

## 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 &amp; Executive Summary</i>   |          |  |
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| Prompt   | Guidance | Program Response   |
| Describe the successes and challenges your unit has faced since the last comprehensive review. |          | <p>Since the last comprehensive review there has been a significant increase in student conduct violations and complaints. This wave of violations is not strongly correlated to any single data point (ie student demographics, instructional departments), except as mentioned below in the trends section, and the root causes are likely both complex and nuanced. For lack of a better way to describe it, students and people in general are less able to negotiate solutions among themselves through interpersonal communication and de-escalation, which among other factors has resulted in the increased frequency of violations.</p> <p>Overall, Student Affairs has been able to adapt to many of the</p> |

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|   |            | challenges encountered as a result of COVID, primarily through heavy utilization of hourly project assistants.   |
| 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   | Student Affairs at this time has not undergone major changes to our services beyond those imposed as a result of COVID-19 mitigation methods.  |
| If applicable, describe the impact of any new resources (human, fiscal, etc.) on the unit and/or action plan implementation.                                  | Optional   | <p>The ability to hire a group of between 4-6 hourly Project Assistants has, overall, provided a significant benefit to Student Affairs. These workers help manage the front counter, assist contract staff with their responsibilities, provide event support, and maintain office coverage.</p> <p>However, the presence of these hourly workers has also highlighted the specific need for full-time professional support in our service area. There are many tasks and responsibilities with which hourly Project Assistants are not able to adequately engage, and in many cases the need to closely supervise project assistants while they perform their work creates a burden, rather than a benefit, for contract staff.</p> <p>This need is especially apparent with regards to discipline and compliance, which are confidential processes that have become increasingly more common since the return to campus after the end of COVID pandemic mitigation. Coupled with the rise of violations noted above, these two factors indicate a strong need for additional full-time professional support for discipline and compliance, which is currently being managed by just one employee.</p> |
| 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<br><input type="checkbox"/> Reviewed not accurate, update in progress<br><input type="checkbox"/> Reviewed not accurate, need support  |
| <b><i>Data Reflection</i></b>   |            |  |
| Prompt  | Guidance   | Program Response   |

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| <p>Describe the trends you see in your program/service area's data.</p>   | <p>Instructional Data you may consider: enrollment trends, course &amp; 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> | <p>We continue to see falling levels of participation in areas such as campus life and student government; taken collectively with other available data both campus-wide and nation-wide this may not be surprising. Enrollment has been declining fairly consistently for many years and students have been reporting through surveys that they overwhelmingly attend community college (or any college, for that matter) to achieve better employment and wages. Within this emerging dynamic, students may not feel the need or desire to form relationships on-campus in the same ways as previous years. Meeting students in the spaces that they occupy, and tempering expectations of their participation compared to the past, will be essential to rebuilding campus communities.</p> <p>Regarding conduct violations, many of the students involved in violations and complaints exist on the spectrum of mental health support services. While this correlation has not been explored enough to draw any meaningful conclusions on its relationship with conduct violations in general, it once again highlights the need for additional support for students through DSPS, Student Health Services, and Student Affairs (where the conduct coordinator is based at Mesa College).</p> |
| <p>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.)?</p> | <p>Equity gaps refer to disparities in educational outcomes and student success metrics across race/ethnicity, socioeconomic status, gender, and other demographic traits and intersectionalities.</p>  | <p>Fortunately, Student Affairs has had considerable success with both identifying equity gaps and closing them. Our area of greatest importance in regards to equity is the yearly scholarship cycle, and also our greatest achievement; within two years of identifying those equity gaps, Student Affairs and the Mesa College Foundation were able to close and, in some cases, reverse equity gaps across the entire portfolio of awards. We have continued to monitor our student demographics in regards to scholarship cycles and likewise continue to make changes to the overall program and process with the goal of increasing accessibility and equity.</p>  |

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| 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 be helpful in supporting this section. | We decided that the old outcomes should be made less specific to better reflect and connect to our Student Affairs mission; furthermore, we took steps to make restorative justice practices more apparent in our student affairs outcomes. |
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*Practice Reflection*

| Prompt   | Guidance  | Program Response   |
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| 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 terms of equity trends in the scholarship program, our approach to addressing the gaps were two-pronged: greatly expand our scholarship application support resources (workshops, office hours, targeted outreach to under-represented student populations), and separately provide training to our reviewers with a focus on making equitable judgments when reviewing applications. These dual efforts have been highly effective at addressing scholarship equity gaps, most of which have been closed since the expanded support and training programs were instituted. Generally speaking, due to the clear success of these efforts, we have incorporated the expanded services into our standard planning and they are now a regular part of the scholarship cycle.</p> <p>The trends regarding conduct violations are, unfortunately, less clear than those regarding scholarships, and there may not be a realistic way for Student Affairs to meaningfully affect student behavior on a campus-wide scale. Having said that, the integration of restorative practices into our conduct processes has greatly improved the frequency of positive outcomes over the last several years. We would like to take this opportunity once more to emphasize that the increase in conduct violations is significant and unprecedented at Mesa College; the increased caseload is becoming unsustainable for a single conduct officer to manage without dedicated support.</p> |

| <p>What other factors (internal or external) might also impact the above data trends and equity gaps?</p> | <p>Items to consider: legislative changes, fiscal changes, staffing changes, recruitment, hiring, and retention practices.</p>   | <p>We need more human resources, not just in our unit but across the campus and district, without which we are far less able to accommodate special projects or provide the kind of individualized attention that has been proven to benefit student success.</p>   |
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| <p><i>Unit Goals and Action Plans</i></p>   |  |   |
| <p>Prompt</p>   | <p>Guidance</p>  | <p>Program Response</p>   |
| <p>Unit Goals</p>   | <p>Goals should connect to Data and Practice Reflections. Goals should be Specific, Measurable, Attainable, Relevant, and Time-bound.</p>  | <p><b>Goal 1:</b> Welcome Week, the goal is 500 points of contact with new and returning students through the WW Info Booths</p> <p><b>Goal 2:</b> Scholarship Cycle, the goal is to increase the total amount of black and latine/x scholarship applicants by 5%</p> <p><b>Goal 3:</b> Restorative Practices, the goal is to reach a total headcount of 100 participants through various restorative justice educational outreach programs</p>   |
| <p>Mesa2030 Roadmap Strategic Objective (SO) Alignment</p>  | <p>Review <a href="#">Mesa2030</a> and the <a href="#">Roadmap to Mesa2030</a>, 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> | <p>Goal 1:<br/>Community SO: Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups*, and inclusion.</p> <p>Goal 2:<br/>Completion SO: Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes.<br/>Pathways + Partnerships SO: Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services.</p> <p>Goal 3:<br/>Community SO: Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing.<br/>Pathways + Partnerships SO: Increase community engagement, experiential learning, integrated career</p> |

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|   |  | planning, and workforce training to prepare students for future careers.  |
| 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"> <li>1. Volunteers / Staffing</li> <li>2. Seek supplementary funding</li> </ol> <p>Goal 2</p> <ol style="list-style-type: none"> <li>1. Expand outreach to targeted groups</li> <li>2. Provide equity training for reviewers</li> </ol> <p>Goal 3</p> <ol style="list-style-type: none"> <li>1. Seek supplementary funding</li> </ol> |
| Does this Action Plan require resources   | if yes, complete resource request form   | <input checked="" type="checkbox"/> Yes<br><input type="checkbox"/> No  |
| Lead Writer and Manager Information   |  |   |
| Lead writer Name(s)   | Courtney Lee   |   |
| Name of Program/Unit  | Student Services - Student Affairs   |   |
| Manager Name  | Victoria Kerba Miller  |   |
| Submission Date of Program Review Draft to Manager for feedback                             | 5/22/23  |   |
| Submission Date of Program Review Final Draft to Office of Institutional Effectiveness      | 5/23/23 (deadline: May 31, 2023)   |   |