



Comprehensive Program Review and Analysis (6 year review)

Multimedia Art & Technology

3D Animation & Video Game Design
Web Design
Graphic Design
Multimedia Art & Technology

March 20, 2013

[Click here to enter Review Committee Chair](#)

[Click here to enter Review Committee Members](#)



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

The Comprehensive Program Review and Analysis builds upon five years of program annual planning, providing a framework for faculty to use to review program information and to articulate direction for the future. The purposes of the Comprehensive Program Review and Analysis is well described by past Academic Senate presidents Jim Lockwood and Bill Scroggins (Academic Senate for California Community Colleges):

The principal purposes of the review process are to recognize and acknowledge good performance, to enhance satisfactory performance and help programs which are performing satisfactorily further their own growth, and to identify weak performance and assist programs in achieving needed improvement, ...

The program review process shall promote professionalism, enhance performance, and be effective in yielding a genuinely useful and substantive process for determining program effectiveness, the program review process shall provide 1) an articulation of clear, relevant criteria upon which reviews will be based; 2) the establishment of reasonable and timely intervals; 3) the establishment of the specific purposes for which program reviews are conducted and articulation of those purposes to everyone involved, ...

This document is to collect information to be used by the college planning bodies IPC, SSPC, Budget, and CPC and may be used for Program Improvement and Viability (PIV). Through this process, faculty have the opportunity to review the mission and vision of their program. Then, using multiple measures and inquiry, faculty will reflect on and evaluate their work for the purposes of improving student learning and program effectiveness. This reflection will identify steps and resources necessary to work towards the program vision including personnel, professional development, instructional equipment, and facilities needs. *Faculty should use their judgment in selecting the appropriate level of detail when completing this document.*

The deadline for submission of the Comprehensive Program Review and Analysis is due to the Dean/VPI (Learning Center, Library, University Center) by the end of March. Complete this document in consultation with your Dean/VPI. Documents will be reviewed by the Dean/VPI and uploaded to the Curriculum Committee and the IPC SharePoint sites. The College will hear faculty reports on their Comprehensive Program Review and Analysis during the Spring semester in a Curriculum Committee meeting.

Cañada College Mission Statement

It is the mission of Cañada College to ensure that students from diverse backgrounds have the opportunity to achieve their educational goals by providing quality instruction in general, transfer, career, and basic skills education, and activities that foster students' personal development and academic success. Cañada College places a high priority on supportive faculty/staff/student teaching and learning relationships, responsive support services, and a co-curricular environment that contributes to personal growth and success for students. The College is committed to the students and the community to fulfill this mission.

Vision

Cañada College ensures student success through personalized, flexible, and innovative instruction. The College infuses essential skills and competencies throughout the curriculum and assesses student learning and institutional effectiveness to make continuous improvement. Cañada responds to the changing needs of the people it serves by being involved in and responsive to the community, developing new programs and partnerships and incorporating new technologies and methodologies into its programs and services.



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

Note: To complete this form, **SAVE** it on your computer, then send to your Division Dean/VPI as an **ATTACHMENT on an e-mail message.**

Program Title Multimedia Art & Technology **Date Submitted** 3/20/13

1. Planning Group Participants (include PT& FT faculty, staff, students, stakeholders)

List of names and positions: Paul Naas, Program Coordinator
Hyla Lacefield, Adjunct Faculty

2. Contact Person (include e-mail and telephone): Paul Naas: naasp@smccd.edu, 650 306-3330

3. Program Information

A. Program Personnel

Identify all personnel (faculty, classified, volunteers, and student workers) in the program:

FT Faculty Paul Naas **PT Faculty FTE** James Khazar, Hyla Lacefield, Ken Cope, Kevin Powers, Roger Royce, Domenic Allen, Ed Christensen **FT Classified** [Click here and type]

PT Classified (hrs/wk) [Click here and type] **Volunteers** [Click here and type] **Student Workers** Ron Fronberg, Spencer Hollingsworth, Mary Hale, Nicco Paderno

B. Program mission and vision

Include the purpose of the program, the ideals the program strives to attain, and whom the program serves. The program mission and vision must align with the college's mission and goals. (200 word limit)

The Multimedia Art & Technology program strives to provide industry-specific training and skill-building in graphic arts disciplines. The department's goal is to provide students with fundamental design knowledge and to prepare students for entry-level positions in the graphic and commercial arts by helping them develop the industry-specific skills they need.

The program strives to teach students to work at a professional level through demonstration, critique, exposure to professional projects, and faculty with industry experience.

The program serves certificate- and degree-seeking students, students intending to transfer to a four-year program, and returning students seeking to refresh or learn new skills.

C. Program Student Learning Outcomes

List Program Student Learning Outcomes (minimum of 3) and assessment tools for each.

Tool: <https://sanmateo.tracdat.com/tracdat/>

Reflections:



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

- Review 5-year data and identify changes that have occurred in your program as a result of annual SLO assessment cycle.
- Explain how the assessment plan for Program Student Learning Outcomes measures quality and success of each Program.
- Summarize assessment results of Program Student Learning Outcomes.
- Describe and summarize other data that reveals Program performance.

1. Communicate design concepts clearly and concisely (i.e. visual, written, and oral)
Assessment is through examinations, culminating project and/or portfolio project
2. Develop competitive industry standard skills in their respective fields
Assessment is through examinations, culminating project and/or portfolio project
3. Understand the elements and principles of design through discipline-specific implementation.
Assessment is through examinations, culminating project and/or portfolio project

Examinations test and quantify the student's understanding of fundamental skills required in his/her discipline (i.e. graphic design principles, animation principles).

Culminating project/portfolio project/demo reel demonstrate individual student's mastery of techniques required for his/her specific discipline.

4. Curricular Offerings and Student Learning Outcomes and Assessment Cycle

Tools: TracDAT <https://sanmateo.tracdat.com/tracdat/> CurricUNET <http://www.curricunet.com/smcccd>

All curriculum and SLOAC updates must be completed when planning documents are due.

A. Attach the following TracDat and CurricUNET data in the appendix:

- List courses, SLOs, assessment plans, and results and action plans (attach report from TracDat for the CURRENT year only. The others will be in your previous annual plans).
- List courses with CORs over 6 years old (data from CurricUNET)

[Click here and type]

B. Identify Patterns of Curriculum Offerings

Reflections:

- Review the 2-year curriculum cycle of course offerings to ensure timely completion of certificates and degrees.
- Identify strengths of the curriculum.
- Identify issues and possible solutions.
- Discuss plans for future curricular development and/or program modification.



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- The department has reached a point with both staffing and course offerings where introductory courses (Web Design I, 3D Modeling and Animation I, Introduction to Computer Graphics, etc.) are offered in both Fall and Spring semesters. Continuation and specialized courses (Web Design II, 3D Character Animation, Compositing, etc.) are offered once a year during either the Fall or Spring semesters, as appropriate. This ensures that any student on a Certificate/Degree track will have access to the courses s/he needs twice during an average time in the program of two years.
- The curriculum provides a solid knowledge base for any student wishing to pursue a graphics career. Foundation classes provide general knowledge, and specialized classes per discipline provide the specific skills the student will need to land an entry-level job in industry or transfer to a four-year program as a Junior. Curriculum is also strengthened by the faculty, who are all industry-experienced; the student is not learning from a theoretician, s/he is learning from a seasoned professional who knows what's necessary to succeed in the field.
- In all of our discipline tracks we have areas that aren't covered as well as they should be in order to fully prepare students for industry or transfer. In some cases it means revising current curriculum, in others it means developing new course offerings to address the missing elements.
- Immediate future plans include offering the new Principles of Animation course (foundational course) in both Fall and Spring semesters, expanding the Compositing class to a full semester from a half-semester course, adding a second semester of 3D Character Animation (breaking the classes into basic motion mechanics [first semester] and acting and performance [second semester]), expanding the 3D Hard Surface Modeling class to a full semester, adding a Digital Sculpting class for soft surface/organic modeling, offer the Digital Video course that has been on the books but never offered, adding a Color Management course for digital imaging, adding a Studio Photography course to the digital imaging offerings, adding a Programming for Artists class, adding a User Experience development class for the web design program, adding a Database Management course for the web design program, and revising the Web Design courses to address HTML5 workflow.

A. Data Packets and Analysis from the Office of Planning, Research & Student Success and any other relevant data

Tool:

http://www.canadacollege.edu/inside/research/programreview/info_packet/info_packet.html

Reflections:

- Review 5-year data to describe trends in student success, retention, demographics.
- Analyze trends and discuss plans to address significant findings.
- Enrollments and demand for classes shows steady upward trend (2011-12 drop due in large part to initiation of computerized prerequisite checking, which was done poorly.)
- Success rate is consistently in the high 60%, and retention well above 80%.
- Demographics show mid-50% males and low 40% female enrollees. Growth in Hispanic students over last two years, along with reduction in white non-hispanic students. Other ethnic groups holding fairly consistent.



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B. Future Program Expectations

Tools: San Mateo County's Largest Employers

<http://www.labormarketinfo.edd.ca.gov/majorer/countymajorer.asp?CountyCode=000081>

Staffing Patterns in Local Industries & Occupations

<http://www.labormarketinfo.edd.ca.gov/iomatrix/staffing-patterns1.asp>

Reflection: Describe how changes in business, community and employment needs, new technology, and new transfer requirements could affect the Program.

According to the state EDD website (printouts attached), growth in multimedia fields is projected to be robust over the next 10 years not only in San Mateo County, but in all regions of the Bay Area. Additionally, the average hourly mean pay rate for employees in this field is over \$40 an hour. As use of tablets, smart phones, and web-enabled devices grows, demand for content for these devices will continue to increase. These factors present a unique opportunity for our students to learn the skills they need to enter these industries and land a good-paying job close to home.

Links to relevant EDD pages:

[Occupation profile](#)

[Estimated employment growth](#)

[Wage information](#)

Cañada is uniquely positioned geographically in the heart of one of the largest multimedia industry areas in the state, if not the country. Our program has trained many students who have found employment in animation studios, game companies, multimedia companies, and in corporate multimedia departments. The growth of our program should mirror the projected growth of the industries we train students for, and remain flexible and pliant in the courses we offer in order to best prepare students with industry-specific skills. As the needs of industry change, the course offerings in the MART program should change to reflect the skills employers are looking for.

6. Action Plan

Provide your action plan based on the analysis and reflections provided in the previous sections.

Actions:

- Identify next steps to be taken and timelines.
- Identify questions that will serve as a focus of inquiry for the next year.
 - Determine the assessments; set the timeline for tabulating the data and analyzing results.
 - Describe what you expect to learn from the assessment efforts.

- Hire another full-time faculty member (projected start: Fall 2013)
- Develop curriculum for User Interface/Experience class and present to curriculum committee (Fall 2013)



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- Develop curriculum for full-semester Compositing class and present to curriculum committee (Fall 2013)
- Develop curriculum for second semester 3D Character Animation class and present to curriculum committee (Fall 2013)
- Develop curriculum for Programming for Artists class and present to curriculum committee (Fall 2013)
- Offer Digital Video class (in catalog, never offered) (Spring 2014)

- Assess current class offerings for content relevance to current industry needs
 - Contact advisory board members, solicit their input on current skill needs. (Fall 2013)
 - Evaluate software tools to ensure currency with industry usage
 - Advisory board members polled to determine current software skill set. (Fall 2013)

Assessment will determine whether current class offerings and software tools taught are aligned with industry needs. If so, enhancements can be added to classes to provide students with extended skill sets. If not, curriculum changes will be implemented that provide training that more closely matches what industry expects from an entry-level applicant.

7. Resource Identification

A. Faculty and Staff hiring requests

Actions:

- Explain how hiring requests will serve the Program/Division/College needs
- Use supporting data.

- Full-time faculty member, focusing on digital imaging and web development. Current F/T faculty expertise is in animation/3D development, so a DI/web faculty will provide more on-campus resources for students in the program that are focused on those careers.
- Part-time teaching assistant. Many classes have enrollments of 30 or more and are hands-on learning situations, which frequently require one-on-one interaction between student and instructor. Classes of this size can grind to a halt if even a very few students are having difficulty with the material. A teaching assistant for targeted classes will divide the one-on-one needs between two people, solving problems more quickly and prevent long periods of down time for other students.
- Enrollment and student data support both of these requests. See attached Program Review Department Data Packet for details.

B. Professional Development needs

Actions:

- List the professional development activities the faculty and staff participated in this year.



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- Explain how professional development activities in the past six years have improved student learning outcomes.
- Describe professional development plans for next year.

- Attended SIGGRAPH (computer graphics conference)
- Attended CTN Animation Expo (animation conference)
- Membership in industry groups and organizations (ASIFA, SIGGRAPH)
- Faculty have taken courses within the MART program outside their respective fields of expertise
- Campus and district flex days and voluntary training sessions

Our faculty make it a point to stay current on trends in their respective fields. Several attend relevant trade shows and seminars. Many of our adjunct faculty are still employed in their fields of expertise. The currency of information and the day-to-day efforts in their fields bring real-world experience into the classroom for our students. They are not learning from an academic whose experience is no longer reflective of what the industry is doing; they are learning from professionals who know what is happening in the private sector. This makes the knowledge they gain more valuable as they transfer or seek employment.

- Continue to attend relevant conferences
- Continue to attend industry-specific events to meet with peers in respective fields
- Continue to take advantage of campus and district training to address administrative side of the position.

C. Instructional Equipment requests

Actions:

- List instructional equipment requests (include item description, suggested vendor, number of items, and total cost).
- Explain how it will serve the Program/Division/College needs.

Studio 13-211:

- Dell Inspiron One 23 All-in-one, 8GB Ram, 2 TB drive, Intel graphics card. 17 total \$1,200 each, total \$20,400.
- iMac 21.5 in, 2.7GHz, , 8GB Ram, 1 TB drive, Nvidia GeForce graphics card. 17 total \$1,300 each, total \$22,100.

Studio 22-113:

- iMac 27 in, 3.2GHz, , 8GB Ram, 1 TB drive, Nvidia GeForce graphics card. 25 total \$2,000 each, total \$50,000.

Studio 19-100:



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Computers in this room (3 total) will be upgraded by repurposing existing computers from 22-113

D. Facilities requests

Actions:

- List facilities requests (include custodial, repairs, maintenance, new building/lab/classroom, utility needs)
- Explain how the requests will serve the Program/Division/College needs.

None at this time.

E. Office of Planning, Research & Student Success requests

Actions:

- List data requests for the Office of Planning, Research & Student Success.
- Explain how the requests will serve the Program/Division/College needs.

None at this time.



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

EXECUTIVE SUMMARY TO BE SUBMITTED TO THE SMCCCD BOARD OF TRUSTEES (2 page maximum)

Program Title: Multimedia Art and Technology

Program Vision and Mission (refer to #3B)

The Multimedia Art & Technology program strives to provide industry-specific training and skill-building in graphic arts disciplines. The department's goal is to provide students with fundamental design knowledge and to prepare students for entry-level positions in the graphic and commercial arts by helping them develop the industry-specific skills they need.

The program strives to teach students to work at a professional level through demonstration, critique, exposure to professional projects, and faculty with industry experience.

The program serves certificate- and degree-seeking students, students intending to transfer to a four-year program, and returning students seeking to refresh or learn new skills.

Program Strengths

- Program has a diverse faculty of industry-experienced professionals, providing real-world expertise to students.
- Reputation of the program is growing as graduates enter the workforce and other schools are made aware that we are here.
- College has done an outstanding job of keeping equipment and software current so that students are learning on the latest version of the tools.
- Location of campus provides easy access to major employers in the region (EA, Zynga, DreamWorks, etc.)
- Moderate class sizes make providing feedback and assistance to individual students relatively easy.

Program Challenges

- Program is not as well-known around area as would be desirable. Main reason is lack of time for promotion, due to only one FT faculty. Another FT faculty would allow for more time for outreach to industry, high schools, and professional organizations
- Limits in number of sections we can offer hinders us in expanding curriculum to include courses that would create a more complete learning experience for the student.

Action Plan Summary (refer to #6)



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- Hire another full-time faculty member (projected start: Fall 2013)
- Develop curriculum for classes listed below, present to curriculum committee (Fall 2013)
 - User Interface/Experience
 - Compositing class expansion
 - Second semester 3D Character Animation
 - Programming for Artists
- Offer Digital Video class (in catalog, never offered) (Spring 2014)
- Assess current class offerings for content relevance to current industry needs
 - Contact advisory board members, solicit their input on current skill needs. (Fall 2013)
- Evaluate software tools to ensure currency with industry usage
 - Advisory board members polled to determine current software skill set. (Fall 2013)



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

EVALUATION OF THE PROCESS

To improve the Comprehensive Program Review and Analysis process your help and suggestions are instrumental. We ask that all parties responsible for preparation of this review have input into the evaluation. After completion of this process, please take a few moments to complete and return this evaluation to the chair of the Curriculum Committee.

Program Title: Multimedia Art & Technology

Estimate the total number of hours to complete your Program Review. 12

1. Was the time frame for completion of the Comprehensive Program Review and Analysis adequate? If not, explain.

Yes, it was adequate

2. Was the instrument clear and understandable? Was it easy to use? If not, explain and offer suggestions for improvement.

Yes, it was clear and understandable

3. Were the questions relevant? If not, please explain and offer specific suggestions.

Yes

4. Did you find the Comprehensive Program Review and Analysis process to have value? If not, please explain and offer suggestions.

Mostly. Personally, I found it difficult because this is the first one I've done, and my predecessor didn't leave me an example to work from.

5. Was the data you received from administration complete and presented in a clear format? Would you like additional data?

Yes

6. Please offer any comments that could improve and/or streamline Comprehensive Program Review and Analysis process.



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[Click here and type]



**COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS
CHECKLIST**

- All Annual Program Plans since the last Comprehensive Program Review process
- Completed Executive Summary page
- Completed Evaluation of the Process page
- Additional data

Program Title: Multimedia Art & Technology **Date Submitted:** 3/20/2013

Review Committee Chair [Click here and type]

Review Committee Members [Click here and type]



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

INSTITUTIONAL RESPONSE SHEET

Program Title: [Click here and type]

Thank you for your time and effort in preparing this Comprehensive Program Review and Analysis. Your Executive Summary, with recommendations, will be forwarded to the College Planning Council.

1. Division Dean Signature: Jan Rocks **Date:** 4/26/13
Comments:

2. Curriculum Committee Chair: Jim Spunty **Date:** 4/26/13
Comments:

3. College Vice President: [Signature] **Date:** 4/26/13
Comments:



Comprehensive Program Review Feedback Form – Curriculum Committee

Program MART Division Business, Workforce & Athletics

Curriculum Committee Member(s) Reviewers Dani Behonick Date Reviewed 5/9/13

The purpose of this form is to provide feedback to the Department/Program.

I. Program Learning Outcomes Assessment Cycle (PLOs)	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Reviewed 5-year data and identified changes that occurred in the program as a result of PLO assessment cycle.	No 5-year data provided, no changes identified.	Click here to enter text.	Click here to enter text.	Click here to enter text.
2. Explained how the assessment plan for PLOs measured quality and success of each program.	No explanation provided.	Click here to enter text.	Click here to enter text.	Click here to enter text.
3. Summarized assessment results of PLOs.	No results provided.	Click here to enter text.	Click here to enter text.	Click here to enter text.
4. Described and summarized other data that reveals program performance.	No data provided.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Comments/Questions: Program provided current PLOs as well as general assessment tools for these (no specifics for individual courses/programs provided). As PLO assessment is new (~ 1 year old) to most programs on campus, it is not surprising that no 5-year data, results or summary were provided as part of this Comprehensive Program Review.				

II. Curriculum offerings and Student Learning Outcomes Assessment Cycle (SLOs)	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Provided TracDAT and CurricUNET data in the appendix.	SLOAC SLO documents included in	Click here to enter text.	Click here to enter text.	Click here to enter text.



Comprehensive Program Review Feedback Form – Curriculum Committee

	folder, no TracDAT or CurricUNET documents included. No results provided.			
2. Identified patterns of curriculum offerings.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Very thorough and thoughtful assessment.
3. Reviewed the 2-year curriculum cycle of course offerings to ensure timely completion of certificates and degrees.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Very thorough.
4. Identified strengths of the curriculum.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Thoroughly and insightfully.
5. Identified issues and possible solutions.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Very articulately.
6. Identified plans for future curricular development and/or program modification.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Quite effectively.
Comments/Questions: Click here to enter text.				

III. Program Level Data	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Reviewed 5-year data to describe trends in student success, retention, demographics.	Click here to enter text.	Click here to enter text.	Succinct and complete.	Click here to enter text.
2. Analyzed trends and discussed plans to address significant findings.	Click here to enter text.	Mentions previous issues with prerequisite checking and associated	Click here to enter text.	Click here to enter text.

Comprehensive Program Review Feedback Form – Curriculum Committee

		trends.		
3. Identified changes in business, community and employment needs, new technology, and new transfer requirements could affect the Program.	Click here to enter text.	Click here to enter text.	Provides thoughtful analysis and information and a general plan for the future.	Click here to enter text.
Comments/Questions: Click here to enter text.				

IV. Action Plan	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Identified reflections on Department/Program needs and goals.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Very specific goals and plans identified.
2. Identified an action plan as a focus of inquiry for the next year.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Very specific goals and plans identified.
Comments/Questions: Click here to enter text.				

Va. Faculty and Staff hiring needs	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Justification is consistent with accurate data and fits Department/Division/College needs.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Clear need justified by data.
Comments/Questions: Click here to enter text.				

Vb. Professional Development needs	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan



Comprehensive Program Review Feedback Form – Curriculum Committee

1. Identified professional development activities that faculty and staff participated in the past 6 years and	Click here to enter text.	Click here to enter text.	X	Click here to enter text.
2. Identified how professional development improved student learning outcomes (SLOs).	Click here to enter text.	Click here to enter text.	X	Click here to enter text.
3. Identified professional development plans for next years.	Click here to enter text.	Click here to enter text.	Click here to enter text.	X
4. Justification is consistent with Department/Program needs.	Click here to enter text.	Click here to enter text.	Click here to enter text.	X
Comments/Questions: Click here to enter text.				

Vc. Classroom and Instructional Equipment needs	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Completed source/cost information (item description, suggested vendor, number of items, total cost).	Click here to enter text.	Click here to enter text.	Click here to enter text.	Complete information and plan for specific rooms.
2. Justification is consistent with Department/Division/College needs.	No information provided.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Comments/Questions: Click here to enter text.				

Vd. Office of Planning, Research & Student Success data needs	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Justification is consistent with Department/Division/College needs.	Click here to enter text.	No information requested.	Click here to enter text.	Click here to enter text.
Comments/Questions: Click here to enter text.				

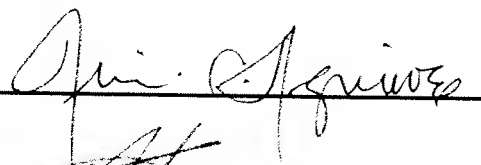



Comprehensive Program Review Feedback Form – Curriculum Committee

Ve. Facility needs	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Justification is consistent with Department/Division/College needs.	Click here to enter text.	No request made.	Click here to enter text.	Click here to enter text.
Comments/Questions: Click here to enter text.				

VI. Executive Summary	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Identified program vision and mission	Click here to enter text.	Click here to enter text.	X	Click here to enter text.
2. Identified program strengths.	Click here to enter text.	Click here to enter text.	X	Click here to enter text.
3. Identified program challenges.	Click here to enter text.	Click here to enter text.	X	Click here to enter text.
4. Identified action plan summary	Click here to enter text.	Click here to enter text.	X	Click here to enter text.
Comments/Questions: Click here to enter text.				

Other/General Comments:
 From the writing, it appears that this Comprehensive Review was completed by a single faculty member (most likely the lone full-timer in this program), who had never before completed such a document and had been left no such document by his predecessor. As such, I am impressed at how much this person was able to accomplish alone and with no model.

Curriculum Committee Chair Signature  Date 5/17/13

VPI Signature  Date 5/20/13