

2022-23 Program Review Template

Directions for Lead Writers: Please use this template to complete your Unit’s Program Review for this cycle. Instructions for submitting your completed template at the end of the spring semester will be provided in a few weeks. 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><u>Success:</u></p> <p><u>Mesa2030 Facilities Planning Taskforce</u></p> <p>The taskforce has met consistently through the 22/23 year. Outcomes include project ranking based on identified values, increased understanding of bond planning process, reliable body to discuss large-scale facilities planning.</p> <p><u>New Classified Institute</u></p> <p>During 2022-23, San Diego Mesa College supported the first classified onboarding program, known as The New Classified Institute. The program has proven to be quite successful in terms of demand and participant feedback. The key idea behind this program was to ensure that classified professionals feel more grounded in their positions, more connected to</p>

other classified professionals and the campus, and feel more equitably included. The aim was to create an onboarding program with intention that centers learning and with input from campus stakeholders. This will improve personnel retention and foster equity-minded campus leaders from every seat. Demand for this program in the pilot year, 2022/23, has increased from 17 confirmed participants in early September 2022 to almost 30 participants after September 2022. In light of Equity and Excellence, the New Classified Institute (2022-23) included part-time professionals.

Departmental Re-Org

Admin. Services Re-Org to include Events and Operations Division and Admin. Services Division. This change gives authority to two new managers within the area. This increased authority allows for greater scope of work and accountability for department leads.

Admin. Services Leadership Team Building

With establishment of management structure, VP of Admin. Services is able to reset and focus on leadership and team building for managers within the division. Successes include working with third party consultants to better understand culture dynamics and working/communication styles. The goal is to increase efficiency and better culture within division.

Facilities/Affinity Space Request Process

Admin. Services has created and looking forward to implementing a campus-wide facilities and affinity space request process. This will increase awareness, consistency, and transparency in request process.

Challenges:

Personnel and Culture

There has been a decrease in personnel with the hiring freeze and a

		<p>management restructure. This has deepened challenges of personality conflict and inter-departmental efficiencies.</p> <p><u>Technology Planning</u></p> <p>The large-scale computer rotation project has highlighted the need for comprehensive technology planning and project execution. The division of authority and labor between district and campus employees will need to be addressed.</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	N/A
If applicable, describe the impact of any new resources (human, fiscal, etc.) on the unit and/or action plan implementation.	Optional	<p><u>Departmental Re-Org</u></p> <p>The re-org to divisions with overseeing managers allows for a reset in expectations and an opportunity for shared goal setting.</p>
Please confirm that the department has reviewed the Course Learning Outcomes listed in CurricuNet for each course and verify accuracy.	Select One	<input type="checkbox"/> Reviewed and accurate <input type="checkbox"/> Reviewed not accurate, update in progress <input type="checkbox"/> Reviewed not accurate, need support
<i>Data Reflection</i>		
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	<p><u>Increased Grants</u></p> <p>Each year, the college is awarded more and more grants and contracts. This increase in funds and funding reports has increased workload significantly without providing additional staffing.</p>

	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	<u>Increased Events</u> Post-pandemic, there have been an increasing number of events on campus. Though there has been some staffing augmentation, the increase of events is reaching an unsustainable level. Concerns include staff for event set up, AV, and availability of event space.
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.	N/A
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.	
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.	
<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: Culture Assessment and Implementation Goal 2: Budget Transparency Goal 3: Mesa2030 Facilities Taskforce
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	<p>Goal 1: Culture Assessment and Implementation</p> <p>SO: Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups*, and inclusion</p> <p>SO: Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing.</p> <p>Goal 2: Budget Transparency</p> <p>SO: Establish a college-wide practice and schedule that addresses routine maintenance and renewal of equipment, facilities and technology to ensure access to adequate resources and better serve students.</p> <p>SO: Increased campus understanding, communication of and transparency in budget and resource allocation.</p> <p>Goal 3: Mesa2030 Facilities Taskforce</p> <p>SO: Establish a college-wide practice and schedule that addresses routine maintenance and renewal of equipment, facilities and technology to ensure access to adequate resources and better serve students.</p> <p>SO: Increased campus understanding, communication of and transparency in budget and resource allocation.</p> <p>SO: Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups*, and inclusion</p>

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.	<p>Goal 1</p> <ol style="list-style-type: none"> Admin. Services Leadership Assessment and Training Completion of Shared Goals for Admin. Services Areas <p>Goal 2</p> <ol style="list-style-type: none"> What does budget transparency mean to you? Activity Continue BARC Learns initiative <p>Goal 3</p> <ol style="list-style-type: none"> Continue Mesa2030 Facilities Planning Taskforce Create communication expectations for capital projects
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Does this Action Plan require resources	if yes, complete resource request form	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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Lead Writer and Manager Information

Lead writer Name(s)	Lorenze Legaspi
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Submission Date of Program Review Draft to Manager for feedback	5/15/2023
Submission Date of Program Review Final Draft to Office of Institutional Effectiveness	7/24/2023