

# Program Review Handbook

2022-23

## Purpose

The purpose of Program Review is to facilitate the continuous improvement of teaching and learning at Mesa College as we strive to fulfill our Mission as an institution. Each institutional unit assesses the effectiveness, currency, and viability of their area with an intentional focus on equity and excellence. Program review provides an opportunity for each institutional unit to collect and reflect on data, identify opportunities for improvement, plan ahead, and request resources. Program Review is designed to fulfill the following objectives:

- Align unit level planning with Campus planning, specifically with Mesa2030 and the Roadmap to Mesa2030.
- Enhance institutional effectiveness and excellence.
- Ensure systematic and campus wide focus on equity, with specific focus on racial equity.
- Provide clear, data-informed rationale for budgeting and resource allocation decisions.
- Facilitate innovation within institutional units.
- Cultivate a culture of inquiry that extends across campus constituencies.
- Fulfill the requirements of the Accrediting Commission for Community and Junior Colleges (ACCJC).

## ACCJC Standards related to Program Review

I.B.5 The ***institution assesses accomplishment of its mission through program review*** and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

I.B.9 The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates ***program review, planning, and resource allocation*** into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

II.A.2 Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, ***faculty conduct systematic and inclusive program review, using student achievement data***, in order to continuously improve instructional

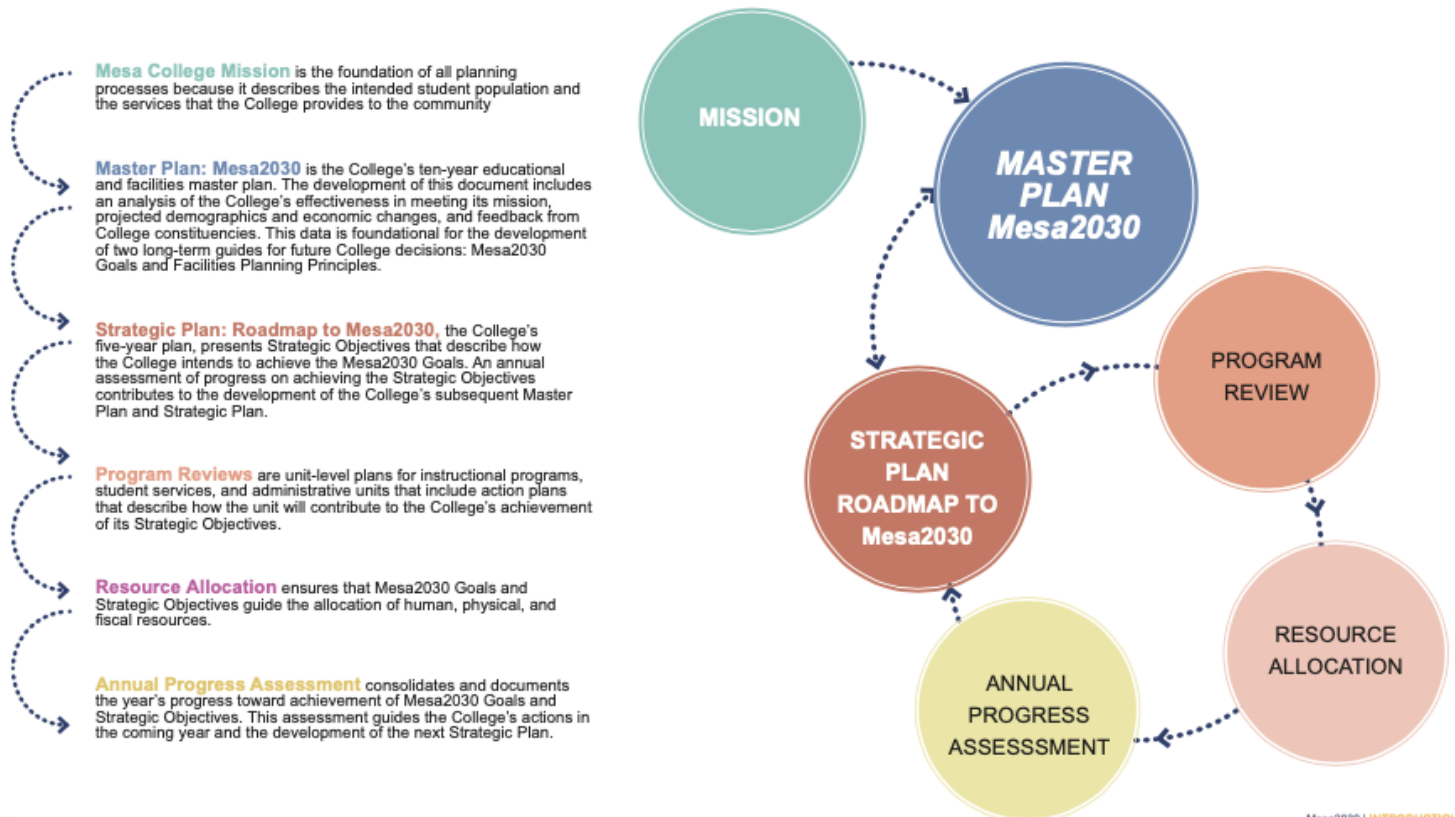
courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success

II.B.16 ***The institution regularly evaluates and improves the quality and currency of all instructional programs*** offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

II.C.1 ***The institution regularly evaluates the quality of student support services*** and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

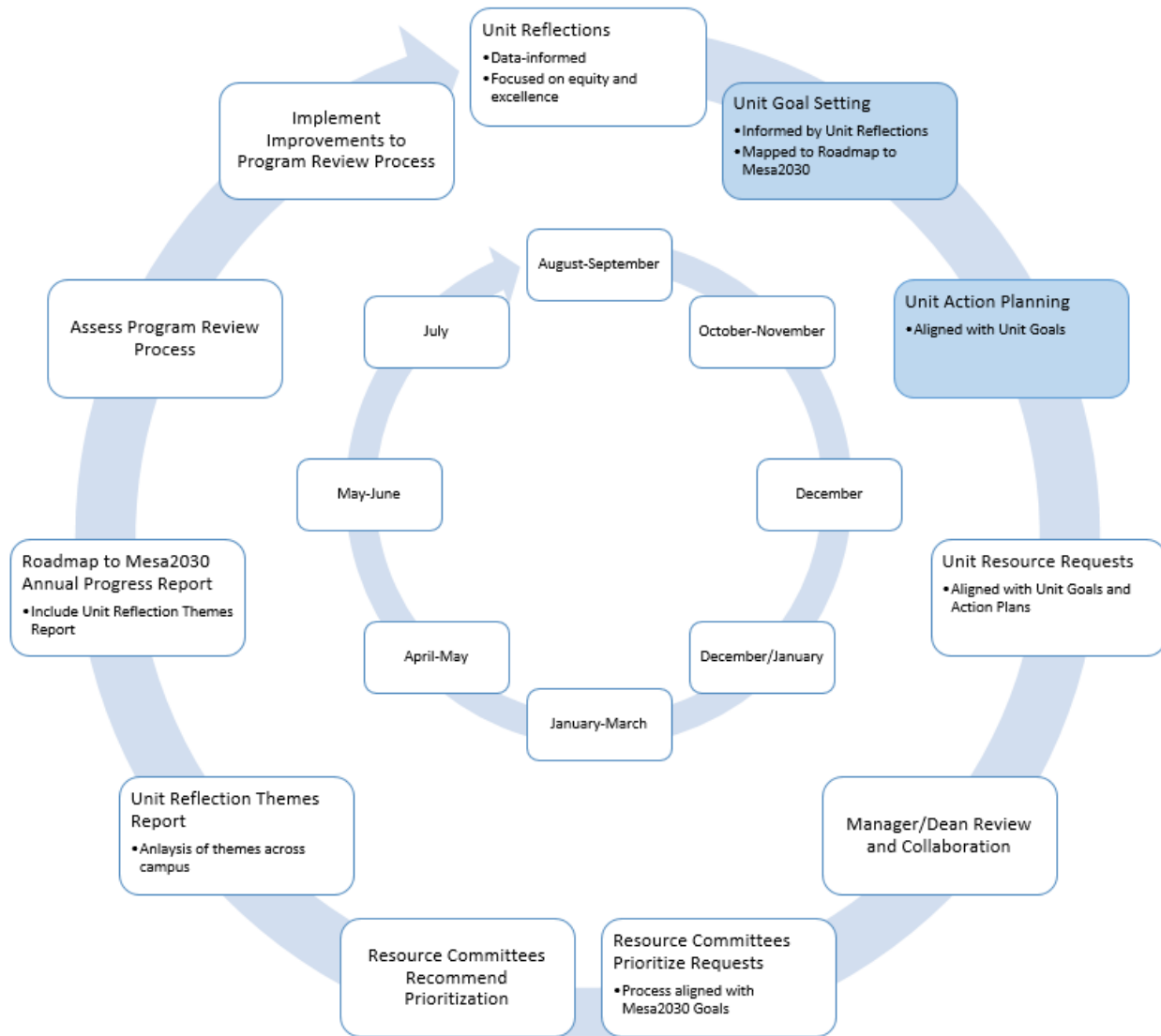
## Program Review within Integrated Planning

Program review is part of a larger Integrated Planning Cycle that occurs at the college. Below is an overview of the Integrated Planning Cycle that begins with our institutional Mission and includes long-term Planning (Mesa2030), strategic planning (Roadmap to Mesa2030) and annual planning (Program Review and Resource Allocation). The full Governance Handbook with details regarding each component of our integrated Planning model can be found [here](#).



## Program Review Process and Cycle

At Mesa College, Program Review, including Unit Reflections and resource requests, occurs annually. In the first year of the 4-year cycle, every institutional unit completes a Unit Reflection that identifies Unit Goals and Action Plans for the upcoming years. In each subsequent year, units complete an annual update to reflect on progress toward their goals, implementation of their actions plans, and request any resources needed to continue their work. As a campus, we follow the annual cycle below. The cycle begins each August and concludes each July. This process is led by a steering committee.



Note 1: The items shaded in blue are completed in the first year of the cycle and updated in each subsequent year.

Note 2: The cycle may be adjusted in order to respond effectively to unforeseen circumstances

## Program Review Steering Committee

The Program Review Steering Committee comprises faculty, classified professionals, administrators, and representatives from committees critical to the integrated planning process at Mesa College. Representatives are appointed by their respective participatory governance body or committee. The purpose of the Committee is to oversee the program review process at Mesa College and to provide the framework, context, and support necessary for its successful completion. A key responsibility of the Program Review Steering Committee is to collaborate with lead writers to strengthen the program review document for subsequent college-wide planning and resource allocation decisions. To this end, the Committee works closely with the Planning and Institutional Effectiveness Committee to assure alignment with their needs and practices. Using the ACCJC rubric, the Program Review Steering Committee strives for continuous quality improvement through annual assessment of its process as well as its training sessions and support materials.

### Charge

The Program Review Steering Committee has the following responsibilities:

1. Create, review, modify as needed, and disseminate the Program Review Handbook.
2. Establish and publish timelines for the program review process including dates related to the integrated planning process such as FHP, CHP, and BARC timelines and budget deadlines.
3. Provide training workshops to support the campus community in completing a meaningful assessment of their program.
4. Serve as liaisons to new lead writers
5. Prepare a year-end report to be presented to the President's Cabinet as part of the Annual Progress Report connected to the Roadmap to Mesa2030 Strategic Plan.
6. Assess the program review process annually and set process improvement goals for the following year.

### Membership

The Program Review Steering Committee meets on the first Friday of each month from 1-2:30pm. The membership includes the following representatives:

Co-Chairs (from committee membership and representing Faculty, Admin, & Classified)

- Dean of Institutional Effectiveness
- Admin Services Rep
- Student Services Rep
- Instructional Rep

Faculty Representatives (12)

- 1 from each school (11)
- 1 CTE Faculty

Administrative Representatives (4)

- Dean of Institutional Effectiveness
- Instruction
- Student Services
- Administrative Services

Classified Representatives (4)

Constituency Group Representation (3)

- Academic Senate
- Classified Senate
- Associated Students

Curriculum Representative (1)

Faculty Hiring Prioritization Committee Representative (1)

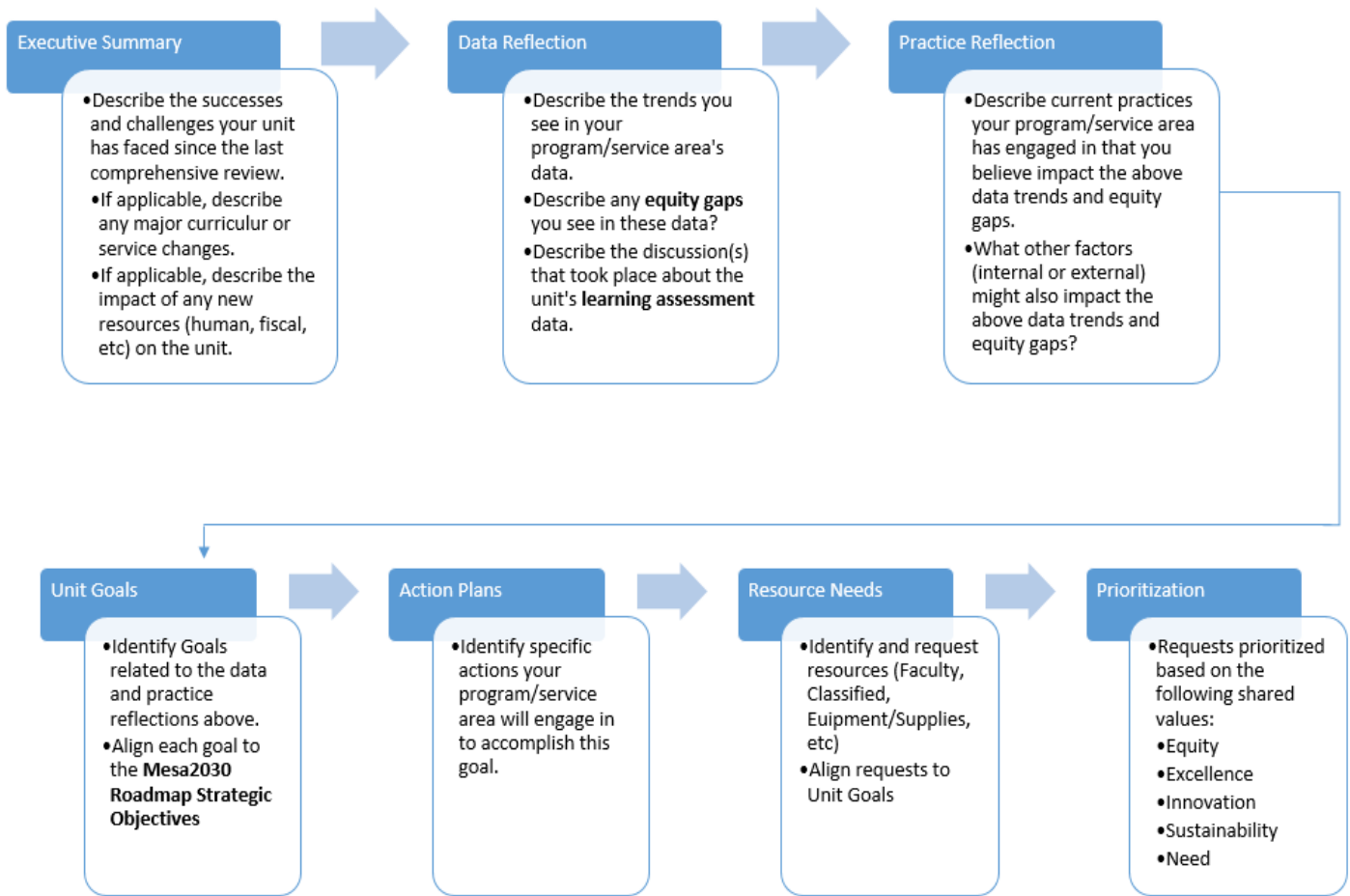
Classified Hiring Prioritization Committee Representative (1)

Budget Allocation Recommendation Committee Representative (1)

Strong Workforce Committee Representative (1)

**28 total members**

## Program Review Report and Request Structure



## Resource Prioritization Rubric

Directions: Each response should include accurate and relevant data, meaningful analysis of those data, and a clear connection of those data to the program/unit action plan. Relevant data may include data beyond what is provided by the Office of Institutional Effectiveness. Writers should include any and all data they deem relevant to the request. Responses should include considerations around impact to campus practice, proportion of students/employees impacted, impact on equity, and specialized expertise needed to support programming.

Each question is scored from 0-10 on the following continuum. Additional guidance can be found below.

0	1	2	3	4	5	6	7	8	9	10
Did not address question	Minimally addressed the question		Addressed the question but did not include accurate or relevant data, data analysis, or make clear connection to Program Action plan.			Question is well addressed but may be missing relevant data, analysis or narrative on how the data supports program Action Plan.			Question is well addressed and includes accurate and relevant data, analysis and clearly connects to programs Action Plan.	

Form Questions	Guidance to Lead Writers
What type of resource request is this? (not scored)	<ul style="list-style-type: none"> <li>• Classified Professional</li> <li>• Faculty</li> <li>• Equipment/Supplies/Facilities</li> </ul>
Explain how your request contributes to improvements in <u>Equity for Disproportionately Impacted groups.</u>	<p>Request will intentionally support practices that have demonstrated success or are research supported in producing parity in outcomes across racial/ethnic student groups or other <b>historically minoritized</b> groups. Examples may include:</p> <ul style="list-style-type: none"> <li>• Student-facing practices, policies, programs</li> <li>• Policies, practices, programs that foster a culture of <b>equity-mindedness</b></li> <li>• Policies, practices, programs that improve our ability to pursue equity through principles of inquiry and development of <b>equity-minded</b> systems.</li> </ul>
Explain how your request addresses <u>Excellence.</u>	<p>Request will intentionally support excellence and completion. Demonstration of excellence may include discussion of the following:</p> <ul style="list-style-type: none"> <li>• high-quality, <b>culturally relevant</b> teaching/learning experiences</li> <li>• supporting students toward timely completion of educational goals</li> <li>• eliminating barriers and providing support for students entering Mesa College, through to completion, and beyond to transfer and employment</li> <li>• partnerships within Mesa’s internal and external communities to enhance access and completion efforts</li> <li>• New policies, practices, or structures that intentionally focus on institutional improvement and effectiveness</li> </ul>
Explain how your request fosters <u>Innovation</u>	<p>Request introduces something new and/or makes changes to something established. Examples:</p> <ul style="list-style-type: none"> <li>• Innovation in curriculum, pedagogy, student success efforts</li> <li>• New/more efficient or effective campus processes or infrastructure support</li> <li>• Ideas around scaling up an effective practice utilizing a new approach</li> </ul>
Explain how your request promotes <u>Sustainability</u>	<p>Request clearly demonstrates a commitment to sustainability of resources (physical, fiscal, and human). Examples include:</p> <ul style="list-style-type: none"> <li>• Commitment to and prioritization of policies or practices that improve <b>environmental justice</b> and sustainability</li> <li>• stewardship of resources (physical, fiscal, and human)</li> <li>• climate action education</li> <li>• Policies, practices, programs committed to reducing Mesa College’s <b>carbon footprint</b></li> <li>• replacement/maintenance of current resources</li> <li>• cross-functional/interdisciplinary request that improves efficiency of resources, practices, and programming</li> </ul>



<p>Using accurate and relevant data*, explain the <i>Need</i> for the request beyond what currently exists in the unit.</p> <p>*Some data will be provided but writers should include any and all data they deem relevant to the demonstration of need.</p>	<p>Request includes accurate and relevant data/evidence</p> <ul style="list-style-type: none"> <li>• Classroom requests should minimally include <b>FTES/FTEF</b>, <b>Adjunct FTEF</b>, Full-Time Faculty <b>Headcount</b></li> <li>• Other data could include: student utilization, faculty/employee utilization, growth/demand, time on task, efficacy of services,</li> <li>• Data/evidence is clearly connected to the need and justification for the resource(s) beyond what currently exists within the unit.</li> </ul> <p>Request may include discussion of how it will support a new policy, practice or requirement (internal or external).</p> <ul style="list-style-type: none"> <li>• The requirement is clearly articulated with relevant details describing how this request supports the requirement.</li> </ul>
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**\*Bold words are included in the Institutional Effectiveness Glossary.**

## [Appendix/Links](#)

[Nuventive](#)

[Mesa2030](#)

[Roadmap to Mesa2030](#)

[Roadmap to Mesa 2030 Implementation](#)

[Program Review website](#)

[Governance Handbook](#)

[Program Review Steering Committee](#)

[Program Review Trainings and Resources](#)

[ACCJC resources](#)

[Integrated Planning Calendar](#)

[Multi-year planning calendar](#)

[Program Review Archives](#)

[Institutional Effectiveness Glossary](#)

[Guided Pathways Glossary](#)