

2022-23 Program Review Template

Directions for Lead Writers: 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](#)

DEI Discussions: 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](#).

<i>Program Information & Executive Summary</i>		
Prompt	Guidance	Program Response
Describe the successes and challenges your unit has faced since the last comprehensive review.		<p>Moved online through pandemic</p> <p>Contract numbers and honors participation dropped during the pandemic-on par with district numbers</p> <p>Opened eligibility to all course delivery modules (online asynchronous, short-term, online synchronous)</p> <p>Honors Center re-opened with student staff, 4 days a week</p> <p>Moved from Blackboard to Canvas-no more creation of Honors shells needed</p> <p>New district-wide online honors contract enrollment through web portal implemented (all campuses on same system)-produced multiple technical challenges that are ongoing</p> <p>Honors now offers choice of pay or flex for participation in honors-</p>

		<p>produced additional reporting duties</p> <p>Included faculty in spring mixer which resulted in increased contracts</p> <p>Employed 4 students as part of the honors team which created more managerial duties (3 of the students were Veteran workers which required coordination with the Veteran's Center.</p> <p>Increased Honors visibility during the pandemic and post-pandemic through Instagram (increased numbers of followers by at least 200%).</p> <p>Collaborated with Mesa Journeys to increase visibility of Honors IG page.</p> <p>Continued to offer honors scholarship with the support of Alison Primoza.</p>
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	<p>No more requisites for Honors contracts (i.e., all modalities of class instruction are eligible for an Honors contract except for summer, intercession, and non-transfer).</p> <p>New web portal districtwide contract system was implemented to replace manual/paper contracts. Standardized across all colleges in the district. Implementation has been challenging and has had ongoing technical and coordination issues between all parties involved in the system. This did seem to help the program get back to pre-pandemic numbers despite continued lower enrollments across colleges.</p>
If applicable, describe the impact of any new resources (human, fiscal, etc.) on the unit and/or action plan implementation.	Optional	<p>AFT's new option to get paid for honors contracts in lieu of flex credit. This resulted in additional communication to faculty, the creation of a form to collect data, and an additional last step of processing pay. This is the first semester so further changes are being assessed.</p>
Please confirm that the department has reviewed the Course Learning Outcomes listed in CurricuNet for each course and verify accuracy.	Select One	<p><input checked="" type="checkbox"/> Reviewed and accurate</p> <p><input type="checkbox"/> Reviewed not accurate, update in progress</p> <p><input type="checkbox"/> Reviewed not accurate, need support</p>
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	Contract numbers increased. See preference for online and short-term modalities. Students are adjusting to returning to in-person. There is an opportunity to increase participation in Honors on-campus programming. UCLA TAP rates stayed consistent through the drop in overall college enrollment.
	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.	Met and maintained college equity goals.
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.	N/A
<i>Practice Reflection</i>		
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.	Opening the center on a full-time basis from Monday through Thursday. Maintaining an active social media page through Instagram. Hiring student workers and maintaining student-centered work culture. Opened up honors contracts to all transfer-level courses regardless of modality (i.e., online, short-term, etc).

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.	Not enough FTEF release time for coordination given the increase in duties. This hinders the growth in equity goals.
<i>Unit Goals and Action Plans</i>		
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: Increase FTEF release time for coordinators. Goal 2: Maintain 4 student works and student-centered culture. Goal 3: Increase on-campus honors programming in Honors Center for both students and faculty.
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: N/A SO: SO: Goal 2: N/A SO: SO: Goal 3: N/A SO: SO:
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 N/A 1. 2. Goal 2 N/A 1. 2. Goal 3 N/A 1. 2.
Does this Action Plan require resources	if yes, complete resource request form	<input type="checkbox"/> Yes <input type="checkbox"/> No

Lead Writer and Manager Information	
Lead writer Name(s)	Rosiangela Escamilla and Ranmali Rodrigo
Name of Program/Unit	Honors
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Submission Date of Program Review Draft to Manager for feedback	5/31/23
Submission Date of Program Review Final Draft to Office of Institutional Effectiveness	5/31/23