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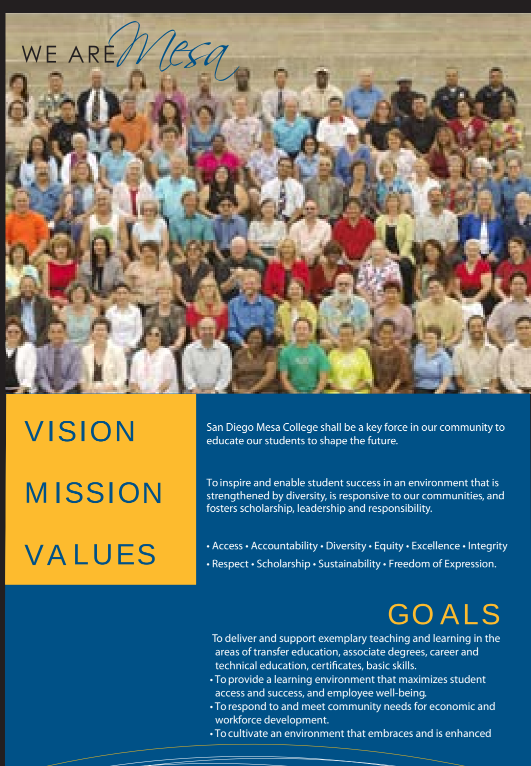
2011
Program Review
Handbook

For Instructional Programs,
Student Services and Administrative Services



SAN DIEGO
MESA COLLEGE

SAN DIEGO MESA COLLEGE

2011 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 and programs at the college, to determine the overall effectiveness of the institution. This review process leads ultimately to college-wide master planning and accreditation; it is the basis of program and service area planning, goal setting, and identification of needs, supporting budget and hiring decisions.

Prepared by

San Diego Mesa College Program Review Committee

Revised September 2011 by the Program Review Subcommittee/Committee

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SAN DIEGO MESA COLLEGE
PROGRAM REVIEW HANDBOOK
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INTRODUCTION

What is Program Review?

The Program Review process at Mesa College is designed to support the ACCJC 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 meeting accreditation standards; it is the basis of program and service area planning, goal setting, and identification of needs in support of resource allocation decisions.

Such a review is a positive process identifying areas of strength as well as needs. The Program Review Response Sheet (document) developed by each program and service area should provide a snapshot of its current status and future needs. 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 to meet student and program needs, and developing a seamless delivery of student and administrative support services are essential components of the plans of action developed by programs and service areas as they address their 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 the college uses program review to help allocate resources including personnel, equipment, facilities, supplies, etc. Training is provided for department chairs/program and service area directors as well as lead writers, all of whom are urged to take advantage of this opportunity to learn how to produce the best document possible. In addition, Program Review Committee members serve as liaisons 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/service area 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 and resource allocation decisions.

The Program Review Committee provides an annual report of its findings to President's Cabinet and to each program/service area 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 provided, addressing the process and its goals; in addition, members of the Committee are assigned as liaisons to lead writers and are available throughout the process to answer questions and offer help. The revised timeline allows for greatly increased interaction between the Committee and those developing the Program Review documents for planning, evaluation, and resource allocation 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

The Program Review Committee membership includes faculty, classified staff, students, and administrators, each appointed by their respective participatory governance body. 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 and service areas 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 and 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/service area, the lead writer is selected by the program 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/ 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 communication 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. <u>What is the role of the Liaison and the Office of Instructional Services, Resource Development and Research?</u> 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 <u>how</u> to write the Program Review document so the program/service area puts "its best foot forward". Liaisons will also contribute to the writing of the annual report by providing written feedback to the lead writer regarding the Program Review document. The Office of Instructional Services, Resource Development and Research is available to assist lead writers with <u>any technical questions</u> 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 <u>where</u> 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. Appointments should be made with the Campus-Based Researcher to obtain direction on how to integrate data into the Program Review document.

4. <u>What is the role of other members of the department or service area?</u> All members of any department or service area are responsible for producing the Program Review document. Program or service area faculty or staff will choose the discipline expert who will play a leadership role in carrying out the program review process. Their roles may be dependent on the size of the program or service area; in a very small program, for example, everyone may participate in writing responses for 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 being responsible for putting the material into one coherent narrative. Regardless of who participates in writing the document, everyone in the program/service area should be involved in the preliminary discussions of process, developing documentation and providing data, and especially in responding to drafts circulated within the program/service area. 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. <u>What is the role of the Department Chair or Service Area Supervisor?</u> In addition to the responsibilities described above, the department chair or service area supervisor 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 to support this role.

6. <u>What is the role of the manager in the program review process?</u> The manager plays a major role in the program review process. The manager provides input to the division level Vice President concerning the programs/service areas to be reviewed. The manager ensures that faculty and 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, returns 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, supervisor, lead writer, and program/service area faculty and staff with the planning and resource allocation processes associated with the program review cycle.

7. <u>What is the role of the Vice Presidents of Instruction, Student Services, and Administrative Services?</u> The Vice Presidents of Instruction, Student Services, 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 their designees 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 planning and resource allocation recommendations that will be taken to the Planning and Institutional Effectiveness Committee and then to the President's Cabinet for final review and disposition.

8. <u>What is the role of the President's Cabinet?</u> 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 appropriate Vice President. Finally, copies of these program review reports are filed in the Learning Resource Center and the Office of Instructional Services, Resource Development and Research. Members of the President's Cabinet also review and take action on planning and resource allocation recommendations made at the conclusion of each program review cycle.

9. <u>How should the Program Review document (Response Sheet) be used?</u> The program/service area should use the Program Review document as the basis for planning and requests for resource allocation. Setting of program/ service area goals and demonstrating progress toward reaching those goals should be referenced in the document. The document serves as the cornerstone for planning and resource allocation. Any request for additional staff, equipment, faculty, and other needs should be justified by the evidence in the Program Review document. For this reason, the document should be updated on an annual basis to be sure that the needs are current, appropriate, and documented.

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 them 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 (Athletic Advising, Puente, Mesa Academy, International Students, PG Classes); 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 (for internal purposes, International Student component)

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 during the integration of 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
    - Reprographic Center/Mailroom
    - Stockroom
B. Business Operations
    - Business Services
    - Employment/Payroll and Administrative/Technical Support & Information Services
    - Student Accounting

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.

Revisions to the Program Review Process and Documents

In their 2009-2010 Year One Report to the President’s Cabinet, the Program Review Committee recommended revisions be made to its process and documents according to recommendations made by the Strategic Planning Committee in December 2010, recommendations received during the College’s October 2010 onsite accreditation visit, and findings from the 2010-2011 Program Review Pilot. In addition, the Strategic Planning Committee recommended that an automated system be piloted for use in the Program Review process and that the format of the lead writer training be revisited with changes made to reflect the revised process. These recommendations were approved at the March 22, 2011 meeting of the President’s Cabinet. Work began on the revisions to the process and documentation during the spring, 2011 semester with a draft presented to the May 17, 2011 meeting of the President’s Cabinet. These revisions were approved through an e-mail ballot. A subcommittee consisting of the Co-Chairs, the Campus-Based Researcher, and volunteers from the Program Review Committee completed these revisions during the summer of 2011 for implementation fall, 2011. The lead writer training was revisited and revised for presentation in October, 2011. The automation pilot was postponed until fall, 2012.

GUIDELINES AND RESPONSE SHEET FOR COMPLETION OF PROGRAM REVIEW

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 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-evaluation. 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 its needs and goals; and developing and implementing plans to advance the program or service area.

Assessment and Development of the Program Review Goal Matrix

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 document. 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 challenges. Program/service area goals can be revisited for modification and/or reaffirmation. Once gaps/needs are identified, plans can be developed to validate strengths and address needs. During this stage of program review, a timeline for implementation of plans should be developed.

In the second part of the assessment stage, the Program Review Committee will examine the program review documentation. The Program Review Committee will study the report and supporting documentation, and 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 final written report, which will contain the following information:

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. 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 FOR PROGRAM REVIEW PROCESS

1. Pre-Review Activities

	Activity/Description
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 appropriate Vice President, as well as Program Review Committee administrative co-chair.
August	Program Review Committee may schedule flex activities for lead writers and others participating in the program review process.
No later than the first week in October	Lead writers and others participating in the program review process attend the training session provided by Program Review Committee.

2. Program Review Activities *(Flex credit can be requested for various assessment activities.)*
Keeping to the following timeline will be necessary to ensure that the program review report is approved in time to be included in subsequent resource allocation, strategic planning, and accreditation review.

No Later Than	Activity/Description
October 15	The development of the Program Review Report will officially start after the training session. Lead writer materials are distributed. Assigned liaison begins interaction with lead writer.
November 15	Lead writer reviews program review data and completes initial draft of Response Sheet.
December 15	Program/service area faculty, staff, and manager, as well as assigned liaison must review the draft of the Response Sheet and provide feedback to the lead writer. Lead writer begins to complete the Program Review Goal Matrix.
February 24	Program/service area faculty, staff, and manager, as well as assigned liaison must review the draft of the Goal Matrix and provide feedback to the lead writer.
February 28	**Lead writer submits final Program Review to the liaison for a last look.**
March 2	Assigned liaison emails the completed Liaison Evaluation Guide to the lead writer, department chair/service area supervisor, and manager for final feedback.
March 9	Lead writer signs and dates the final program review and forwards the electronic and hard copy (with required attachments) to the department chair/service area supervisor.
March 16	Department chair/service area supervisor signs and dates the final program review and forwards the electronic and hard copy (with required attachments) to manager.
March 23	Manager signs and dates the final program review and forwards (with required attachments) the original and two hard copies to the Program Review Committee administrative co-chair in A-109. Manager emails electronic copy with attachments to cpalesti@sdccd.edu *(who will then forward the electronic copy to liaison for completion of the Liaison Evaluation Guide)*
March 30	**All final Liaison Evaluation Guides must be received by cpalesti@sdccd.edu .**
Last Tuesday in April	Program Review Committee submits its final report to the President's Cabinet for approval.

3. Post Program Review Activities

No Later Than	Activity/Description
Mid May	Deans, Department Chairs, Supervisors and Program/Service Area faculty and staff use approved program review report to develop resource allocations for their schools and service areas.
End of May	Deans/managers submit resource allocation recommendations to Vice Presidents.
Mid September	Schools update program review resource requests if needed.
Late September	Planning and Institutional Effectiveness Committee (PIE) receives resource allocation requests.
Mid October	PIE disseminates resource requests to appropriate committees.
Mid November	Resource Committees prioritize requests and submit to President's Cabinet.
Early December	The President's Cabinet reviews and approves resource requests.

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 retention rates, 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 that is program-specific is available from the School dean and/or department chair. Enrollment management data can be requested from your School dean or department chair, who has access to enrollment management tools.

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 program/service area staff, faculty, dean and research staff meet together to analyze the student success data provided. Research staff will work with program 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, which is available 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.

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

Academic Year: ____________________

Program/Service Area Name: ____________________

Name of Lead Writer(s): ____________________

INSTRUCTIONS:

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

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

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

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

1. Provide the program or service area mission

Criteria
• Provide the link to or a copy of the program/service area mission statement.
Response
• Please indicate if the statement has been updated within the last year and why.

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

Criteria
• Attach curriculum grid and provide the link to the catalog pages and website.
Response
• Are all course outlines in the program/department current? YES NO If not, please address any courses that are not current in their review cycle. • Please indicate changes if any have occurred to course offerings and/or the degrees/certificates within the last year.

3. Provide service area description (for Service Areas)

Criteria
• Provide the link to the catalog service area pages and website.
Response
• Please indicate if any changes or deletions to services provided within the last year.

Program or Service Area Assessment: *Questions 4- 6*

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

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

Criteria
• Review the College's Vision, Mission, Values and Goals at http://www.sdmesa.edu/mission-statement/index.cfm. • The annual objectives/ priorities and performance indicators are located at http://www.sdmesa.edu/strategic-planning/manual.cfm. • Analyze the program/service area's Strengths, Challenges, and External Influences
Response

• Identify the College-level Vision, Mission, Values, Goals related to the program/service area.
• Describe how the College's Annual Objectives/Priorities and Performance Indicators relate to the program/service area.
• In the analysis, consider how your program/service area serves students, the College, and the community.
    o Through different lenses including but not limited to access, diversity, equity, basic skills, general education, career-technical education and transfer.
    o Factors that may influence your analysis include issues such as changes in curriculum, current and projected labor market indicators, changes in high school to community college pipeline, and changes in four-year transfer practices.
    o Examples of information used to support your analysis include professional program evaluation; program/service area data (provided by the Office of Instructional Services, Resource Development and Research) including diversity data, outcomes data, enrollment/productivity data, Point of Service Survey data; program/service area SLO/AUO assessment results; internally-collected data; external data; and, other information relative to the college and/or the program/service area.

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

Criteria
• Describe what the program/service area will look like in the next five years.
Response
Suggestion: Bulleted descriptions are acceptable.

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

Criteria
• Identify the missing program/service area needs necessary for the next five years.
Response
Suggestion: The needs in question six (6) can correlate to the descriptions in question five (5).

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

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

Directions for Completion of the Goal Matrix Form: (Note – the form will automatically expand to the length of the response.)
Status: Specify the academic year in which the goal is being reported; then, indicate whether the status of it is new, progress made, obstacles encountered, changes made, completed, and/or deleted (more than one may apply).
SMART Goal: State the specific, measureable, attainable, results-based, and time-bound goal.
Rationale: Describe the reason for the goal based upon the gap analysis.
Plan/Activity: List the explicit actions to be taken.
Time Frame: Specify the timeline for action to accomplish the goal.
Person(s) Assigned: Identify the person(s) responsible for the goal.
Non-Budgetary Needs: List any non-budgetary needs/items required to accomplish this goal.
Funding Source(s) Type: Select all funding sources that are requested for this goal. In order to be considered for funding, separate sheet(s) must be attached addressing the corresponding criteria listed in Table 1, Criteria for Funding Sources at: http://www.sdmesa.edu/instruction/prog-rev/lead-writer.cfm.
Resources:

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

Total: Total cost for this goal.
Current Assessment of Goal: Describe the reasons for the current status of the existing goal, i.e., progress made, obstacles encountered, changes made, completed and/or deleted; and, discuss the implications of this status. If the goal is new, no response is required.
Related SLOs/AUOs: Select the Institutional Learning Outcome(s) AND indicate the program/course/service area SLOs/AUOs that support this goal.
Related College Goal: Select the College-level goal(s) that support this goal. http://www.sdmesa.edu/mission-statement/index.cfm

Program Review Goal Matrix

STATUS: Academic Year ___________ ☐ New ☐ Progress Made ☐ Obstacles Encountered ☐ Changes Made ☐ Completed ☐ Deleted

<table>
<tr><td>SMART Goal</td><td colspan="5"></td></tr>
<tr><td>Rationale</td><td colspan="5"></td></tr>
<tr><td>Plan/Activity</td><td colspan="5"></td></tr>
<tr><td>Time Frame</td><td colspan="5"></td></tr>
<tr><td>Person(s) Assigned</td><td colspan="5"></td></tr>
<tr><td>Non-Budgetary Needs</td><td colspan="5"></td></tr>
<tr><td colspan="6">Funding Source(s): Select any and all that apply. http://www.sdmesa.edu/instruction/prog-rev/lead-writer.cfm</td></tr>
<tr><td>☐
Classified Staff
Attach sheet addressing criteria in Table 1</td><td>☐
Faculty Position
Attach sheet addressing criteria in Table 1</td><td>☐
Equipment
Attach sheet addressing criteria in Table 1</td><td>☐
Facilities
Attach sheet addressing criteria in Table 1</td><td>☐
Perkins
Attach sheet addressing criteria in Table 1</td><td>☐
Supplies Materials
Attach sheet addressing criteria in Table 1</td></tr>
<tr><td>Resources</td><td colspan="3">Description</td><td>Estimated Cost</td><td>Cost to Sustain</td></tr>
<tr><td>Human
1000/2000/3000</td><td colspan="3"></td><td></td><td></td></tr>
<tr><td>Supplies
4000/5000</td><td colspan="3"></td><td></td><td></td></tr>
<tr><td>Equipment
6000</td><td colspan="3"></td><td></td><td></td></tr>
<tr><td>Facilities</td><td colspan="3"></td><td></td><td></td></tr>
<tr><td>TOTAL</td><td colspan="3"></td><td></td><td></td></tr>
<tr><td>Current Assessment of Goal</td><td colspan="5"></td></tr>
<tr><td colspan="6">Related SLOs/AUOs: Select all that apply.</td></tr>
<tr><td colspan="6">☐ Institutional ILO(s)
☐ Critical Thinking ☐ Communication ☐ Self-Awareness & Interpersonal Skills
☐ Personal Actions & Civic Responsibility ☐ Global Awareness ☐ Technological Awareness</td></tr>
<tr><td colspan="6">☐ Program SLO(s): If selected, please specify:</td></tr>
<tr><td colspan="6">☐ Course SLO(s): If selected, please specify:</td></tr>
<tr><td colspan="6">☐ Service Area SLOs or Administrative Unit Outcomes (AUOs):If selected, please specify:</td></tr>
<tr><td colspan="6">Related College Goals: Select all that apply. (Link to College Goals: http://www.sdmesa.edu/mission-statement/index.cfm)
☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4</td></tr>
</table>

05/31/11

Research and Other Documentation

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

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

Signatures, and Submissions

These signatures indicate the completion of this Program Review document.

1. **Lead Writer (Signature): ____ Date: ______________________________**
   After the lead writer has signed and dated this document, please forward electronic and hard copy to the Department Chair.

2. **Department Chair/Supervisor (Signature): ______________________________________Date: _______________________**
   After the Department Chair has signed and dated this document, please forward electronic and hard copy to the Manager.

3. **Manager (Signature): ____ Date: ______________________________**
   After the Manager has signed and dated this document, please:
   a. *Forward this original hard copy and two additional copies to the Program Review Administrative Co-Chair in A-109.*
   b. *E-mail the electronic copy to:* cpalesti@sdccd.edu.

LIAISON ASSIGNMENTS AND EVALUATION GUIDE (for Committee use only)

Liaison Assignments

Each committee member will be assigned approximately three (3) to five (5) program reviews to evaluate. Each program or service area will be reviewed by one (1) committee member. To prevent conflict of interest, committee members will be assigned to evaluate programs reviews outside their department, school, or service area. Additionally, when assignments are made, the size of the program/service area reviews are taken into consideration.

Evaluation Guide

The Liaison Evaluation Guide is used by members of the Program Review Committee as they evaluate the Program Review documents. During the writing process, liaisons will continually interact with the lead writers to provide guidance and feedback towards the development of the final document.

The sections in the evaluation guide directly relate to each question on the Response Sheet and Goal Matrix. This guide can be used each time the liaison reviews the Program Review document to provide specific feedback to the lead writer. The guide can also be used when the liaison provides status updates at Program Review Committee meetings.

Once the final program review is received from the Office of Instructional Services, Resource Development and Research, Liaisons will submit a Liaison Evaluation Guide which will include a Liaisons Statement. This statement will be used in the Program Review Committee's final report to the President's Cabinet.

Submission Process

1. The lead writer submits the electronic copy of the final Program Review document to the liaison for one last review.
2. The liaison:
   - emails a Liaison Evaluation Guide to the lead writer, department chair, and manager for final feedback.

*At this point the program / service area can make any final changes to their program review.

3. The lead writer:
   - signs and dates the hard copy of the Program Review document.
   - forwards the electronic and hard copy of the Program Review document (with required attachments) to the department chair/service area supervisor.
4. The department chair/service area supervisor:
   - signs and dates the hard copy of the Program Review document.
   - forwards the electronic and hard copy of the Program Review document (with required attachments) to the manager.
5. The manager:
   - signs and dates the hard copy of the Program Review document.
   - sends the hard copy of the Program Review document and two additional copies (with required attachments) to the Program Review Administrative Co-Chair (A-109).
   - e-mails the electronic copy of the Program Review document to cpalesti@sdccd.edu .

San Diego Mesa College
PROGRAM REVIEW COMMITTEE
Liaison Evaluation Guide

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. The Liaison Evaluation Guide is to be used by the liaisons when reporting during committee meetings or when communicating with the lead writer or Program Review Committee administrative co-chair via e-mail.
3. Upon receipt of the final Program Review documents from the Office Instructional Services, Resource Development and Research, this completed Liaison Evaluation Guide will be submitted to cpalesti@sdccd.edu.

Program or Service Area Description

The following information/links is/are incomplete or is/are missing:

☐ 1) Mission Statement
☐ 2) Curriculum Grid and Program Degrees/Certificates
☐ 3) Service Area Description

Comments: ____

____

Program or Service Area Assessment

The following information is incomplete or is missing:

☐ 4) Current state assessment (relation to the College's vision, mission, values, objectives/priorities and performance indicators) and analysis.
☐ 5) Description of where the program/service area envisions to be in the next five years.
☐ 6) Identify the missing program/service area needs necessary for the next five years.

Comments: ____

____

Program Review Goal Matrix

The following item(s) are incomplete or missing:

SMART Goal	Components (rationale, plan, time, person)	Non-Budgetary	Funding Source(s) Type	Resources (description, estimated cost, cost to sustain)	Sheets Addressing Criteria in Table 1	Resources Total	Current Goal Assessment	Related SLOs/AUOs	Related College Goals

Comments: ____

____

<u>Research and Other Documentation</u>

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

<u>Liaison Statement (after final Program Review document is received)</u>

The assigned liaison provides a written statement regarding this program review. This statement will be part of the Program Review Committee's annual report to the President's Cabinet.

Write your own statement or review the sample wording below to fashion a unique statement that best describes the status of the program/service area you are reviewing. Please check the box(es) for all statements that apply:

Basic Statement:

☐ The program/service area description provided the mission statement (or links to it) and if changed, indicated why it was updated.

☐ The lead writer included information (or links) concerning the program/service area catalog changes as well as described the changes made within the past year.

☐ The assessment described the current state of the program/service area, where it wants to be, and the challenges that need to be addressed in order to reach its desired state.

☐ The Goal Matrices addressed the gaps identified by the program/service area and contained all required information.

☐ The program/service area used data and provided required information to support resource allocation requests.

Additions/Changes to Basic Statement:

☐ The Program Review Committee commended the lead writer for an excellent program review and recommended that it be used as a model.

☐ The budget is cited as the major obstacle to goal progress.

☐ The lead writer has used data appropriately throughout the responses and also described what and how specific items should be addressed in the next program review.

☐ The liaisons noted a recurring theme of budget constraints and their impact on the program/service area.

☐ Program/service area needs and challenges are identified with budget cited as the reason for both.

☐ The lead writer analyzed and used the provided data when discussing the impacts on the program/service area.

☐ Optional Written Statement (if not included above):

____

____

☐ Feedback from Lead Writer concerning the Program Review Process:

____

____

Program Review Committee

Membership: 2011-2012

Committee Co-Chairs:

Jill Baker, Deans' Council
Kristan Clark, Academic Senate
Monica Romero, Student Services
Kathleen Wells, Administrative Services

Administrative Representatives

William Craft
Ashanti Hands
Chris Sullivan

Classified Representatives

Angela Liewen-Romeo
Rocio Sandoval
Danielle Short
Ebony Tyree

Associated Students

Morlette Adame

Academic Senate Representatives

Manny Bautista
Ailene Crakes
Brian Cushing
Anne Geller
Ian Kay
Marichu Magana
Laura Mathis
Jonathan McLeod
Bruce Naschak
Saloua Saidane

Ex-Officio Members

Caterina Palestini,
Administrative Support
TBA,
Campus-Based Researcher

Constultant

Michelle (Toni) Parsons

San Diego Mesa College
Pamela T. Luster, President
7250 Mesa College Drive, San Diego, CA 92111-4998
619-388-2600 • www.sdmesa.edu

SAN DIEGO COMMUNITY COLLEGE DISTRICT

City College • Mesa College • Miramar College • Continuing Education

Revised September 2011 by the Program Review Committee/Subcommittee

Revised July/September 2010 by the Program Review Committee/Subcommittee
Revised July/August 2009 by the Program Review Subcommittee
Revised July/August 2008 by the Program Review Integration Subcommittee
Revised June, 2007 by the Program Review Integration Subcommittee
Revised Years Three to Five approved May 24, 2005 by President's Cabinet
Revised Year One approved March 1, 2005 by President's Cabinet
Years Two to Five approved October 7, 2003 by President's Cabinet
Year One approved May 6, 2003 by President's Cabinet
Original approved 2002-2003