

SAN DIEGO MESA COLLEGE

San Diego Mesa College

Program Review

Committee Report for Year One

2010-2011

Presented and Approved by President's Cabinet

May 1, 2012


SAN DIEGO MESA COLLEGE
PROGRAM REVIEW COMMITTEE
COMMITTEE REPORT TO PRESIDENT’S CABINET
REPORT FOR YEAR ONE
2010-2011 PROGRAM REVIEWS

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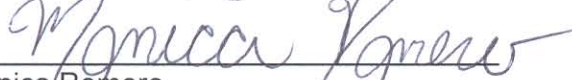
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**SAN DIEGO MESA COLLEGE
ACADEMIC PROGRAM REVIEW COMMITTEE
COMMITTEE REPORT TO PRESIDENT'S CABINET
YEAR-END REPORT FOR YEAR ONE
2010-2011**

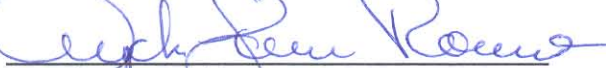
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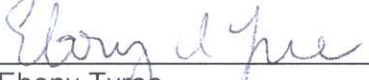
Jill Baker
Administrative Representative, Co-Chair



Monica Romero
Student Services Representative, Co-Chair



Angela Liewen Romeo
Classified Senate Representative



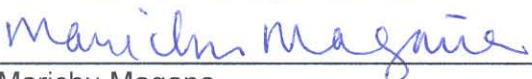
Ebony Tyree
Classified Senate Representative



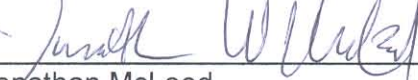
Manny Bautista
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Anne Geller
Academic Senate Representative



Marichu Magana
Academic Senate Representative



Jonathan McLeod
Academic Senate Representative



Jill Moreno-Ikari
Academic Senate Representative




William Craft
Administrative Representative



Brianna Hayes
Ex-Officio – Campus Based Researcher



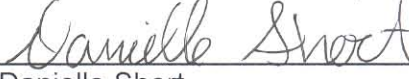
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Kristan Clark
Academic Senate Representative, Co-Chair




Kathleen Wells
Administrative Services Representative, Co-Chair



Danielle Short
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Robin Watkins
Classified Senate Representative




Brian Cushing
Academic Senate Representative



Ian Kay
Academic Senate Representative



Laura Mathis
Academic Senate Representative



Dina Miyoshi
Academic Senate Representative




Bruce Naschak
Academic Senate Representative



Chris Sullivan
Administrative Representative



Caterina Palestini
Ex-Officio – Administrative Support



Ashanti Hands
Administrative Representative

DATE: May 1, 2012

TO: President's Cabinet

SUBJECT: PROGRAM REVIEW REPORT FOR YEAR ONE, 2010-2011

The following list contains the names of the programs reviewed for Year One during the 2010-2011 academic year and program review cycle. For information and, more importantly, to recognize each for the work they have done, the names of the lead writers are included.

Program

American Sign Language/Interpreting
Child Development
Consumer Studies
Foreign Languages, All
Geography
Geographic Information Systems (P)
Outreach (P)
Physical Education (P)
Physics
Political Science
Psychology

Lead Writer(s)

Joseph Halcott/Barbara Buchanan
Susheela Narayanan
LouAnn Gibson
Shannon Shi/Francisco Zabaleta
Ken Berger
Karen Owen
Genevieve Esguerra
Kevin Hazlett
Claude Mona
Michelle Rodriguez
Dina Miyoshi/Laurie Mackenzie

(P) = Pilot for the new Goals Matrix

These program reviews, written by the lead writers with input from discipline faculty and staff as well as in conjunction with department chairs and managers, followed the revised San Diego Mesa College program review process described in the Program Review Handbook 2010-2011. Lead writers were assigned Program Review Committee liaisons at the beginning of the process. This assignment continues to encourage earlier interaction with the lead writers and results in a more complete final document. Service areas providing classes [i.e., DSPS and Counseling (Personal Growth)], and all academic programs received program-level data relative to student outcomes, enrollment and productivity for the most recent five (5) academic years. College-wide figures were provided for benchmarking purposes. Service areas used internally-collected data and Point-of-Service Survey results. Specially requested data were also provided when requested.

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

Of the eleven (11) program review plans scheduled for 2010-2011, one (1) of these is a student service area. All lead writers submitted their program plans within the established timeline.

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

After the Program Review Committee completed its examination of all submitted plans, the following reports were sent to the designated lead writers for final feedback. The following pages contain these reports of the Committee's findings. All supporting documentation and worksheets are on file in the Office of Instructional Services, Resource Development and Research.

Recommendations and Next Steps: As this is the last iteration of the five year cycle for Program Review, and a revised annual process has been adopted and approved by President's Cabinet, there are no recommendations and next steps provided here. All recommendations and next steps are included in the Program Review Annual Report, 2011-2012. Because the revised annual Program Review includes resource allocation requests, those programs in Year One were offered the opportunity to do one of the following:

1. Not make any additions or changes at this time, and leave the report as it is;
2. Complete Goal Matrices for the program's goals and needs;
3. Complete a new annual program review this year, supplanting the Year One Report included in this report.

The following programs opted to leave the report as it is, and will submit an annual report next year:

- American Sign Language
- Child Development
- Consumer Studies
- Languages
- Outreach

The following programs opted to complete new Goal Matrices:

- Geography
- Geographic Information Systems
- Physics
- Psychology

The following programs opted to write an annual report, which supplants their report in this document:

- Physical Education
- Political Science

Those programs opting to submit Goal Matrices were evaluated by their liaisons, and the outcomes of those addendums are included in the annual report for 2011-2012. Those programs completing new reports are included in the annual report for 2011-2012.

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

2010-2011 PROGRAM REVIEWS

Program or Service Area Name/ Lead Writer: American Sign Lang./Interpreting – J. Halcott/B. Buchanan			
Program Review Committee Liaisons: Kathy Wells, Monica Romero			
A. Program or Service Area Description – The program review addresses the following components:			
Criteria	Yes	No	Committee Comments
Program/Service Area Mission	✓		The program provided a copy of its mission statement. A description of how the service area supports the College's Mission statement is well written. Data was not used to address enrollment or productivity. Steps to maintain identified strengths are described; however, steps to correct challenges are not provided. A program summary describing positive changes and the most pressing challenge is provided.
College Mission/Vision/Values Addressed	✓		
Degrees/Certificates Described (Program Pages Attached)	✓		
Enrollment/Productivity Data Analyzed and Reported		✓	
Steps to Maintain Identified Strengths Described	✓		
Steps to Correct Identified Challenges Described		✓	
Program/Service Area Summary Provided	✓		
B. Program or Service Area Assessment			
1. Value of the Program or Service Area to Students – The program review describes how student needs are met through:			
Criteria	Yes	No	Committee Comments
Student Learning/Goal Attainment Discussed	✓		The program broadly discusses how it assists students and promotes goal attainment through the design of its classes; however this could be clarified further. Factors for the changes in gender and ethnic diversity are not addressed; however, they compared the change in diversity from 2005 to present against the national average. The program stated that diversity is addressed in the classroom. A well developed SLO rubric is attached and lists the SLO for each course. Methods used to determine how each SLO was determined were not documented; however, types of future assessment instruments are noted. The activities conducted by the service area to achieve these outcomes are described. The program is currently administering an assessment tool over the next three semesters, so next steps are not yet applicable. The location of the SLO information for the program is given.
Trends/Changes in Student Success/Goal Attainment Analyzed and Reported		✓	
Student Learning Outcomes Assessment Used		✓	
Student Diversity Factors/Special Circumstances Discussed		✓	
Trends/Changes in Student Diversity Analyzed and Reported	✓		
Basic Skills Level Needs Described	N/A		
SLOs/AUOs Development/Assessment <ul style="list-style-type: none"> • Step 1: SLO/AUO Identified • Step 2: Assessment Activities Described (Rubric Attached) • Step 3: Outcomes Results Described • Step 4: Assessment Cycle Next Steps • SLO/AUO Files Location Given 	<ul style="list-style-type: none"> ✓ ✓ ✓ NA ✓ 		

B. Program or Service Area Assessment			
2. Value of the Program or Service Area to the Community – The program review describes how community needs are met through:			
Criteria	Yes	No	Committee Comments
Advisory Committee or Equivalent Group Input and Membership, Role and Use of Input Described	✓		The membership of the committee is described. The make-up of the committee is very diverse. The role of this committee and how its recommendations are used for planning and/or resource allocation is not provided. Outreach activities undertaken by the program are described.
Outreach Activities (Cultural, Athletic, etc.) Described	✓		
B. Program or Service Area Assessment			
3. Value of the Program or Service Area to Mesa College – The program review describes how Mesa College is served:			
Criteria	Yes	No	Committee Comments
New and/or Revised Courses or Service Area Workshops Described	N/A		The program does not list any new courses. It does not list its plan to review or integrate its courses. The program provides its curriculum grid. Ways that the program serves the College including the faculty and staff are explained. These include involvement on shared governance committees and support of the ASL student club.
Six-year Curriculum Review Plan Described (Planning Grid Attached)	✓		
Service to College and Faculty/Staff Explained	✓		
C. New Goals for the Program or Service Area – The new goals established for the program or service area contain:			
Criteria	Yes	No	Committee Comments
Short and Long-term Goals Listed	✓		The lead writer listed the program's short and long-term goals; however, not all goals reflect the issues discussed in the narrative. Many of the goals could have been referenced as challenges in the narrative. The needs required to meet the goals are described. The plans of action are stated and complete with the persons responsible for carrying out the actions within a specified time frame.
Statement of Program/Service Needs Described	x		
Actions to be Taken Established and Reported	✓		
Timeframe Provided	✓		
Person(s) Assigned Identified and Reported	✓		
D-G. Appropriate Attachments Included:			
Criteria	Yes	No	Committee Comments
Copies of Research Used		✓	SLO documentation includes the rubric and is to be commended. The six year curriculum grid is included, as are the program pages.
SLO/AUO Documentation include Rubric if used	✓		
Six-Year Curriculum Review Grid	✓		
Program Pages	✓		
Committee Recommendation(s)/Comments:			
The Program Review Committee recommended that the program submit an addendum to address the areas that were found to be incomplete and are identified with a check mark in the NO column.			

Lead Writer Feedback:

The lead writers reviewed this report and made the following comments:

- We were given the option to do nothing this year and join the rest of the college in their beginning the new annual assessment of our department next year and that is what we elected to do.
- We would like to say in the section labeled A. Program or Service Area Description, #4 Enrollment Data Analyzed and Reported: Although we do not have the statistics to verify this, we have anecdotally noticed a slight growth in the number of males in our program which has been predominately female – which matches the national trend in the field. We also have seen a growth in the number of African American students entering the Interpreting part of the program.
- In Section B: Program or Service Area Assessment:
 - #2 Trends/Changes in Student Success/Goal Attainment Analyzed and Reported the email of Feb. 1, 2012, may have contained that information, but after diligently searching we were unable to locate the information inside said email.
 - #3 Student Learning Outcomes Assessment Used was reported as NO, but if you look at the comments inside of D-G Appropriate Attachments Included, it states under Committee Comments: “SLO documentation includes the rubric and is to be commended. The six year curriculum grid is included, as are the program pages.”

**PROGRAM REVIEW COMMITTEE
YEAR ONE COMMITTEE REPORT TO PRESIDENT'S CABINET**

2010-2011 PROGRAM REVIEWS

Program or Service Area Name/ Lead Writer: Child Development – Susheela Narayanan			
Program Review Committee Liaisons: Anne Geller, Laura Mathis			
A. Program or Service Area Description – The program review addresses the following components:			
Criteria	Yes	No	Committee Comments
Program/Service Area Mission	✓		The program provided a copy of its mission statement. The goals are consistent with the college's mission, vision, and values. The program provides childcare and offers courses for the associate degree, vocational training, and transfer. Degrees and certificates are provided via a link to the relevant web pages. An analysis of the enrollment and productivity data is provided. The program's strengths and challenges are described. Means for maintaining their strengths are described, including maintaining articulation for their GE courses and continuing with the Child Development Center. Means for addressing challenges are also included. A program summary is provided and details pressing needs of FTE, hiring of full time faculty, and comments regarding budget.
College Mission/Vision/Values Addressed	✓		
Degrees/Certificates Described (Program Pages Attached)	✓		
Enrollment/Productivity Data Analyzed and Reported	✓		
Steps to Maintain Identified Strengths Described	✓		
Steps to Correct Identified Challenges Described	✓		
Program/Service Area Summary Provided	✓		
B. Program or Service Area Assessment			
1. Value of the Program or Service Area to Students – The program review describes how student needs are met through:			
Criteria	Yes	No	Committee Comments
Student Learning/Goal Attainment Discussed	✓		The program discusses how student learning and goal attainment is promoted. The program provides a good discussion of the trends for student success/goal attainment and SLO assessment; however, it does not use data to support this discussion. The program assessment addresses diversity factors, uses data to analyze trends, and thoroughly describes how diversity is addressed and encouraged. The program provides specific technology enhanced learning techniques to support success for Basic Skills students.
Trends/Changes in Student Success/Goal Attainment Analyzed and Reported	✓		
Student Learning Outcomes Assessment Used	✓		
Student Diversity Factors/Special Circumstances Discussed	✓		
Trends/Changes in Student Diversity Analyzed and Reported	✓		
Basic Skills Level Needs Described	✓		
SLOs/AUOs Development/Assessment <ul style="list-style-type: none"> • Step 1: SLO/AUO Identified • Step 2: Assessment Activities Described (Rubric Attached) • Step 3: Outcomes Results Described • Step 4: Assessment Cycle Next Steps • SLO/AUO Files Location Given 	✓	<ul style="list-style-type: none"> ✓ ✓ 	The SLOs for this program have been identified, including the process used to develop these. The activities conducted by the program to achieve these outcomes are not described. The outcomes and assessment results are not described. The next steps in the assessment cycle are included. The location of the SLO information for the program is given.

B. Program or Service Area Assessment			
2. Value of the Program or Service Area to the Community – The program review describes how community needs are met through:			
Criteria	Yes	No	Committee Comments
Advisory Committee or Equivalent Group Input and Membership, Role and Use of Input Described	✓		The membership of the advisory committee is described, along with the role of this committee. Outreach efforts include participation in club rush and student orientations to recruit parents for the CDC.
Outreach Activities (Cultural, Athletic, etc.) Described	✓		
B. Program or Service Area Assessment			
3. Value of the Program or Service Area to Mesa College – The program review describes how Mesa College is served:			
Criteria	Yes	No	Committee Comments
New and/or Revised Courses or Service Area Workshops Described	NA		All courses are integrated and up to date. Curriculum Grid was attached. Ways that the program serves the College including the faculty and staff are addressed.
Six-year Curriculum Review Plan Described (Planning Grid Attached)	✓		
Service to College and Faculty/Staff Explained	✓		
C. New Goals for the Program or Service Area – The new goals established for the program or service area contain:			
Criteria	Yes	No	Committee Comments
Short and Long-term Goals Listed	✓		The program's short and long-term goals are listed and reflect issues noted in earlier parts of the document. The needs required to meet the goals are not described. Plans of action are not described; however, persons were assigned responsibility.
Statement of Program/Service Needs Described		✓	
Actions to be Taken Established and Reported		✓	
Timeframe Provided		✓	
Person(s) Assigned Identified and Reported	✓		
D-G. Appropriate Attachments Included:			
Criteria	Yes	No	Committee Comments
Copies of Research Used	✓		The lead writer provided copies of all attachments with the exception of the SLO documentation.
SLO/AUO Documentation include Rubric if used		✓	
Six-Year Curriculum Review Grid	✓		
Program Pages	✓		
Committee Recommendation(s)/Comments:			
The Program Review Committee recommended that the program submit an addendum to address the areas that were found to be incomplete and are identified with a check mark in the NO column.			
Lead Writer Feedback:			
The lead writer reviewed this report and made the following comments: <ul style="list-style-type: none"> • Most of the committee comments are positive • Some additional documentation needs to be provided 			

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

2010-2011 PROGRAM REVIEWS

Program or Service Area Name/ Lead Writer: Consumer Studies – Lou Ann Gibson			
Program Review Committee Liaisons: Ian Kay, Monica Romero			
A. Program or Service Area Description – The program review addresses the following components:			
Criteria	Yes	No	Committee Comments
Program/Service Area Mission	✓		The program provided a copy of their mission statement. A description of how the program supports the College's Mission statement is well written. The program description clearly reports the degrees and certificates offered. A detailed analysis of enrollment and productivity data was used to identify program or service area strengths and challenges. Steps to maintain identified strengths and to correct challenges are described. Program pages are included. A program summary was provided.
College Mission/Vision/Values Addressed	✓		
Degrees/Certificates Described (Program Pages Attached)	✓		
Enrollment/Productivity Data Analyzed and Reported	✓		
Steps to Maintain Identified Strengths Described	✓		
Steps to Correct Identified Challenges Described	✓		
Program/Service Area Summary Provided	✓		
B. Program or Service Area Assessment			
1. Value of the Program or Service Area to Students – The program review describes how student needs are met through:			
Criteria	Yes	No	Committee Comments
Student Learning/Goal Attainment Discussed	✓		The program discussed how student learning and goal attainment is promoted. An analysis of trends and use of student learning outcome assessment data is used to support how the program promotes student learning. The program assessment addresses the appropriate diversity factors. The lead writer provided program-generated research relative to their graduates. The SLOs for this program have been identified, including the process used to develop these. The activities conducted by the program to achieve these outcomes are described; the rubric is attached. The outcomes results are described, including the results of the assessment. The next steps in the assessment cycle are described. The location of the SLO information for the program is given.
Trends/Changes in Student Success/Goal Attainment Analyzed and Reported	✓		
Student Learning Outcomes Assessment Used	✓		
Student Diversity Factors/Special Circumstances Discussed	✓		
Trends/Changes in Student Diversity Analyzed and Reported	✓		
Basic Skills Level Needs Described	NA		
SLOs/AUOs Development/Assessment <ul style="list-style-type: none"> • Step 1: SLO/AUO Identified • Step 2: Assessment Activities Described (Rubric Attached) • Step 3: Outcomes Results Described • Step 4: Assessment Cycle Next Steps • SLO/AUO Files Location Given 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ 		

B. Program or Service Area Assessment			
2. Value of the Program or Service Area to the Community – The program review describes how community needs are met through:			
Criteria	Yes	No	Committee Comments
Advisory Committee or Equivalent Group Input and Membership, Role and Use of Input Described	NA		The lead writer stated that the program does not have an advisory committee or equivalent group that has input. The lead writer indicated that the impact of understaffing due to lack of faculty members precludes community activities.
Outreach Activities (Cultural, Athletic, etc.) Described	✓		
B. Program or Service Area Assessment			
3. Value of the Program or Service Area to Mesa College – The program review describes how Mesa College is served:			
Criteria	Yes	No	Committee Comments
New and/or Revised Courses or Service Area Workshops Described	✓		The program's six-year curriculum review plan is discussed, all courses are integrated and current, and the recommended grid is included. The program describes how it serves the College, and the faculty and staff.
Six-year Curriculum Review Plan Described (Planning Grid Attached)	✓		
Service to College and Faculty/Staff Explained	✓		
C. New Goals for the Program or Service Area – The new goals established for the program or service area contain:			
Criteria	Yes	No	Committee Comments
Short and Long-term Goals Listed	✓		The lead writer listed the program's short and long-term goals. The documentation needed to support these goals is included. The needs required to meet the goals are described. The plans of action are stated and complete with the persons responsible for carrying out the actions within the specified time frame. The liaisons noted that the program did an excellent job of developing goals related to the program's challenges that are indicated in the document.
Statement of Program/Service Needs Described	✓		
Actions to be Taken Established and Reported	✓		
Timeframe Provided	✓		
Person(s) Assigned Identified and Reported	✓		
D-G. Appropriate Attachments Included:			
Criteria	Yes	No	Committee Comments
Copies of Research Used	✓		The lead writer provided the attachments as indicated.
SLO/AUO Documentation include Rubric if used	✓		
Six-Year Curriculum Review Grid	✓		
Program Pages	✓		
Committee Recommendation(s)/Comments:			
The Committee found this program review plan to be thorough and very well written, with clearly articulated goals to address challenges.			
Lead Writer Feedback:			

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

2010-2011 PROGRAM REVIEWS

Program or Service Area Name/ Lead Writer: Foreign Languages, All – Shannon Shi/Francisco Zabaleta			
Program Review Committee Liaisons: Monica Romero, William Craft			
A. Program or Service Area Description – The program review addresses the following components:			
Criteria	Yes	No	Committee Comments
Program/Service Area Mission	✓		The program provided a copy of their mission statement. A description of how the program supports the College's Mission statement and its own goals is well written. The program description lists the degrees and certificates offered. A detailed analysis of enrollment and productivity data was used to describe the program's strengths and challenges. Graphical representation was used to illustrate comparisons between languages. Steps to maintain identified strengths are not complete, but do cite the need for more fulltime faculty. Steps to maintain identified challenges are thoroughly addressed. Program pages are included. A program summary was provided.
College Mission/Vision/Values Addressed	✓		
Degrees/Certificates Described (Program Pages Attached)	✓		
Enrollment/Productivity Data Analyzed and Reported	✓		
Steps to Maintain Identified Strengths Described		✓	
Steps to Correct Identified Challenges Described	✓		
Program/Service Area Summary Provided	✓		
B. Program or Service Area Assessment			
1. Value of the Program or Service Area to Students – The program review describes how student needs are met through:			
Criteria	Yes	No	Committee Comments
Student Learning/Goal Attainment Discussed	✓		The program provided a broad description of how student learning and goal attainment is assisted and promoted. An analysis of trends is used to support how the program promotes student learning. The program did not state how student learning assessment has been used to support and promote student learning in selected categories.
Trends/Changes in Student Success/Goal Attainment Analyzed and Reported	✓		
Student Learning Outcomes Assessment Used		✓	
Student Diversity Factors/Special Circumstances Discussed	✓		The program assessment addresses the appropriate diversity factors, and includes specific examples of campus involvement. Trends are analyzed and clearly presented.
Trends/Changes in Student Diversity Analyzed and Reported	✓		
Basic Skills Level Needs Described	NA		The SLO section contains a detailed picture of the program's work in SLO assessment. The development and use of a rubric containing predefined characteristics was well explained. Data was provided when responding to assessment results. Action Plans have been implemented. The next steps in the assessment cycle are described. The location of the SLO information for the program is given.
SLOs/AUOs Development/Assessment			
• Step 1: SLO/AUO Identified	✓		
• Step 2: Assessment Activities Described (Rubric Attached)	✓		
• Step 3: Outcomes Results Described	✓		
• Step 4: Assessment Cycle Next Steps	✓		
• SLO/AUO Files Location Given	✓		

B. Program or Service Area Assessment			
2. Value of the Program or Service Area to the Community – The program review describes how community needs are met through:			
Criteria	Yes	No	Committee Comments
Advisory Committee or Equivalent Group Input and Membership, Role and Use of Input Described	✓		The program does not have an advisory committee. The program provided a clearly articulated description of its outreach activities.
Outreach Activities (Cultural, Athletic, etc.) Described	✓		
B. Program or Service Area Assessment			
3. Value of the Program or Service Area to Mesa College – The program review describes how Mesa College is served:			
Criteria	Yes	No	Committee Comments
New and/or Revised Courses or Service Area Workshops Described	✓		When discussing how the program serves Mesa College, its sponsorship of the Annual Language Conference is highlighted. The program's six-year curriculum review plan is not included; however, the recommended grid is included. Ways that the program serves the College including the faculty and staff are addressed.
Six-year Curriculum Review Plan Described (Planning Grid Attached)		✓	
Service to College and Faculty/Staff Explained	✓		
C. New Goals for the Program or Service Area – The new goals established for the program or service area contain:			
Criteria	Yes	No	Committee Comments
Short and Long-term Goals Listed	✓		The lead writer listed the program's short and long-term goals. The documentation needed to support these goals was included. The needs required to meet the goals are described. The plans of action are described; however, not all goals have complete information in terms of the persons responsible for carrying out the actions or within the specified time frame.
Statement of Program/Service Needs Described	✓		
Actions to be Taken Established and Reported	✓		
Timeframe Provided	✓		
Person(s) Assigned Identified and Reported	✓		
D-G. Appropriate Attachments Included:			
Criteria	Yes	No	Committee Comments
Copies of Research Used	✓		The lead writer provided the appropriate attachments as indicated.
SLO/AUO Documentation include Rubric if used	✓		
Six-Year Curriculum Review Grid	✓		
Program Pages	✓		
Committee Recommendation(s)/Comments:			
The Committee found this program review plan to be well written with an excellent analysis of Student Learning Outcomes assessment and action plans. It was recommended that sections reflected with a check mark in the NO box be completed and submitted as an addendum.			
Lead Writer Feedback:			

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

2010-2011 PROGRAM REVIEWS

Program or Service Area Name/ Lead Writer: Geography – Ken Berger			
Program Review Committee Liaison: Kristan Clark, Monica Romero			
A. Program or Service Area Description – The program review addresses the following components:			
Criteria	Yes	No	Committee Comments
Program/Service Area Mission	✓		The mission statement is well defined and supports program goals. A description of how the program supports the College's mission, vision, and values is well written. The program description clearly reports the degrees and certificates offered. A thorough analysis of enrollment and productivity data was used to identify program or service area strengths and challenges. Steps to correct challenges are described; however, steps to maintain strengths are not. Program pages were included with the addendum submitted by the lead writer. A very thorough program summary was provided, including a description of its most significant strength and most pressing need.
College Mission/Vision/Values Addressed	✓		
Degrees/Certificates Described (Program Pages Attached)	✓		
Enrollment/Productivity Data Analyzed and Reported	✓		
Steps to Maintain Identified Strengths Described		✓	
Steps to Correct Identified Challenges Described	✓		
Program/Service Area Summary Provided	✓		
B. Program or Service Area Assessment			
1. Value of the Program or Service Area to Students – The program review describes how student needs are met through:			
Criteria	Yes	No	Committee Comments
Student Learning/Goal Attainment Discussed	✓		The program discussed how student learning and goal attainment is promoted. An analysis of trends and use of student learning outcome assessment data is used to support how the program promotes student learning. The program assessment addresses the appropriate diversity factors, and includes statistics for diversity within the program. The SLOs for this program have been identified, including the process used to develop these. The activities conducted by the program to achieve these outcomes are described, and a rubric is attached. The outcomes results are described, including the results of the assessment. The next steps in the assessment cycle are described. The location of the SLO information for the program is given.
Trends/Changes in Student Success/Goal Attainment Analyzed and Reported	✓		
Student Learning Outcomes Assessment Used	✓		
Student Diversity Factors/Special Circumstances Discussed	✓		
Trends/Changes in Student Diversity Analyzed and Reported	✓		
Basic Skills Level Needs Described	NA		
SLOs/AUOs Development/Assessment <ul style="list-style-type: none"> • Step 1: SLO/AUO Identified • Step 2: Assessment Activities Described (Rubric Attached) • Step 3: Outcomes Results Described • Step 4: Assessment Cycle Next Steps • SLO/AUO Files Location Given 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ 		

B. Program or Service Area Assessment			
2. Value of the Program or Service Area to the Community – The program review describes how community needs are met through:			
Criteria	Yes	No	Committee Comments
Advisory Committee or Equivalent Group Input and Membership, Role and Use of Input Described	NA		The program does not have an advisory committee. Outreach activities are described.
Outreach Activities (Cultural, Athletic, etc.) Described	✓		
B. Program or Service Area Assessment			
3. Value of the Program or Service Area to Mesa College – The program review describes how Mesa College is served:			
Criteria	Yes	No	Committee Comments
New and/or Revised Courses or Service Area Workshops Described	NA		When discussing how the program serves Mesa College, the program describes components of coursework offered. The program's six-year curriculum review plan is thoroughly discussed and the recommended grid is included. Ways that the program serves the College including the faculty and staff are addressed.
Six-year Curriculum Review Plan Described (Planning Grid Attached)	✓		
Service to College and Faculty/Staff Explained	✓		
C. New Goals for the Program or Service Area – The new goals established for the program or service area contain:			
Criteria	Yes	No	Committee Comments
Short and Long-term Goals Listed	✓		The lead writer listed the program's short and long-term goals. The documentation needed to support these goals was included. The needs required to meet the goals are described. The plans of action are stated and complete with the persons responsible for carrying out the actions within the specified time frame.
Statement of Program/Service Needs Described	✓		
Actions to be Taken Established and Reported	✓		
Timeframe Provided	✓		
Person(s) Assigned Identified and Reported	✓		
D-G. Appropriate Attachments Included:			
Criteria	Yes	No	Committee Comments
Copies of Research Used	✓		The lead writer provided the appropriate attachments as indicated.
SLO/AUO Documentation include Rubric if used	✓		
Six-Year Curriculum Review Grid	✓		
Program Pages	✓		
Committee Recommendation(s)/Comments:			
The Committee found this program review plan to be thorough and well written with strong use of data, and clearly articulated goals. Steps to maintain strengths was not addressed and an addendum was recommended.			
Lead Writer Feedback:			

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

2010-2011 PROGRAM REVIEWS

Program or Service Area Name/ Lead Writer: Geographic Information Systems (P) – Karen Owen			
Program Review Committee Liaisons: Bruce Naschak, Danielle Short			
A. Program or Service Area Description – The program review addresses the following components:			
Criteria	Yes	No	Committee Comments
Program/Service Area Mission	✓		The program provided a copy of their mission statement. A description of how the program supports the College's mission, vision, and values statement is well written. The program description clearly reports the degrees and certificates offered. A clear analysis of program strengths and challenges was provided. Steps to maintain identified strengths and to correct identified challenges were included. Program pages are included. The program summary provided an excellent discussion of the current status of the program.
College Mission/Vision/Values Addressed	✓		
Degrees/Certificates Described (Program Pages Attached)	✓		
Enrollment/Productivity Data Analyzed and Reported	✓		
Steps to Maintain Identified Strengths Described	✓		
Steps to Correct Identified Challenges Described	✓		
Program/Service Area Summary Provided	✓		
B. Program or Service Area Assessment			
1. Value of the Program or Service Area to Students – The program review describes how student needs are met through:			
Criteria	Yes	No	Committee Comments
Student Learning/Goal Attainment Discussed	✓		In an addendum provided by the lead writer, the program discussed how student learning and goal attainment is promoted. Also included is an analysis of trends and use of student learning outcome assessment data to support how the program promotes student learning. The program assessment strongly addresses the appropriate diversity factors. The SLOs for this program have been identified, including the process used to develop these. The activities conducted by the program to achieve these outcomes are described. An action plan is delineated with an analysis of results given in the addendum. The next steps in the assessment cycle are described. The location of the SLO information for the program is given.
Trends/Changes in Student Success/Goal Attainment Analyzed and Reported	✓		
Student Learning Outcomes Assessment Used	✓		
Student Diversity Factors/Special Circumstances Discussed	✓		
Trends/Changes in Student Diversity Analyzed and Reported	✓		
Basic Skills Level Needs Described	NA		
SLOs/AUOs Development/Assessment <ul style="list-style-type: none"> • Step 1: SLO/AUO Identified • Step 2: Assessment Activities Described (Rubric Attached) • Step 3: Outcomes Results Described • Step 4: Assessment Cycle Next Steps • SLO/AUO Files Location Given 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ 		

B. Program or Service Area Assessment			
2. Value of the Program or Service Area to the Community – The program review describes how community needs are met through:			
Criteria	Yes	No	Committee Comments
Advisory Committee or Equivalent Group Input and Membership, Role and Use of Input Described	✓		Excellent description of the membership of the advisory committee and its role in guiding the program, and how the committee's recommendations are used for planning and/or resource allocation. Outreach activities are described.
Outreach Activities (Cultural, Athletic, etc.) Described	✓		
B. Program or Service Area Assessment			
3. Value of the Program or Service Area to Mesa College – The program review describes how Mesa College is served:			
Criteria	Yes	No	Committee Comments
New and/or Revised Courses or Service Area Workshops Described	✓		When discussing how the program serves Mesa College, new and/or revised courses are discussed. The program's six-year curriculum review plan is discussed and the recommended grid was included with the addendum. Ways that the program serves the College including the faculty and staff are addressed.
Six-year Curriculum Review Plan Described (Planning Grid Attached)	✓		
Service to College and Faculty/Staff Explained	✓		
C. New Goals for the Program or Service Area – The new goals established for the program or service area contain:			
Criteria	Yes	No	Committee Comments
Short and Long-term Goals Listed	✓		The lead writer listed the program's short and long-term goals. The documentation needed to support these goals was included. The needs required to meet the goals are described. The plans of action are stated and complete with the persons (positions) responsible for carrying out the actions within the specified time frame.
Statement of Program/Service Needs Described	✓		
Actions to be Taken Established and Reported	✓		
Timeframe Provided	✓		
Person(s) Assigned Identified and Reported	✓		
D-G. Appropriate Attachments Included:			
Criteria	Yes	No	Committee Comments
Copies of Research Used	✓		The lead writer provided the appropriate attachments as indicated.
SLO/AUO Documentation include Rubric if used	✓		
Six-Year Curriculum Review Grid	✓		
Program Pages	✓		
Committee Recommendation(s)/Comments:			
The Committee found this program review plan, using the revised pilot process, to be thorough and very well written with strong use of data to support articulated goals.			
Lead Writer Feedback:			

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

2010-2011 PROGRAM REVIEWS

Program or Service Area Name/ Lead Writer: Outreach (P) – Genevieve Esguerra			
Program Review Committee Liaisons: Kristan Clark, Ian Kay			
A. Program or Service Area Description – The program review addresses the following components:			
Criteria	Yes	No	Committee Comments
Program/Service Area Mission	✓		The service area's mission statement is clear and supports its service area goals. The mission, vision, and values of the College are clearly aligned within the program. Analysis of the service area's strengths and weaknesses is thorough. Steps to maintain identified strengths and to correct challenges are described. Program pages are included. A complete and detailed program summary was provided.
College Mission/Vision/Values Addressed	✓		
Degrees/Certificates Described (Program Pages Attached)	NA		
Enrollment/Productivity Data Analyzed and Reported	NA		
Steps to Maintain Identified Strengths Described	✓		
Steps to Correct Identified Challenges Described	✓		
Program/Service Area Summary Provided	✓		
B. Program or Service Area Assessment			
1. Value of the Program or Service Area to Students – The program review describes how student needs are met through:			
Criteria	Yes	No	Committee Comments
Student Learning/Goal Attainment Discussed	✓		The service area provided a thorough description of the types of assistance given to students. The program assessment addresses the appropriate diversity factors. The SLOs for this program have been identified, including the process used to develop these. The activities conducted by the program to achieve these outcomes are described. The outcomes results are pending, as the SLO is under assessment this year, and analysis will take place then. The next steps in the assessment cycle are described. The location of the SLO information for the program is given.
Trends/Changes in Student Success/Goal Attainment Analyzed and Reported	NA		
Student Learning Outcomes Assessment Used	NA		
Student Diversity Factors/Special Circumstances Discussed	✓		
Trends/Changes in Student Diversity Analyzed and Reported	✓		
Basic Skills Level Needs Described	NA		
SLOs/AUOs Development/Assessment <ul style="list-style-type: none"> • Step 1: SLO/AUO Identified • Step 2: Assessment Activities Described (Rubric Attached) • Step 3: Outcomes Results Described • Step 4: Assessment Cycle Next Steps • SLO/AUO Files Location Given 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ 		

B. Program or Service Area Assessment			
2. Value of the Program or Service Area to the Community – The program review describes how community needs are met through:			
Criteria	Yes	No	Committee Comments
Advisory Committee or Equivalent Group Input and Membership, Role and Use of Input Described	✓		The membership of the advisory committee is described. The role of this committee and how its recommendations are used for planning and/or resource allocation is included. Outreach activities are described.
Outreach Activities (Cultural, Athletic, etc.) Described	✓		
B. Program or Service Area Assessment			
3. Value of the Program or Service Area to Mesa College – The program review describes how Mesa College is served:			
Criteria	Yes	No	Committee Comments
New and/or Revised Courses or Service Area Workshops Described	✓		New workshops are listed and the mission of the college is well served. Workshops are evaluated regularly and adjustments are made when indicated. Ways that the service area serves the College including the faculty and staff are addressed.
Six-year Curriculum Review Plan Described (Planning Grid Attached)	✓		
Service to College and Faculty/Staff Explained	✓		
C. New Goals for the Program or Service Area – The new goals established for the program or service area contain:			
Criteria	Yes	No	Committee Comments
Short and Long-term Goals Listed	NA		This service area participated in the new pilot program review using the Goals Matrix, which does not directly align with the questions asked. However, the lead writer effectively filled out all portions of the Goal Matrices.
Statement of Program/Service Needs Described	NA		
Actions to be Taken Established and Reported	NA		
Timeframe Provided	NA		
Person(s) Assigned Identified and Reported	NA		
D-G. Appropriate Attachments Included:			
Criteria	Yes	No	Committee Comments
Copies of Research Used	✓		The lead writer provided the appropriate attachments as indicated.
SLO/AUO Documentation include Rubric if used	✓		
Six-Year Curriculum Review Grid	NA		
Program Pages	✓		
Committee Recommendation(s)/Comments:			
The Committee found this program review plan, which used the pilot process, to be thorough and very well written.			
Lead Writer Feedback:			

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

2009-2010 PROGRAM REVIEWS

Program or Service Area Name/ Lead Writer: Physical Education (P) – Kevin Hazlett			
Program Review Committee Liaisons: Kristan Clark, Brian Cushing			
A. Program or Service Area Description – The program review addresses the following components:			
Criteria	Yes	No	Committee Comments
Program/Service Area Mission	✓		The program provided a copy of their mission statement, which strongly supports the College's mission, vision, and values. The program description clearly reports the degrees and certificates offered. An analysis of the program's strengths and challenges is provided; however, it does not include an analysis of data. Steps to maintain identified strengths and to correct challenges are described. Program pages are missing. A program summary was provided.
College Mission/Vision/Values Addressed	✓		
Degrees/Certificates Described (Program Pages Attached)	✓		
Enrollment/Productivity Data Analyzed and Reported		✓	
Steps to Maintain Identified Strengths Described	✓		
Steps to Correct Identified Challenges Described	✓		
Program/Service Area Summary Provided	✓		
B. Program or Service Area Assessment			
1. Value of the Program or Service Area to Students – The program review describes how student needs are met through:			
Criteria	Yes	No	Committee Comments
Student Learning/Goal Attainment Discussed	✓		The program provided a description of how student learning and goal attainment is promoted. An analysis of trends is used to support how the program promotes student learning; however, an analysis of the data is not included. The program assessment addresses the appropriate diversity factors. The program addresses basic skills.
Trends/Changes in Student Success/Goal Attainment Analyzed and Reported	✓		
Student Learning Outcomes Assessment Used	✓		
Student Diversity Factors/Special Circumstances Discussed	✓		
Trends/Changes in Student Diversity Analyzed and Reported	✓		
Basic Skills Level Needs Described	✓		
SLOs/AUOs Development/Assessment			The SLOs for this program have been identified. The activities conducted by the program to achieve these outcomes are not clearly defined and there is not a rubric. The outcomes results are described, including the results of the assessment. The next steps in the assessment cycle are clearly defined. The location of the SLO information for the program is given.
• Step 1: SLO/AUO Identified	✓		
• Step 2: Assessment Activities Described (Rubric Attached)	✓		
• Step 3: Outcomes Results Described	✓		
• Step 4: Assessment Cycle Next Steps	✓		
• SLO/AUO Files Location Given	✓		

B. Program or Service Area Assessment			
2. Value of the Program or Service Area to the Community – The program review describes how community needs are met through:			
Criteria	Yes	No	Committee Comments
Advisory Committee or Equivalent Group Input and Membership, Role and Use of Input Described		✓	There is no description of the Advisory Committee. Outreach activities by the program are numerous and are clearly described in the program review.
Outreach Activities (Cultural, Athletic, etc.) Described	✓		
B. Program or Service Area Assessment			
3. Value of the Program or Service Area to Mesa College – The program review describes how Mesa College is served:			
Criteria	Yes	No	Committee Comments
New and/or Revised Courses or Service Area Workshops Described	✓		No new courses are indicated. The program's six-year curriculum review plan is discussed; however, the recommended grid is not included. Ways that the program serves the College including the faculty and staff are addressed.
Six-year Curriculum Review Plan Described (Planning Grid Attached)	✓		
Service to College and Faculty/Staff Explained	✓		
C. New Goals for the Program or Service Area – The new goals established for the program or service area contain:			
Criteria	Yes	No	Committee Comments
Short and Long-term Goals Listed	✓		The lead writer listed the program's short term goals; no long term goals were included. The documentation needed to support these goals was included. The needs required to meet the goals are described. The plans of action are stated and complete with the persons responsible for carrying out the actions within the specified time frame.
Statement of Program/Service Needs Described	✓		
Actions to be Taken Established and Reported	✓		
Timeframe Provided	✓		
Person(s) Assigned Identified and Reported	✓		
D-G. Appropriate Attachments Included:			
Criteria	Yes	No	Committee Comments
Copies of Research Used	✓		All attachments with the exception of the curriculum grid were provided by the lead writer.
SLO/AUO Documentation include Rubric if used	✓		
Six-Year Curriculum Review Grid		✓	
Program Pages	✓		
Committee Recommendation(s)/Comments:			
The Committee found this program review plan to be thorough and well written, clearly addressing strengths and challenges.			
Lead Writer Feedback:			

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

2010-2011 PROGRAM REVIEWS

Program or Service Area Name/ Lead Writer: Physics – Claude Mona			
Program Review Committee Liaisons: Laura Mathis, Chris Sullivan			
A. Program or Service Area Description – The program review addresses the following components:			
Criteria	Yes	No	Committee Comments
Program/Service Area Mission	✓		The program provided a copy of its mission statement. A thorough description of how the program supports the College's mission, vision, and values is provided. Degrees and certificates are described, and a link to the program pages is provided. There is a description of the program strengths and challenges, effectively using data for analysis. Steps to maintain identified strengths and to correct challenges are described. A thorough program summary is provided, including a strong argument for increased ILT presence.
College Mission/Vision/Values Addressed	✓		
Degrees/Certificates Described (Program Pages Attached)	✓		
Enrollment/Productivity Data Analyzed and Reported	✓		
Steps to Maintain Identified Strengths Described	✓		
Steps to Correct Identified Challenges Described	✓		
Program/Service Area Summary Provided	✓		
B. Program or Service Area Assessment			
1. Value of the Program or Service Area to Students – The program review describes how student needs are met through:			
Criteria	Yes	No	Committee Comments
Student Learning/Goal Attainment Discussed	✓		The program described the types of assistance given to students. An analysis of trends for student success was provided; the program exceeds campus average for success rate and GPA. Student learning outcome assessment data is available to support how the program promotes student learning. The program addresses the appropriate diversity factors.
Trends/Changes in Student Success/Goal Attainment Analyzed and Reported	✓		
Student Learning Outcomes Assessment Used	✓		
Student Diversity Factors/Special Circumstances Discussed	✓		
Trends/Changes in Student Diversity Analyzed and Reported	✓		
Basic Skills Level Needs Described	NA		The SLOs for this program have been identified, including the process used to develop these. The activities conducted by the program to achieve these outcomes are described. Development of a common rubric is under discussion. The results of the assessment were completed following Spring 2011 and analyzed, and next steps are in progress. The location of the SLO information for the program is provided.
SLOs/AUOs Development/Assessment			
• Step 1: SLO/AUO Identified	✓		
• Step 2: Assessment Activities Described (Rubric Attached)	✓		
• Step 3: Outcomes Results Described	✓		
• Step 4: Assessment Cycle Next Steps	✓		
• SLO/AUO Files Location Given	✓		

B. Program or Service Area Assessment			
2. Value of the Program or Service Area to the Community – The program review describes how community needs are met through:			
Criteria	Yes	No	Committee Comments
Advisory Committee or Equivalent Group Input and Membership, Role and Use of Input Described	NA		There is not an advisory committee. Outreach activities include participation in science fairs taking place in the community.
Outreach Activities (Cultural, Athletic, etc.) Described	✓		
B. Program or Service Area Assessment			
3. Value of the Program or Service Area to Mesa College – The program review describes how Mesa College is served:			
Criteria	Yes	No	Committee Comments
New and/or Revised Courses or Service Area Workshops Described	✓		There are no new courses listed. The program's six-year curriculum review plan is discussed and the recommended grid is included. Ways that the program serves the College including the faculty and staff are addressed.
Six-year Curriculum Review Plan Described (Planning Grid Attached)	✓		
Service to College and Faculty/Staff Explained	✓		
C. New Goals for the Program or Service Area – The new goals established for the program or service area contain:			
Criteria	Yes	No	Committee Comments
Short and Long-term Goals Listed	✓		The lead writer listed the program's short and long-term goals. Goals reflect issues addressed previously in the document. Needs are documented with relevant data, provided as attachments. The plan of action is related to program needs, and includes a timeline with persons (positions) identified.
Statement of Program/Service Needs Described	✓		
Actions to be Taken Established and Reported	✓		
Timeframe Provided	✓		
Person(s) Assigned Identified and Reported	✓		
D-G. Appropriate Attachments Included:			
Criteria	Yes	No	Committee Comments
Copies of Research Used	✓		The lead writer provided the appropriate attachments as indicated.
SLO/AUO Documentation include Rubric if used	✓		
Six-Year Curriculum Review Grid	✓		
Program Pages	✓		
Committee Recommendation(s)/Comments:			
The Committee found this program review plan, using the revised pilot process, to be thorough and very well written with strong use of data to support articulated goals.			
Lead Writer Feedback:			

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

2010-2011 PROGRAM REVIEWS

Program or Service Area Name/ Lead Writer: Political Science – Michelle Rodriguez			
Program Review Committee Liaisons: Dina Miyoshi, William Craft			
A. Program or Service Area Description – The program review addresses the following components:			
Criteria	Yes	No	Committee Comments
Program/Service Area Mission	✓		The program provided a copy of their mission statement. A description of how the program supports the College's mission, vision, and values is provided. The program description reports the courses, degrees or certificates offered. An analysis of enrollment and productivity data was used to identify program and challenges. Steps to maintain identified strengths and to correct challenges are described. The lead writer provided a thorough explanation of how the department plans to maintain enrollment and fill rates. A program summary was provided.
College Mission/Vision/Values Addressed	✓		
Degrees/Certificates Described (Program Pages Attached)	✓		
Enrollment/Productivity Data Analyzed and Reported	✓		
Steps to Maintain Identified Strengths Described	✓		
Steps to Correct Identified Challenges Described	✓		
Program/Service Area Summary Provided	✓		
B. Program or Service Area Assessment			
1. Value of the Program or Service Area to Students – The program review describes how student needs are met through:			
Criteria	Yes	No	Committee Comments
Student Learning/Goal Attainment Discussed		✓	The program discussed how it supports student learning and goal attainment relative to Basic Skills, but not specifically to the discipline. An analysis of trends and use of student learning outcome assessment data is used to support how the program promotes student learning. The program assessment addresses the appropriate diversity factors; it found that there had been little change in diversity over the past five years.
Trends/Changes in Student Success/Goal Attainment Analyzed and Reported	✓		
Student Learning Outcomes Assessment Used	✓		
Student Diversity Factors/Special Circumstances Discussed	✓		
Trends/Changes in Student Diversity Analyzed and Reported	✓		
Basic Skills Level Needs Described	✓		
SLOs/AUOs Development/Assessment	✓		The SLOs for this program have been identified, including the process used to develop these. The activities conducted by the program to achieve these outcomes are described. Critical Thinking has been assessed, and results are pending analysis by the faculty. The next steps in the assessment cycle are described. The location of the SLO information for the program is given.
• Step 1: SLO/AUO Identified	✓		
• Step 2: Assessment Activities Described (Rubric Attached)	✓		
• Step 3: Outcomes Results Described	✓		
• Step 4: Assessment Cycle Next Steps	✓		
• SLO/AUO Files Location Given	✓		

B. Program or Service Area Assessment			
2. Value of the Program or Service Area to the Community – The program review describes how community needs are met through:			
Criteria	Yes	No	Committee Comments
Advisory Committee or Equivalent Group Input and Membership, Role and Use of Input Described	NA		No formal advisory committee exists for this program. Outreach activities are described.
Outreach Activities (Cultural, Athletic, etc.) Described	✓		
B. Program or Service Area Assessment			
3. Value of the Program or Service Area to Mesa College – The program review describes how Mesa College is served:			
Criteria	Yes	No	Committee Comments
New and/or Revised Courses or Service Area Workshops Described	✓		No new courses are described. The six year curriculum review plan is described and the Curriculum Grid is attached. Ways that the program serves the College including the faculty and staff are addressed.
Six-year Curriculum Review Plan Described (Planning Grid Attached)	✓		
Service to College and Faculty/Staff Explained	✓		
C. New Goals for the Program or Service Area – The new goals established for the program or service area contain:			
Criteria	Yes	No	Committee Comments
Short and Long-term Goals Listed	✓		The lead writer listed the program's short and long-term goals. The documentation needed to support these goals was included. The needs required to meet the goals are described. The plans of action are stated and complete with the persons responsible for carrying out the actions within the specified time frame.
Statement of Program/Service Needs Described	✓		
Actions to be Taken Established and Reported	✓		
Timeframe Provided	✓		
Person(s) Assigned Identified and Reported	✓		
D-G. Appropriate Attachments Included:			
Criteria	Yes	No	Committee Comments
Copies of Research Used	✓		The lead writer provided the appropriate attachments as indicated.
SLO/AUO Documentation include Rubric if used	✓		
Six-Year Curriculum Review Grid	NA		
Program Pages	NA		
Committee Recommendation(s)/Comments:			
The Committee found this program review plan to be thorough and well written. The section on Student Learning/Goal Attainment was not completed and an addendum was recommended.			
Lead Writer Feedback:			

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

2010-2011 PROGRAM REVIEWS

Program or Service Area Name/ Lead Writer: Psychology – Dina Miyoshi/Laurie Mackenzie			
Program Review Committee Liaisons: Chris Sullivan, William Craft			
A. Program or Service Area Description – The program review addresses the following components:			
Criteria	Yes	No	Committee Comments
Program/Service Area Mission	✓		The program provided a copy of their mission statement. A description of how the program supports the College's mission, vision and values is well written. The program description reports in detail the courses, certificates, and degrees. A thorough analysis of enrollment and productivity data was used to identify program strengths and challenges. Steps to maintain identified strengths and to correct challenges are described. A program summary is provided.
College Mission/Vision/Values Addressed	✓		
Degrees/Certificates Described (Program Pages Attached)	✓		
Enrollment/Productivity Data Analyzed and Reported	✓		
Steps to Maintain Identified Strengths Described	✓		
Steps to Correct Identified Challenges Described	✓		
Program/Service Area Summary Provided	✓		
B. Program or Service Area Assessment			
1. Value of the Program or Service Area to Students – The program review describes how student needs are met through:			
Criteria	Yes	No	Committee Comments
Student Learning/Goal Attainment Discussed	✓		The program discussed how student learning and goal attainment is promoted. An analysis of trends and use of student learning outcome assessment data is used to support how the program promotes student learning. The program assessment addresses the appropriate diversity factors. Work in the Bridges to the Baccalaureate Program is cited. The SLOs for this program have been identified, including the process used to develop these. The activities conducted by the program to achieve these outcomes are described. The outcomes results are described, including the results of the assessment. The next steps in the assessment cycle are described. The location of the SLO information for the program is given.
Trends/Changes in Student Success/Goal Attainment Analyzed and Reported	✓		
Student Learning Outcomes Assessment Used	✓		
Student Diversity Factors/Special Circumstances Discussed	✓		
Trends/Changes in Student Diversity Analyzed and Reported	✓		
Basic Skills Level Needs Described	NA		
SLOs/AUOs Development/Assessment <ul style="list-style-type: none"> • Step 1: SLO/AUO Identified • Step 2: Assessment Activities Described (Rubric Attached) • Step 3: Outcomes Results Described • Step 4: Assessment Cycle Next Steps • SLO/AUO Files Location Given 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ 		

B. Program or Service Area Assessment			
2. Value of the Program or Service Area to the Community – The program review describes how community needs are met through:			
Criteria	Yes	No	Committee Comments
Advisory Committee or Equivalent Group Input and Membership, Role and Use of Input Described	NA		The program does not have an advisory committee; however, it describes the role of faculty input in guiding the program. Outreach activities are described.
Outreach Activities (Cultural, Athletic, etc.) Described	✓		
B. Program or Service Area Assessment			
3. Value of the Program or Service Area to Mesa College – The program review describes how Mesa College is served:			
Criteria	Yes	No	Committee Comments
New and/or Revised Courses or Service Area Workshops Described	✓		When discussing how the program serves Mesa College, new and/or revised courses are discussed. A full description of the six year review cycle is provided, and the Curriculum Grid is attached. Specific details of how the program serves the College including the faculty and staff are addressed.
Six-year Curriculum Review Plan Described (Planning Grid Attached)	✓		
Service to College and Faculty/Staff Explained	✓		
C. New Goals for the Program or Service Area – The new goals established for the program or service area contain:			
Criteria	Yes	No	Committee Comments
Short and Long-term Goals Listed	✓		The lead writer listed the program's short and long-term goals. The documentation needed to support these goals was included. The needs required to meet the goals are described. The plans of action are stated and complete with the persons responsible for carrying out the actions within the specified time frame.
Statement of Program/Service Needs Described	✓		
Actions to be Taken Established and Reported	✓		
Timeframe Provided	✓		
Person(s) Assigned Identified and Reported	✓		
D-G. Appropriate Attachments Included:			
Criteria	Yes	No	Committee Comments
Copies of Research Used	✓		The lead writer provided the appropriate attachments as indicated.
SLO/AUO Documentation include Rubric if used	✓		
Six-Year Curriculum Review Grid	✓		
Program Pages	✓		
Committee Recommendation(s)/Comments:			
The Committee found this program review plan to be thorough and very well written, with strong use of data in its analysis and support of articulated goals.			
Lead Writer Feedback:			

**SAN DIEGO MESA COLLEGE
PROGRAM REVIEW COMMITTEE
COMMITTEE REPORT TO THE PRESIDENT'S CABINET
2010-2011 PROGRAM REVIEWS**

APPENDICES

Program/Service Area Summaries (Alphabetic Order)

American Sign Language/Interpreting

Our program has worked for almost 15 years to obtain a lab for our students so that they can increase their skills in American Sign Language and interpreting. This will finally come to fruition in the fall 2011. We have revamped our courses so that they meet the requirements of programs across the United States for transferability and will have 5 credits in each course. (4 credits for skills classes and 1 credit for lab = 5 credits per language.) We have also modified our course description that states that the interpreting classes are to be modified for Deaf students working to achieve the Certified Deaf Interpreter (CDI) certificate. Our most pressing need is to complete the Taskstreaming. This very time consuming task. After several workshops and hours of training we are still struggling to complete this monumental task.

Child Development

Significant features of the program:

The Child Development program strives to promote regional economic development by training teachers to work in childcare programs in various capacities. The child care field is burgeoning and facing a critical shortage of trained, quality teachers. By virtue of being a vocational program that offers employability with short term training for various certificates on the career ladder, the Child Development program is geared towards a very diverse student population. As the surveys and research data show, many students in this field are women and single parents from many cultural backgrounds, seeking a career in the early childhood education field. College faculty is sensitive to the needs of students with disabilities and diverse family and work situations. Therefore classes are offered at various times of the day and evening to effectively accommodate diverse work schedules, on campus child care is offered, and every effort is made to structure course content to meet the different learning styles of the students.

The program assists students to obtain employment by offering practical and hands-on training that the students can translate into real life problem solving strategies at their work site. Child development classes are arranged sequentially to meet the requirements of various types of certificates of completion and achievement on the CA Child Development Matrix. Child Development 101, Human Growth and Development and CHIL 141, Child, Family and Community have been articulated as general education requirements. By following this career ladder the program supports vocational training and offers opportunities to transfer to four year institutions for women, single parents and minority students from a variety of cultures. Financial aid is offered in the form of scholarships, stipends and grants through various agencies as mentioned hereafter.

The Mesa Child Development center serves as a lab school for students in the child development department as well as a child care facility for all Mesa students taking classes on campus.

Pressing Needs:

An increase in FTE to restore our class section offerings to the pre-fiscal state crisis levels of the past. Hire additional fulltime faculty to assist in teaching classes on campus, review and write curriculum, mentor students, help with triennial course revisions and assist with writing and implementing student learning outcomes.

Hire additional fulltime faculty to direct and oversee the operation of the Mesa Child Development center that serves as a lab school for the department as well as a child care facility for all Mesa students taking classes on campus.

The Center Director position and the ILTs (teachers) at the CDC should be made a part of the instructional general fund budget and not be reliant on the grant(s) for funding. The CDC is the lab component of the Child Development program and should be a line item in the general fund budget for our program.

It is disheartening to continue to work on expressing our needs through Program Review when the projected future of the Child Development Center and Program remain vague relative to the college's Master Plan.

Consumer Studies

The significant features of the program include the cooperative work with other programs on campus and the program's high level of student retention and success. As is true of many programs on campus, our most pressing need is an increase of .4 to .6 FTEF to hopefully, one day, restore our class section offerings to the pre-fiscal state crisis levels of the past.

Foreign Languages, All

See narrative of section A4 above for an expanded description of the department's most significant features. Very briefly, they are the following:

- A very diverse, knowledgeable, and dedicated teaching staff
- A successful annual language conference
- A classical language component with Latin
- A high volume of Honors contracts for our students
- The second largest Japanese program in San Diego County, after UCSD
- An emphasis (compared to other colleges) in Asian languages
- A sizable number of community outreach activities
- The largest Department of Languages in San Diego County among community colleges

Regarding the department's most pressing needs, they have also been mentioned under the heading Program's Challenges above. Briefly, they are the following:

- Urgent need to hire a full-time professor of Spanish to fill a vacancy due the loss of a full time position. This loss occurred in spring 2011 and resulted from a personnel action.
- Urgent need to hire two full-time professors of French due to the retirement of the only two contract faculty we had in French.

Geography

The program's most significant feature is the diverse experience & education & dedication of its only 100% full-time faculty member and its only two long-term adjunct faculty members. This experience and education of our faculty enhances the knowledge gained by the students from the textbooks and the outside readings. It assists our students in becoming better members of our global society by teaching them not only about commonalities and differences among cultures/peoples but also how the natural world affects & impacts the lives of humans

The program's most pressing need is to hire two (or at the very minimum one) additional tenure-line faculty member, thereby allowing the program's sole 100% full-time faculty member to have more time for professional development and to have a more equitable distribution of program duty assignments (e.g. program review, SLO's, curriculum updating, adjunct evaluations, laboratory equipment maintenance/purchasing, articulation matters, lecture/lab coordination, new course development, etc., etc.).

Under the present conditions, the health of the only 100% full-time faculty member is rapidly deteriorating and he is presently under close medical care. Likewise, additional tenure-line faculty would serve to complement the knowledge and experience of our existing faculty thereby resulting in a more well-rounded, balanced, and comprehensive program.

Geographic Information Systems

The strengths of the program include increased student enrollment from 65 in the fall of 2005 to 100 in the fall of 2009 (the last year for which the program has data). The GIS curriculum is being revised to meet the two-year revision standard set for vocational programs. In addition, two new classes in Remote Sensing, which are in the curriculum approval process, were created in response to industry needs; these two courses will be incorporated in to the degree and into a new certificate in Remote Sensing. The GIS program has dedicated adjunct faculty, who are practitioners of GIS in their day jobs. The program has a supportive dean, chair and staff. The faculty are aware for the expanded local and global usage and the role GIS plays in many industries and businesses, from fire departments, to hospitals, to tracking of goods, to name a few.

Adjunct faculty participate in college and community activities. For the last three years, adjunct faculty participated in campus events during GIS week; in 2010, ESRI came on campus and created a video about GIS faculty and students, which they posted on their website. Adjunct faculty are involved in professional organizations. They participate in ongoing professional growth, some activities are within the FLEX structure at Mesa College but most takes place within the GIS regional community

The faculty are committed to multiple learning environments: online, hybrid and on campus classes and are committed to student diversity. Through TechPrep and the SB70 grant, improved articulation was established with local high schools that included training high school faculty in GIS, who then teach GIS subject matter in the high school curriculum. Through the NSF IWITTS grant, there was an improvement to student retention; while the grant focused on women in a non-traditional program, as female student

success improved so did that of the male students. Through the IWITTS grant, the faculty gained a deeper understanding of the benefits of diversity and learned techniques to increase success of under-represented groups.

The primary challenge of the program is that there is no full-time faculty to provide leadership to the GIS program and to provide the expertise needed to monitor that the program reflects industry changes or to add identified new subject areas such as Global Positioning Systems (GPS). There is a need to increase the FTEF to meet student demand as the program matures. There are not enough classrooms available in the evenings to meet the demand; in lieu of more classroom space, fully online classes should be tried with careful attention to student success to see if students who are not able to take add a class can be served. There is a need for contract faculty to provide leadership and discipline knowledge expertise to align all certificates and the degree to make them “stackable.”

Outreach

The Outreach and Community Relations Department has proven to be a valuable part of the fabric of Mesa College in the types of programs and services it offers to both current and prospective students. The work that is done to outreach to prospective students ensures that graduation high school seniors, current Continuing Education students, and community members at large are aware of the academic programs and support services offered at Mesa College and to instill in them the idea that higher education, for them, is a reality and not just a dream. The strength of the department lies in the staff, and their commitment to informing the community about their higher education options and their willingness to put in the work necessary to get the job done.

The department is in desperate need of an established budget to ensure that student ambassadors and contract staff have the resources to fulfill the mission of the department. An established budget is needed for any department to not only be successful, but to be functional at a very basic level. Currently, there is no established budget for the department to purchase necessary items to run the office and for the ambassadors to successfully execute the outreach work they were hired to do. Another issue that comes up every year is the inability for student ambassadors to obtain temporary staff parking permits each semester. Not having the ability to park in staff parking spaces, even though they are staff and are required to leave campus to complete their job, has had different negative effects on the students and the program. Additionally, more contract staff is needed to effectively and successfully manage and execute all the work that is expected of the department. Currently, with only one contract staff person, the Outreach Coordinator, to manage and supervise student staff while also taking the lead on all projects and events and serving as the Outreach representative on all committees, consortiums, and workgroups where an outreach representative is required, all work and responsibility for the department falls on one person. No department can run this way for long and remain effective and successful. If the issue of staffing is not addressed soon, there will be negative impacts on the department and on contract staff, including, but not limited to the department not being able to maintain the level and caliber of work that it has had in the past.

Physical Education

Our program's most pressing needs come in the form of hiring new faculty. We have recently written new proposals for Physical Education/Women's Basketball, Physical Education/Softball and Physical Education/Football to help with the demands of running a strong athletic department.

Physics

The Physics Program continues to prepare students to excel in the sciences, whether the end goal is a Certificate of Achievement, an Associate in Science or transfer to another educational institution. Students that complete courses in physics are characterized by strong analytic and organizational skills, the ability to conceptualize and mathematically model simple and complex systems, and the capacity to think both creatively and non-linearly in order to arrive at solutions. The ability to utilize the laboratory setting to reinforce concepts and calculations presented in the classroom allows students to engage with the material in ways that improve retention and increase comprehension. Dedicated faculty and staff combine to help students develop a comprehensive skill set that will serve them in any future endeavor where logic, creativity and critical thinking are essential.

The program is currently challenged on both an equipment and personnel level. The program is hampered the most by the lack of a sufficient number of Instructional Laboratory Technicians (ILT). Since there is only one ILT for the entire Physical Science Department, there are numerous occasions where laboratory

instructors in physics courses are without support during laboratory experiments, potentially impeding student progress. This occurs primarily in the evening courses, but is now also occurring during daytime classes simply because the ILT is increasingly engaged in one of many other activities he is routinely required to perform.

The ILT also serves as a *de facto* AV technician, computer technician and safety officer for the entire department. This leads to situations where the ILT has so many demands placed upon his time just to maintain the department at a functional level that it significantly impedes the ability of professors in the Physics Program to develop and explore new laboratory experiments and enhance laboratory content. This situation must be addressed if the program is to maintain its current standards of high performance. Again we would like to draw attention to the fact that this has been a critical short-term goal for the program since the 2000-2001 program review. Since that program review the situation has continued to deteriorate with an increase in FTEF served and the 2003 reduction to a single ILT with increasing demands upon his time.

On the matter of equipment, of primary concern is the fact that there are twenty five computers in K-104 which are currently out of warranty. These computers are used by Astronomy, Engineering and Physics courses. Failing equipment takes its toll on the student experience and further exacerbates the critical shortage of ILT availability. Of major secondary concern is the increase in Full-Time faculty, the increase in department laboratory offerings and the increase in instructional supply costs that have not been matched by a comparable increase in the supplies and reprographics budget. This leaves the program unable to replace consumables and life-time limited equipment in a timely manner, further impacting laboratory efficiency.

Political Science

The Political Science program fulfills a traditional role at the college, providing students with the coursework they need to transfer and to major in Political Science, and helping students acquire the knowledge of government and society that citizens and well-rounded individuals desire. We offer only four courses, an introduction to the field of study (POLI 101) and three other courses that are introductions to three of the four subfields of the discipline

The most pressing needs of the program are to maintain enrollment in our classes and to ensure that our courses continue to articulate as appropriate.

Psychology

One significant feature of the psychology program is its focus on our students' successful transfer to baccalaureate institutions to complete their undergraduate education. Research skills are also emphasized in the psychology program, and a main focus (and student learning outcome) of the discipline is to introduce students to scientific research methodology. Students are challenged to build and refine their capacities for critical thinking, rational problem-solving, and quantitative and qualitative analyses and this topic is a component of every course offered in the program. The program has also established strong links to the community through collaboration with other institutions of higher education, community social service agencies, and other educational settings (including high schools). Furthermore, since psychology's main focus is to examine and assess human behavior, psychology faculty have offered insights into the methodological challenges of SLO assessment.

In general, the most challenging issue related to the psychology program pertains to the budget and lack of funding. For the vast majority of goals (both short-term and long-term), sufficient funding is required to successfully meet those goals. For example, the lack of full-time psychology faculty, along with insufficient resources (i.e., no computer lab or SPSS software) is a major challenge to the program. The relationship between the lack of sufficient funding and the decrease in the number of full-time faculty contributes to the increased challenge of effectively running and maintaining the program in terms of its course content and offerings, and also its applications to the campus and the community.