

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.		Successes: The Mesa College student-athlete has a dedicated team of counselors who places the needs of the student first. In addition, the team of counselors assist in recruiting, work collaboratively with ART’s, and have been proactive in conducting group counseling sessions. Challenges: The Mesa College community, as a whole, needs to be more aware and informed on how to best support student-athletes, available services for student athletes, and .
If applicable, describe any major curricular or service changes your unit has engaged in and the impact of those changes since the last	Optional	Learning in Community (LCOM) courses are being offered summer 2023 and are specifically designated for incoming and continuing student-athletes. One advantage, for student athletes on a two-year graduation time frame, this will allow opportunity at obtaining that goal. The LCOM will continue in the fall 2023 semester and be the

comprehensive review.		standard for the future.
If applicable, describe the impact of any new resources (human, fiscal, etc.) on the unit and/or action plan implementation.	Optional	
Please confirm that the department has reviewed the Course Learning Outcomes listed in CurricuNet for each course and verify accuracy.	Select One	<input checked="" type="checkbox"/> Reviewed and accurate <input type="checkbox"/> Reviewed not accurate, update in progress <input type="checkbox"/> 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	According to the MAAP Outcomes Report for fall 2017 and spring 2018, student-athletes who used MAAP services have a higher success and retention rate than general students. This was demonstrated on almost every measure. The only measure where it was slightly less was taking online/hybrid courses.
	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	For example: MAAP annual program success rates was a 78% compared to 71% for general students MAAP annual program retention rates was 92% compared to 86% for general students MAAP retention rates for first generation students was 92% compared to 84% for general students
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.	I believe with the MAAP Hot Spot Counseling service and having another MAAP/General Counselor to assist in MAAP Counseling hot spots, especially during peak times, has helped increase success, retention and persistence rates.

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.	No discussion to report at the moment.
<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.	<p>In regards to equity focused work at Mesa College, the following is occurring to address equity gaps:</p> <ul style="list-style-type: none"> o Conduct Hot Spots in the Exercise Science building in order to increase access and student success o Worked and trained Mesa's Peer Navigators on MAAP and student-athlete resources o Collaborated with Tutoring on student-athlete needs o Created and presented customized workshops to various intercollegiate teams in their theory course or at their practice environment o Referred students to Mesa's STAND and Farmers Market. The STAND is a safe place that provides free food to help alleviate food insecurity on campus and provides access to professional clothing to help our students succeed both in the class-room and in the community. o Refer students to Puente and Umoja o Refer students to DSPTS o Refer student-athletes to take the Personal Growth 120 course with a student-athlete focus o MAAP Progress Report and an Intervention Plan o OER and less expensive textbook offerings
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.	Every year there continues to be new and revised polices and regulations that affect our Mesa student-athletes' eligibility at the community college level and transfer level. These ever changing rules come from the California Community College Athletic Association (CCCCAA), the National Collegiate Athletic Association (NCAA) and the National Association of Intercollegiate Athletics (NAIA). Most of the reform and changes have come from the NCAA.

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.	<p>Goal 1: Due to the ever changing CCCAA, NCAA, and NAIA policies and academic requirements, it is crucial that the MAAP Counselor be aware of these new and revised changes and how it affects our student-athletes and their academic and athletic goals. In order for the Counselor to remain competent in the field, it is vital to maintain 3C4A membership.</p> <p>Goal 2: Standardize the progress report system through MAAP and eventually use the same system campus wide. MAAP and the Athletics department monitor the progress of our student-athletes two times per semester to assure they are attending class and working towards completing their educational goals.</p> <p>Goal 3: In order to increase academic performance, the standardize progress report should be accessible for professors, coaches, and ARTS. An online format would be sufficient. In fact, this process would work great for interaction between EOPS, Puente, Umoja, and other student support programs. In addition, an online format would allow certain administrators, faculty and staff to view how their students are doing in their course work.</p>
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:</p> <ul style="list-style-type: none"> SO: Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. SO: Develop and implement technologies, including website redesign, that will make pathways information available to students so that they can effectively utilize this information in their educational and career planning. <p>Goal 2:</p> <ul style="list-style-type: none"> SO: Increase opportunities to be an asset and resource to the external community. SO: Use technology to improve communication and accessibility across campus. <p>Goal 3:</p> <ul style="list-style-type: none"> SO: Develop cross-functional teams that support student

		<p>success and include integrated career and transfer counseling. SO: Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services.</p>
<p>Identify specific actions your program/service area will engage in to accomplish this goal.</p>	<p>Examples may include: policy or practice changes; unit initiatives, curricular changes, etc.</p>	<p>Goal 1 1. Provide students with a two-year education plan upon their arrival at Mesa College 2. The two-year education plans can be uploaded to the MAAP website and updated each semester to maintain accuracy.</p> <p>Goal 2 1. Student athletes will continue to be encouraged to attend the numerous activities and events offered campus wide. 2. Create and use a progress report that can be completed and submitted online.</p> <p>Goal 3 1. Student athletes should meet with Career Center Counselor and or Work Based Learning to discuss internships and to utilize all the great resources. 2. Reach out and work more with the following departments and programs in regards to equity and mental health: 1) Exercise Science 2) Student Health Center 3) Disability Support Program and Services (DSPS) 4) Student Success and Equity 5) Extended Opportunities Programs and Services (EOPS) 6) Tutorial Services 7) Umoja/Mesa Academy and Puente 8) Creating Rich Unique Intellectual Student Experiences (CRUISE) and Peer Navigator Program (PNP)</p>

		9) Financial Aid 10) Transfer Center
Does this Action Plan require resources	if yes, complete resource request form	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Lead Writer and Manager Information		
Lead writer Name(s)	Michael Temple	
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