technological Awareness:** Ability to understand the applications and implications of technology and to use technology in ways appropriate to the situation. This outcome includes information competency skills.



SAN DIEGO MESA COLLEGE
7250 Mesa College Drive
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619-388-2600

JAN 23 2007

Office of the Vice President
Student Services
619-388-2678
FAX 619-388-2441

MEMORANDUM

January 22, 2007

TO: Yvonne Bergland, Dean
Instructional Services, Resource Development and Research

FROM: Damon A. Bell, Acting Vice President
Student Services

SUBJ: Program Review Recommendation

The purpose of this memorandum is to indicate that student services is supportive of the following seven recommendations:

Recommendation #1

It is recommended that the Academic Program Review model be adopted and used by all the units in Student Services. If needed, a supplemental document will be developed by representatives of the Mesa College Program Review Committee.

Recommendation #2

It is recommended that the Academic Program Review five-year cycle will begin fall, 2007 for the Student Services units.

Recommendation #3

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

Recommendation #4

It is recommended that the Academic Program Review Committee provide lead writer training to faculty and staff selected by their respective Student Services units.

Recommendation #5

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

Recommendation #6

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

Recommendation #7

It is recommended that the new model incorporating Academic Program Review and Student Services Program Review be known as the Mesa College Program Review. The committee name should also be changed to reflect this change.

Although some members did not support all recommendations for varying reasons, the majority voted to support the recommendations.

Content of the final written report

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

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

C. TIMELINE

1. Pre-Review Activities
 - a. April/May: Program faculty chooses which discipline expert will take the lead in carrying out the program review and notifies the dean. The dean informs the Vice President of Instruction and Program Review Committee chair.
 - b. August: Program Review Committee schedules a flex activity.
 - c. By October 30: Lead faculty attends program review workshop provided by Program Review Committee. Assignment of Program Review Committee Liaison(s) to lead writers.
2. Assessment and Development of Goals and Action Plan*
 - a. The assessment stage of Program Review will officially start after the training session but not later than November 15. Assigned liaison(s) begin interaction with lead writer. Keeping to the following timeline will be necessary to ensure that the program review is approved in time to be included in subsequent budget deliberations, master planning, and accreditation review.
 - b. No later than March 1: Lead faculty member completes initial draft of Form 1 and Form 2.
 - c. No later than May 1: Program discipline faculty review the draft of forms 1 and 2 and meet to fill out Form 3 (goals, needs, action plans). Draft also sent to liaisons for feedback.
 - d. No later than June 30: Using the provided checklist, the lead writer forwards the completed program review with accompanying attachments to dean.
 - e. No later than August 30: Using the provided checklist, dean either forwards Program review with comments to the Program Review Committee or returns to program for additional work.
 - f. No later than September 15: Using the provided checklist, dean forwards revised Program Review to the Program Review Committee for study and continued interaction with the lead writers.
 - g. No later than October 30: All outstanding program reviews must be returned to Program Review Committee for final action.
 - h. No later than the second Monday in February: Program Review Committee submits its final report to the Vice President of Instruction and Academic Affairs Committee for review.
 - i. No later than the first Tuesday in March: Program Review Committee submits its final report to President's Cabinet for final approval.

*Flex credit can be requested for various assessment activities.

Revised: 9/05; Revised: 10/06