

**SAN DIEGO MESA COLLEGE
GUIDELINES AND RESPONSE SHEET FOR COMPLETION OF
PROGRAM REVIEW**

Academic Year: 2011 - 2012 **Annotations were made to this sample Program Review following the working session on Dec. 4, 2011**

Program/Service Area Name: XYZ Cultural Studies

Name of Lead Writer(s): John Smith

INSTRUCTIONS:

This document is designed to provide programs/service areas with guidance while completing the Program Review Guidelines and Response Sheet and Goals Matrix. Please respond as completely as possible in the spaces provided. These spaces are designed to automatically increase in size as responses are typed in.

These questions provide an opportunity to evaluate the program or service area to shape and implement the program's /service area's future. The report is also an opportunity to enumerate any obstacles the program or service area may be facing as well as its needs. Formulation of goals occurs as this assessment is done. Place these goals on the included Program Review Goal Matrix.

Program or Service Area Description: *Questions 1 - 3*

Provide a complete description of the program or service area. When responding, the following information should be reported.

1. Provide the program or service area mission

Criteria
<ul style="list-style-type: none">• Provide the link to or a copy of the program/service area mission statement.<ul style="list-style-type: none">○ Some programs do not have their mission statement on their program page on the College's website. If they only provide the link, then make sure that the mission statement is included.○ Make sure that the information regarding whether or not the mission statement has been updated is included. Include a statement either way.
Response
<ul style="list-style-type: none">• Please indicate if the statement has been updated within the last year and why. http://www.sdmesa.edu/XYZ-studies/

2. Provide degrees and certificates that are offered by the program (for Instructional Programs)

Criteria
<ul style="list-style-type: none">• Attach curriculum grid and provide the link to the catalog pages and website. The Program Review should specify the progress of courses in process defining whether the course is in Curricunet or provide a prospective launch date for the course into Curricunet.
Response
<ul style="list-style-type: none">• Are all course outlines in the program/department current? Answer: No. If not, please address any courses that are not current in their

review cycle. Answer: Four of the fifteen course outlines are not current. We have drafted a plan to complete these within the next semester.

- Please indicate changes if any have occurred to course offerings and/or the degrees/certificates within the last year.

<http://www.sdmesa.edu/academic-programs/index.cfm>

- In collaboration with our sister colleges, we revised the two XYZ Cultural Studies Introduction classes (XYZC 110A & XYZC 110B) to include additional areas of focus on Immigration and Ethnic Studies scholarship. The department concluded that the existing Course Outlines for both courses provide sufficient coverage and opportunity to include specific and general XYZ Studies and Ethnic Studies scholarship related to XYZ cultural issues.
- Reactivated XYZ Studies 250 “Introduction to XYZ Ritual Art.” This reactivated course will be setup as a transferable course for four-year academies and universities, as are the rest of the courses we offer. The expansion of our courses to meet the needs of a wide range of students is a goal that the department continues to work on.
- Distance Learning in XYZ Studies. The department has successfully created three courses that have been offered online as hybrid and fully-online classes, XYZC 110A, 141A, and 141B.

3. Provide service area description (for Service Areas)

Criteria
<ul style="list-style-type: none">• Provide the link to the catalog service area pages and website.
Response
<ul style="list-style-type: none">• Please indicate if any changes or deletions to services provided within the last year. N/A

Program or Service Area Assessment: Questions 4- 6

Utilizing program/service area faculty and staff knowledge, advisory committees' input, internal and external research, changes in the program/service area, please respond to the following three questions. **It is recommended that responses to questions 4, 5 and 6 be limited to no more than 5 pages.**

4. Describe the current state of the program/service area. How does the program/service area address the following at Mesa?

Criteria
<ul style="list-style-type: none">• Review the College's Vision, Mission, Values and Goals at http://www.sdmesa.edu/mission-statement/index.cfm. This site provides a good overview with the performance indicators at the bottom.• The annual objectives/ priorities and performance indicators are located at http://www.sdmesa.edu/strategic-planning/manual.cfm. Direct lead writers to this site if they have questions regarding performance indicators. Remind them that <u>not everyone will address each indicator. It is up to them to decide which indicators are relevant to their program.</u>• Goal/Performance Indicator/Objective/Priority• Analyze the program/service area's Strengths, Challenges, and External Influences
Response
<ul style="list-style-type: none">• Identify the College-level Vision, Mission, Values, Goals related to the program/service area.• Describe how the College's Annual Objectives/Priorities and Performance Indicators relate to the program/service area.• In the analysis, consider how your program/service area serves students, the College, and the community.<ul style="list-style-type: none">○ Through different lenses including but not limited to access, diversity, equity, basic skills, general education, career-technical education and transfer.○ Factors that may influence your analysis include issues such as changes in curriculum, current and projected labor market indicators, changes in high school to community college pipeline, and changes in four-year transfer practices.○ Examples of information used to support your analysis include professional program evaluation; program/service area data (provided by the Office of Instructional Services, Resource Development and Research) including diversity data, outcomes data, enrollment/productivity data, Point of Service Survey data; program/service area SLO/AUO assessment results; internally-collected data; external data; and, other information relative to the college and/or the program/service area.SLO's may be useful in establishing which performance indicators best support the data analysis of the program. Program's may use the information gathered from the SLO they have evaluated to define their performance indicators. Mapping done in Taskstream can be helpful to determine performance indicators. Attach Taskstream documentation to determine performance indicators. <p>Relationship to College: (Vision, Mission, Values & Goals)</p> <p>The XYZ Studies Department addresses the central areas of the College's Mission, Vision, Values and Goals through exemplary teaching and learning leading to an Associate Degree and/or Certificate, lower division curricula in arts and sciences that transfer to baccalaureate institutions and programs that prepare students in careers and promote the health of the regional economic community. XYZ Studies emphasizes the understanding of a culture that has become dominant in our local economy as well as a state and national influence.</p> <p>Annual Objectives/Priorities: http://www.sdmesa.edu/strategic-planning/pdf/objectives-priorities.pdf</p> <p>The XYZ Studies Department addresses the College's priority of cultural competency through all of its course offerings within the</p>

department, workshops and events on campus, and faculty and student involvement in community organizations and events.

The department also addresses the priority of increasing transfer success and the number of degrees awarded through modifications and additions to course curriculum and degree requirements.

Performance Indicators:

<http://www.sdmesa.edu/strategic-planning/pdf/performance-indicators.pdf>

The Productivity Report for XYZ Cultural Studies details that the department's WSCH/FTE are solid and growing. Our productivity percentage (%525 Goal is at 80.7 for Fall 2008 and 84.9 for Fall 2009; 81.3 for Spring 2009 and 86 for Spring 2010). While the department recognizes we still have room for growth, we are pleased to see our enrollment numbers increasing. The data demonstrates that the efforts the department is putting into recruitment are having a positive outcome, and the department anticipates a continued increase in enrollment through our recruitment plan.

According to the revised 2010-2011 Productivity Reports, the XYZ Cultural Studies Department has seen a rise in most of the categories listed. XYZ Cultural Studies has experienced an increase in enrollments over the last two years since the implementation of our Recruitment Plan, Curricular changes, and SLO assessments. Fall 2006 enrollment was 492 students. Fall 2007 enrollment grew by 18% to 554 students. Fall 2008 enrollment dropped -6% from the previous fall to 504 student, but this drop was due to a District-wide decrease in funding resulting in the department offering four less sections than were offered the previous fall. Fall 2009 enrollment saw another increase up by 20% to 627 students, but this rise coincided with the addition of only two classes, thus bringing the WSCH/FTE numbers even higher. From Fall 2006 to Fall 2009, the XYZ Cultural Studies Department has experienced 42% increase in total enrollment. One factor in this rise in enrollment was the success of our recruitment plan, but we have also benefitted from offering more overall sections.

Another key factor in this rise in productivity has been that the fill rates (enrollments over the cap) have risen from 57% in Fall 2006 to 90% in Fall 2009. Therefore, in spite of the fluctuation of the number of sections offered, the department is teaching more classes at or above the fill rate, and each classroom is filled with more students than ever before.

The Department has conducted an SLO assessment cycle for XYZC 101, the introductory language course. From this assessment we realized that our final exam, upon review by various instructors, produced a wide variation in the grading scale. As a department, we developed a common grading rubric to be utilized in all sections of XYZC101 which ensures that all students entering XYZC 102 have a consistent base knowledge of the language. We also learned from this assessment that a dedicated XYZ language lab is necessary because the difficulty of the XYZ language requires oral practice that cannot be conducted in a multi-language lab with a listening focus.

Enrollment and success of our intern and travel abroad programs have shown an increased participation level since its inception

with only 3 students participating in the inaugural year (2006) and 12 students participating in 2009. Of the 18 students who have completed the program, 15 found gainful employment within the community. The student learning outcomes for this program are currently in development with the initial assessment cycle happening in 2011-2012, with a focus on global awareness and civic responsibility.

Analysis:

In the Analysis of your program, please consider your Program's Strengths, Challenges, and External Influences.

There is no correct format for this section—it does not need to follow this format.

Strengths

The data reinforces the Program Review report findings that the XYZ Cultural Studies Department maintains an extremely high level of productivity and efficiency with regards to its departmental course offerings.

The XYZ Cultural Studies department has established strong working connections with several planetary organizations throughout the city. Our professors have closely collaborated with organizations such as the ABC Cultural Council and the PQR Museum of Art; two San Diego based organizations whose emphasis is on XYZ art and culture. We have also worked with organizations such as The San Diego DEFG School, whose primary focus is to help disadvantaged youth. The extent of our relationship is through shared participation in workshops or events. For example, members of our faculty have participated as guest speakers and panelists for events sponsored by community groups. In turn, community groups are invited onto our campus to offer presentations to our students. In this way, we are working to establish a strong connection with the community that allows for us to reflect and address the issues pertinent to it.

Challenges:

The sample does not include a discussion of the SLO Assessment and probably should.

The department, for the first time in its 30 year history, has only one tenured professor: One senior professor retired in June 2009 and another retired in June 2011. As a small department on campus, the current and future sustainability of our role within the mission of the community college and as an academic field of study is inherently connected to our faculty.

A continuing weakness for the program is the limitations put on the program by the UVW's Travel program. Every semester we have students who are interested in majoring in the program, but do not have the means to get the support to follow through. Specifically, our students are required to do internships either in the local XYZ Community or abroad, and UVW's Travel program mandates that these internships be scheduled through them. Our students do not have access to the internships that others have and the UVW Travel program is also interfering in our own attempt to create a Travel internship specific to our own department.

External Influences

While the State is dealing with an ongoing budget crisis that has adversely affected Community Colleges; our recruitment successes have allowed us to continue to grow as a department, and to take advantage of an increased number of sections each semester. While our growth rate may only be one or two classes each year, we continue to add to the list of course offerings we are able to provide students, expanding our reach with the addition of courses like XYZ Literature and XYZ Culture to students who are filling our language classes. Fall 2009 enrollments were up by 23% to 746 students over Fall 2008. This rise coincided with the addition of only two more sections from the previous Fall, increasing our offerings from 21 sections for Fall 2008 to 23 sections in Fall 2009.

If the department had more resources (including faculty release-time and other broader institutional resources), then we would be able to expand on the mission of the department in connection to the community college. This could include expanded Service Learning opportunities for students, creation of a dedicated XYZ language lab, community guest speakers/events linked to courses, expanded community partnerships and projects, and other curricular expanding and student-centered efforts.

Next year will be the department's 30th Anniversary. Celebrating this accomplishment is an opportunity to reconnect Mesa alumni with the campus. We know that many of our alumni have ties to the local XYZ Community, XYZ business owners, international trade opportunities, and international study and work programs that would benefit our students. Setting up a foundation to support our students, as well as a network of alumni who can provide both financial opportunities, and career advice to our students would be a wonderful opportunity to nurture community outreach and community partners for the future.

The planning and development of the new XYZ Cultural building creates an opportunity for the department to not only have input, but to obtain two dedicated/priority use classrooms with state of the art technology and a dedicated XYZ language lab. It is fundamental and essential for the institutional health and continued intellectual space of the XYZ Cultural Studies Department to maintain its classroom and lab spaces.

The most significant external threat to the department is the lack of cooperation from the UVW's Travel program. Our students cannot complete their degrees without either a study abroad program or a local internship. The UVW has exclusive rights to control Travel programs, and our program is adversely affected by this.

Another external threat is the lack of support from the State regarding funding faculty positions. As a one person program, we have had to reduce the time spent in service to the College in the form of college-wide committees, expanded student counseling, and additional supportive activities connected to encouraging student success and the mission of the college. Full Time Faculty are imperative to the success of any program, and the hiring freeze will undoubtedly have a larger impact on this program each year that these positions go unfilled. This balance must be regained and maintained.

As we are a joint-funded school, budgetary issues are always a concern. In the last four years as our productivity has increased,

so has our use daily use of technology. Our computers are all out of date (older than four years old) and some of our classroom systems are unreliable due to the pieced together components (CPU, external speakers, monitor and a host of cable connections from various systems) for the extended use that we put them through. As the department was an early adopter of classroom teaching technology, reliable equipment is necessary to sustain the high quality of instruction in all of our class sections.

5. What does the program envision for itself in the next five years?

Criteria

- Describe what the program/service area will look like in the next five years.

Response

Suggestion: Bulleted descriptions are acceptable.

A stable and robust XYZ Cultural Studies Department that has:

- At least three full time faculty to stabilize the department course offerings and have involvement in institutional activities.
- A full complement of courses for the departmental majors that include options for native and non-native XYZ speakers, and service learning opportunities.
- An internship and travel abroad program run by our own department with adequate classified staffing that meets the specific needs of our students.
- Institutional connections to community-based organizations that work on issues related to XYZ in the San Diego area.
- A strong alumni program that supports our students with internship and travel abroad opportunities.
- Two dedicated learning spaces and a dedicated XYZ language lab that utilizes state-of-the-art technology.

6. What are the missing program/service area needs necessary to accomplish the five year vision?

Criteria

- Identify the missing program/service area needs necessary for the next five years.

Response

Suggestion: The needs in question six (6) should correlate to the descriptions in question five (5).

- Two contract faculty.
- Additional courses to give our students the breadth and depth they need to succeed.
- District support for intern and travel abroad programs including classified staff position run out of the XYZ Cultural Studies

Department.

- Community awareness and support for the program through our outreach and recruitment programs.
- Alumni program that supports continued efforts to develop community involvement in the program.
- Dedicated classroom spaces and dedicated language lab.

Goals Matrix:

Use information in Table 1 to find criteria for various resource needs: <http://www.sdmesa.edu/instruction/prog-rev/pdf/table1-funding-sources.pdf>

Use information in Program Review Resource Allocation FAQs to get actual dollar amounts needed: <http://www.sdmesa.edu/instruction/prog-rev/pdf/resource-allocation-faq.pdf>

For list of Direct Links to Data Resources for Program Review, go to: <http://www.sdmesa.edu/instruction/prog-rev/pdf/PR-data-links.pdf>

Program Review Goal Matrix: The development of S.M.A.R.T. goals will assist the program/service area in reaching their desired improvements/changes. These goals address the gaps identified by the program/service area. The goals should cover any aspect of the program or service area including but not limited to program and service area initiatives, development of course/section offerings and services/workshops/events offerings, enrollment management and professional as well as staff development. S.M.A.R.T goals are:

	Component	Description	Questions to Answer
S	Specific	Specific goals are clear and unambiguous; they explain exactly what is expected.	Who? What? Where? What are the requirements?
M	Measurable	Measurable goals require you to establish concrete criteria for measuring progress toward attainment of each goal you set.	How much? How many? How will we know it is accomplished?
A	Attainable	Attainable goals are realistic and attainable in the current environment. They best goals require that you stretch a bit to achieve them.	Can the objectives of this goal be carried out? If so, in what manner will they be carried out?
R	Results-based	Results-based goals represent an objective toward which you are willing and able to work.	What is the result you are trying to achieve?
T	Time-bound	Time-bound goals have starting points, ending points and fixed durations. There is a clear target date.	When will the goal be completed?

Directions for Completion of the Goal Matrix Form: (Note – the form will automatically expand to the length of the response.)

Status: Specify the academic year in which the goal is being reported; then, indicate whether the status of it is new, progress made, obstacles encountered, changes made, completed, and/or deleted (more than one may apply).

SMART Goal: State the specific, measureable, attainable, results-based, and time-bound goal.

Rationale: Describe the reason for the goal based upon the gap analysis.

Plan/Activity: List the explicit actions to be taken.

Time Frame: Specify the timeline for action to accomplish the goal.

Person(s) Assigned: Identify the person(s) responsible for the goal.

Non-Budgetary Needs: List any non-budgetary needs/items required to accomplish this goal.

Funding Source(s) Type: Select all funding sources that are requested for this goal. In order to be considered for funding, separate sheet(s) must be attached addressing the corresponding criteria listed in Table 1, Criteria for Funding Sources at <http://www.sdmesa.edu/instruction/prog-rev/lead-writer.cfm>.

Resources:

- Description – be as specific as possible in describing the personnel (classified or faculty), supplies/materials, equipment, and facilities.
- Estimated cost – estimate dollar amounts for the resources listed.
- Cost to sustain – estimate any costs to sustain resources. Indicate if cost is annual or within another timeframe.

Total: Total cost for this goal.

Current Assessment of Goal: Describe the reasons for the current status of the existing goal, i.e., progress made, obstacles encountered, changes made, completed and/or deleted; and, discuss the implications of this status. If the goal is new, no response is required.

Related SLOs/AUOs: Select the Institutional Learning Outcome(s) AND indicate the program/course/service area SLOs/AUOs that support this goal.

Related College Goal: Select the College-level goal(s) that support this goal. <http://www.sdmesa.edu/mission-statement/index.cfm>

Program Review Goal Matrix

STATUS: Academic Year 2011-2012 New Progress Made Obstacles Encountered Changes Made Completed Deleted

SMART Goal	Increase contract department personnel with two tenured track faculty members and one 50% senior clerical assistant.				
Rationale	One full time faculty member is not adequate to maintain the program in terms of out-of-classroom activities such as, curriculum development, student support, school building committee, campus shared governance committees, and XYZ community involvement. The addition of a classified staff member would also alleviate the faculty of clerical workload, and provide support for student and community relations.				
Plan/Activity	Complete funding source criteria for both classified staff and faculty positions. Once placed on the priority lists and approved for funding, move ahead with the hiring process.				
Time Frame	Have both positions filled by Fall 2015.				
Person(s) Assigned	Department Chair and School Dean.				
Non-Budgetary Needs	Three offices need to be identified. Two for the faculty and one for the classified staff member.				
Funding Source(s): <i>Select any and all that apply. (Insert Link)</i>					
<input checked="" type="checkbox"/> Classified Staff <i>Attach sheet addressing criteria in Table 1</i>	<input checked="" type="checkbox"/> Faculty Position <i>Attach sheet addressing criteria in Table 1</i>	<input checked="" type="checkbox"/> Equipment <i>Attach sheet addressing criteria in Table 1</i>	<input type="checkbox"/> Facilities <i>Attach sheet addressing criteria in Table 1</i>	<input type="checkbox"/> Perkins <i>Attach sheet addressing criteria in Table 1</i>	<input type="checkbox"/> Supplies Materials <i>Attach sheet addressing criteria in Table 1</i>
Resources	Description		Estimated Cost	Cost to Sustain	
Human 1000/2000/3000	Tenured Track Faculty Positions (estimated at starting salary E, Class 4 with full benefits) 1.0 Senior Clerical Assistant (50%) (estimated starting at step D13 with full benefits)		\$141,400.00 \$20,600.00	\$141,400.00 \$20,600.00	
Supplies 4000/5000					
Equipment 6000	Desk, chair, computer, printer for new clerical assistant position		\$4,000.00	n/a	
Facilities					
TOTAL			\$166,000.00	\$162,000.00	
Current Assessment of Goal					
Related SLOs/AUOs: <i>Select all that apply.</i>					
<input type="checkbox"/> Institutional ILO(s) <input type="checkbox"/> Critical Thinking <input type="checkbox"/> Communication <input type="checkbox"/> Self-Awareness & Interpersonal Skills <input type="checkbox"/> Personal Actions & Civic Responsibility <input type="checkbox"/> Global Awareness <input type="checkbox"/> Technological Awareness					
<input type="checkbox"/> Program SLO(s): <i>If selected, please specify:</i> Identify a global overview of the issues and factors affecting XYZ culture.					
<input type="checkbox"/> Course SLO(s): <i>If selected, please specify:</i>					
<input type="checkbox"/> Service Area SLOs or Administrative Unit Outcomes (AUOs): <i>If selected, please specify:</i>					
Related College Goals: <i>Select all that apply. (Link to College Goals: http://www.sdmesa.edu/mission-statement/index.cfm)</i>					
<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4					

Program Review Goal Matrix

STATUS: Academic Year 2011-2012 New Progress Made Obstacles Encountered Changes Made Completed Deleted

SMART Goal	Develop new curriculum: XYZC 203 Introductory XYZ for Native Speakers, XYZ 204 Intermediate XYZ for Native Speakers, XYZC 220 Contemporary XYZ Issues in the State (Service Learning course), and XYZC135 XYZ Literature.
Rationale	These courses will complete the major for native speakers and meet the mission of the department.
Plan/Activity	Consult with XYZ faculty at SDSU to develop transferable coursework for native speakers, and community members for service learning courses. Submit curriculum through CurricuNET and request CSU and UC transfer acceptance. Work with school dean to obtain additional FTEF to offer courses and/or re-align annual course offerings on a cycle to include all new courses.
Time Frame	XYZC 203, 204, and 135 to be active for catalog year 2012-2013. XYZC 220 to be activated by catalog year 2014-2015,
Person(s) Assigned	Department chair.
Non-Budgetary Needs	Time to develop curriculum and consult with respective faculty and community members. College Curriculum writer is necessary for faculty's continued curriculum development.

Funding Source(s): *Select any and all that apply. (Insert Link)*

<input type="checkbox"/> Classified Staff <i>Attach sheet addressing criteria in Table 1</i>	<input type="checkbox"/> Faculty Position <i>Attach sheet addressing criteria in Table 1</i>	<input type="checkbox"/> Equipment <i>Attach sheet addressing criteria in Table 1</i>	<input type="checkbox"/> Facilities <i>Attach sheet addressing criteria in Table 1</i>	<input type="checkbox"/> Perkins <i>Attach sheet addressing criteria in Table 1</i>	<input type="checkbox"/> Supplies Materials <i>Attach sheet addressing criteria in Table 1</i>
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Resources	Description	Estimated Cost	Cost to Sustain
Human 1000/2000/3000			
Supplies 4000/5000			
Equipment 6000			
Facilities			
TOTAL			

Current Assessment of Goal

Related SLOs/AUOs: *Select all that apply.*

- Institutional ILO(s)
 - Critical Thinking
 - Personal Actions & Civic Responsibility
 - Communication
 - Global Awareness
 - Self-Awareness & Interpersonal Skills
 - Technological Awareness

Program SLO(s): *If selected, please specify:* Understand and communicate the XYZ alternative world view as expressed in history, literature and art.

Course SLO(s): *If selected, please specify:*

Service Area SLOs or Administrative Unit Outcomes (AUOs): *If selected, please specify:*

Related College Goals: *Select all that apply. (Link to College Goals: <http://www.sdmesa.edu/mission-statement/index.cfm>)*

Goal 1
 Goal 2
 Goal 3
 Goal 4

Program Review Goal Matrix

STATUS: Academic Year 2011-2012
 New
 Progress Made
 Obstacles Encountered
 Changes Made
 Completed
 Deleted

SMART Goal	Strengthen community relations through a XYZ department alumni association and involvement in XYZ human rights in San Diego.
Rationale	As a cultural department celebrating 30 years of existence, the reach of alumni in the community is deep and is a resource that can be grown and utilized to support the program with funding, mentoring for students in the program, and help meet needs within the community.
Plan/Activity	Implement already develop alumni association plan. Network with International Resource Committee and Center for Social Advocacy to incorporate their needs into student and alumni projects.
Time Frame	Spring 2016. Implementation of alumni program is dependent on the hiring of the senior clerical assistant.
Person(s) Assigned	Entire department, lead by the department chair and including classified staff.
Non-Budgetary Needs	

Funding Source(s): *Select any and all that apply. (Insert Link)*

<input type="checkbox"/> Classified Staff <i>Attach sheet addressing criteria in Table 1</i>	<input type="checkbox"/> Faculty Position <i>Attach sheet addressing criteria in Table 1</i>	<input type="checkbox"/> Equipment <i>Attach sheet addressing criteria in Table 1</i>	<input type="checkbox"/> Facilities <i>Attach sheet addressing criteria in Table 1</i>	<input type="checkbox"/> Perkins <i>Attach sheet addressing criteria in Table 1</i>	<input checked="" type="checkbox"/> Supplies Materials <i>Attach sheet addressing criteria in Table 1</i>
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Resources	Description	Estimated Cost	Cost to Sustain
Human 1000/2000/3000			
Supplies 4000/5000	Funds are need for advertising and communication materials with alumni. Funds are needed for networking events between alumni, students, and the community.	\$2,000.00 \$2,000.00	\$2,000.00 \$2,000.00
Equipment 6000			
Facilities			
TOTAL		\$4,000.00	\$4,000.00

Current Assessment of Goal

Related SLOs/AUOs: *Select all that apply.*

Institutional ILO(s)
 Critical Thinking
 Communication
 Self-Awareness & Interpersonal Skills
 Personal Actions & Civic Responsibility
 Global Awareness
 Technological Awareness

Program SLO(s): *If selected, please specify:* Analyze the development of the contemporary XYZ community in the United States.

Course SLO(s): *If selected, please specify:*

Service Area SLOs or Administrative Unit Outcomes (AUOs): *If selected, please specify:*

Related College Goals: *Select all that apply. (Link to College Goals: <http://www.sdmesa.edu/mission-statement/index.cfm>)*

Goal 1
 Goal 2
 Goal 3
 Goal 4

Program Review Goal Matrix

STATUS: Academic Year 2011-2012 New Progress Made Obstacles Encountered Changes Made Completed Deleted

SMART Goal	To establish a Mesa College intern and study abroad program independent of UVW.					
Rationale	The current limitations of the UVW Program inhibit our student's success.					
Plan/Activity	Work collaboratively with the community, Dean, and faculty to establish a dedicated program for Mesa.					
Time Frame	Spring 2015.					
Person(s) Assigned	Entire department, lead by the department chair and including classified staff, Deans, VPI, and UVW Office of Instructional Services.					
Non-Budgetary Needs	Dedicated time to meet and resolve issues.					
Funding Source(s): <i>Select any and all that apply. (Insert Link)</i>						
<input type="checkbox"/> Classified Staff <i>Attach sheet addressing criteria in Table 1</i>	<input type="checkbox"/> Faculty Position <i>Attach sheet addressing criteria in Table 1</i>	<input type="checkbox"/> Equipment <i>Attach sheet addressing criteria in Table 1</i>	<input type="checkbox"/> Facilities <i>Attach sheet addressing criteria in Table 1</i>	<input type="checkbox"/> Perkins <i>Attach sheet addressing criteria in Table 1</i>	<input checked="" type="checkbox"/> Supplies Materials <i>Attach sheet addressing criteria in Table 1</i>	
Resources	Description			Estimated Cost	Cost to Sustain	
Human 1000/2000/3000						
Supplies 4000/5000	Printing, copying, general office supplies.			1,000.00	1,000.00	
Equipment 6000						
Facilities	Office Space for clerical work, record keeping, program implementation			\$10,000		
TOTAL						
Current Assessment of Goal						
Related SLOs/AUOs: <i>Select all that apply.</i>						
<input checked="" type="checkbox"/> Institutional ILO(s) <input type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Self-Awareness & Interpersonal Skills <input checked="" type="checkbox"/> Personal Actions & Civic Responsibility <input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Technological Awareness						
<input checked="" type="checkbox"/> Program SLO(s): <i>If selected, please specify:</i> Analyze the development of the contemporary XYZ community in the United States.						
<input type="checkbox"/> Course SLO(s): <i>If selected, please specify:</i>						
<input type="checkbox"/> Service Area SLOs or Administrative Unit Outcomes (AUOs): <i>If selected, please specify:</i>						
Related College Goals: <i>Select all that apply. (Link to College Goals: http://www.sdmesa.edu/mission-statement/index.cfm)</i>						
<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input checked="" type="checkbox"/> Goal 4						

Research and Other Documentation

Attach hard copies of research and any other documentation used in the program/service area report. Examples of research and other types of documentation to support the responses include but are not limited to the following:

- Curriculum grid
- Program pages from the catalog
- All research used when responding to the program review questions.
- SLO/AUO documentation cited in the program review responses.
- The sheet(s) addressing the criteria in Table 1

Review, Signatures, and Submissions

1. **Liaisons' Statement:** Assigned Liaisons are to provide a written statement (in the box below) regarding this program review. This statement will be part of the Program Review Committee's annual report to the President's Cabinet. (Box will expand to text.)

Liaison (Print Name/Signature): _____

Date: _____

Liaison (Print Name/Signature): _____

Date: _____

After both liaisons have agreed upon and written the Liaisons' Statement, signed and dated this document, please forward the hardcopy and electronic file of this Program Review to the Lead Writer.

2. **Lead Writer (Signature):** _____

Date: _____

After the lead writer has signed and dated this document, please forward hardcopy to the Manager.

3. **Manager (Signature):** _____

Date: _____

After the manager has signed and dated this document, please:

- a. Forward this original hardcopy and two additional copies to the Program Review Administrative Co-Chair in A-109.
- b. Notify the Lead Writer to e-mail the electronic copy to: cpalesti@sdccd.edu.