



2008 Program Review Handbook

For Instructional Programs, Student and Administrative Services

The Mesa College model is an integrated one, used by instructional programs, student services and administrative services. Program Review is a process designed by faculty, staff and administrators to examine all academic, student and administrative services programs at the college, to determine the overall effectiveness of the institution. This review process leads ultimately to college-wide master planning and accreditation; it is the basis of program and service area planning, goal setting, and identification of needs, supporting budget and hiring decisions.

Prepared by

San Diego Mesa College Program Review Committee

Revised July, 2008 by the Program Review Integration Subcommittee

Revised June, 2007 by the Program Review Integration Subcommittee

Revised Years Three to Five approved May 24, 2005 by President's Cabinet

Revised Year One approved March 1, 2005 by President's Cabinet

Years Two to Five approved October 7, 2003 by President's Cabinet

Year One approved May 6, 2003 by President's Cabinet

Original approved 2002-2003

**SAN DIEGO MESA COLLEGE
PROGRAM REVIEW HANDBOOK
TABLE OF CONTENTS**

1. Introduction	
A. What is Program Review	2
B. What is the Program Review Committee.....	2
C. Responsibilities of the Program Review Committee	3
D. Frequently Asked Questions (FAQs).....	3
2. Timeline: New Five-Year Cycle	
A. History and Introduction.....	5
B. Definition and Structure	5
C. Integration of Existing Cycle into the New Five-Year Cycle	5
D. Integration of the Academic and Student Services Program Review Models.....	5
E. Integration of Administrative Services into the Program Review Model.....	6
3. Year One: Program Assessment with Development of Goals and Action Plan	
A. Introduction to the Program Review Process	8
B. Assessment and Development of Goals and Action Plan	8
• Content of the Final Written Report.....	9
C. Timeline	9
• Example for 2007-2008.....	10
D. Guidelines for Writing the Program Review Assessment.....	11
1. Form 1, Program Review Data, Part A: Instructional Programs	11
2. Form 1, Program Review Data, Part B: Student Services Programs	11
3. Institutional Effectiveness Data	12
4. Request for Additional Research	12
5. Form 2, Program Review Response Sheet	15
6. Form 3, New Goals, Needs, and Plan of Action.....	26
E. Year One Evaluation Worksheet	28
4. Year Two: Progress Report	
A. Introduction	34
B. Timeline	34
C. Guidelines for Writing Year Two Progress Report	34
1. Part A, Form 3.....	34
2. Part B, Progress Report Response Sheet	34
D. Year Two Evaluation Worksheet	35
5. Year Three: Midterm Report	
A. Introduction	40
B. Timeline	40
C. Guidelines for Writing Year Three Midterm Report	40
D. Year Three Evaluation Worksheet.....	41
6. Year Four: Progress Report	
A. Introduction	46
B. Timeline	46
C. Guidelines for Writing Year Four Progress Report.....	46
1. Part A, Form 3.....	46
2. Part B, Progress Report Response Sheet	46
D. Year Four Evaluation Worksheet.....	47
7. Year Five: Final Report	
A. Introduction	52
B. Timeline	52
C. Guidelines for Writing the Final Report.....	52
D. Year Five Evaluation Worksheet	52
8. Appendices	
A. Student Services Programs.....	56
B. Request for Research Reports	57
C. Checklist	59
D. Administrative Services Programs.....	60

**SAN DIEGO MESA COLLEGE
PROGRAM REVIEW HANDBOOK
INTRODUCTION**

A. What is Program Review?

The Program Review process at Mesa College is designed to support the AACJC Accreditation Standard II, Student Learning Programs and Services as well as Standard III, Resources.

“The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.”(Standard II)

“The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.” (Standard III)

The Mesa College model is an integrated one, used by instructional programs, student services and administrative services. The integrated model is one that allows each division to maintain its identity and uniqueness, while creating a standardized approach to program review. Program Review is a process designed by faculty, staff and administrators to examine all academic, student and administrative services programs at the college, to determine the overall effectiveness of the institution. For the program review process and all its related documents, the term “service area(s)” will encompass both Student and Administrative Services. The purpose of reviewing all programs and service areas is to facilitate their ongoing improvement in order to meet the evolving needs of students and to fulfill the college mission.

Program Review is intended to provide every program and service area with the opportunity to review and assess itself in relation to its mission, its goals and objectives, and its relationship to the mission of the college and the district, as well as fulfillment of needs presented by students and the local community. In addition, program review is at the heart of all college planning because it originates where all planning originates: in each program and service area. This review process leads ultimately to college-wide master planning and accreditation; it is the basis of program and service area planning, goal setting, and identification of needs, supporting budget and hiring decisions.

Such a review is a positive process identifying areas of strength as well as needs. The Program Review document developed by each program and service area should provide a snapshot of its current status. The goal of the process is to facilitate each program or service area as it improves its level of performance and its contribution to overall institutional effectiveness. The setting of hiring priorities, budgeting for necessary equipment, adjusting FTEF and developing a seamless delivery of student and administrative support services are all part of the plan of action developed by each program or service area to address its short and long-term goals.

Because of the key role of the program review document, it should be collaboratively prepared by members of a program/service area. Careful attention should be paid to documentation that supports identified needs, goals, and plans as administration uses program review to help allocate resources such as IELM funds, etc. Training is provided for the department chairs/program and service area directors as well as lead writers, all of whom are urged to take advantage of that information. In addition, Program Review Committee members serve as a liaison throughout the process and are always available to answer questions and provide further training.

B. What is the Program Review Committee?

The Program Review Committee is a standing subcommittee of the Academic Senate’s Academic Affairs Committee, and its membership of faculty, classified staff, students, and administrators. Its function is to assess the program review documents submitted by college programs and service areas for completeness and their inclusion of appropriate documentation, the specificity of their goals and plans, and the identification of program needs. A key responsibility of the Program Review Committee is to collaborate with the lead writers to strengthen the program review document for subsequent budgeting and hiring decisions.

The Program Review Committee provides two, annual reports of its findings to the Academic Affairs Committee, President's Cabinet and to each program being reviewed.

The Committee also offers training for deans, department chairs, program directors, supervisors, staff and lead writers. At least once a year workshops are held about the process and its goals; in addition, members of the Committee are assigned as liaisons to lead writers and are available throughout the process to answer questions and offer help. The revised timeline allows for greatly increased interaction between the Committee and those developing the program review documents. Although the process is relatively new, it is expected that lead writers will utilize the additional time to ensure that their documents meet the goals of accurately reviewing programs to the ultimate benefit of faculty and students.

C. Responsibilities of the Program Review Committee

(Approved by Academic Affairs Committee, December 9, 2002)

The Program Review Committee is a standing subcommittee of the Academic Senate's Academic Affairs Committee. Its membership includes faculty, classified staff, students, and administrators, each appointed by their respective governance bodies. The Program Review Committee has the following responsibilities:

1. Create, review, modify as needed on a regular basis, and disseminate the program review handbook containing questions, criteria, guidelines and forms
2. Determine and publish the schedule of programs for program review
3. Establish and publish timelines for the program review process
4. Provide training and guidance on a regular and as-needed basis to groups and individuals
5. Provide training workshops at least once annually to describe the program review goals and process
6. Provide structured guidance to and collaboration with lead writers and department chairs/student/administrative services area supervisors through the program review process; a program review committee member will be assigned as liaison to each program at the start of the process
7. Assist writers in assuring that program reviews are appropriately documented to support subsequent budgeting and hiring decisions
8. At the conclusion of the program review process, prepare final written reports to be presented to the Academic Affairs Committee and then to the President's Cabinet.

D. Frequently Asked Questions (FAQs)

1. What is a Lead Writer? In a given program, the lead writer is selected by the discipline or service area faculty and staff to coordinate completion of the program review document into an organized whole, answering the questions and following the outline provided. The lead writer may be selected by any process deemed appropriate by the faculty and staff within that program or service area; that person should be able to work collaboratively with colleagues in the program or service area as the document is developed within the established timelines.

2. What are the Lead Writer's Responsibilities? The lead writer's first responsibility is to attend at least one training session provided by the Program Review Committee. It is also the responsibility of the lead writer to see that drafts are circulated as they are produced and that revisions and modifications are made to the document in a timely manner. All members of the program/discipline/service area should be involved in producing the raw material for the report and reviewing it regularly for its accuracy and completeness; the lead writer, with the assistance of the department chair/program or service area director, will maintain liaison with those members to ensure the widest possible participation in the process. The lead writer is responsible for maintaining contact with the assigned Program Review Committee liaison for questions that arise during the process; he or she may wish to meet with the Committee periodically.

3. What is the role of other members of the department or service area? All members of any department or service area are responsible for producing the program review document. Program or service area faculty or staff choose the discipline expert who will play a leadership role in carrying out the program review. Their roles may be dependent on the size of the program or service area; in a very small one, for example, everyone may participate in writing the program review. In larger programs/service areas or those with several divisions (i.e., ESOL, Journalism, English and Business Operations), sub-groups of faculty or staff may be assigned to write drafts of their section of the program/service area, with the lead writer responsible for putting the material in one coherent narrative. Whether everyone in a program/

service area participates in writing the document, however, all members should be involved in the preliminary discussions of process, in developing documentation and providing data, and especially in responding to drafts circulated within the program. When the program review document goes to the Manager and eventually to the Vice President of Instruction, Student or Administrative Services, everyone in the program/service area should be familiar with it.

4. What is the role of the Department Chair or Service Area Supervisor? The department chair or service area supervisor, in addition to the responsibilities described above, facilitates the entire process. The chair or supervisor communicates the timelines and the importance of the project, makes the necessary assignments, and monitors the progress of those involved. The chair or supervisor should attend the training session with the lead writer, if possible, in order to provide the necessary material to the writer in a timely way.

5. What is the role of the manager in the program review process? The manager plays a major role in the program review process. The manager provides input to the Vice President of Instruction, Student or Administrative Services concerning the programs/service areas to be reviewed. The manager ensures that faculty and/or staff understand their responsibilities and the timeline. The manager maintains contact with the faculty and staff throughout the development of the document. The manager remains available to answer questions and help interpret statistics, identifying appropriate evidence to support the faculty's and staff's identified goals. The manager reviews the document before it goes to the Program Review Committee and, if necessary, return it to the lead writer for clarification. Finally, the manager provides comments to the Program Review Committee relative to the content of the document submitted by the lead writer.

6. What is the role of the Vice Presidents of Instruction, Student and Administrative Services? The Vice Presidents of Instruction, Student and Administrative Services support the program review by providing the necessary resources to implement the process. The Vice Presidents consult with the managers to obtain required information for the program review process as well as the Program Review Committee. The Vice Presidents or designee review all submitted program reviews and may or may not comment prior to forwarding to the Program Review Committee chair.

7. What is the role of the Academic Affairs Committee? As a subcommittee, the Program Review Committee reports to Academic Affairs on a regular basis. In addition to an annual progress report, the Program Review Committee submits recommendations for changes to the process, timeline, and documents to the Academic Affairs Committee for review and action.

8. What is the role of the President's Cabinet? The role of the President's Cabinet is to review and approve the Program Review Committee's final report. After this action is taken, the Program Review Committee provides copies of these approved actions to the lead writer, department chair/service area supervisor, manager, and Vice Presidents of Instruction, Student and Administrative Services. Finally, copies of these program review reports are filed in the Learning Resource Center, Office of the Vice Presidents of Instruction, Student and Administrative Services, and the Office of Instructional Services.

9. How should the program review document be used? The department/program/service area should use the program review document as the basis for planning. Setting of department or service area goals and demonstrating progress toward reaching those goals should be referenced in the document. It may be useful in developing the college's self study, especially in the areas of educational programs and faculty/staff. Probably most important is its use in budgeting and planning. Any request for additional staff, equipment, FTEF and other needs should be justified by the evidence in the program review document. For this reason, the document should be updated frequently to be sure that the needs are current, appropriate, and documented.

10. What is an "advisory committee or its equivalent"? In vocational or occupational courses and programs, advisory committees are required. These committees are composed of members of the community and the relevant occupation, and their function is to advise members of the college program or service area of needed skills and content to be taught, of changes and developments in the industry, and of potential personnel needs. While no such committees are required in the non-vocational programs or service areas, many are establishing relationships with counterparts in other colleges in the area, both in the district and outside it. These groups are intended to share information, to smooth the way for transfer, and to study program content and relevance. In addition, many programs have also established internal subcommittees that meet to discuss like courses, such as the Reading Committee in the English Department. Such discipline committees, whether inter-collegiate or intra-departmental, can be considered to provide the equivalent function of advisory committees.

**SAN DIEGO MESA COLLEGE
PROGRAM REVIEW HANDBOOK
TIMELINE: NEW FIVE-YEAR CYCLE**

A. History and Introduction

At the conclusion of the 2001-2002 Program Review cycle, the Program Review Committee prepared and presented its annual report to the Academic Affairs Committee. This report contained several recommendations. One of these was the extension of the program review cycle from a three-year to a five-year cycle. This recommendation was endorsed by the Academic Program Review Committee at their May 2002 meeting resulting in a charge to the Program Review Committee to draft a plan for its implementation.

B. Definition and Structure

The following five-year pattern for Program Review was recommended:

- Year 1: Program Assessment including development of goals and action plan
- Year 2: Year Two, Progress Report
- Year 3: Midterm Report
- Year 4: Year Four, Progress Report
- Year 5: Final Report
- Year 6: Begin cycle again with Program Assessment including development of goals and action plan

C. Integration of Existing Cycle Into the New Five-Year Cycle

The following plan was recommended for implementation of the new five-year cycle beginning Fall 2003. The 51 existing academic programs were divided into groups of ten or eleven and then placed in the cycle as follows:

- Year 1: Nine programs initially reviewed in 1999 plus the addition of Microsoft and Geographic Information Systems.
- Year 2: Ten programs from 2001.
- Year 3: Ten programs from 2000.
- Year 4: The remaining four programs from 2000 and seven remaining programs from 2001.
- Year 5: The remaining five programs from 1999 and five programs from 2000.

D. Integration of the Academic and Student Services Program Review Models

Beginning Fall, 2007, the College adopted an integrated approach to program review by blending the existing academic and student services models. A subcommittee of representatives from Student Services and the Academic Program Review Committee held several meetings during the summer 2007. During these meetings, the subcommittee defined the programs within Student Services and then placed in the five-year cycle. Due to the projected site visit schedule by the Systems Office, categorical programs were placed in Year One of the cycle. The remaining service areas were placed in the cycle as follows:

- Year 1: Orientation/Assessment; Counseling; Transfer Center; Career Services; DSPS; EOPS/CARE/STAR
- Year 2: Evaluations; Student Affairs
- Year 3: Outreach
- Year 4: Financial Aid
- Year 5: Student Health Services; Admissions/Records/Veterans

Please see Appendix A, page 56, for the first five-year cycle describing the components of the above service areas.

E. Integration of Administrative Services into the Program Review Model

Beginning Fall 2008, the College implemented its revised Program Review process that integrated Administrative Services into the existing blended model for academic and student services. Using a similar approach when integrating Student Services in 2007, a subcommittee of representatives from Administrative Services and the Program Review Committee was formed. Several meetings were held during the summer, 2008 where the subcommittee defined the various support units within Administrative Services and then discussed placement in the cycle. After discussion and review of a previous meeting with the Vice President of Administrative Services, it was decided that all support units would be placed in Year One of the cycle as follows:

- A. Instructional and Staff Support
- B. Business Operations

Please see Appendix D, page 60, for the Year One cycle describing the components of the above support units.

The subcommittee also discussed how Administrative Services would be integrated into the response sheets for Years One through Five. After considering many labels, it was agreed that the terminology, "Service Area", currently used in the Program Review Handbook to designate Student Services would be expanded and include Administrative Services.

**San Diego Mesa College
Program Review Committee
2008-2009 Cycle (1)**

Year One	Year Two	Year Three	Year Four	Year Five	Year One In Progress 2007-2008
Admiss./Records/ Veterans – I. Alvarez	Chemistry – Joe Toto	Accelerated College Programs – C. Luna	American Sign Language – J. Halcott/B. Buchanan	Financial Aid – C. Springs	Business Admin./Mgmt. – A. Winston
Business Operations – K. Wells/P. Banda	Computer Bus. Tech. – K. Williams/ L. Cloud	Accounting – T. Tuttle	Child Development – TBA	Health Info. Tech. – T. Scribner	Dramatic Arts – K. Clark
Hospitality Cluster (2) – A. Luoma/ M. Fitzgerald	Economics – M. Abajian	Animal Health Tech. – P. Fischer	Consumer Studies – L. Gibson	History – J. Crocitti	Counseling – A. Crakes
Instructional/Staff Svcs – P. Hedgecoth/ B. Coleman	Engineering – M. Mohssenzadeh	Anthropology – D. Barbolla	Foreign Languages, All – F. Zabaleta/A. Primoza	Math – J. Ross	DSPS – E. Higginbotham (and B. Stockert for 08-09)
Student Health Svcs. – S. Khambata	Fashion – A. Marx	Architecture – P. Chapman/I. Kay	Geography – K. Berger	Medical Assisting – D. Lauria	EOPS/CARE/STAR – N. Dougherty
	Interior Design – M. Moore/H. Hodnick	Art-Fine Art (All) – G. Laris/W. Kling	Geographic Info. Systems – E. Goff/K. Owen	Multimedia – A. Saballett	Employ./Career Services - C. Harrison
	LRC - Devin Milner	Biology – P. Sykes/ L. Seiger	Physical Ed. – H. Browne	Music – I. Korneitchouk	English – C. Sullivan
	Nutrition – C. Dupraw	Black Studies – T. Mayasa	Outreach – B. Plandor	Physical Therapist Asst. – L. Crandall	Marketing – M. Rattner
		Building Construction – L. Horsman	Physics – C. Mona	Real Estate – S. Jefferies	Orient./Assess. – J. Wales
		Chicano Studies – M. Ornelas	Political Science – M. Rodriguez		Philosophy – D. Furrow
		Computer Info. Sci. – W. Wesley	Psychology – D. Miyoshi/ L. Mackenzie		Physical Sci. – G. Schad
		Evaluations – V. Thao			Registered Dental Asst. – M. Fickess
		Radiologic Tech. – C. Bertsch Boychuk/ L. Covington			Sociology – E. Adelson (will be T. Kravatz for 08-09)
		Student Affairs – A. Hands			Speech – L. Wittner/K. Gerhart
		Tutoring Centers – W. Peters			Teacher Ed. – L. Lorence
					Transfer Ctr. – N. Grisham

(1) Note: Instructional and Student Services Program Review Models Integrated; (2) Note: Includes Hotel management; Destination/Events Management; Culinary Arts/Management; Review to be submitted as Year One from 07/08 to 08/09.

SAN DIEGO MESA COLLEGE PROGRAM REVIEW HANDBOOK

YEAR ONE: PROGRAM ASSESSMENT WITH DEVELOPMENT OF GOALS AND ACTION PLAN

A. Introduction to the Program Review Process

The Program Review process is an essential activity undertaken to assess institutional effectiveness, and assist with institutional and program/service area planning and decision-making. The purpose of program review is to facilitate the continuous improvement of all instructional, student and administrative services programs in an effort to meet students' needs and fulfill the mission of the institution.

The Program Review process is intended to provide a program or service area with the opportunity to review and to assess itself. Programs or service areas are assessed in relation to their overall mission, goals and objectives, and their relationship to the broader mission of California community colleges, Mesa College, and the fulfillment of needs presented by students and the local community. The Program Review process also provides a program or service area with a formal review process in which such program/service area needs as staffing, equipment, and FTEF can be identified and a plan of action developed to address these needs.

Program review is both an opportunity for a program or service area to sing its praises as well as a chance for self-criticism. During the process, programs or service areas can describe their need for growth, expansion or improvement. It is also an opportunity to make strong supported arguments for necessary resources to meet these identified needs.

In completing the Program Review assessment, one should prepare documentation to be suitable for both internal readers, such as members of the program/service area, and external readers, who are non-members of the program/service area or the institution, such as members of an accrediting agency or community advisory groups. As such, careful attention should be paid to ensure that abbreviations are avoided or clearly explained, and that any documents cited are properly referenced and/or attached. Both qualitative and quantitative data should be utilized during the program/service area assessment phase. Pertinent data and documents will be provided to the program or service area at the outset of assessment. Additional information may be requested from the Office of Instructional Services, Resource Development and Research or collected by the program or service area as necessary.

The Program Review process should ultimately culminate in a document that will provide a snapshot of the current state of the program or service area, and the identification of needs along with a plan of action to fulfill these needs. The end goal of program review is to facilitate institutional effectiveness by assessing the current program or service area; identifying needs and new goals; and by developing and implementing both short-range and long-range plans to advance the program or service area.

B. Assessment and Development of Goals and Action Plan

The first stage of the Program Review process will entail an assessment of the program or service area through the completion of the program review documentation. This stage of program review (assessment) affords the program or service area an opportunity to assess both quantitative and qualitative data in an effort to determine its strengths and weaknesses. Program/service area goals can be revisited for modification and/or reaffirmation. Once needs are identified, short and long-range plans can be developed to validate strengths and address needs. During this stage of program review, a timeline for implementation of short and long-range plans should be developed.

In the second part of the assessment stage, the Program Review Committee will review the program review documentation. The Program Review Committee will study the report and supporting documentation, meet with members of the program or service area to clarify issues and/or obtain additional information. Following ample review of the program or service area documentation and dialogue with individuals related to the program or service area, the Program Review Committee will prepare its own report, which will contain information as approved by the Academic Affairs Committee (December 9, 2002):

Content of the final written report

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

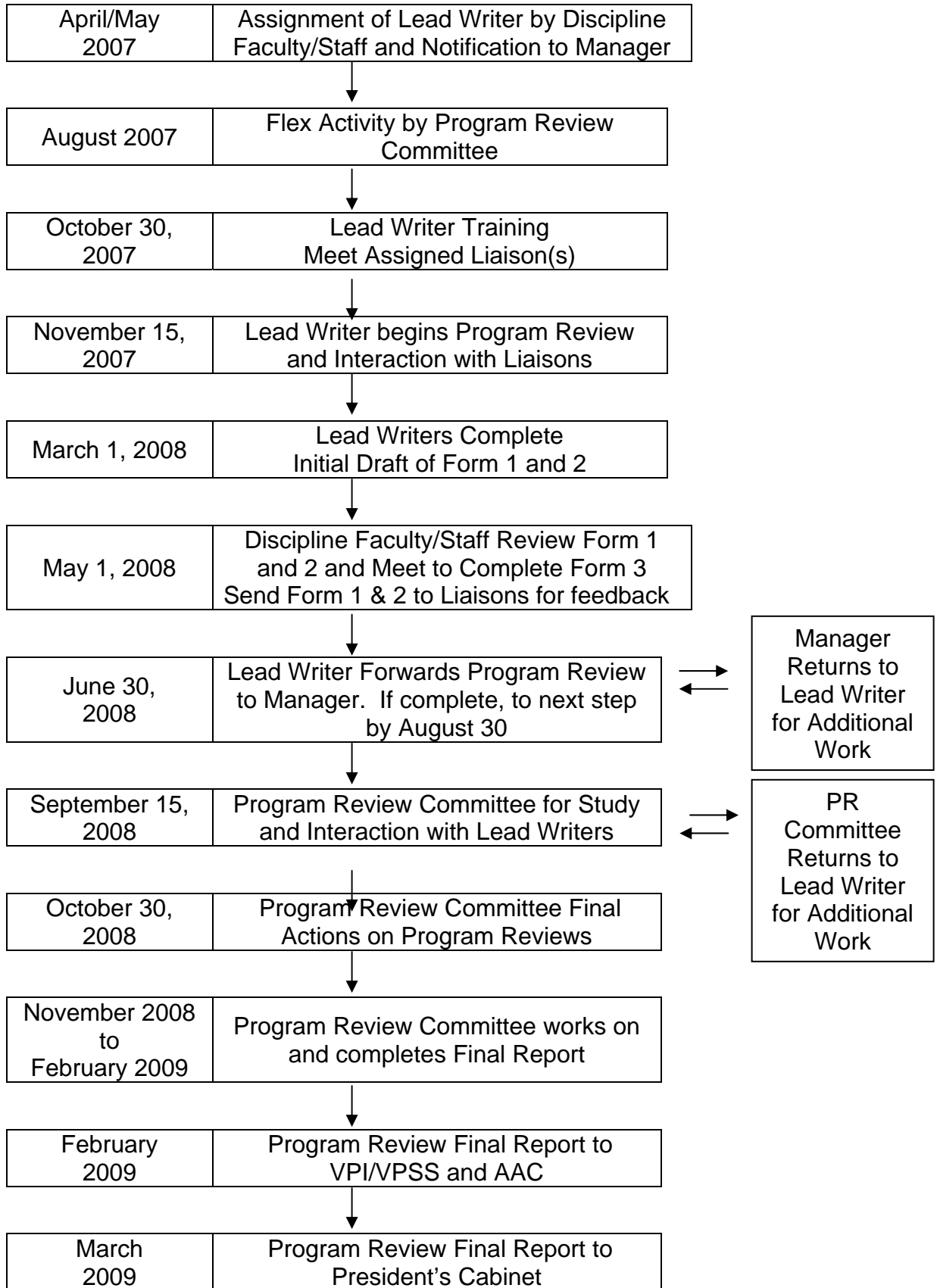
The Program Review Committee will then forward its final report to the Academic Affairs Committee and then to the President's Cabinet.

C. TIMELINE

1. Pre-Review Activities
 - a. April/May: Program/service area faculty and staff choose which discipline expert will take the lead in carrying out the program review and notify the manager. The manager informs the Vice Presidents of Instruction, Student and Administrative Services as well as Program Review Committee chair.
 - b. August: Program Review Committee schedules a flex activity.
 - c. By October 30: Lead writer 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 writer reviews Form 1 and completes initial draft of Form 2.
 - c. No later than May 1: Program/service area discipline faculty and staff review the draft of Form 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 the manager.
 - e. No later than August 30: Using the provided checklist, the manager 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, the manager 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 Presidents of Instruction, Student and Administrative Services as well as the 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.

**PROGRAM REVIEW
YEAR ONE TIMELINE
EXAMPLE FOR 2007-2008**



D. GUIDELINES FOR WRITING THE PROGRAM REVIEW ASSESSMENT

The following section of this Handbook describes how to complete each form used in Year One of the Program Review Cycle. These forms have been placed online to facilitate responding. Instructions to access these forms will be provided at the Lead Writer Training.

Form 1: Program Review Data

Data on each program/service area are provided by the Office of Instructional Services, Resource Development, and Research. This research information is to be used as support to Form 2, the narrative portion of the program review. Each of the categories of provided data is cross-referenced to the questions found on Form 2.

Part A: Instructional Programs

The most recent ten completed semesters, or five years, of data are given in eleven (11) different categories: Numbers and percentages of degrees awarded, certificates awarded, job placements (if your department collects this information), Gender, Ethnicity, Age, and FTEF for Contract, Adjunct, Overload, and Total Faculty. Line graphs are provided to show trends over the five most recent years. The data will help determine whether certain goals have been met. Student learning indicators including successful course completion rates, student graduation rates, student job placement rates and student scores on licensure exams, where available, are also provided.

Some of the data are discipline-specific and available from the School dean and/or department. Enrollment management data can be requested from your School dean, who has access to the Decision Support System (DSS), a comprehensive enrollment management tool.

Form 1A is found on page 13. Please review and bring any questions you may have to the October training session or contact the Office of Instructional Services, Resource Development and Research.

Part B: Student Services Areas

Form 1B, Program Review Data for Student Services Programs, is produced for those Student Services Programs for which the Office of Instructional Services, Resource Development, and Research regularly maintains data. Five years of data are provided in tabular as well as graphic format to show trends over time. These programs include Financial Aid, EOPS, and DSP&S. Student Services Programs that offer academic courses, such as Counseling and DSP&S, will receive Form 1B, Program Review Data for Student Services Programs. For appropriate student services areas, point of service surveys are conducted on a regular basis.

Student Services areas may request special research from the Office of Instructional Services, Resource Development, and Research, including survey research, Student Learning Outcomes assessment, and other service area-specific research. The process for requesting research is described below in "Requests for Additional Research".

Form 1B is found on page 14. Please review and bring any questions you may have to the October training session or contact the Office of Instructional Services, Resource Development and Research.

Part C: Administrative Services Areas

Administrative Services Programs may request special research from the Office of Instructional Services, Resource Development, and Research, including survey research, Administrative Unit Outcomes assessment, and other service area-specific research. These requests will be based upon goal statements and other needs as determined by the service area. The process for requesting research is described below in “Requests for Additional Research”.

Institutional Effectiveness Data

Institutional effectiveness data compiled by the manager may be used in any part of the program review to support responses, new goals, statements of program needs and plans of action. During the program review process, the discipline/ service area staff, faculty, dean and research staff meet together and analyze the student success data provided. Research staff will work with discipline faculty and staff to formulate and answer research questions.

Requests for Additional Research

Requests for additional research may be submitted to the Office of Instructional Services, Resource Development, and Research. If you would like to request additional research, please complete the Request for Research Report (RRR) form. See Appendix B, page 57 or the Research Committee web site at <http://www.sdmesa.edu/instruction/research/pdf/research-request.pdf> .

Individuals requesting research for the first time need to meet with the Dean of Instructional Services, Resource Development, and Research and the Campus-Based Researcher to discuss their research needs. All requests for research should be completed according to Mesa’s Research Planning Agenda, which will be included with the distributed Program Review materials. This document can also be accessed at:

<http://www.sdmesa.edu/instruction/research/pdf/ResearchPlanningAgendaApproved2-27-07.pdf>

Guidelines for requesting research are contained in the Guidelines for Implementing the Research Planning Agenda (GIRPA) document and the accompanying Frequently Asked Questions (FAQs). These documents will be included in your Program Review materials and can be accessed at <http://www.sdmesa.edu/instruction/research/pdf/DataSensitivityGIRPALatest3-08.pdf> and <http://www.sdmesa.edu/instruction/research/pdf/DataSensitivityGIRPAFAQs.pdf> .

Please familiarize yourself with the Research Planning Agenda, the GIRPA, and the GIRPA Frequently Asked Questions before meeting with the Dean and Campus-Based Researcher.

**SAN DIEGO MESA COLLEGE
PROGRAM REVIEW
FORM 1A – PROGRAM REVIEW DATA FOR INSTRUCTIONAL PROGRAMS**

Program Name/Department: _____

INSTRUCTIONS

Use the data provided by the Office of Instructional Services, Resource Development and Research when preparing the narrative for Form 2. This data will be included with the program review materials given to the lead writer. On the form below, the letters in parenthesis () refer to the question found on Form 2.

Do not complete this form – given for reference only. See/use provided data.

Data	Fall _	Spring _	Fall _	Spring _	Fall _	Spring _	Fall _	Spring _	Fall _	Spring _
1. Number of degrees awarded (A)										
2. Number of certificates of achievement (A)										
3. Number of certificates of completion (A)										
4. Number of job placements (B-1)										
5. Gender (B-1)										
6. Ethnicity (B-1)										
7. Age (B-1)										
8. Contract FTEF (C)										
9. Adjunct FTEF (C)										
10. Overload FTEF (C)										
11. Total FTEF (C)										

**SAN DIEGO MESA COLLEGE
PROGRAM REVIEW
FORM 1B – PROGRAM REVIEW DATA FOR STUDENT SERVICES PROGRAMS**

Service Area Name: _____

INSTRUCTIONS

Use the data provided by the Office of Instructional Services, Resource Development and Research when preparing the narrative for Form 2. This data will be included with the program review materials given to the lead writer. On the form below, the letters in parenthesis () refer to the question found on Form 2.

Do not complete this form – given for reference only. See/use provided data.

Data	Fall _	Spring _	Fall _	Spring _	Fall _	Spring _	Fall _	Spring _	Fall _	Spring _
1. Number of degrees awarded (A)										
2. Number of certificates of achievement (A)										
3. Number of certificates of completion (A)										
4. Number of job placements (B-1)										
5. Gender (B-1)										
6. Ethnicity (B-1)										
7. Age (B-1)										

Form 2: Program Review Response Sheet

To assist the lead writer in responding to the questions found on Form 2, a response guide has been developed. The “Guidelines for Completing Year One, Form 2” should be reviewed prior to answering the questions on the “Year One, Form 2 – Program Review Response Sheet” (see pages 20 to 25). The lead writer will receive an electronic version of this document to use when responding to these questions. There are five (5) major sections found on the Program Review Response Sheet, each containing pertinent questions concerning:

- A. Program or Service Area Description
- B. Program or Service Area Assessment
 - Value of the Program or Service Area to Students
 - Value of the Program or Service Area to the Community
 - Value of the Program or Service Area to Mesa College
- C. New Goals for the Program or Service Area
- D. Statement of Program or Service Area Needs
- E. Plan of Action

When responding to the questions within each of these sections, use the appropriate data from Form 1A, Program Review Data for Instructional Programs or Form 1B, Program Review Data for Student Services Programs as well as the results from any program-specific surveys and the institutional effectiveness data provided by your manager. On Forms 1A and 1B, there are letters in parentheses that refer to the questions found on Form 2.

Information written in italics following each question is provided to give direction when responding on Form 2. The review document is designed to describe the program or service area at the time program review takes place.

**SAN DIEGO MESA COLLEGE
PROGRAM REVIEW
GUIDELINES FOR COMPLETION – YEAR ONE, FORM 2**

INSTRUCTIONS

This section of the Program Review Handbook was developed to assist the lead writer in forming the responses to the questions. It is recommended that the responses be as complete as possible as this is an opportunity to showcase your program or service area. The Year One Form 2, Program Review Response Sheet is found beginning on page 20. To facilitate the reporting of your responses, the Program Review Committee has provided an online file containing this form.

A. Program or Service Area Description

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

- provide your program or service area mission statement.

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

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

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

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

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

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

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

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

Describe the improvements or modifications made since the previous program review.

Describe the successes or obstacles met towards the goals set in the previous program review. If a first time program review, please note any changes in your program or service area.

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

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

B. Program or Service Area Assessment

Value of the Program or Service Area to Students

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

1. Describe how the program or service area meets the needs of the students either directly or indirectly. When responding, the following information should be considered and reported upon as appropriate:
 - the diversity of the student population in the program or using the service area and how the program/service area encourages and addresses diversity (age, ethnicity, gender, and needs of students with disabilities, academic preparation, diverse learning styles or special work and/or family responsibilities)

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

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

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

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

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

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

- what are the SLOs/AUOs for the program or service area

When responding, indicate which of the SLOs at the Associate Degree level apply to the program or service area. Also report on any additional outcomes that the program or service area has developed. For further information or assistance, contact the Campus SLOAC coordinator or the Office of Instructional Services, Resource Development and Research.

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

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

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

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

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

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

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

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

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

Value of the Program or Service Area to the Community

Describe how the program or service area seeks to meet specific community needs. When responding, the following information should be considered and reported upon as appropriate:

- the program's or service area's advisory committee or equivalent group that has input to the program or service area

List the program's or service area's advisory committee or equivalent and describe in the narrative, benefits of committee/groups to program, how often they meet, effectiveness of committees/groups as liaisons and how recommendations are implemented. [*e.g. Intersegmental Major Preparation Articulation Curriculum Project (IMPAC), 2YC3, ECCTYC, CMC³, AMATYC, appropriate Regional organizations, Budget Committee, Citizens Oversight Committee, etc.]*

- the cultural, athletic, extracurricular or other activities offered by the program or service area that attract community members to the College

List and describe the activities sponsored by the program/service area that attract community members to the College. If none, state so and if there are plans to develop any of these activities.

- any outreach activities, such as service learning, in which the program or service area participates

To meet specific community needs, describe if there is an advisory committee, workforce partnerships, membership/participation in community organizations or foundations, participation in community activities and/or student surveys. If none, state so and if there are any plans to develop any of these activities.

Value of the Program or Service Area to Mesa College

Describe how the program or service area serves Mesa College. When responding, the following information should be considered and reported upon as appropriate:

- all new courses or service area workshops developed and courses or service area workshops that have been revised since the previous program review and how these changes fulfill the mission of the college

List, then describe how these new courses or service area workshops serve students' personal/professional development, basic skills competencies, etc. and the ways in which the

courses or service area workshops meet the College Mission. For Student and Administrative Services, only those areas offering courses or service area workshops need respond; those not offering courses or workshops respond "Does Not Apply".

- describe the program's or service area's plan for review and/or integration of its curriculum or service area workshops offered stating which courses, service area workshops, degrees, and/or certificates will be reviewed in each of the years of the five-year review cycle.

A six-year review is required for both the Arts and Sciences as well as the Vocational disciplines. Include this plan in Part C, New Goals for the Program. Use and reference the curriculum materials provided in the packet. Complete the Curriculum Grid provided and submit it with the program review document. For Student and Administrative Services, only those areas offering courses or service area workshops need respond; those not offering courses or workshops respond "Does Not Apply".

- ways the program or service area serves faculty and staff

Activities or services offered by the program or service area for constituents both inside and outside the program discipline or service area including technology, editorial services, consulting, planning, flex credit, disaster preparedness, budget review, payroll consultation, etc.

C. New Goals for the Program or Service Area

List the new goals for the program or service area by **filling in Form 3, Column 1 to complete this section.** After reviewing existing program/service area goals, appropriate accreditation and/or advisory committee recommendations, and the college planning documents, including college, school, and department/service area goals, new written goals should be established for the program or service area. These goals should be stated as short-term goals (three years or less), and long-term goals (more than three years). The goals should cover any aspect of the program or service area including but not limited to: course offerings, enrollments, student learning/administrative unit outcomes, curriculum review, students, equipment, facilities, health and safety issues, program plans, budget and personnel.

Should cover but not be limited to course offerings, enrollments, student learning outcomes, curriculum review, students, equipment, facilities, human resources (faculty positions, counselors, classified staff positions, ILTs, etc.) and budget. Data from Form 1, the manager, and other sources should be referenced.

D. Statement of Program or Service Area Needs:

List what the program or service area needs are in order to meet the new goals by **filling in Form 3, Column 2 to complete this section.** This list may include personnel, equipment and facilities. Be as specific as possible and give estimated dollar amounts as appropriate. When possible, avenues for funding should be recommended such as: Perkins awards, institutional grants, district grants, or any other possible sources of funding.

Include but not limited to equipment, human resources, facilities; methods of funding – grants (federal, college, district) block, IELM, other.

E. Plan of Action:

State the established Plan of Action by **filling in Form 3, Columns 3, 4 and 5, to complete this section.** This plan will establish explicit actions to be taken, time line for action to accomplish the new goals, and the person(s) assigned.

Final step in the process developed by the writer, chair and manager. Should be explicit and include specific timelines for completion and the person(s) assigned to the task(s)

**SAN DIEGO MESA COLLEGE
PROGRAM REVIEW COMMITTEE
PROGRAM ASSESSMENT/DEVELOPMENT OF GOALS AND ACTION PLAN
YEAR ONE: FORM 2 – PROGRAM REVIEW RESPONSE SHEET**

Program/Service Area Name: _____

Name of Lead Writer(s): _____

INSTRUCTIONS

Please respond as completely as possible in the space provided. This space is designed to automatically increase as responses are typed in. This is an opportunity to show your program's or service area's strengths. It is also an opportunity to enumerate any obstacles you may be facing and your program's or service area's needs. Formulation of goals may occur as this assessment is done. Place these on Form 3. Use the data provided on Form 1 to support your responses, where and when appropriate.

A. Program or Service Area Description

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

- provide your program or service area mission statement

Criteria		Response
A.	The mission statement supports College goals.	
B.	The mission statement supports program/service area goals.	

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

Criteria		Response
A.	Indicate how the program/service area addresses the mission.	
B.	Enumerate the ways the mission is addressed.	

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

Criteria		Response
A.	List/describe the degrees and certificates offered. (Note: Reference and attach program pages from current catalog.	
B.	Use of appropriate data from Form 1 or other sources.	

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

Criteria		Response
A.	List/describe the program's/service area's strengths.	
B.	List/describe the program's/service area's challenges.	
C.	Describe program/service area changes.	

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

Criteria		Response
A.	Describe improvements or modification.	
B.	If response is none, the question is complete.	

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

Criteria		Response
A.	Describe the program's or service area's most significant features.	
B.	Describe the program's or service area's most pressing needs.	

B. Program or Service Area Assessment

Value of the Program/Service Area to Students

1. Describe how the program/service area meets the needs of the students either directly or indirectly. When responding, the following information should be considered and reported upon as appropriate:
 - the diversity of the student population in the program or using the service area and how the program/service area encourages and addresses diversity (age, ethnicity, gender, and needs of students with disabilities, academic preparation, diverse learning styles or special work and/or family responsibilities)

Criteria		Response
A.	Describe the diversity factors of the student population served.	
B.	Use of appropriate data from Form 1 or other sources.	

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

Criteria		Response
A.	Describe the type(s) of assistance given to students.	
B.	Appropriate SLOs/AUOs are considered and reported for all selected categories including G.E.	
C.	Use of appropriate data from Form 1 or other sources.	

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

Criteria		Response
A.	Academic programs identify the courses involved.	
B.	Service areas identify the support involved.	
C.	Describe how the program or service area meets the needs of these students.	

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

- what are the SLOs/AUOs for the program or service area

Criteria		Response
A.	Indicate the SLOs/AUOs at the AS degree level that apply. Report any additional SLOs/AUOs if developed.	
B.	Describe the methodology used to determine the appropriate SLO(s)/AUO(s).	

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

Criteria		Response
A.	Describe the framework and timeline used.	
B.	If in the planning stages, describe the next steps and include in the program's or service area's goals.	

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

Criteria		Response
A.	Describe the activities used for each of the outcomes.	
B.	If in progress, describe the next steps and include in the program's or service area's goals.	

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

Criteria		Response
A.	Describe the types of assessment being used to measure the achievement of the selected outcomes.	
B.	If in progress, describe the next steps and include in the program's or service area's goals.	

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

Criteria		Response
A.	Describe the results of the assessment(s) and how these are used for program or service area improvement.	
B.	If in progress, describe the next steps and include in the program's or service area's goals.	

- to assist the SLOAC Coordinator and the ALO, please describe where the program or service area files its SLO/AUO documentation

Criteria		Response
A.	Describe the location of SLO/AUO documentation.	
B.	If location not given, state why.	

Value of the Program/Service Area to the Community

Describe how the program/service area seeks to meet specific community needs. When responding, the following information should be considered and reported upon as appropriate:

- the program's/service area's advisory committee or equivalent group that has input to the program

Criteria		Response
A.	Describe the make up of the advisory committee or its equivalent.	
B.	Describe the role of the committee (or its equivalent).	
C.	Describe how the committee's (or its equivalent's) recommendations are implemented.	

- the cultural, athletic, extracurricular or other activities offered by the program/service area that attract community members to the College

Criteria		Response
A.	List and describe the activities undertaken by the program/service area.	
B.	If currently none, describe the plans to offer activities.	

- any outreach activities, such as service learning, in which the program/service area participates

Criteria		Response
A.	Describe any outreach activities.	
B.	If not, explain why.	
C.	If not, describe plans to do so.	

Value of the Program/Service Area to Mesa College

Describe how the program/service area serves Mesa College. When responding, the following information should be considered and reported upon as appropriate:

- all new courses or service area workshops developed and courses or service area workshops that have been revised since the previous program review and how these changes fulfill the mission of the college

Criteria		Response
A.	If response is none, the question is complete.	
B.	If courses or service area workshops are listed, describe how these serve students' personal/professional development, basic skills competencies, etc. and the ways in which the mission of the College is served.	

- describe the program's or service area's plan for review and/or integration of its curriculum or service area workshops stating which courses, service area workshops, degrees, and/or certificates will be reviewed in each of the years of the six-year review cycle.

Criteria		Response
A.	Explain the program's or service area's plan for review and/or integration of its curriculum or service area workshop. If none, explain.	
B.	Attach the planning grid for the curriculum review (for academic courses only.)	

- ways the program/service area serves faculty and staff

Criteria		Response
A.	Explain how the program/service area serves faculty and staff.	
B.	If not, describe plans to do so.	

C. ATTACH COMPLETED FORM 3 – NEW GOALS, NEEDS AND ACTION PLAN

D. COMPLETE LEAD WRITER/MANAGER CHECKLIST and attach prior to submission of your completed program review to your manager.

Lead Writer _____ Date _____

Submitted by Department Chair or Supervisor’s Designee _____ Date _____

Reviewed and forwarded by Manager _____ Date _____

FOR COMMITTEE USE ONLY:

Reviewed and forwarded by Vice President of Instruction, Student or Administrative Services:

_____ Date _____

Reviewed, approved and forwarded by Program Review Committee Co-Chairs:

 _____ Date _____

**SAN DIEGO MESA COLLEGE
PROGRAM REVIEW**

FORM 3 – NEW GOALS, NEEDS AND PLAN OF ACTION

PROGRAM OR SERVICE AREA: _____

<u>COLUMN 1</u>	<u>COLUMN 2</u>	<u>COLUMN 3</u>	<u>COLUMN 4</u>	<u>COLUMN 5</u>
A. Short-term goals (three years or less)	Needs	Actions to be taken	Timeframe	Person(s) Assigned
1.				
2.				
3.				
4.				
5.				
6.				
7.				

**SAN DIEGO MESA COLLEGE
PROGRAM REVIEW**

FORM 3 – NEW GOALS, NEEDS AND PLAN OF ACTION

PROGRAM OR SERVICE AREA: _____

<u>COLUMN 1</u> B. Long-term goals (more than three years)	<u>COLUMN 2</u> Needs	<u>COLUMN 3</u> Actions to be taken	<u>COLUMN 4</u> Timeframe	<u>COLUMN 5</u> Person(s) Assigned
1.				
2.				
3.				
4.				
5.				
6.				
7.				

E. YEAR ONE EVALUATION WORKSHEET

The following worksheet is used by members of the Program Review Committee as they evaluate the submitted program review documents.

The criteria used in this evaluation are directly related to each question contained on Form 2, the Program Review Response Sheet.

Each committee member will be assigned a number of program reviews to evaluate. Each program or service area will be reviewed by at least two (2) committee members. To prevent conflict of interest, committee members will be assigned to evaluate programs reviews outside their department, school or service area.

When assignments are made, the size of the program reviews will be taken into consideration. For example, a program or service area containing several disciplines (i.e. Physical Education, Matriculation) may be sub-divided among two or more members.

During the evaluation process, committee members will interact with the lead writers to clarify or obtain additional information. These communications will be documented and become part of the committee's final report, if appropriate.

Each committee member will write appropriate comments when necessary to inform and assist the lead writer during the consultation phase. In addition, these comments, along with input from the manager, will form the basis for the committee's final report to the President's Cabinet.

These forms will be kept on file until the next program review cycle and will be available for review by the lead writer, manager, and members of the President's Cabinet as well as the Academic Affairs Committee.

**SAN DIEGO MESA COLLEGE
PROGRAM REVIEW COMMITTEE
PROGRAM ASSESSMENT AND DEVELOPMENT OF GOALS AND ACTION PLAN
YEAR ONE EVALUATION WORKSHEET**

Program/Service Area Name: _____

Name of Reviewer/Date of Review: _____

A. Program or Service Area Description

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

- provide your program or service area's mission statement

Criteria		Comments
A.	The mission statement is present?	
B.	The mission statement supports both college and program/service area goals	

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

Criteria		Comments
A.	Does the response indicate how the program/service area addresses the mission?	
B.	Are the ways the mission is addressed enumerated?	

- what degrees and certificates are offered by the program (only for Instructional Programs)

Criteria		Comments
A.	Are the degrees and certificates listed?	
B.	Are program pages attached?	

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

Criteria		Comments
A.	Are the program's/service area's strengths listed?	
B.	Are the program's/service area's challenges listed?	
C.	Have program/service area changes been addressed?	

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

Criteria		Comments
A.	If response is none, the question is complete	
B.	Have improvements or modification been described?	

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

Criteria		Comments
A.	Summary of program or service area is present?	

B. Program or Service Area Assessment

Value of the Program/Service Area to Students

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

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

- the diversity of the student population in the program or using the service area and how the program/service area encourages and addresses diversity (age, ethnicity, gender, and needs of students with disabilities, academic preparation, diverse learning styles or special work and/or family responsibilities)

Criteria		Comments
A.	Does the response address the appropriate diversity factors?	

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

Criteria		Comments
A.	Is the response specific to the program/service area?	
B.	Are the pertinent parts of the question addressed in sufficient detail?	

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

Criteria		Comments
A.	Does the response describe how the program or service area meets the needs of basic skills students?	

3. Describe the progress made by the program or service area in the development and implementation of the College's Student Learning Outcomes (SLOs) at the Associate Degree level. Administrative Services respond using Administrative Unit Outcomes (AUOs). When responding, the following information should be considered and reported.

- what are the SLOs/AUOs for the program or service area

Criteria		Comments
A.	Does the response address the appropriate SLOs/AUOs components? If developed, additional SLOs/AUOs are also reported.	
B.	Is the methodology used to determine the appropriate SLO(s)/AUO(s) documented?	

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

Criteria		Comments
A.	Does the response describe the framework and timeline used?	
B.	If in the planning stages, are the next steps described and included in the program's or service area's goals?	

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

Criteria		Comments
A.	Does the response describe the activities used for each of the outcomes?	
B.	If in progress, are the next steps described and included in the program's or service area's goals?	

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

Criteria		Comments
A.	Does the response describe the types of assessment being used to measure the achievement of the selected outcomes?	
B.	If in progress, are the next steps described and included in the program's or service area's goals?	

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

Criteria		Comments
A.	Does the response describe the results of the assessment(s) and how these were used for program or service area improvement?	
B.	If in progress, are the next steps described and included in the program's or service area's goals?	

- to assist the SLOAC Coordinator and the ALO, please describe where the program or service area files its SLO/AUO documentation

Criteria		Comments
A.	Does the response describe the location?	
B.	If location not given, state why.	

Value of the Program/Service Area to the Community

Describe how the program/service area seeks to meet specific community needs. When responding, the following information should be considered and reported upon as appropriate:

- the program's/service area's advisory committee or equivalent group that has input to the program

Criteria		Comments
A.	Is the make up of the advisory committee or its equivalent described? If not, why?	
B.	Is the role of the committee (or its equivalent) described? If not, why?	
C.	How are the committee's (or its equivalent's) recommendations implemented?	

- the cultural, athletic, extracurricular or other activities offered by the program/service area that attract community members to the College

Criteria		Comments
A.	Does the response describe the activities undertaken by the program/ service area?	
B.	If currently none, are there plans to offer activities?	

- any outreach activities, such as service learning, in which the program/service area participates

Criteria		Comments
A.	Does the response describe any outreach activities?	
B.	If not, does the writer explain why?	
C.	Also, are there plans to do so?	

Value of the Program/Service Area to Mesa College

Describe how the program/service area serves Mesa College. When responding, the following information should be considered and reported upon as appropriate:

- all new courses or service area workshops developed and courses or service area workshops that have been revised since the previous program review and how these changes fulfill the mission of the college

Criteria		Comments
A.	If response is none, the question is complete.	
B.	If courses or service area workshops are listed, does the response explain how the mission of the college is served?	

- describe the program's or service area's plan for review and/or integration of its curriculum or service area workshops stating which courses, service area workshops, degrees, and/or certificates will be reviewed in each of the years of the five-year review cycle.

Criteria		Comments
A.	Does the response explain the program's or service area's plan for review and/or integration of its curriculum or service area workshops? If not, does the writer explain why?	
B.	Is the planning grid for the curriculum review attached? (for academic courses only)	

- ways the program/service area serves faculty and staff

Criteria		Comments
A.	Does the response explain how the program/service area serves faculty and staff?	
B.	If not, are there plans to do so?	

C. New Goals for the Program/Service Area

List the new goals for the program by **filling in Form 3, Column 1 to complete this section**. After reviewing existing program/service area goals, appropriate accreditation and/or advisory committee recommendations, and the college planning documents, including college, school, and department and service area goals, new written goals should be established for the program or service area. These goals should be stated as short-term goals (three years or less), and long-term goals (more than three years). The goals should cover any aspect of the program or service area including but not limited to: course offerings, enrollments, student learning or administrative unit outcomes (SLOs/AUOs), curriculum review, students, equipment, facilities, health and safety issues, program plans, budget and personnel.

Criteria		Comments
A.	Were instructions followed?	
B.	Were existing goals, accrediting recommendations, and advisory committee recommendations used in development of new goals?	
C.	Are the goals divided into short and long-term?	
D.	Do these goals reflect the issues noted on earlier parts of this document?	

D. Statement of Program/Service Area Needs:

List what the program/service area needs are in order to meet the new goals by **filling in Form 3 Column 2 to complete this section**. This list may include personnel, equipment and facilities. Be as specific as possible and give estimated dollar amounts if appropriate. When possible, avenues for funding should be recommended such as: Perkins awards, institutional grants, district grants, or any other possible sources of funding.

Criteria		Comments
A.	Are the identified needs consistent with goals and are these specific?	
B.	Have these needs been discussed in other relevant parts of this document?	
C.	Are these needs documented in an appropriate way?	

E. Plan of Action:

State the established Plan of Action by **filling in Form 3, Columns 3, 4 and 5, to complete this section**. This plan will establish explicit actions to be taken, time line for action to accomplish the new goals, and the person(s) assigned.

Criteria		Comments
A.	Is the plan of action related to program needs and goals?	
B.	Are the plans concrete and realistic?	
C.	Are persons assigned identified?	

**SAN DIEGO MESA COLLEGE
PROGRAM REVIEW HANDBOOK
YEAR TWO: PROGRESS REPORT**

A. INTRODUCTION

The “Year Two Progress Report” is designed to aid the lead writers of the program reviews to report what progress has been made to attain the goals defined in the original program review document (Year One). Any new goals that were added following the review of the Year One Report should also be discussed.

B. TIMELINE

The following timeline and process is recommended for this phase of the program review process:

1. No later than the first Tuesday of November: The Office of Instructional Services, Resource Development and Research provides Year Two Progress Report materials to lead writers. (Note: A reminder is sent in early December to ensure these materials are received.) Institutional effectiveness data compiled by the Manager, available on the District Website, or other sources should be used to support responses, new goals, statements of program needs and plans of action.

Lead writer distributes, reviews, and discusses the materials received with the manager and appropriate faculty and staff. A schedule of meetings to discuss this implementation phase should be developed to ensure that goals and timelines as documented by the program are carried out.
2. No later than February 14: The lead writers are sent a reminder that the program review cycle for Year Two is in progress and acknowledges receipt of materials.
3. No later than March 15: The lead writer prepares the Year Two Progress Report and submits to the manager with checklist. Manager may return the report to the lead writer for revision.
4. No later than March 30: The manager reviews the Year Two Progress Report using the provided checklist and submits these to the Program Review Committee. The manager may provide comments to the Committee.
5. No later than March 30: The Program Review Committee begins its review of the Year Two Progress Report. Assigned committee members contact lead writers for clarification.
6. No later than April 15: All outstanding Year Two Progress Reports are returned to the Program Review Committee for finalization. The Program Review Committee begins the writing of its report for submission to the Academic Affairs Committee and Vice Presidents of Instruction, Student and Administrative Services.
7. No later than May 15: The Program Review Committee submits its Year-End Report to the Academic Affairs Committee and Vice Presidents of Instruction, Student and Administrative Services.
8. No later than the last Tuesday in May: Program Review Committee submits its Year-End Report to the President’s Cabinet for final approval.

C. GUIDELINES FOR WRITING YEAR TWO PROGRESS REPORT

Part A

Submit a copy of **Form 3** which reflects the *current* status of the program’s or service area’s *current* goals. On this copy of **Form 3** indicate on the left margin the status of each goal using one of the following abbreviations: completed (“**C**”); in-progress (“**IP**”); deleted (“**D**”); and, added (“**A**”). Make appropriate changes to column 4 (timeframe) and column 5 (person(s) assigned) if necessary.

Part B

Answer the questions on the “Year Two: Progress Report Response Sheet” found on page 36. Further insights as to what the responses should include can be gained by referring to the “Year Two Evaluation Worksheet” used by members of the Program Review Committee to evaluate the program report.

D. YEAR TWO EVALUATION WORKSHEET

The worksheet found on page 39 is used by members of the Program Review Committee to evaluate the responses to the questions on the Year Two: Progress Report Response Sheet.

At least two committee members will be assigned to review the Year Two Progress Report. To prevent conflict of interest, committee members will be assigned to review programs outside their department, school or service area.

During the evaluation process, committee members will interact with the lead writers to clarify or obtain additional information. These communications will be documented and become part of the committee's year-end report.

Each committee member will write appropriate comments when necessary to inform and assist the lead writer during the consultation phase. In addition, these comments, with input from the manager, will form the basis for the committee's year-end report.

These forms will be kept on file until the next review cycle and will be available to lead writers, managers, and members of the Academic Affairs Committee as well as the President's Cabinet.

**SAN DIEGO MESA COLLEGE
PROGRAM REVIEW**

YEAR TWO: PROGRESS REPORT RESPONSE SHEET, PART A

FORM 3 – GOALS, NEEDS AND PLAN OF ACTION

PROGRAM/SERVICE AREA: _____

INSTRUCTIONS

Select one of the abbreviations located in the left-hand column that best describes the status of each goal: “C” means completed; “IP”, in progress; “D”, deleted, and “A”, added. For those added goals, space is provided at the bottom of the form. Please complete all five columns for these added goals. For goals still in progress (IP), make appropriate changes where necessary (i.e. timeframe and/or person(s) assigned).

<u>STATUS</u>				<u>COLUMN 1</u>	<u>COLUMN 2</u>	<u>COLUMN 3</u>	<u>COLUMN 4</u>	<u>COLUMN 5</u>
C	IP	D	A	A. Short-term goals (three years or less)	Needs	Actions to be taken	Timeframe	Person(s) Assigned
				1.				
				2.				
				3.				
				4.				
				5.				

<u>STATUS</u>				<u>COLUMN 1</u>	<u>COLUMN 2</u>	<u>COLUMN 3</u>	<u>COLUMN 4</u>	<u>COLUMN 5</u>
C	IP	D	A	B. Long-term goals (more than three years)	Needs	Actions to be taken	Timeframe	Person(s) Assigned
				1.				
				2.				
				3.				
				4.				
				5.				

**SAN DIEGO MESA COLLEGE
PROGRAM REVIEW HANDBOOK**

YEAR TWO: PROGRESS REPORT RESPONSE SHEET, PART B

Program/Service Area Name: _____

INSTRUCTIONS

Please respond to the questions below and comment on the progress and/or changes made during the last year by the program or service area to reach the goals identified in **Form 3** of the Year One Program Review document. Also include the recommendations/suggestions for your program/ service area put forward by the Program Review Committee in its final report to the President's Cabinet.

1. By Year Two, the original short-term goals – i.e. goals to be accomplished within 3 years - should be in progress (**IP**). Please comment on those original short-term goals that have not been completed.

2. For goals identified on **Form 3** as being *in-progress* (**IP**) are the persons assigned still involved in the attainment of those goals? Has the timeframe changed? Where appropriate, make changes to timeframe and/or person(s) assigned columns on Form 3. Have recommendations, if any, made by the Program Review Committee in the Year One been incorporated or addressed?

3. In the last year, for those goals identified on **Form 3** as *deletions* (**D**) please comment as to what has occurred to make these changes necessary.

4. In the last year, for those goals identified on **Form 3** as *added* (**A**) please comment as to what has occurred to make these changes necessary. (These additions should be reflected in the five columns on the current **Form 3**.)

**Lead
Writer** _____ **Date** _____

Submitted by Department Chair or Supervisor/Designee _____ **Date** _____

Reviewed and forwarded by Manager _____ **Date** _____

FOR COMMITTEE USE ONLY:

Reviewed and forwarded by Vice President of Instruction, Student or Administrative Services

_____ **Date** _____

Reviewed, approved and forwarded by Program Review Committee Co-Chairs:

_____ **Date** _____

**SAN DIEGO MESA COLLEGE
PROGRAM REVIEW COMMITTEE
PROGRESS REPORT
YEAR TWO EVALUATION WORKSHEET**

Program/Service Area Name: _____

Name of Reviewer/Date of Review: _____

1. Completion of goals:

Criteria		Comments
A.	Have completed goals been indicated on Form 3 ?(Short term goals, ideally, should be in progress at this time.)	
B.	If any short term goals have not been met, are reasons provided as to why?	

2. Goals in-progress:

Criteria		Comments
A.	Were the goals still in-progress identified on Form 3 ?	
B.	Are the timeframe and person(s) identified in the original program review document (Form 3, Column 5) still the same? If not, have replacements/ substitutes been identified and appraised of their responsibilities?	
C.	Were the recommendations of the Program Review Committee in the first year response incorporated or addressed?	

3. Deletion of goals:

Criteria		Comments
A.	Were any deleted goals identified on Form 3 ?	
B.	If yes to 3A, were reasons for these deletions provided?	

4. Newly identified (additional) goals:

Criteria		Comments
A.	Have any additions to the short and/or long term goals of the program been identified on Form 3?	
B.	If yes to 4A, have all of the columns been addressed?	
C.	If yes to 4A, has an explanation been provided for the addition of each new goal?	

**SAN DIEGO MESA COLLEGE
PROGRAM REVIEW HANDBOOK
YEAR THREE: MIDTERM REPORT**

A. INTRODUCTION

In the third year of the Program Review process, the program or service area will continue to work to implement the short and long-term goals. Also, the program or service area will work to address any recommendations made during the subsequent two years.

B. TIMELINE

The following timeline and process is recommended for this phase of the program review process:

1. No later than the first Tuesday of November: The Office of Instructional Services, Resource Development and Research provides Midterm Report materials to lead writers. (Note: A reminder is sent in early December to ensure these materials were received.) Institutional effectiveness data compiled by the manager, available on the District Website, or other sources should be used to support responses, new goals, statements of program needs and plans of action.

Lead writer distributes, reviews, and discusses the materials received with the manager and appropriate faculty and staff. A schedule of meetings to discuss this implementation phase should be developed to ensure that goals and timelines as documented by the program are carried out.
2. No later than February 14: The lead writers are sent a reminder that the program review cycle for Year Three is in progress and acknowledge receipt of materials.
9. No later than March 15: The lead writer prepares the Year Three Midterm Report and submits to the manager with checklist. Manager may return the report to the lead writer with revision.
10. No later than March 30: The manager reviews the Year Three Midterm Report using the provided checklist and submits these to the Program Review Committee. The manager may provide comments to the committee.
11. No later than March 30: The Program Review Committee begins its review of the Year Three Midterm Report. Assigned committee members contact lead writers for clarification.
12. No later than April 15: All outstanding Year Three Midterm Reports are returned to the Program Review Committee for finalization. The Program Review Committee begins the writing of its report for submission to the Academic Affairs Committee and Vice Presidents of Instruction, Student and Administrative Services.
13. No later than May 15: The Program Review Committee submits its Year-End Report to the Academic Affairs Committee and Vice Presidents of Instruction, Student and Administrative Services.
14. No later than the last Tuesday in May: Program Review Committee submits its Year-End Report to the President's Cabinet for final approval.

C. GUIDELINES FOR WRITING YEAR THREE MIDTERM REPORT

The Year Three Midterm Report is, like Year Two, a progress report (see pages 42 to 44) on the status of the program or service area since the last program review. In it, the program or service area should comment on progress made toward the goals set in Year One. In addition, any obstacles to achieving the goals or changes to the goals should be enumerated. This is also an opportunity for the program or service area to discuss any changes that have been made to the program or service area since the first year of the review.

Updated data, similar to that given in Year One, is available on the District website, from your manager or other sources. The program or service area should comment on any significant changes since the last review.

In answering the questions, it is best to enumerate each goal, and discuss the progress and/or obstacles.

D. YEAR THREE EVALUATION WORKSHEET

The worksheet found on page 45 is used by members of the Program Review Committee to evaluate the responses to the questions on the Year Three: Midterm Report.

At least two committee members will be assigned to review the Year Three Midterm Report. To prevent conflict of interest, committee members will be assigned to review programs outside their department, school or service area.

During the evaluation process, committee members will interact with the lead writers to clarify or obtain additional information. These communications will be documented and become part of the committee's Year-End report.

Each committee member will write appropriate comments when necessary to inform and assist the lead writer during the consultation phase. In addition, these comments, with input from the manager, will form the basis for the committee's Year-End report.

These forms will be kept on file until the next review cycle and will be available to lead writers, managers, and members of the Academic Affairs Committee as well as the President's Cabinet.

**SAN DIEGO MESA COLLEGE
PROGRAM REVIEW HANDBOOK**

YEAR THREE: MIDTERM REPORT RESPONSE SHEET

INSTRUCTIONS

Using the program's or service area's established goals and action plan as well as the information received from the Program Review Committee, complete the following questions.

- Using the short term goals enumerated in Years One and Two of your program review complete the table below.

PROGRAM/SERVICE AREA: _____

<u>COLUMN 1</u>	<u>COLUMN 2</u>	<u>COLUMN 3</u>	<u>COLUMN 4</u>	<u>COLUMN 5</u>	<u>COLUMN 6</u>
A. Short-term goals (three years or less)	Needs	Progress	Obstacles (if any)	Changes (if any)	Projected Completion
1.					
2.					
3.					
4.					

2. Using the long term goals enumerated in Years One and Two of your program review complete the table below:

<u>COLUMN 1</u>	<u>COLUMN 2</u>	<u>COLUMN 3</u>	<u>COLUMN 4</u>	<u>COLUMN 5</u>	<u>COLUMN 6</u>
B. Long-term goals (three years or more)	Needs	Progress	Obstacles (if any)	Changes (if any)	Projected Completion
1.					
2.					
3.					
4.					

3. If any new goals have been added, complete the information below.

<u>COLUMN 1</u>	<u>COLUMN 2</u>	<u>COLUMN 3</u>	<u>COLUMN 4</u>	<u>COLUMN 5</u>
New Goals (<u>indicate as either short or long-term</u>)	Needs	Actions to be Taken	Timeframe	Person(s) Assigned
1.				
2.				
3.				

4. Using the Institutional Effectiveness Data from your manager, the District Website or other sources, please describe any significant changes in the program/service area since Year One of this program review cycle. Describe how these changes have impacted your program or service area.

NOTE: THIS SECTION FOR COMMITTEE USE ONLY

5. The goals listed below were completed (“C”) by the lead writer(s). These goals are provided as a record of the program’s accomplishments during the given timeframe. No further action is required unless necessary.

<u>COLUMN 1</u>	<u>COLUMN 1</u>
A. Short-term goals (three years or less)	B. Long-term goals (three years or more)
1.	1.
2.	2.
3.	3.

Lead Writer _____ Date _____

Submitted by Department Chair or Supervisor/Designee _____ Date _____

Reviewed and forwarded by Manager _____ Date _____

<p><u>FOR COMMITTEE USE ONLY:</u></p> <p>Reviewed and forwarded by Vice President of Instruction, Student or Administrative Services</p> <p>_____ Date _____</p> <p>Reviewed, approved and forwarded by Program Review Committee Co-Chairs:</p> <p>_____</p> <p style="text-align: right;">Date _____</p>
--

**SAN DIEGO MESA COLLEGE
PROGRAM REVIEW COMMITTEE
IMPLEMENTATION OF GOALS AND ACTION PLAN
YEAR THREE EVALUATION WORKSHEET**

Program/Service Area Name: _____

Name of Reviewer/Date of Review: _____

1. Progress on short-term goals:

Criteria		Comments
A.	Have completed goals been indicated? (Short-term goals, ideally, should be in progress by this time.)	
B.	If any short-term goals have not been met, are the obstacles provided?	
C.	If there are changes, are those described?	
D.	Is the projected completion date given?	

2. Progress on long-term goals:

Criteria		Comments
A.	Were the goals still in-progress identified?	
B.	Are the obstacles, if any, identified?	
C.	If there are changes, are these described?	
D.	Is the projected completion date given?	

3. If any new goals have been added, complete the information below:

Criteria		Comments
A.	Are the new goals identified as either short or long-term?	
B.	Are the identified needs consistent with the new goals and are these specific?	
C.	Is the plan of action related to program needs and goals?	
D.	Is the timeline related?	
E.	Are person(s) assigned identified?	

4. Using the Institutional effectiveness data from your manager, the District Website or other sources please describe any significant changes in the program/service area since the beginning of program review. Describe how these changes have impacted your program or service area.

Criteria		Comments
A.	Is the data addressed?	
B.	Are impacts on the program discussed?	

**SAN DIEGO MESA COLLEGE
PROGRAM REVIEW HANDBOOK
YEAR FOUR: PROGRESS REPORT**

A. INTRODUCTION

The “Year Four Progress Report” is designed to aid the lead writers of the program reviews to report what progress has been made to attain the goals defined in the original program review document (Year One). Any new goals that were added during the subsequent three years should also be discussed.

B. TIMELINE

The following timeline and process is recommended for this phase of the program review process:

1. No later than the first Tuesday of November: The Office of Instructional Services, Resource Development and Research provides Year Four Progress Report materials to lead writers. (Note: A reminder is sent in early December to ensure these materials were received.) Institutional effectiveness data compiled by the manager, available District Website or other sources should be used to support responses, new goals, statements of program needs and plans of action.

Lead writer distributes, reviews, and discusses the materials received with the manager and appropriate faculty and staff. A schedule of meetings to discuss this implementation phase should be developed to ensure that goals and timelines as documented by the program are carried out.
2. No later than February 14: The lead writers are sent a reminder that the program review cycle for Year Four is in progress and acknowledge receipt of materials.
15. No later than March 15: The lead writer prepares the Year Four Progress Report and submits to the manager with checklist. Manager may return the report to lead writer for revision.
16. No later than March 30: The manager reviews the Year Four Progress Report using the provided checklist and submits these to the Program Review Committee. The manager may provide comments to the Committee.
17. No later than March 30: The Program Review Committee begins its review of the Year Four Progress Report. Assigned committee members contact lead writers for clarification.
18. No later than April 15: All outstanding Year Four Progress Reports are returned to the Program Review Committee for finalization. The Program Review Committee begins the writing of its report for submission to the Academic Affairs Committee and Vice Presidents of Instruction, Student and Administrative Services.
19. No later than May 15: The Program Review Committee submits its Year-End Report to the Academic Affairs Committee and Vice Presidents of Instruction, Student and Administrative Services.
20. No later than the last Tuesday in May: Program Review Committee submits its Year-End Report to the President’s Cabinet for final approval.

C. GUIDELINES FOR WRITING YEAR FOUR PROGRESS REPORT

Part A

Submit a copy of **Form 3** which reflects the *current* status of the program’s or service area’s *current* goals. On this copy of **Form 3** indicate on the left margin the status of each goal using one of the following abbreviations: completed (“**C**”); in-progress (“**IP**”); deleted (“**D**”); and, added (“**A**”). Make appropriate changes to column 4 (timeframe) and column 5 (person(s) assigned) if necessary.

Part B

Answer the questions on the “Year Four: Progress Report Response Sheet” found on page 48. Further insights as to what the responses should include can be gained by referring to the “Year Four Evaluation Worksheet” used by members of the Program Review Committee to evaluate the program report.

D. YEAR FOUR EVALUATION WORKSHEET

The worksheet found on page 51 is used by members of the Program Review Committee to evaluate the responses to the questions on the Year Four: Progress Report Response Sheet.

At least two committee members will be assigned to review the Year Four Progress Report. To prevent conflict of interest, committee members will be assigned to review programs outside their department, school or service area.

During the evaluation process, committee members will interact with the lead writers to clarify or obtain additional information. These communications will be documented and become part of the committee's Year-End report.

Each committee member will write appropriate comments when necessary to inform and assist the lead writer during the consultation phase. In addition, these comments, with input from the manager, will form the basis for the committee's Year-End report.

These forms will be kept on file until the next review cycle and will be available to lead writers, managers, and members of the Academic Affairs Committee as well as the President's Cabinet.

**SAN DIEGO MESA COLLEGE
PROGRAM REVIEW**

YEAR FOUR: PROGRESS REPORT RESPONSE SHEET, PART A

FORM 3 – GOALS, NEEDS AND PLAN OF ACTION

PROGRAM/SERVICE AREA: _____

INSTRUCTIONS

Select one of the abbreviations located in the left-hand column that best describes the status of each goal: “C” means completed; “IP”, in progress; “D”, deleted, and “A”, added. For those added goals, space is provided at the bottom of the form. Please complete all five columns for these added goals. For goals still in progress (IP), make appropriate changes where necessary (i.e. timeframe and/or person(s) assigned).

<u>STATUS</u>				<u>COLUMN 1</u>	<u>COLUMN 2</u>	<u>COLUMN 3</u>	<u>COLUMN 4</u>	<u>COLUMN 5</u>
C	IP	D	A	C. Short-term goals (three years or less)	Needs	Actions to be taken	Timeframe	Person(s) Assigned
				1.				
				2.				
				3.				
				5.				

<u>STATUS</u>				<u>COLUMN 1</u>	<u>COLUMN 2</u>	<u>COLUMN 3</u>	<u>COLUMN 4</u>	<u>COLUMN 5</u>
C	IP	D	A	D. Long-term goals (more than three years)	Needs	Actions to be taken	Timeframe	Person(s) Assigned
				1.				
				2.				
				3.				
				5.				

NOTE: THIS SECTION FOR COMMITTEE USE ONLY

The goals listed below were completed (“C”) by the lead writer(s). These goals are provided as a record of the program’s or service area’s accomplishments during the given timeframe. No further action is required unless necessary.

<u>COLUMN 1</u>	<u>COLUMN 1</u>
A. Short-term goals (three years or less)	B. Long-term goals (three years or more)
1.	1.
2.	2.
3.	3.

**SAN DIEGO MESA COLLEGE
PROGRAM REVIEW HANDBOOK**

YEAR FOUR: PROGRESS REPORT RESPONSE SHEET, PART B

Program/Service Area Name: _____

INSTRUCTIONS

Please respond to the questions below and comment on the progress and/or changes made in the last year by the program/service area to reach the goals identified in **Form 3** of its Program Review document. Also include the recommendations/suggestions for your program or service area put forward by the Program Review Committee in its response to the Year Three Midterm Report.

2. By Year Four, the original short-term goals – i.e. goals to be accomplished within 3 years - should be completed (**C**). Please comment on those original short-term goals that have not been completed.

5. For goals identified on **Form 3** as being *in-progress* (**IP**), are the persons assigned still involved in the attainment of those goals? Has the timeframe changed? Where appropriate, make changes to timeframe and/or person(s) assigned columns on Form 3. Have recommendations, if any, made by the Program Review Committee in the “Year Three Midterm Report” been incorporated or addressed?

6. In the last year, for those goals identified on **Form 3** as *deletions* (**D**) please comment as to what has occurred to make these changes necessary?

7. In the last year, for those goals identified on **Form 3** as *added* (**A**) please comment as to what has occurred to make these changes necessary. (These additions should be reflected in the five columns of the current **Form 3**).

Lead Writer _____ **Date** _____

Submitted by Department Chair or Supervisor/Designee _____ **Date** _____

Reviewed and forwarded by Manager _____ **Date** _____

FOR COMMITTEE USE ONLY:

Reviewed and forwarded by Vice President of Instruction, Student or Administrative Services

_____ **Date** _____

Reviewed, approved and forwarded by Program Review Committee Co-Chairs:

_____ **Date** _____

**SAN DIEGO MESA COLLEGE
PROGRAM REVIEW COMMITTEE
PROGRESS REPORT
YEAR FOUR EVALUATION WORKSHEET**

Program/Service Area Name: _____

Name of Reviewer/Date of Review: _____

1. Completion of goals:

Criteria		Comments
A.	Have completed goals been indicated on Form 3? (Short-term goals, ideally, should be completed by this time.)	
B.	If any short-term goals have not been met, are reasons provided as to why?	

2. Goals in-progress:

Criteria		Comments
A.	Were the goals still in-progress identified on Form 3?	
B.	Are the timeframe and person(s) identified in the original program review document (Form 3, Column 5) still the same? If not, have replacements/ substitutes been identified and appraised of their responsibilities?	
C.	Were the recommendations of the Program Review Committee in the first year response incorporated or addressed?	

3. Deletion of goals:

Criteria		Comments
A.	Were any deleted goals identified on Form 3?	
B.	If yes to 3A, were reasons for these deletions provided?	

4. Newly identified (additional) goals:

Criteria		Comments
A.	Have any additions to the short and/or long-term goals of the program been identified on Form 3?	
B.	If yes to 4A, have all of the columns been addressed?	
C.	If yes to 4A, has an explanation been provided for the addition of each new goal?	

**SAN DIEGO MESA COLLEGE
PROGRAM REVIEW HANDBOOK
YEAR FIVE: FINAL REPORT**

A. INTRODUCTION

The last stage of the Program Review process calls for the program/service area to provide a final report of progress made in addressing goals documented during the current program review five-year cycle. Information gathered for this report can be built upon for the process beginning again in Year One.

B. TIMELINE

The following timeline and process is recommended for this phase of the program review process:

1. No later than the first Tuesday of November: The Office of Instructional Services, Resource Development and Research provides Year Five Final Report materials to lead writers. (**Note:** A reminder is sent in early December to ensure these materials were received.) Institutional effectiveness data compiled by the Manager, available on the District Website or from other sources should be used to support responses, new goals, statements of program needs and plans of action.

Lead writer distributes, reviews, and discusses the materials received with the manager and appropriate faculty and staff. A schedule of meetings to discuss this implementation phase should be developed to ensure that goals and timelines as documented by the program or service area are carried out.
2. No later than February 14: The lead writers are sent a reminder that the program review cycle for Year Five is in progress and acknowledge receipt of materials.
21. No later than March 15: The lead writer prepares the Year Five Final Report and submits to the manager with the checklist. Manager may return the report to the lead writer for revision.
22. No later than March 30: The manager reviews the Year Five Final Report using the provided checklist and submits these to the Program Review Committee. The manager may provide comments to the Committee.
23. No later than March 30: The Program Review Committee begins its review of the Year Five Final Report. Assigned committee members contact lead writers for clarification.
24. No later than April 15: All outstanding Year Five Final Reports are returned to the Program Review Committee for finalization. The Program Review Committee begins the writing of its report for submission to the Academic Affairs Committee and Vice Presidents of Instruction, Student and Administrative Services.
25. No later than May 15: The Program Review Committee submits its Year-End Report to the Academic Affairs Committee and Vice Presidents of Instruction, Student and Administrative Services.
26. No later than the last Tuesday in May: Program Review Committee submits its Year-End Report to the President's Cabinet for final approval.

C. GUIDELINES FOR WRITING THE FINAL REPORT

The section found on page 53 of this Handbook describes how to complete the final report form used in Year Five of the Program Review cycle.

When responding to the questions in this section, follow the information written in italics as a guide.

D. YEAR FIVE EVALUATION WORKSHEET

The evaluation worksheet used by the Program Review Committee begins on page 54. The criteria used in this evaluation are directly related to each question contained in the Final Report.

Each committee member will write appropriate comments that will be used in the completion of the Report to the President's Cabinet. Lead writers will be contacted for clarification and additional information when necessary. These forms will be kept on file for reference and review.

**SAN DIEGO MESA COLLEGE
PROGRAM REVIEW
YEAR FIVE: FINAL REPORT RESPONSE SHEET**

Program/Service Area Name: _____

INSTRUCTIONS

Please respond as completely as possible. Using **Form 3** from Years Two through Four, comment on the progress and/or changes made during the last year. **As data needs are identified when responding to any of the questions below, please contact the Office of Instructional Services, Resource Development and Research for assistance as well as complete the "Request for Research Reports" form. NOTE: This form is located on the Research Committee Website and can be found using the following link:** <http://www.sdmesa.edu/instruction/research/pdf/research-request.pdf>

1. Describe any major changes to the program or service area since the completion of Year Four Progress Report. Program or service area changes may include, but are not limited to, changes in staffing, curriculum, etc.

When responding, include all major changes that have occurred and impacted the program or service area during the past year. Comment upon staffing (both faculty and support), facilities, curriculum, enrollment, advisory committee recommendations, equipment, FTEF, etc.

2. Describe the program's or service area's continuing progress in addressing its short-term goals.

Reference the program's or service area's short-term goals developed and implemented during this program review cycle including how these have been met. If the goals have not been met, explain why. Have these goals changed? If so, explain why.

3. Describe the program's or service area's continuing progress in addressing its long-term goals.

Reference the program's or service area's long-term goals developed and implemented during this program review cycle including how these have been met. If the goals have not been met, explain why. Have these goals changed? If so, explain why.

4. Describe any other significant accomplishments of the program or service area which have not been addressed in questions 2 & 3.

If not previously addressed, when responding, consider such topics as efforts to support student success; the diversity of the student population, faculty and staff; the application of technology in the program or service area; the development of student learning outcomes and assessment; relationships with the community.

5. Outline any new program or service area needs (personnel, equipment, facilities, etc.) and provide a rationale for each need.

When responding, please cover course offerings, enrollments, students, facilities, equipment, human resources (faculty positions, classified staff positions), and other relevant issues.

6. Describe any challenges that the program or service area currently faces.

When responding, please include any new needs, possible solutions and timelines.

Lead Writer: _____ **Date:** _____

Submitted By Department Chair or Supervisor/Designee: _____ **Date:** _____

Reviewed and forwarded By Manager: _____ **Date:** _____

FOR COMMITTEE USE ONLY:

Reviewed and forwarded by Vice President of Instruction, Student or Administrative Services

_____ **Date** _____

Reviewed, approved and forwarded by Program Review Committee Co-Chairs:

_____ **Date** _____

_____ **Date** _____

**SAN DIEGO MESA COLLEGE
PROGRAM REVIEW COMMITTEE
FINAL REPORT (YEAR FIVE) EVALUATION WORKSHEET**

Program/Service Area Name: _____

Name of Reviewer/Date of Review: _____

1. Describe any major changes to the program or service area since the completion of Year Four Progress Report. Program or service area changes may include, but are not limited to, changes in staffing, curriculum, etc.

Criteria		Comments
A.	Are all areas addressed? Are responses relevant?	
B.	Are there references to previous reports?	
C.	Are changes explained?	

2. Describe the program's or service area's continuing progress in addressing its short-term goals.

Criteria		Comments
A.	Are all short-term goals addressed? Are responses relevant?	
B.	Is implementation discussed?	
C.	Is there explanation for lack of progress?	

3. Describe the program's or service area's continuing progress in addressing its long-term goals.

Criteria		Comments
A.	Are all long-term goals addressed? Are responses relevant?	
B.	Is implementation discussed?	
C.	Is there explanation for lack of progress?	

4. Describe any other significant accomplishments of the program or service area, which have not been addressed in questions 2 & 3.

Criteria		Comments
A.	If addressed, does the response describe the accomplishment?	
B.	Is the response relevant?	

5. Outline any new program or service area needs (personnel, equipment, facilities, etc.) and provide a rationale for each need.

Criteria		Comments
A.	Are any of the new needs identified and explained?	
B.	Is rationale for new needs included?	

6. Describe any challenges that the program or service area currently faces.

Criteria		Comments
A.	Are the challenges identified and explained?	
B.	If appropriate, are solutions suggested?	

SAN DIEGO MESA COLLEGE
PROGRAM REVIEW HANDBOOK

APPENDICES

**San Diego Mesa College
Five-Year Program Review Cycle
Student Services Programs 2007/2008***

I. Year One

- A. Orientation/Assessment
- B. Counseling
 - (For internal purposes only)
 - a. Athletic advising
 - b. Puente
 - c. Mesa Academy
 - d. International Student component
 - e. PG classes
- C. Transfer Center
- D. Employment/Career Center
- E. DSPS
- F. EOPS/CARE/STAR

II. Year Two

- A. Evaluations
- B. Student Affairs

III. Year Three

- A. Outreach

IV. Year Four

- A. Financial Aid

V. Year Five

- A. Student Health Services
- B. Admissions/Records/Veterans
 - (For internal purposes only)
 - a. International Student component

7/25/07

* Year the academic and student services models were integrated.

SAN DIEGO MESA COLLEGE
OFFICE OF INSTRUCTIONAL SERVICES, RESOURCE DEVELOPMENT, AND RESEARCH

Request for Research Reports

All requests for research, including those to District Institutional Research and Planning, are processed through the Office of Instructional Services, Resource Development, and Research. Please complete this form and return it to Yvonne Bergland, Ph.D., Dean, Room A-109. Please also contact Dean Bergland at (619) 388-2509 to schedule a meeting to discuss and refine your request. In order to have your request processed, you will need to review and sign the Guidelines for Implementing the Research Planning Agenda (GIRPA) at <http://www.sdmesa.edu/instruction/research/pdf/DataSensitivityGIRPALatest3-08.pdf>.

NAME: _____ DATE: _____

SCHOOL/DEPARTMENT/UNIT: _____

1. **Research question(s):** (To guide the formation of your research question, consider: What is the problem you are trying to solve, or the decision you are trying to make, or the new knowledge you are seeking to produce?)
Example: Is there a performance gap among students enrolled in Biology courses?

2. **Research report requested:** (What is the end product report that you are requesting?)
Example: Average GPA and completion rates for students enrolled in Biology during the fall and spring terms of the past two years, broken down by gender, ethnicity, and age using end-of-term data and excluding those students who dropped or never attended class.

3. **Reason and rationale for request:** (To assist us with the processing of your request, please state the reason for your request and then choose and specify the rationale.)

- a) **Reason for request, i.e., the ultimate use of your research. Data will be provided for this purpose only. To use this research for any purpose other than that which is stated here, you will need to obtain written approval from the Office of Instructional Services, Resource Development, and Research.** _____

- b) **Rationale and explanation** (choose one of the following and explain in the space provided)

Mesa mission statement _____

Current Mesa goals and objectives _____

Other, e.g. Program Review, school or department goals, accreditation, licensure requirement, Title 5, Mesa Research Agenda, or Educational Master Plan _____

4. **Date research report is needed:** _____

5. **Parameters of research report:** (Consider: What kind of information would be most useful in answering your research question? Please mark **at least** one item in each of the following areas. Your specificity here will affect the extent to which the research analyst will be able to assist you.)

- a) **Level of inquiry:** (choose all that apply)

___ College-wide

___ Academic unit

___ Discipline

___ Course

___ Section

___ Other: Please specify _____

b) **Population of interest:** (choose all that apply under each category)

Age: Specify age(s) or age range(s) _____

Gender: _____ Female

_____ Male

Ethnicity: _____ All, aggregated

_____ All, disaggregated

_____ Specify: _____

Enrollment in a discipline: Please specify _____

Number of students: Please specify if applicable _____

Other _____

c) **Timeframe:**

Year(s): _____

Term(s): (choose all that apply)

_____ Fall

_____ January Intersession

_____ Spring

_____ Early Summer

_____ Regular Summer

Point in term: _____ Census

_____ End of term

Other: Please specify _____

d) **Please indicate if this research request will require additional reports for the project involved.** (Example: Additional follow-up reports for a grant, a continuing project, etc.)

_____ Yes

_____ No

If **Yes**, please explain: _____

(*) I have read and agree to the conditions outlined in the "Guidelines for Implementing the Research Planning Agenda" (GIRPA).

A signed and dated copy of this document is attached to this Request for Research Report.

(*) Name/Signature of Requestor

Date

Name/Signature of Department Chair

Date

Name/Signature of Dean or Appropriate Manager

Date

FOR OFFICE USE ONLY:

() Request Completed At Mesa

() Request Sent to District

() Request Requires Additional Reports

Processed by: _____

Date Processed at Mesa: _____

Date Sent to District: _____

**SAN DIEGO MESA COLLEGE
PROGRAM REVIEW HANDBOOK
LEAD WRITER/MANAGER CHECKLIST**

PROGRAM/SERVICE AREA: _____

LEAD WRITER(S): _____

A. INSTRUCTIONS FOR LEAD WRITER:

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

- _____ 1. Attach **copies of all research** you used when responding to program review questions. For Year One only, submit the **SLO/AUO documentation, six-year curriculum review planning grid, and the program pages from the current catalog.**
- _____ 2. After the **original** program review has been **signed by you as the lead writer, and by the department chair**, please submit this document to your manager for review and approval. Please staple top left corner only.
- _____ 3. After your program review has been approved by your manager, send **one (1) electronic copy** of program review document via email to cpalesti@sdccd.edu. **NOTE:** Your manager will notify you when to send the electronic copy (see B. #3 below).
(Office Use Only: Date received: _____)

B. INSTRUCTIONS FOR MANAGER:

When you have completed your review of the document:

- _____ 1. Please **sign the original document** in the space provided.
- _____ 2. Submit **the original and two (2) signed copies** of the program review document to the Office of Instructional Services, Resource Development and Research. (Office of Instructional Services, Resource Development and Research will deliver copy to Vice Presidents of Instruction, Student and Administrative Services.) Please staple top left corners only.
- _____ 3. Notify the lead writer the program review has been approved and to send the electronic copy as described in A. #3 above.

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

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

- _____ If corrections are made, due to their suggestions, submit as an **addendum, both a hard copy and electronic version**, to the Office of Instructional Services, Resource Development and Research **only**.

Submitted by: _____
Signature of Lead Writer/Date

Signature of Manager/Date

**San Diego Mesa College
Program Review Committee**

Integration Project Subcommittee

Administrative Services – Year One, 2008/2009*

A. Instructional and Staff Support

1. Reprographic Center
2. Mailroom
3. Stockroom

Lead Writer: Penny Hedgecoth

Co-Writer: Barry Coleman

B. Business Operations

1. Business Services
2. Admin./Tech. Support and Info. Services
3. Administrative Employment/Payroll Services
4. Accounting

Lead Writer: Kathleen Wells

Co-Writer: Patty Banda

* Year Administrative Services integrated into Program Review Model