2022-23 Program Review Template

<u>Directions for Lead Writers</u>: Please use this template to complete your Unit's Program Review for this cycle. After you complete this template, please click here to upload this word document.

Click here to view our Glossary of Terms.

Other Resources:
Program Review Handbook
Acronym Dictionary
Resource Link Library
Mesa 2030
Program Review Archives

<u>DEI Discussions</u>: as part of your reflection with your unit, a workgroup has developed a Diversity, Equity, Inclusion, and Accessibility Discussion Guide. Please use this in your unit-level discussions as we move toward becoming more diverse, equitable, inclusive, and accessible through intentional and ongoing campus-wide reflections and revisions of policies and practices.
View the guide here. Have reflections or feedback to share? Click here.

Program Information & Executive Summary		
Prompt	Guidance	Program Response
Describe the successes and challenges your unit has faced since the last comprehensive review.		This is the Sustainability Program's first comprehensive review. Successes include: • The implementation of the AA degree and certificate of achievement in sustainability, • Strong enrollment and productivity (FTES/FTEF), • Continued growth in the program, and • Equity in course outcomes and retention. Challenges include: • Recruitment to the sustainability work experience course, • The deactivation of environmental economics, and • The lack of an environmental science course taught at Mesa College.

Prompt	Guidance	Program Response
If applicable, describe any major curricular or service changes your unit has engaged in and the impact of those changes since the last comprehensive review.	Optional	There are two sustainability courses offered at Mesa College: introduction to sustainability (SUST 101) and sustainability work experience (SUST 270). SUST 101 has exceeded predicted enrollment targets by a factor of two but SUST 270 has not reached its predicted enrollment targets. Perhaps this is due to SUST 101 meeting Area 4 (IGETC) and Area D (CSU) general education requirements whereas SUST 270 does not. Additionally, SUST 101 is a prerequisite course for SUST 270. The economics department decided to deactivate environmental economics, which required an adjustment to the sustainability associate's degree and certificate of achievement. We believe that our program has been impacted by a lack of the environmental science course (BIOL 101) at Mesa. This is a gap in the preparation for the major requirements for transfer to SDSU. This course is offered at City College.
If applicable, describe the impact of any new resources (human, fiscal, etc.) on the unit and/or action plan implementation.	Optional	n/a
Please confirm that the department has reviewed the Course Learning Outcomes listed in CurricuNet for each course and verify accuracy.	Select One	☒Reviewed and accurate ☐Reviewed not accurate, update in progress ☐Reviewed not accurate, need support

Data Reflection

Prompt	Guidance	Program Response
Describe the trends you see in your program/service area's data.	Instructional Data you may consider: enrollment trends, course & program learning outcomes, Institutional Learning Outcomes, course success and retention rates, degree completion, transfer, employment, labor market analysis, other data relevant to your unit's work	Trends include increasing course sections offered, student enrollment, and awards earned. Mesa currently offers two sections of SUST 101. In the first year (2018-19) that the sustainability AA degree was offered, two students earned this degree. Last year (2021-22), seven students earned AA degrees in sustainability.

	Service/Admin Area Data you may consider - service usage, service access, demand for services, student service/administrative unit outcomes, types of services offered and used, headcount of services usage, trends in reason for service use, other data relevant to your unit's work	
Describe any equity gaps you see in these data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)?	Equity gaps refer to disparities in educational outcomes and student success metrics across race/ethnicity, socioeconomic status, gender, and other demographic traits and intersectionalities.	There are no equity gaps in the course success or retention data across the variety of student demographic traits and intersectionalities. For the four years of awards data (2018-19 through 2021-22), equity gaps exist for 18-24 year olds (9.1%), females (9.1%), and Latinx-identifying students (20.4%) but the total count of 17 may be too low for the equity gap analysis to be valid.
Describe the discussion(s) that took place about the unit's learning outcomes assessment data.	Department Outcomes Coordinators (DOCs) facilitate a department wide discussion on learning outcomes data each year during "Outcomes Across Campus". DOC's may helpful in supporting this section.	Each semester, sustainability program faculty discuss the course and program learning outcomes assessment data. At the course level, students are meeting the minimum threshold set by the social sciences department.

Practice Reflection

Prompt	Guidance	Program Response
Describe current practices your unit has engaged in that you believe impact the above data trends and equity gaps.	Items to consider: new actions specifically focused on issues of equity, major curricular changes, professional learning, policy or process changes, data-informed unit dialogue, community outreach.	It is unclear what practices result in no equity gaps in terms of course outcomes and retention. The equity gaps in terms of awards conferred may be due to the low sample size.
What other factors (internal or external) might also impact the above data trends and equity gaps?	Items to consider: legislative changes, fiscal changes, staffing changes, recruitment, hiring, and retention practices.	Student interest in the sustainability program may coincide with increasing public awareness of the climate crisis and environmental degradation.

Unit Goals and Action Plans

Prompt	Guidance	Program Response

Unit Goals	Goals should connect to Data and Practice Reflections. Goals should be Specific, Measurable, Attainable, Relevant, and Time-bound.	Goal 1: Build partnerships with potential internship locations to increase enrollment in SUST 270.

Mesa2030 Roadmap Strategic Objective (SO) Alignment	Review Mesa2030 and the Roadmap to Mesa2030, only link to SO's that your goal clearly and intentionally is meant to contribute to, each goal should link to 1 or more SOs	Goal 1: Build partnerships with potential internship locations to increase enrollment in SUST 270.
		    SO: Completion
		    SO: Pathways and Partnerships
		    SO: Scholarship

Identify specific actions your program/service area will engage in to accomplish this goal.	Examples may include: policy or practice changes; unit initiatives, curricular changes, etc.	Goal 1 1. Create a list of current and previous internship locations. 2. Research additional organizations. 3. Contact potential organizations. 4. Create a SUST 270 guide for students.
Does this Action Plan require resources	if yes, complete resource request form	☐Yes ☒No

Lead Writer and Manager Information	
Lead writer Name(s)	Waverly Ray
Name of Program/Unit	Sustainability
Manager Name	Pearl Ly
Submission Date of Program Review Draft to Manager for feedback	4/12/2023
Submission Date of Program Review Final Draft to Office of Institutional Effectiveness	5/15/2023