



2010 Program Review Handbook

For Instructional Programs, Student and Administrative Services

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

Prepared by

San Diego Mesa College Program Review Committee

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PROGRAM REVIEW HANDBOOK
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INTRODUCTION

What is Program Review?

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

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

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

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

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

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

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

What is the Program Review Committee?

The Program Review Committee was a standing subcommittee of the Academic Senate’s Academic Affairs Committee until spring 2010. At that time, the reporting relationship changed. Beginning with the Year Two to Five Report for 2009/2010, the Program Review Committee reports directly to President’s Cabinet. Its membership is comprised of faculty, classified staff, students, and administrators. Its function is to assess the program review documents submitted by college programs and service areas for completeness and their inclusion of appropriate documentation, the specificity of their goals and plans, and the identification of program needs. A key responsibility of the Program Review Committee is to collaborate with the lead writers to strengthen the program review document for subsequent planning, budgeting and hiring decisions.

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

The Committee also offers training for managers, department chairs, program directors, supervisors, staff and lead writers. At least once a year workshops are held about the process and its goals; in addition, members of the Committee are assigned as liaisons to lead writers and are available throughout the process to answer questions and offer help. The newly revised timelines allow for greatly increased interaction between the Committee and those developing the program review documents for planning and budgeting purposes. Using the ACCJC rubric, the Program Review Committee strives for continuous quality improvement through annual assessment of its process as well as its lead writer trainings.

Responsibilities of the Program Review Committee

(Approved by Academic Affairs Committee, spring 2010)

The Program Review Committee membership includes faculty, classified staff, students, and administrators, each appointed by their respective governance bodies. The Program Review Committee has the following responsibilities:

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

Frequently Asked Questions (FAQs)

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

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

3. What is the role of Liaison and the Office of Instructional Services, Resource Development and Research? In addition to the responsibilities as indicated above, liaisons are assigned at the beginning of the program review process to provide guidance on a regular and as-needed basis by phone, in person and/or via email. Liaisons, on behalf of the Committee, assist writers in assuring that program reviews are appropriately documented to support subsequent resource allocation decisions. Liaisons are available to assist with how to write the program review document so the program/service area puts "its best foot forward". The Office of Instructional Services, Resource Development and Research is available to assist lead writers with any technical questions such as the availability of program review information online, where

to locate past program reviews, requesting program or service area specific information. This Office is available to assist with where to find necessary information to complete the program review process. In addition, the Office of Instructional Service, Resource Development and Research may be contacted to request research and to develop a survey instrument to be used during the program review process.

4. What is the role of other members of the department or service area? All members of any department or service area are responsible for producing the program review document. Program or service area faculty or staff choose the discipline expert who will play a leadership role in carrying out the program review. Their roles may be dependent on the size of the program or service area; in a very small one, for example, everyone may participate in writing the program review. In larger programs/service areas or those with several divisions (i.e., ESOL, Journalism, English and Business Operations), sub-groups of faculty or staff may be assigned to write drafts of their section of the program/service area, with the lead writer responsible for putting the material in one coherent narrative. Whether everyone in a program/ service area participates in writing the document, however, all members should be involved in the preliminary discussions of process, in developing documentation and providing data, and especially in responding to drafts circulated within the program. When the program review document goes to the Manager and eventually to the respective Vice President, everyone in the program/service area should be familiar with it due to the consultation process and program review's role in planning and resource allocation.

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

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

7. What is the role of the Vice Presidents of Instruction, Student and Administrative Services? The Vice Presidents of Instruction, Student and Administrative Services support the program review by providing the necessary resources to implement the process. The Vice Presidents consult with the managers to obtain required information for the program review process as well as the Program Review Committee. The Vice Presidents or designee review all submitted program reviews and may or may not comment prior to forwarding to the Program Review Committee administrative co-chair. At the conclusion of the program review cycles, meetings will be held for programs and service areas to present their evidence for budgeting, planning and resource allocation. The information from these meetings is used to prepare budgeting, planning and resource allocation recommendations that will be taken to the President's Cabinet for final review and disposition.

8. What is the role of the President's Cabinet? The role of the President's Cabinet is to review and approve the Program Review Committee's final report. After this action is taken, the Program Review Committee provides copies of these approved actions to the lead writer, department chair/service area supervisor, manager, and Vice Presidents of Instruction, Student and Administrative Services. Finally, copies of these program review reports are filed in the Learning Resource Center, Office of the Vice Presidents of Instruction, Student and Administrative Services. Copies of these program review reports are filed in the Learning Resource Center, Office of the Vice Presidents of Instruction, Student and Administrative Services, and the Office of Instructional Services. Members of the President's Cabinet also review and take action on budgeting, planning and resource allocation recommendations made at the conclusion of each program review cycle.

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

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

TIMELINE: PROGRAM REVIEW CYCLE

History and Introduction

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

Definition and Structure

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

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

Integration of Existing Cycle Into the New Five-Year Cycle

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

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

Integration of the Academic and Student Services Program Review Models

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

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

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

Integration of Administrative Services into the Program Review Model

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

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

Please see Appendix C, page 59, for the Year One cycle describing the components of the above support units.

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

Revision to Reporting Relationship

In their 2008-2009 Year One Report to the President's Cabinet, the Program Review Committee recommended a change in their reporting relationship. The Committee reported to and was a subcommittee of Academic Affairs. This reporting relationship was instituted when only instructional programs were involved in the academic program review process. Since the integration process when Student Services and Administrative Services became part of this review process, it was recommended that this reporting relationship be changed to reflect the College-wide nature of its revised and expanded role. At their March 9, 2010 meeting, the President's Cabinet approved the recommendation that the Program Review Committee report directly to them.

**San Diego Mesa College
Program Review Committee
2010-2011 Cycle (1)**

Year One	Year Two	Year Three	Year Four	Year Five	Year One In Progress 2009-2010
American Sign Lang. - J.Halcott/B.Buchanan	Admiss./Records/ Veterans – I. Alvarez	Business Admin./Mgmt. – A. Winston	Chemistry – J. Toto	Accelerated College Programs – C. Luna	Financial Aid – C. Springs
Child Dev. – I. Cross; S. Narayanan	Business Services – K. Wells/P. Banda	Comm. Studies – T. Kohlenberg	Computer Bus. Tech. – K. Williams/ L. Cloud	Accounting – T. Tuttle	Health Info. Tech. – C. Kinney
Consumer Studies – L. Gibson	Employ/Payrl & Admin/ Tech Suppt & Info. Svcs. – K. Wells/ P. Banda	Counseling – A. Crakes	Economics – M. Abajian	Animal Health Tech. – P. Fischer	History – J. Crocitti
Foreign Lang., All – R. De Leon/ V. Sanchez-Bernardy	Hospitality Cluster (2) – A. Luoma	Dental Asst. – M. Fickess	Engineering – M. Mohssenzadeh	Anthropology – D. Barbolla/M. Hinkes	Math – L. Howard
Geography – K.Berger	Repro. Center/ Mail – P. Hedgecoth/B. Coleman	DSPS – D. Stoll	Fashion – S. Lazear	Architecture – P. Chapman	Medical Assisting – D. Lauria
Geog. Info. Systems – E. Goff/K. Owen	Stockroom – P.Hedgecoth/ B. Coleman	Dramatic Arts – K. Clark	Interior Design – M. Moore/ H. Hodnick	Art-Fine Art (All) – W. Kling/G. Laris	Multimedia – A. Saballett
Outreach – G. Esguerra	Student Accounting - K. Wells/ P.Banda	Employment/Career Svcs. – M. Romero	LRC – D. Milner	Biology – P. Sykes	Music – J. Lee/ R. Chagnon
Physical Ed. – K. Hazlett	Student Health Svcs. – S. Khambata	English – J. Cost	Nutrition – C. Dupraw	Black Studies – T. Mayasa	Physical Therapist Asst. – C. Kinney
Physics – C. Mona		EOPS/CARE/STAR – N. Dougherty/ M. Magana		Building Construct. – L. Horsman	Real Estate– S. Jefferies
Political Science – M. Rodriguez		Marketing – M. Rattner		Chicano Studies – C. Lopez	Work Experience – L. Signorelli-Brown
Psychology –D. Miyoshi/ L. Mackenzie		Orientation/Assess. – J. Wales		Computer Info. Sci. – W. Wesley	
		Philosophy – D. Furrow		Evaluations – V. Thao	
		Phys. Sci. – G. Schad		Radiologic Tech. – L. Covington	
		Sociology – T. Kravatz		Stu. Affairs – A. Hands	
		Teach. Ed. – L. Lorence		Tutor. Ctrs – W. Peters	
		Transfer Ctr. – N. Grisham			

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

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

Introduction to the Program Review Process

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

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

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

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

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

Assessment and Development of Goals and Action Plan

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

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

Content of the final written report

1. List of programs and service areas reviewed
2. Names of Program Review Committee members
3. Summary of process used in preparing program reviews and in reviewing program reviews
4. Overall findings that could strengthen the program review process itself
5. Any overall findings for all program reviews -- problems, issues, concerns or highlights common to several programs and service areas

6. Short summary of salient features of each program review, including:
 - Program/service area highlights and successes as enumerated in the program review
 - Program/service area issues, needs, or problems as defined in the program review
 - Comments by reviewers concerning the completeness of the program review and its justifications for strategies to meet the delineated needs.
7. Lead writer's response to the comments of the program review committee.

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

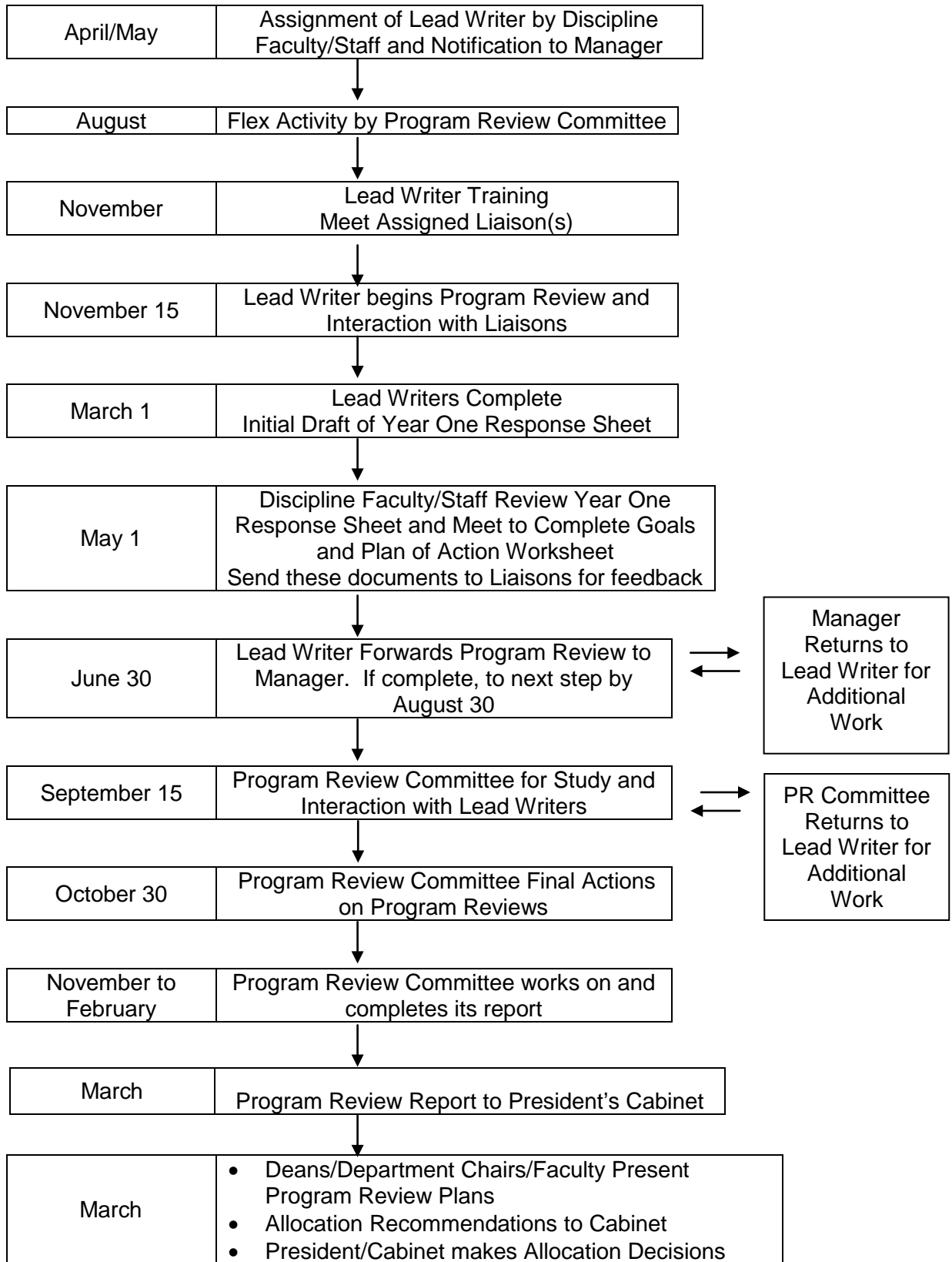
TIMELINE

1. Pre-Review Activities
 - a. April/May: Program/service area faculty and staff choose which discipline expert will take the lead in carrying out the program review and notify the manager. The manager informs the Vice Presidents of Instruction, Student and Administrative Services as well as Program Review Committee administrative co-chair.
 - b. August: Program Review Committee may schedule flex activities for lead writers and others participating in the program review process.
 - c. No later than the first week in November: Lead writers and others participating in the program review process attend the training session provided by Program Review Committee.
2. Assessment and Development of Goals and Action Plan (*)
 - a. The assessment stage of Program Review will officially start after the training session but not later than November 15. Assigned liaison(s) begin interaction with lead writer. Lead writer materials are distributed. Keeping to the following timeline will be necessary to ensure that the program review is approved in time to be included in subsequent budget deliberations, master planning, and accreditation review.
 - b. No later than March 1: Lead writer reviews program review data and completes initial draft of Year One Response Sheet.
 - c. No later than May 1: Program/service area discipline faculty and staff review the draft of Year One Response Sheet and meet to fill out Goals and Plans of Action Worksheet. Draft also sent to liaisons for feedback.
 - d. **No later than June 30**: The lead writer forwards the completed program review with accompanying attachments to the manager.
 - e. No later than August 30: The manager either forwards Program review with comments to the Program Review Committee or returns to program for additional work.
 - f. **No later than September 15**: The manager forwards the Program Review to the Program Review Committee administrative co-chair. Assigned liaisons study the document and contact the lead writers for clarification.
 - g. No later than October 30: All outstanding program reviews must be returned to Program Review Committee for final action and writing of its report for submission to President's Cabinet.
 - h. No later than the first Tuesday in March: Program Review Committee submits its final report to the President's Cabinet for final approval.
 - i. No later than early March: Deans, Department Chairs, Supervisors and Program/Service Area faculty and staff present approved program review documentation for planning and resource allocation.
 - j. No later than mid March: Submission of Planning/ resource allocation recommendations to the President's Cabinet.
 - k. No later than late March: The College President presents decisions relative to these recommendations.

(*)Flex credit can be requested for various assessment activities.

Revised: 9/25/10

**PROGRAM REVIEW
YEAR ONE TIMELINE**



Revised: 9/25/10

PROGRAM REVIEW DATA

The Office of Instructional Services, Resource Development, and Research will provide data for each program and service area. This information is to be used to support responses in the narrative portion of the program review. Specific instructions are given for those questions requiring data-informed responses. In addition, programs and service areas may use internally- or externally-collected data. If such data are used, please include the data when submitting the program plan. The SDCCD Institutional Research and Planning web site includes many informative research reports and is located at <http://research.sdccd.edu>. Programs and service areas are encouraged to incorporate data and research from this web site in their program plans as appropriate.

Instructional Programs

Enrollment and productivity data for the most recent ten primary semesters, or five (5) years, are given. The data will help determine whether certain goals have been met and after analysis, provide information concerning the programs' strengths and challenges. This data should support planning and provide evidence for resource allocation. Student learning indicators including successful course completion rates, student graduation rates, student job placement rates and student scores on licensure exams, where available, are also provided. In addition, student learning outcome assessment data should be used to support the analysis and interpretation of how the program or service area supports student learning.

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

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

Student Services Areas

The Office of Instructional Services, Resource Development and Research will provide Program Review Data for Student Services Programs. For those Student Service areas offering academic courses, enrollment and productivity data will be provided in the same format as the instructional programs. These programs include Counseling and DSP&S. For appropriate student services areas, point of service surveys are conducted on a regular basis.

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

Administrative Services Areas

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

In addition, point-of-service surveys are conducted on a regular basis to provide Administrative Services with appropriate data to meet their program review needs.

Institutional Effectiveness Data

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

Requests for Additional Research

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

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

Guidelines for requesting research are contained in the Guidelines for Implementing the Research Planning Agenda (GIRPA) document and the accompanying Frequently Asked Questions (FAQs). These documents will be included in your Program Review materials and can be accessed at <http://www.sdmesa.edu/instruction/research/pdf/DataSensitivityGIRPAlatest3-08.pdf> and <http://www.sdmesa.edu/instruction/research/pdf/DataSensitivityGIRPAFAQs.pdf>.

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

GUIDELINES FOR COMPLETION OF YEAR ONE RESPONSE SHEET

INSTRUCTIONS

This section of the Program Review Handbook was developed to assist the lead writer in forming the responses to the questions. Information written in *italics* following each question is provided to give direction when answering questions on the Year One Response Sheet. The Year One Response Sheet is designed to describe the program or service area at the time program review takes place. It is recommended that the responses be as complete as possible as this is an opportunity to showcase your program or service area as well as provide information for planning and resource allocation. The Year One Response Sheet is found beginning on page 20. To facilitate the reporting of your responses, the Program Review Committee has provided an online file containing this form.

A. Program or Service Area Description

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

1. provide your program or service area mission statement.

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

2. how the program or service area addresses the College's mission/vision/values statements.

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

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

*Give a description of the degrees and certificates offered through the program. **Reference and attach program pages from the current catalog.** Use appropriate data provided for Instructional Programs.*

4. description of the program's or service area's strengths and challenges including how the program or service area has changed.

Analyze the enrollment and productivity data provided by the Office of Instructional Services, Resource Development and Research (or data you supply) and then identify the program's and service area's (offering courses) strengths and challenges. Based on this analysis, what steps would you take to maintain the identified strengths and what steps would you take to correct the identified challenges?

The remaining service areas respond by using the Point of Service Survey data provided by the Office of Instructional Services, Resource Development and Research (or data you supply) to identify strengths and challenges. Based on this analysis, what steps would you take to maintain the identified strengths and what steps you would take to correct the identified challenges?

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

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

B. Program or Service Area Assessment

Value of the Program or Service Area to Students

The program or service area may want to consider using a point of service survey to respond or meet with the Office of Instructional Services, Resource Development and Research to discuss the design of an appropriate student survey. If the timeline does not permit completion of this task for the current program review, the lead writer should develop a goal. This additional data may assist the program or service area in determining its needs and provide additional information when responding to the questions in this section.

1. Describe how the program or service area meets the needs of the students either directly or indirectly. When responding, the following information should be considered and reported upon as appropriate:
 - a. how the program or service area promotes student learning and assists them to attain their goals including employment, passing licensure/ registration examinations, completion of degrees or certificates, completion of general education requirements, and/or transfer to four-year institutions

After selecting the appropriate category(ies) from the question, describe how the program or service area promotes student learning and supports their success in these areas. Using the data provided, address any trends or changes in student success indicators for the period involved. Discuss factors or special circumstances that may have affected student learning in the program or service area. Possible factors or circumstances might pertain to topics including but not limited to changes in the delivery of instruction or services, a surge or decline in enrollments/participation relative to availability of resources (human, fiscal, physical or otherwise), changes in program/service area policies and procedures, job market, licensure/registration requirements and admission policies/practices at four-year institutions. Provide evidence that demonstrates the factors or circumstances discussed whenever possible. Use student learning outcome assessment data to support your analysis and interpretation of how the program or service area promotes student learning.

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

Using the data provided, address any trends or changes in student diversity over the past two years. Discuss factors or special circumstances that may have affected student diversity. Possible factors or circumstances might pertain to topics including but not limited to changes in the pipeline from high schools and the community to the College, outreach efforts, and new or revised policies and procedures. Please note the ways in which the program or service area encourages and addresses diversity. You may consider faculty and staff diversity, textbook selection; how curriculum/courses address diversity; diverse learning styles; when courses are offered to address work/family responsibilities. Categorical programs refer to the self-evaluation template provided by the State Chancellor's Office. Administrative Services respond appropriately.

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

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

2. Describe the progress made by the program or service area in the development and/or implementation of the Mesa College Student Learning Outcomes Assessment Cycle (SLOAC). Administrative Services respond using Administrative Unit Outcomes (AUOs). When responding, the following information should be considered and reported upon:

- a. Step 1: Identify three to five SLOs/AUOs at the program-level/service area-level. Select the SLO(s)/AUO(s) to be assessed and develop methods by which to assess them.

When responding, list the program-level and service area-level SLOs/AUOs and describe what process was used in their development. Indicate which of the SLOs at the Associate Degree level apply to the program or service area. Also report on any additional outcomes that the program or service area has developed. Describe how the program or service area selected the SLO(s)/AUO(s) to be assessed and the methods by which to assess them. For further information or assistance, contact the Campus SLOAC coordinator or the Office of Instructional Services, Resource Development and Research.

- b. Step 2: Describe how assessment was conducted for the program-level/service area-level SLOs/AUOs

Describe the activities used for at least one of the course or service area outcomes. Indicate if a common, unit-wide rubric has been adopted and used to measure the students' level of facility with the SLO/AUO. If a common, unit-wide rubric was developed, PLEASE ATTACH A COPY of the rubric. If still in the planning stages, describe the next steps and include these in the program's or service area's goals.

- c. Step 3: Describe how the program or service area is analyzing the achievement of the outcomes or "closing the loop" by using the results of the assessment for planning and improvement

Analyse the documented results of the assessment and determine whether any changes should be made, i.e., translate the results into "action plans" for improved learning in the future via changes in program design, instruction or service delivery. If in progress, state so and report the next steps in the form of program or service area goals.

- d. Step 4: Describe how the program or service area is continuing the assessment cycle

Describe the next steps taken by the program or service area in the student learning outcomes assessment cycle, i.e., continue the cycle by beginning the next iteration starting again with Step 2. If in progress, state so and report the next steps in the form of program or service area goals

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

Value of the Program or Service Area to the Community

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

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

List the program's or service area's advisory committee or equivalent()and describe in the narrative, benefits of committee/groups to program, how often they meet, effectiveness of committees/groups as liaisons and how recommendations are used for planning and/or resource allocation. Please see page 6, Item #11 of FAQs for additional information. [(*)e.g. Intersegmental Major Preparation Articulation Curriculum Project (IMPAC), 2YC3, ECCTYC, CMC³, AMATYC, appropriate Regional organizations, Budget Committee, Citizens Oversight Committee, etc.]*

- b. any outreach activities including cultural, athletic, extracurricular or other activities offered by the program or service area that attract community members to the College or in which the program or service area participates

List and describe the activities sponsored by the program or service area that attract community members to the College or if there is program or service area participation and/or membership in advisory committees, workforce partnerships, community organizations or foundation activities. If none, state so and if there are plans to develop any of these activities.

Value of the Program or Service Area to Mesa College

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

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

List, then describe how these new courses or service area workshops serve students' personal/professional development, basic skills competencies, etc. and the ways in which the courses or service area workshops meet the College Mission. For Student and Administrative Services, only those areas offering courses or service area workshops need respond; those not offering courses or workshops respond "Does Not Apply".

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

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

- c. ways the program or service area serves the college including the faculty and staff

In addition to the curriculum described above, list and explain any other ways that the program or service area serves the college through special activities include the publication of a student newspaper, speech and debate team, Golden Scissors event, poetry contest, multimedia competitions, sports events, etc. Activities or services offered by the program or service area for faculty and staff, both inside and outside the program discipline or service area including technology, consulting, planning, flex credit, disaster preparedness, budget review, payroll consultation, etc.

C. Goals for the Program or Service Area

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

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

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

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

3. State the established Plan of Action by **filling in the Goals and Plan of Action Worksheet, the remaining (actions to be taken, timeline, persons assigned) columns, to complete this section.** This plan will establish explicit actions to be taken, time line for action to accomplish the new goals, and the person(s) assigned.

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

- D. Attach copies of all research you used when responding to the questions.**
- E. Attach SLO/AUO documentation (include rubric if used).**
- F. Attach six-year curriculum review planning grid (for academic programs only).**
- G. Attach program pages from the current catalog (for academic programs only).**

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

Program/Service Area Name: _____

Name of Lead Writer(s): _____

INSTRUCTIONS

Please respond as completely as possible in the space provided. This space is designed to automatically increase in size as responses are typed in. This is an opportunity to show your program's or service area's strengths. It is also an opportunity to enumerate any obstacles you may be facing and your program's or service area's needs. Formulation of goals may occur as this assessment is done. Place these on the Goals and Plan of Action Worksheet. Use the data provided on the Program Review Data Sheet, results from any program-specific surveys and the institutional effectiveness data provided by your manager to support your responses, where and when appropriate.

A. Program or Service Area Description

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

1. provide your program or service area mission statement

Criteria	Response
Your mission statement includes information that supports College and program/service area goals.	

2. how the program or service area addresses the College's mission/vision/values statements

Criteria	Response
Indicate how the program/service area addresses the College's mission/vision/values statements.	
Enumeration of the ways the College's mission/vision/values are addressed.	

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

Criteria	Response
List/description of the degrees and certificates offered. (Note: Reference and attach program pages from current catalog.	
Use of appropriate provided data or from other sources.	

4. the program's/service area's strengths and challenges including how the program or service area has changed

Criteria	Response
Analysis of enrollment and productivity data to identify program or service area strengths and challenges.	
Description of steps taken to maintain the program's/service area's identified strengths.	
Description of steps taken to correct the program's or service area's identified challenges.	

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

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

B. Program or Service Area Assessment

Value of the Program/Service Area to Students

1. Describe how the program/service area meets the needs of the students either directly or indirectly. When responding, the following information should be considered and reported upon as appropriate:
 - a. how the program/service area promotes student learning and assists them to attain their goals including employment, passing licensure/ registration examinations, completion of degrees or certificates, completion of general education requirements, and/or transfer to four-year institutions

Criteria	Response
Description of type(s) of assistance given to students.	
Discussion of factors or special circumstances that may have affected student learning and/or goal attainment.	
Analysis of trends or changes in student success and/or goal attainment over the time period involved.	
Use of student learning outcomes assessment to support analysis and interpretation of how the program or service area promotes student learning in all selected categories including G.E.	

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

Criteria	Response
Discussion of factors or special circumstances that may have affected student diversity.	
Analysis of trends or changes in student diversity over the time period involved.	
Description of how the program or service area encourages and addresses diversity.	

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

Criteria	Response
Academic programs identify and describe courses involved.	
Service Areas identify and describe support involved.	
If response is none, the question is complete.	

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

- a. Step 1: Identify three to five SLOs/AUOs at the program-level or service area-level. Select the SLO(s)/AUO(s) to be assessed and develop methods by which to assess them.

Criteria	Response
List the program-level or service area-level SLOs/AUOs. Indicate which of the SLOs at the Associate Degree level apply.	
Describe the methods used to determine the appropriate SLO(s)/AUO(s) and the ways by which to assess them.	

- b. Step 2: Describe how assessment was conducted for program-level/service area-level SLOs/AUOs.

Criteria	Response
Describe the activities used for each of the outcomes. Indicate if a common, unit-wide rubric has been adopted and used to measure. Attach a copy of this rubric.	
If in progress, describe the next steps and include in the program's or service area's goals.	

- c. Step 3: Describe how the program or service area is analyzing the achievement of these outcomes or closing the loop by using the results of the assessment for planning and improvement.

Criteria	Response
Describe how the program or service area is analyzing the results and translating these into "action plans" for improving future learning.	
If in progress, describe the next steps and include in the program's or service area's goals.	

- d. Step 4: Describe how the program or service area is continuing the assessment cycle.

Criteria	Response
Describe the next steps taken by the program or service area in the student learning outcomes assessment cycle.	
If in progress, describe the next steps and include in the program's or service area's goals.	

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

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

Value of the Program/Service Area to the Community

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

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

Criteria	Response
Description of the make up of the advisory committee or its equivalent.	
Description of the role of the committee (or its equivalent).	
Description of how the committee's (or its equivalent's) recommendations are used for planning and/or resource allocation.	

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

Criteria	Response
List/ description of the activities undertaken by the program or service area.	
If currently none, description of the plan to offer activities.	

Value of the Program/Service Area to Mesa College

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

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

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

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

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

- c. ways the program/service area serves the college including the faculty and staff

Criteria	Response
Explain how the program or service area serves the college including faculty and staff through special activities.	
If not, description of the plans to do so.	

C. Goals and Plan of Action Worksheet

Short-term goals (three years or less)	Needs	Actions to be taken	Timeframe	Person(s) Assigned
1.				
2.				
3.				

Long-term goals (more than three years)	Needs	Actions to be taken	Timeframe	Person(s) Assigned
1.				
2.				
3.				

- D. Attach copies of all research you used when responding to the questions.
- E. Attach SLO/AUO documentation (include rubric if used).
- F. Attach six-year curriculum review planning grid (for academic programs only).
- G. Attach program pages from the current catalog (for academic programs only).

Lead Writer (*) _____ **Date** _____

(*) NOTE: After the **original** program review has been **signed by you as the lead writer, and by the department chair**, please submit this document to your manager for review and approval. Please staple top left corner only.

Submitted by Department Chair or Supervisor's Designee _____ **Date** _____

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

(**) NOTE: MANAGER PLEASE NOTIFY LEAD WRITER TO SEND ELECTRONIC COPY VIA EMAIL TO cpalesti@sdccd.edu and deliver one (1) signed, original and two hard copies to the Office of Instructional Services, Resource Development and Research.

FOR COMMITTEE USE ONLY:

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

_____ **Date** _____

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

_____ **Date** _____

YEAR ONE COMMITTEE EVALUATION WORKSHEET (for Committee use only)

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

The criteria used in this evaluation are directly related to each question found on the Year One Response Sheet.

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

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

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

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

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

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

Program/Service Area Name: _____

Name of Reviewer/Date of Review: _____

INSTRUCTIONS FOR PROGRAM REVIEW COMMITTEE LIAISONS:

1. Use this form to provide feedback to your lead writer and the Program Review Committee administrative co-chair.
2. Use the "Comments" box to provide an explanation that will be incorporated into the Committee's final report.
3. The Evaluation Worksheet is to be used by the liaisons when asked to report during committee meetings or when communicating with the lead writer or Program Review Committee administrative co-chair online.
4. When completed, the Evaluation Worksheet is to be submitted to the Office of Instructional Services, Resource Development and Research.

A. Program or Service Area Description

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

1. provide your program or service area's mission statement

Criteria	Comments
The mission statement is present and supports College goals.	
The mission statement supports program or service area goals.	

2. how the program or service area addresses the College's mission/vision/values

Criteria	Comments
Does the response indicate how the program or service area addresses the College's mission/vision/values?	
Are the ways the mission/vision/values is addressed enumerated?	

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

Criteria	Comments
Are the degrees and certificates listed and described?	
Are program pages attached?	
Is the provided or appropriate data used?	

4. the program's/service area's strengths and challenges including how the program/service area changed

Criteria	Comments
Is an analysis of the enrollment and productivity data provided?	
Are the program's or service area's strengths and challenges described?	
Has the program/service area described how to maintain their identified strengths?	
Has the program/service area described how to correct their identified challenges?	

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

Criteria	Comments
Is the summary of program or service area is present?	

B. Program or Service Area Assessment

Value of the Program/Service Area to Students

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

1. Describe how the program or service area meets the needs of the students either directly or indirectly. When responding, the following information should be considered and reported upon as appropriate:
 - a. how the program or service area promotes student learning and assists them to attain their goals including employment, passing licensure/ registration examinations, completion of degrees or certificates, completion of general education requirements, and/or transfer to four-year institutions.

Criteria	Comments
Is a description of the types of assistance given students included?	
Is there a discussion of the factors or special circumstances that may have affected student learning and/or goal attainment?	
Is an analysis of trends or changes in student success or goal attainment provided?	
Has student learning assessment been used to support analysis and interpretation of how the program or service area promotes student learning in selected categories including G.E.?	

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

Criteria	Comments
Does the response address the appropriate factors or circumstances that may have affected student diversity?	
Is an analysis of the trends or changes in diversity described?	
Has the program or service area described how diversity is addressed and encouraged?	

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

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

2. Describe the progress made by the program or service area in the development and implementation of the Mesa College's Student Learning Outcomes Assessment Cycle (SLOAC). Administrative Services respond using Administrative Unit Outcomes (AUOs). When responding, the following information should be considered and reported.

a. Step 1: Identify three to five SLOs/AUOs at the program-level/service area-level. Select the SLO(s)/AUO(s) to be assessed and develop methods by which to assess them.

Criteria	Comments
List the program-level or service area-level SLOs/AUOs. Indicate which of the SLOs at the Associate Degree level apply.	
Are the methods used to determine the appropriate SLO(s)/AUO(s) documented and the ways to address them described?	

b. Step 2: Describe how assessment was conducted for program-level/service area-level SLOs/AUOs.

Criteria	Comments
Describe the activities used for each of the outcomes. Indicate if a common, unit-wide rubric has been adopted and used to measure. Attach a copy of this rubric.	
If in progress, are the next steps described and included in the program's or service area's goals?	

c. Step 3: Describe how the program or service area is analyzing the achievement of these outcomes or closing the loop by using the results of the assessment for planning and improvement.

Criteria	Comments
Describe how the program or service area is analyzing the results and translating these into "action plans" for improving future learning.	
If in progress, are the next steps described and included in the program's or service area's goals?	

d. Step 4: Describe how the program or service area is continuing the assessment cycle.

Criteria	Comments
Describe the next steps taken by the program or service area in the student learning outcomes assessment cycle.	
If in progress, are the next steps described and included in the program's or service area's goals?	

e. to assist the SLOAC Coordinator and the ALO, please describe where the program or service area has filed its SLO/AUO documentation

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

Value of the Program/Service Area to the Community

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

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

Criteria	Comments
Is the make up of the advisory committee or its equivalent described? If not, why?	
Is the role of the committee (or its equivalent) described? If not, why?	
Is there a description of how the committee's (or its equivalent's) recommendations are used for planning and resource allocation?	

b. Any outreach activities including cultural, athletic, extracurricular or other activities offered by the program/service area that attract community members to the College

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

Value of the Program/Service Area to Mesa College

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

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

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

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

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

c. ways the program or service area serves the college including faculty and staff

Criteria	Comments
Does the response explain how the program or service area serves the college including faculty and staff?	
If not, are there plans to do so?	

C. Goals for the Program/Service Area

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

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

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

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

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

Criteria	Comments
Is the plan of action related to program or service area needs and goals?	
Are the plans concrete and realistic?	
Are persons assigned identified?	

D. ATTACH COPIES OF ALL RESEARCH YOU USED WHEN RESPONDING TO THE QUESTIONS

E. ATTACH SLO/AUO DOCUMENTATION (INCLUDE RUBRIC IF USED)

F. ATTACH SIX-YEAR CURRICULUM REVIEW PLANNING GRID (FOR ACADEMIC PROGRAMS ONLY)

G. ATTACH PROGRAM PAGES FROM THE CURRENT CATALOG (FOR ACADEMIC PROGRAMS ONLY)

YEAR TWO: PROGRESS REPORT

INTRODUCTION

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

TIMELINE

The following timeline and process is described below for this phase of the program review process. Keeping to the following timeline will be necessary to ensure that the program review is approved in time to be included in subsequent budget deliberations, master planning, and accreditation review. Institutional effectiveness data compiled by the Manager, available on the District Website, or other sources should be used to support responses, new goals, statements of program needs and plans of action.

1. The writing of the Year Two Progress Report will officially start after the lead writer training session but not later than November 15. Assigned liaison(s) begin interaction with lead writer. Lead writer materials are distributed.
2. No later than November 30: The lead writer distributes, reviews, and discusses the materials received with the manager and appropriate faculty and staff. A schedule of meetings to discuss this implementation phase should be developed to ensure that goals and timelines as documented by the program are carried out.
3. No later than February 28: The lead writer submits the Year Two Progress Report to the manager. Manager may return the report to the lead writer for revision.
4. No later than March 5: The manager reviews the Year Two Progress Report and submits to the Program Review Committee’s Administrative Co-Chair. The manager may provide comments to the Committee.
5. No later than March 12: The Program Review Committee begins its review of the Year Two Progress Report. Assigned committee liaisons contact lead writers for clarification.
6. No later than March 12: The Program Review Committee begins the writing of its report for submission to the President’s Cabinet. Year Two Program Review Reports will be considered late if not received by this date.
7. No later than the last Tuesday in March: Program Review Committee submits its final report to the President’s Cabinet for final approval.
8. No later than early April: Deans, Department Chairs, Supervisors and Program/Service Area faculty and staff present approved program review documentation for planning and resource allocation.
9. No later than mid April: Submission of Planning/resource allocation recommendations to the President’s Cabinet.
10. No later than late April: The College President presents decisions relative to these recommendations.

Revised: 9/25/10

**SAN DIEGO MESA COLLEGE
PROGRAM REVIEW**

YEAR TWO: PROGRESS REPORT RESPONSE SHEET

PROGRAM/SERVICE AREA: _____

INSTRUCTIONS FOR YEAR TWO GOALS AND PLAN OF ACTION WORKSHEET

Select one of the abbreviations located in the left-hand column that best describes the status of each goal: “C” means completed; “IP”, in progress; “D”, deleted, and “A”, added. For those added goals, space is provided at the bottom of the form. Please complete all five columns for these added goals. For goals still in progress (IP), make appropriate changes where necessary (i.e. timeframe and/or person(s) assigned). Then, respond to the questions beginning on page 35.

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

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

INSTRUCTIONS FOR RESPONDING TO QUESTIONS

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

1. By Year Two, the original short-term goals – i.e. goals to be accomplished within 3 years - should be in progress (**IP**). Please comment on those original short-term goals that have not been completed.
2. For goals identified as being *in-progress* (**IP**) for Year 2, are the persons assigned still involved in the attainment of those goals? Has the timeframe changed? Where appropriate, make changes to timeframe and/or person(s) assigned columns for year Two. Have recommendations, if any, made by the Program Review Committee in the Year One been incorporated or addressed?

3. In the last year, for those goals identified for Year Two as *deletions (D)* please comment as to what has occurred to make these changes necessary.
4. In the last year, for those goals identified for Year Two as *added (A)* please comment as to what has occurred to make these changes necessary. (These additions should be reflected in the five columns on the current Year Two Goals and Action Plan Worksheet.)
5. Using the enrollment and productivity data and/or Point of Service Survey Data provided by the Office of Instructional Services, Resource Development and Research (or data you supply), please describe any significant changes in the strengths and challenges identified in Year One of the program review cycle. Describe how these changes have impacted your program or service area.

Lead Writer (*) _____ **Date** _____

(*) NOTE: After the **original** program review has been **signed by you as the lead writer, and by the department chair**, please submit this document to your manager for review and approval. Please staple top left corner only.

Submitted by Department Chair or Supervisor's Designee _____ **Date** _____

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

(**) NOTE: MANAGER PLEASE NOTIFY LEAD WRITER TO SEND ELECTRONIC COPY VIA EMAIL TO cpalesti@sdccd.edu and deliver one (1) signed, original and two hard copies to the Office of Instructional Services, Resource Development and Research.

FOR COMMITTEE USE ONLY:

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

_____ Date _____

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

_____ Date _____

YEAR TWO EVALUATION WORKSHEET (for Committee use only)

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

The criteria used in this evaluation are directly related to each question found on the Year Two: Progress Report Response Sheet.

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

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

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

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

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

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

Program/Service Area Name: _____

Name of Reviewer/Date of Review: _____

INSTRUCTIONS FOR PROGRAM REVIEW COMMITTEE LIAISONS:

1. Use this form to provide feedback to your lead writer and the Program Review Committee administrative co-chair.
2. Use the "Comments" box to provide an explanation that will be incorporated into the Committee's final report.
3. The Evaluation Worksheet is to be used by the liaisons when asked to report during committee meetings or when communicating with the lead writer or Program Review Committee administrative co-chair online.
4. When completed, the Evaluation Worksheet is to be submitted to the Office of Instructional Services, Resource Development and Research.

1. Completion of goals:

Criteria	Comments
Have completed goals been indicated on the Goals and Plan of Action Worksheet? (Short term goals, ideally, should be in progress at this time.)	
If any short term goals have not been met, are reasons provided as to why?	

2. Goals in-progress:

Criteria	Comments
Were the goals still in-progress identified on the Goals and Plan of Action Worksheet?	
Are the timeframe and person(s) identified in the original program review document still the same? If not, have replacements/ substitutes been identified and appraised of their responsibilities?	
Were the recommendations of the Program Review Committee in the first year response incorporated or addressed?	

3. Deletion of goals:

Criteria	Comments
Were any deleted goals identified on the Goals and Plan of Action Worksheet?	
If yes, were reasons for these deletions provided?	

4. Newly identified (additional) goals:

Criteria	Comments
Have any additions to the short and/or long term goals of the program been identified on the Goals and Plan of Action Worksheet?	
If yes, have all of the columns been addressed?	
If yes, has an explanation been provided for the addition of each new goal?	

- 5. Using the enrollment and productivity data and/or the Point of Service Survey Data provided by the Office of Instructional Services, Resource Development and Research, please describe any significant changes in the strengths and challenges identified in Year One of the program review cycle. Describe how these changes have impacted your program or service area:**

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

YEAR THREE: MIDTERM REPORT

INTRODUCTION

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

TIMELINE

The following timeline and process is described below for this phase of the program review process. Keeping to the following timeline will be necessary to ensure that the program review is approved in time to be included in subsequent budget deliberations, master planning, and accreditation review. Institutional effectiveness data compiled by the Manager, available on the District Website, or other sources should be used to support responses, new goals, statements of program needs and plans of action.

1. The writing of the Year Three Midterm Report will officially start after the lead writer training session but not later than November 15. Assigned liaison(s) begin interaction with lead writer. Lead writer materials are distributed.
2. No later than November 30: The lead writer distributes, reviews, and discusses the materials received with the manager and appropriate faculty and staff. A schedule of meetings to discuss this implementation phase should be developed to ensure that goals and timelines as documented by the program are carried out.
3. No later than February 28: The lead writer submits the Year Three Midterm Report to the manager. Manager may return the report to the lead writer for revision.
4. No later than March 5: The manager reviews the Year Three Midterm Report and submits to the Program Review Committee's Administrative Co-Chair. The manager may provide comments to the Committee.
5. No later than March 12: The Program Review Committee begins its review of the Year Three Midterm Report. Assigned committee liaisons contact lead writers for clarification.
6. No later than March 12: The Program Review Committee begins the writing of its report for submission to the President's Cabinet. Year Three Program Review Reports will be considered late if not received by this date.
7. No later than the last Tuesday in March: Program Review Committee submits its final report to the President's Cabinet for final approval.
8. No later than early April: Deans, Department Chairs, Supervisors and Program/Service Area faculty and staff present approved program review documentation for planning and resource allocation.
9. No later than mid April: Submission of Planning/resource allocation recommendations to the President's Cabinet.
10. No later than late April: The College President presents decisions relative to these recommendations.

Revised: 9/25/10

**SAN DIEGO MESA COLLEGE
PROGRAM REVIEW HANDBOOK**

YEAR THREE: MIDTERM REPORT RESPONSE SHEET

GOALS, NEEDS AND PLAN OF ACTION

INSTRUCTIONS FOR YEAR THREE GOALS AND PLAN OF ACTION WORKSHEET

Review your short and long term goals originally set in Year One of the program review and the progress report in Year Two. Please respond completely as possible in the space provided. The space is designed to automatically increase in size as responses are typed in. For each goal, place "Yes" in the columns that apply. "P" means progress has been made towards the goals. "O" means that there are obstacles to achieving the goals. "C" means that changes were made to the goal(s). Then, respond to the questions following the chart. For those added goals, space is provided at the bottom of the form. Please complete all five columns for these added goals. For all goals, make appropriate changes where necessary (i.e. timeframe and/or person(s) assigned).

STATUS			Short-term goals (three years or less)	Needs	Actions to be taken	Timeframe	Person(s) Assigned
P	O	C					
			1.				
			2.				
			3.				

STATUS			Long-term goals (more than three years)	Needs	Actions to be taken	Timeframe	Person(s) Assigned
P	O	C					
			1.				
			2.				
			3.				

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

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

INSTRUCTIONS FOR RESPONDING TO QUESTIONS

Please respond to the questions below and comment on the progress, obstacles and/or changes made during the last year by the program or service area to reach the goals identified in the Year One Program Review cycle. Also include the recommendations/ suggestions for your program/service area made by the Program Review Committee or the President’s Cabinet.

1. By Year Three, the original short-term goals – i.e. goals to be accomplished within 3 years - should be completed. For the short-term goals identified as still being in progress (yes in the “P” column), please comment on why these have not been completed. Please comment on the in-progress status of the long-term goals.
2. For those short and long-term goals identified as having obstacles (yes in the “O” column), please comment on the status of the obstacle for each.
3. For those short and long-term goals identified as “C” (changed), please comment on how and why these occurred.
4. For the new short and/or long-term goals added, please comment as to what has occurred to make these necessary.
5. Using the enrollment productivity data and/or the Point of Service Data provided by the Office of Instructional Services, Resource Development and Research (or data you supply), please describe any significant changes in the strengths and challenges identified in Year One of this program review cycle. Describe how these changes have impacted your program or service area.

Lead Writer (*) _____ **Date** _____

(*) NOTE: After the **original** program review has been **signed by you as the lead writer, and by the department chair**, please submit this document to your manager for review and approval. Please staple top left corner only.

Submitted by Department Chair or Supervisor's Designee _____ **Date** _____

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

(**) NOTE: MANAGER PLEASE NOTIFY LEAD WRITER TO SEND ELECTRONIC COPY VIA EMAIL TO cpalesti@sdccd.edu and deliver one (1) signed, original and two hard copies to the Office of Instructional Services, Resource Development and Research.

FOR COMMITTEE USE ONLY:

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

_____ **Date** _____

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

_____ **Date** _____

NOTE: THIS SECTION FOR COMMITTEE USE ONLY

The goals listed below were identified as completed by the lead writer(s) in the Year Two program review. These goals are provided as a record of the program's accomplishments during the given timeframe. No further action is required unless necessary.

Short-term goals (three years or less)	Long-term goals (three years or more)

YEAR THREE EVALUATION WORKSHEET (for Committee use only)

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

The criteria used in this evaluation are directly related to each question found on the Year Three: Midterm Report Response Sheet.

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

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

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

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

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

**SAN DIEGO MESA COLLEGE
PROGRAM REVIEW COMMITTEE
MID TERM REPORT
YEAR THREE EVALUATION WORKSHEET**

Program/Service Area Name: _____

Name of Reviewer/Date of Review: _____

INSTRUCTIONS FOR PROGRAM REVIEW COMMITTEE LIAISONS:

1. Use this form to provide feedback to your lead writer and the administrative co-chair.
2. Use the "Comments" box to provide an explanation that will be incorporated into the Committee's final report.
3. The Evaluation Worksheet is to be used by the liaisons when asked to report during committee meetings or when communicating with the lead writer or administrative co-chair online.
4. When completed, the Evaluation Worksheet is to be submitted to the Office of Instructional Services, Resource Development and Research.

1. Update on short-term goals:

Criteria	Comments
Were the goals still in progress identified?	
If any short-term goals have not been met, were the obstacles identified?	
If there are changes, are these described?	
Is the projected completion date given?	

2. Update on long-term goals:

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

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

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

4. Using the enrollment and productivity data and/or Point of Service Survey Data provided by the Office of Instructional Services, Resource Development and Research, please describe any significant changes in the strengths and challenges identified in Year One of this program review cycle. Describe how these changes have impacted your program or service area.

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

YEAR FOUR: PROGRESS REPORT

INTRODUCTION

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

TIMELINE

The following timeline and process is described below for this phase of the program review process. Keeping to the following timeline will be necessary to ensure that the program review is approved in time to be included in subsequent budget deliberations, master planning, and accreditation review. Institutional effectiveness data compiled by the Manager, available on the District Website, or other sources should be used to support responses, new goals, statements of program needs and plans of action.

1. The writing of the Year Four Progress Report will officially start after the lead writer training session but not later than November 15. Assigned liaison(s) begin interaction with lead writer. Lead writer materials are distributed.
2. No later than November 30: The lead writer distributes, reviews, and discusses the materials received with the manager and appropriate faculty and staff. A schedule of meetings to discuss this implementation phase should be developed to ensure that goals and timelines as documented by the program are carried out.
3. No later than February 28: The lead writer submits the Year Four Progress Report to the manager. Manager may return the report to the lead writer for revision.
4. No later than March 5: The manager reviews the Year Four Progress Report and submits to the Program Review Committee’s Administrative Co-Chair. The manager may provide comments to the Committee.
5. No later than March 12: The Program Review Committee begins its review of the Year Four Progress Report. Assigned committee liaisons contact lead writers for clarification.
6. No later than March 12: The Program Review Committee begins the writing of its report for submission to the President’s Cabinet. Year Four Program Review Reports will be considered late if not received by this date.
7. No later than the last Tuesday in March: Program Review Committee submits its final report to the President’s Cabinet for final approval.
8. No later than early April: Deans, Department Chairs, Supervisors and Program/Service Area faculty and staff present approved program review documentation for planning and resource allocation.
9. No later than mid April: Submission of Planning/resource allocation recommendations to the President’s Cabinet.
10. No later than late April: The College President presents decisions relative to these recommendations.

Revised: 9/25/10

**SAN DIEGO MESA COLLEGE
PROGRAM REVIEW**

YEAR FOUR: PROGRESS REPORT RESPONSE SHEET

PROGRAM/SERVICE AREA: _____

INSTRUCTIONS FOR YEAR FOUR GOALS AND PLAN OF ACTION WORKSHEET

Select one of the abbreviations located in the left-hand column that best describes the status of each goal: “C” means completed; “IP”, in progress; “D”, deleted, and “A”, added. For those added goals, space is provided at the bottom of the form. Please complete all five columns for these added goals. For goals still in progress (IP), make appropriate changes where necessary (i.e. timeframe and/or person(s) assigned). Then, respond to the questions beginning on page 47.

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

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

INSTRUCTIONS FOR RESPONDING TO QUESTIONS

Please respond to the questions below and comment on the progress and/or changes made during the last year by the program or service area to reach the goals identified on the Goals and Plan of Action Worksheet from its Program Review document. Also include the recommendations/suggestions for your program/ service area put forward by the Program Review Committee in its response to the Year Three Mid Term Report.

1. By Year Four, the original short-term goals – i.e. goals to be accomplished within 3 years - should be completed (**C**). Please comment on those original short-term goals that have not been completed.
2. For goals identified as being *in-progress* (**IP**) for Year Four, are the persons assigned still involved in the attainment of those goals? Has the timeframe changed? Where appropriate, make changes to timeframe and/or person(s) assigned columns for year Four. Have recommendations, if any, made by the Program Review Committee in the Year Three Mid Term Report been incorporated or addressed?
3. In the last year, for those goals identified for Year Four as *deletions* (**D**) please comment as to what has occurred to make these changes necessary.

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

5. Using the enrollment and productivity data and/or Point of Service Survey Data provided by the Office of Instructional Services, Resource Development and Research (or data you supply), please describe any significant changes in the strengths and challenges identified in Year One of this program review cycle. Describe how these changes have impacted your program or service area.

Lead Writer (*) _____ **Date** _____

(*) NOTE: After the **original** program review has been **signed by you as the lead writer, and by the department chair**, please submit this document to your manager for review and approval. Please staple top left corner only.

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

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

(**) NOTE: MANAGER PLEASE NOTIFY LEAD WRITER TO SEND ELECTRONIC COPY VIA EMAIL TO cpalesti@sdccd.edu] and deliver one (1) signed, original and two hard copies to the Office of Instructional Services, Resource Development and Research.

FOR COMMITTEE USE ONLY:

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

_____ Date _____

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

_____ Date _____

NOTE: THIS SECTION FOR COMMITTEE USE ONLY

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

Short-term goals (three years or less)	Long-term goals (three years or more)
1.	1.
2.	2.
3.	3.

YEAR FOUR EVALUATION WORKSHEET (for Committee use only)

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

The criteria used in this evaluation are directly related to each question found on the Year Four: Progress Report Response Sheet.

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

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

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

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

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

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

Program/Service Area Name: _____

Name of Reviewer/Date of Review: _____

INSTRUCTIONS FOR PROGRAM REVIEW COMMITTEE LIAISONS:

1. Use this form to provide feedback to your lead writer and the Program Review Committee administrative co-chair.
2. Use the "Comments" box to provide an explanation that will be incorporated into the Committee's final report.
3. The Evaluation Worksheet is to be used by the liaisons when asked to report during committee meetings or when communicating with the lead writer or Program Review Committee administrative co-chair online.
4. When completed, the Evaluation Worksheet is to be submitted to the Office of Instructional Services, Resource Development and Research.

1. Completion of goals:

Criteria	Comments
Have completed goals been indicated on the Goals and Plan of Action Worksheet? (Short term goals, ideally, should be in progress at this time.)	
If any short-term goals have not been met, are reasons provided as to why?	

2. Goals in-progress:

Criteria	Comments
Were the goals still in-progress identified on the Goals and Plan of Action Worksheet?	
Are the timeframe and person(s) identified in the original program review document still the same? If not, have replacements/ substitutes been identified and appraised of their responsibilities?	
Were the recommendations of the Program Review Committee in the third year response incorporated or addressed?	

3. Deletion of goals:

Criteria	Comments
Were any deleted goals identified on the Goals and Plan of Action Worksheet?	
If yes, were reasons for these deletions provided?	

4. Newly identified (additional) goals:

Criteria	Comments
Have any additions to the short and/or long term goals of the program been identified on the Goals and Plan of Action Worksheet?	
If yes, have all of the columns been addressed?	
If yes, has an explanation been provided for the addition of each new goal?	

5. Using the enrollment and productivity data and/or Point of Service Survey Data provided by the Office of Instructional Services, Resource Development and Research, please describe any significant changes in the strengths and challenges identified in Year One of this program review cycle. Describe how these changes have impacted your program or service area.

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

YEAR FIVE: FINAL REPORT

INTRODUCTION

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

TIMELINE

The following timeline and process is described below for this phase of the program review process. Keeping to the following timeline will be necessary to ensure that the program review is approved in time to be included in subsequent budget deliberations, master planning, and accreditation review. Institutional effectiveness data compiled by the Manager, available on the District Website, or other sources should be used to support responses, new goals, statements of program needs and plans of action.

1. The writing of the Year Five Final Report will officially start after the lead writer training session but not later than **November 15**. Assigned liaison(s) begin interaction with lead writer. Lead writer materials are distributed.
2. **No later than November 30**: The lead writer distributes, reviews, and discusses the materials received with the manager and appropriate faculty and staff. A schedule of meetings to discuss this implementation phase should be developed to ensure that goals and timelines as documented by the program are carried out.
3. **No later than February 28**: The lead writer submits the Year Five Final Report to the manager. Manager may return the report to the lead writer for revision.
4. **No later than March 5**: The manager reviews the Year Five Final Report and submits to the Program Review Committee's Administrative Co-Chair. The manager may provide comments to the Committee.
5. **No later than March 12**: The Program Review Committee begins its review of the Year Five Final Report. Assigned committee liaisons contact lead writers for clarification.
6. **No later than March 12**: The Program Review Committee begins the writing of its report for submission to the President's Cabinet. Year Five Program Review Reports will be considered late if not received by this date.
7. **No later than the last Tuesday in March**: Program Review Committee submits its final report to the President's Cabinet for final approval.
8. **No later than early April**: Deans, Department Chairs, Supervisors and Program/Service Area faculty and staff present approved program review documentation for planning and resource allocation.
9. **No later than mid April**: Submission of Planning/resource allocation recommendations to the President's Cabinet.
10. **No later than late April**: The College President presents decisions relative to these recommendations.

Revised: 9/25/10

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

Program/Service Area Name: _____

INSTRUCTIONS

Please respond as completely as possible. Using the Goals and Plan of Action Worksheet from Years Two through Four, comment on the progress and/or changes made during the last year. Use the appropriate Enrollment and Productivity Data provided by the Office of Instructional Services, Resource Development and Research when responding to the questions below. If additional data is required, please complete the "Request for Research Reports" form. This form is located on the Research Committee's Website using the following link: <http://www.sdmesa.edu/instruction/research/pdf/research-request.pdf>.

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

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

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

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

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

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

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

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

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

When responding, use the enrollment and productivity data and/or Point of Service Survey Data provided by the Office of Instructional Services, Resource Development and Research (or data you supply) to identify and support the program or service area needs.

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

When responding, please analyze the appropriate enrollment and productivity data and/or Point of Service Survey Data (or data you supply) and then, based upon this data, describe the steps you will take to correct the identified challenges.

Lead Writer (*) _____ **Date** _____

(*) NOTE: After the **original** program review has been **signed by you as the lead writer, and by the department chair**, please submit this document to your manager for review and approval. Please staple top left corner only.

Submitted by Department Chair or Supervisor's Designee _____ **Date** _____

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

(**) NOTE: MANAGER PLEASE NOTIFY LEAD WRITER TO SEND ELECTRONIC COPY VIA EMAIL TO cpalesti@sdccd.edu and deliver one (1) signed, original and two hard copies to the Office of Instructional Services, Resource Development and Research.

FOR COMMITTEE USE ONLY:

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

Reviewed, approved and forwarded by Program Review Committee Administrative Co-Chair:
_____ **Date** _____

YEAR FIVE EVALUATION WORKSHEET

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

The criteria used in this evaluation are directly related to each question found on the Year Five: Final Report Response Sheet.

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

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

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

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

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

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

Program/Service Area Name: _____

Name of Reviewer/Date of Review: _____

INSTRUCTIONS FOR PROGRAM REVIEW COMMITTEE LIAISONS:

1. Use this form to provide feedback to your lead writer and the administrative co-chair.
2. Use the "Comments" box to provide an explanation that will be incorporated into the Committee's final report.
3. The Evaluation Worksheet is to be used by the liaisons when asked to report during committee meetings or when communicating with the lead writer or administrative co-chair online.
4. When completed, the Evaluation Worksheet is to be submitted to the Office of Instructional Services, Resource Development and Research.

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

Criteria	Comments
Are all areas addressed? When responding, is data used as evidence?	
Are there references to previous reports?	
Are changes explained?	

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

Criteria	Comments
Are short-term goals addressed? Are responses relevant?	
Is implementation discussed?	
Is there explanation for lack of progress? Is data used as evidence in the response?	

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

Criteria	Comments
Are long-term goals addressed? Are responses relevant?	
Is implementation discussed?	
Is there explanation for lack of progress? Is data used as evidence in the response?	

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

Criteria	Comments
If addressed, does the response describe the accomplishment?	
Is data used as evidence in the response?	

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

Criteria	Comments
Are any of the new needs identified and explained including the use of data to support the new needs?	
Is data use incorporated into the rationale for new needs?	

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

Criteria	Comments
Are the challenges identified and then explained through the use of data?	
Are the steps to correct the challenge(s) identified?	

SAN DIEGO MESA COLLEGE
PROGRAM REVIEW HANDBOOK

APPENDICES

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

I. Year One

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

II. Year Two

- A. Evaluations
- B. Student Affairs

III. Year Three

- A. Outreach

IV. Year Four

- A. Financial Aid

V. Year Five

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

7/25/07

* Year the academic and student services models were integrated.

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

Request for Research Reports

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

NAME: _____ DATE: _____

SCHOOL/DEPARTMENT/UNIT: _____

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

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

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

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

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

Mesa mission statement _____

Current Mesa goals and objectives _____

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

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

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

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

___ College-wide

___ Academic unit

___ Discipline

___ Course

___ Section

___ Other: Please specify _____

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

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

Gender: _____ Female

_____ Male

Ethnicity: _____ All, aggregated

_____ All, disaggregated

_____ Specify: _____

Enrollment in a discipline: Please specify _____

Number of students: Please specify if applicable _____

Other _____

c) **Timeframe:**

Year(s): _____

Term(s): (choose all that apply)

_____ Fall

_____ January Intersession

_____ Spring

_____ Early Summer

_____ Regular Summer

Point in term: _____ Census

_____ End of term

Other: Please specify _____

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

_____ Yes

_____ No

If **Yes**, please explain: _____

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

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

(*) Name/Signature of Requestor

Date

Name/Signature of Department Chair

Date

Name/Signature of Dean or Appropriate Manager

Date

FOR OFFICE USE ONLY:

() Request Completed At Mesa

() Request Sent to District

() Request Requires Additional Reports

Processed by: _____

Date Processed at Mesa: _____

Date Sent to District: _____

8/06

Revised: 04/16/08

**San Diego Mesa College
Program Review Committee**

Integration Project Subcommittee

Administrative Services – Year One, 2008/2009*

- | | |
|---|------------------------------|
| A. Instructional and Staff Support | Lead Writer: Penny Hedgecoth |
| 1. Reprographic Center/Mailroom | Co-Writer: Barry Coleman |
| 2. Stockroom | Lead Writer: Penny Hedgecoth |
| | Co-Writer: Barry Coleman |
| B. Business Operations | Lead Writer: Kathleen Wells |
| 3. Business Services | Co-Writer: Patty Banda |
| 4. Employment/Payroll and Administrative/
Technical Support and Information Services | Lead Writer: Kathleen Wells |
| | Co-Writer: Patty Banda |
| 5. Student Accounting | Lead Writer: Kathleen Wells |
| | Co-Writer: Patty Banda |

* Year Administrative Services integrated into Program Review Model

Revised: 4/20/09