

2022-23 Program Review Template

Directions for Lead Writers: Please use this template to begin working on your Unit’s Program Review. Once Program Review workspaces are available, you will receive detailed instructions regarding how to copy these responses over to the Nuventive workspace. Click here to view our Glossary of Terms.

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>Since the last comprehensive review we have endured the COVID 19 pandemic and lockdown. This caused a sea change in the Transfer Center’s interactions with students, faculty and staff at Mesa college. The pandemic forced the Transfer Center to switch to remote and online services and all that encompassed adjusting to the pandemic was the biggest challenge for the Transfer Center. Mastering the technology such as Zoom, Screencastomatic,, YouTube, all the features of Campus Solutions (mySDCCD) as well as best practice for counseling online, phone and on Zoom were dynamics the TC faculty and staff needed to adjust to quickly. Successes included serving more students; with the TC essentially being open 24/7 with our YouTube channel, we were able to serve more students and meet the unique needs of their schedules as well as focus more on Zoom sessions. The pandemic also forced the TC faculty and staff to innovate thus implementing some ideas that prior to the pandemic were “wishlist” items the most impactful practice was recording all the workshops and posting them as videos. Using the technology to reach students that we could not access prior to the pandemic and ramping up the impact we had with students that used our services. We also connected our YouTube channel with the admissions offices at all the CSUs, UCs and private schools. We</p>

made a playlist of campus tours as well. We also ramped up 4 year admissions rep visits utilizing zoom appointments. We hosted live Zoom application workshops/open labs and included some Saturday hours as well. As we return to campus I feel like we are able to maintain the hybrid services such as the YouTube channel and daily Transfer Talks. In reflection I felt like while the pandemic provided a lot of challenge it allowed a lot of growth and creativity through trial and error but we eventually found our groove and success. We also reached out with niche workshops through the Student Services Call to Action. The TC Coordinator was able to collaborate with categorical programs and offer specialized transfer services. We also worked with the Office of Communication to offer HTML GE sheets. The final success to include was receiving the SD Mesa Innovation Grant for application and transcript fees. This is a hidden expense for transfer students and can halt progress for students. We were able to support students in this area which was extremely helpful to the students who needed the support. The TC disbursed a total of \$1000 to support application fees and transcript fees.

We faced many challenges since the last program review however as mentioned above we were able to use these as learning experiences and adapt. A trend overall in California is the changing and more complex landscape of transfer due to legislative issues such as the ADT program, Area F submissions being denied leaving fewer options for students, and the implementation of CalGETC. It seems that there are statewide initiatives that will undermine the SCFF and make the transfer landscape more challenging. Some challenges included staffing and mastering logistics. There was time over during the pandemic as well as offering more remote services that seemed to require more people to host Zooms and be available to resolve technical issues.. Also trying to get the right balance of human and digital connections can be tricky however we did find a good system eventually. Through the challenges we grew and strengthened relationships with general counseling, categorical programs and departments outside of Student Services. Other

		<p>challenges are restrictions with funding. We have mandates like offering a luncheon and transfer fairs which require the purchase of food to feed reps and students (more acute with data from the Hope lab regarding food and housing insecurity) but it is not built into our budget thus forced to seek new sources of funding each year. This can take valuable time away from Transfer appointments or other duties. High School Dual Admission programs could and to some degree can be considered an external challenge and possibly exacerbate equity gaps. Most acutely for SDSU transfers. This program allows a group of students to preselect a campus they wish to transfer to in a maximum of 3 years. SDSU is an impacted campus and receives the most applications along with Cal Poly SLO. It is also one of 2 CSUs in Region X. There will be restrictions however it will also take spots away from local transfer students who already face issues with impaction at SDSU and are unable to transfer out of the area or commute to CSUSM or are not eligible for UCSD. Students can be placebound in San Diego for a variety of reasons such as food and housing insecurity if they leave the area, family obligations either financial or cultural etc.</p>
<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.</p>	<p>Optional</p>	<p>We are on the student services side. The only curricular change related to the Transfer Center is the CalGETC which has removed AREA E and the Language other than English requirements (LOTE). The removal of Area E impacts the PERG courses taught by counseling faculty. Additionally the AB 1705 eliminates the prerequisites which could impact some of the articulation for CSU and UC Major prep such as the major prep for SDSU business which requires MATH 116 and 121 taken together. Whereas AB 1705 would eliminate MATH 116 and greatly impact articulation and transfer of one of the most popular majors. The ADT will be tied to the CalGETC.</p>

If applicable, describe the impact of any new resources (human, fiscal, etc.) on the unit and/or action plan implementation.	Optional	Since the last program review cycle we did not get new resources human or fiscal. Recently the TCE has hired two new staff members to bring us back to full staffing.
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. The Transfer Center SSOs have been reviewed and are accurate.
Data Reflection		
Prompt	Guidance	Program Response
Describe the trends you see in your program/service area's data.	<p>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> <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</p>	<p>It is widely known that enrollment in higher education and community colleges is down due to the pandemic. Having said that demand for a combination of Face2Face and remote appointments/workshops remains consistent as we transition back to campus. However the amount of students who apply to Mesa and indicate they plan to transfer is consistent as 53.6% indicate transfer or bachelors degree. In the Spring of 2020, 2262 students transferred from Mesa college in the spring of 2022, 2036 transferred. This decrease is consistent with statewide numbers since the Pandemic.</p> <p>Snap shot of appointments since last Program Review:</p> <ul style="list-style-type: none"> ● Fall 2019 in person Application Workshop # of Participants: 772 ● Spring 2020 in person Supplemental Application Workshop # of Participants: 400 ● Fall 2020 online Application Workshop # of Participants: 423 ● Spring 2021 online Supplemental Application Workshops # of Participants: approx 425 ● Fall 2021 online Application Workshop # of Participants: 974 ● Zoom workshop participants in 2022 total 1070 ● Spring 2022 online Supplemental Application Workshop # of Participants: 197

		<p>Qualitatively we know that students are requesting a combination of Zoom and Face2Face appointments with Transfer Center faculty and 4 year representatives as well as demand for videos. Since the pandemic we have had a combination of live Zoom application workshops, during transfer season and live daily Zoom Transfer Talks. As well as Face2Face and live transfer appointments.</p> <p>The Transfer Center Web Page continues to be a popular resource for students. While we cannot track equity data we can track usage, from July 1 2021 to July 1, 2022 there were 2139 views.</p> <p>Appointments with 4 year admissions representatives have also increased with Zoom appointments. UC Berkeley hosts regular Zoom appointments with Mesa students. SD Mesa was selected as one of the Region X schools to begin direct recruiting and programming in Southern California beginning in the Spring of 2020; the UCLA and UCSD reps are available for Zoom appointments. Representative appointments reported to SD Mesa for 2022 were 138. With the pandemic and the rise of Zoom appointments came more direct contact between four year reps and our students. Due to logistics and administrative reasons the Transfer Center inadvertently was out of the loop during COVID lockdowns. We hope to improve the data sharing as we transition back to campus.</p> <p>During the pandemic the Transfer Center data indicates we are meeting equity gaps in terms of who is using our services however it is recognized that we need to find ways to serve more students. . The table below shows the last comparison of students engaging the application open labs by demographics compared to the percentage of students reflected at Mesa College.</p>
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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.

Fall 2020 Application Open Lab Sample					
	Headcount in labs	Percent	Mesa Population Headcount 2020-21	Percent	Percent Difference
African American	9	7%	2005	6.2%	-0.8%
American Indian	0	0%	87	0.3%	0.3%
Asian	26	19%	3429	10.7%	-8.3%
Pacific Islander	0	0%	145	.5%	0.5%
Filipino	6	4%	1479	4.6%	0.6%
Latinx	44	32%	12305	38.2%	6.2%
White	42	31%	9763	30.3%	-0.7%
Other	8	6%	2382	7.4%	1.4%
Unreported	2	1%	597	1.5%	0.5%
Total	137	100%	32192	100%	-0.3%

Note: 93% match rate

Source: <https://www.sdmesa.edu/about-mesa/institutional-effectiveness/institutional-research/data-warehouse/StudentCharacteristicsDash.shtml>

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.

After the department discussion regarding the SSO survey results in spring of 2022, the consensus was that we do a good job at reaching transfer students but need to do better. We did not reach the 90% benchmark for as many programs and services when looking at the Fall 2022 transfer students when combining two choices, the program or service was, "Used it (HELPFUL resource)" as well as the option, "Did not use it but wish I had". We included the additional option because these are students who have completed the transfer process and we can infer they are able to evaluate the value of a program or service for transfer based on their experience as a successful transfer student. Remote services and the pandemic were challenges in reaching students for a variety of reasons. We started the discussion of how to more effectively market to transfer students for the fall of 2023 admission cycle. We are working on new more extensive outreach through faculty,

		<p>categorical programs, classroom visits and more innovative social media campaigns such as Reel or TikTok. Finally the department discussion included finding ways to educate faculty on current transfer issues and possibly survey faculty on ways the Transfer Center can support them when working with potential transfer students.</p>
<p><i>Practice Reflection</i></p>		
<p>Prompt</p>	<p>Guidance</p>	<p>Program Response</p>
<p>Describe current practices your unit has engaged in that you believe impact the above data trends and equity gaps.</p>	<p>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>	<p>We continue to focus on collecting and analyzing data such as through the SSO survey. As well as comparing the headcounts of TC event participants to the headcounts of the general population at Mesa College.</p> <p>As has been discussed through this document the Transfer Center has come out of the Pandemic incorporating innovations developed via the adaptation to the remote services. Standard practices implemented since the last comprehensive review include offering application workshops during October and November. During the pandemic we offered these synchronously through Zoom. As we returned to campus we offered a combination of zoom and face to face application workshops. Other practices include continuing to use recorded videos and posting them on youtube with access through the Transfer Center Workshop and Events page. The TC will continue to carryover the best practices before and during the pandemic and hope to close equity gaps by reaching more students using technology as well as seeking ways to meet students where they are vs. expecting them to come to “us” in the TCE. For example, in the spring of 2023 the TC began Veteran dropins in the VSC.</p> <p>A focus on targeted collaborations with categorical programs such as the Veterans drop in counseling in the VSC, application workshops and Next Steps workshops with categorical programs, events such as the Transfer Transitions events and “Financial Aid” workshops for transfer students. The niche collaborations include</p>

		<p>working closely with 4 year schools in planning events such as the Transfer Options Fair, Transfer Transitions, collaborating with SDSU Microsite, University of Redlands and PLNU on their BA/BS degree programs at Mesa College.</p> <p>Research reports such as The RP Group student Voices report and the Through the Gate report and the First Generation College Report have recommendations for transfer programs to close equity gaps. Finally when considering these documents we must also include goals in the Vision for Success when analyzing data and creating meaningful events and services for Transfer students.</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>The transfer landscape in CA is becoming increasingly more complicated and has continued to do so since the last comprehensive review; local admissions status policies being practiced differently among the CSUs, ADT admissions practices not being consistent statewide and legislative initiatives that impact admission, the SCFF and General Education. Some seem to chip away at the CA Higher Education Master plan as they, in theory seem helpful but in practice create more challenges for transfer students. These issues are addressed below.</p> <p>Region X is a challenging transfer landscape as we have only one UC and 2 CSUs. Due to the socio economic factors many of our students are not able to transfer to CSUSM and may not be eligible for SDSU or get their local status usurped by ADT majors. The CSU Transfer Success Program will eliminate spaces for local transfer students applying to SDSU as SDSU is our feeder school and one the most popular CSUs with total campus impactation. This program does not require ADTs but it is encouraged. As we are paid for ADTs this may effect funding and transfer options for local students.</p> <p>AB 928: There are external factors related to legislation that impact transfer students such as the implementation of the CalGETC. It is theoretically intended to offer on GE pathway and will be used for ADTs exclusively however the course offerings are limited and more</p>

		<p>geared to UC requirements and course articulation. Additionally the CSUs will maintain their CSU GE pattern which will not eliminate the confusion about GE. Also there are questions about catalog rights for the original IGETC when it pertains to ADT degrees and the CalGETC have yet to be determined.</p> <p>AB 705 and 1705 also impact articulation issues mentioned in the challenges section. The elimination of prerequisites can impact articulation for popular majors like business at SDSU. Such as eliminating MATH 116 would nullify MATH 116/121 which is a major pre for SDSU Business majors. https://www.sdmesa.edu/about-mesa/institutional-effectiveness/institutional-research/data-warehouse/TransferVolume.shtml</p> <p>This legislation also allows students to take a course up to 5 times. Academic renewal will need to be changed at the district level. Statewide, high level lobbying needs to happen with the CSUs as they average grades taken among schools. They should adopt the same system the UCs use as a system which is to take the highest grade regardless of where the courses are taken.</p> <p>The legislation mandating a single course numbering system will also impact articulation and transfer. The results are unknown. Additionally the people power that will be required to recreate this system will take important human resources away from immediate student needs, direct student services, impact student success and potentially increase equity gaps versus closing them.</p> <p>High School Dual Admission programs will also pose an external challenge and possibly exacerbate equity gaps. Most acutely for SDSU transfers from the San Diego service area. Current SDSU policies negatively impact HS admission for region X students. . The dual admissions, in its current form, will continue to chip away at local student access to SDSU. This program allows a group of students to preselect a campus they wish to transfer to in a maximum of 3 years. SDSU is an impacted campus and receives the most applications along with Cal Poly SLO. There will be restrictions however it will also take spots away from local transfer</p>
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		<p>students who already face issues with impaction at SDSU and are unable to transfer out of the area or commute to CSUSM or are not eligible for UCSD. Students can be placebound in San Diego for a variety of reasons such as food and housing insecurity if they leave the area, family obligations either financial or cultural etc.</p> <p>Transcript evaluation requests taking up to 90 days. This severely impacts transfer students and most especially ADT students. When a degree is canceled the transfer process is abated and negates the students years of work all due to an administrative failure on the district's part. We have 40 canceled ADTS this year for Mesa alone. All would certainly result in the cancellation of an admissions offer to SDSU.</p> <p>A note on legislation and initiatives. While these are part of our duties some legislation requires an immense amount of unfunded and unplanned staffing which takes away from direct student services. For example the District Evaluations office requires 90 days to evaluate transcripts. Due to this extended time period transfer students are impacted. Some ADTs are canceled thus admission is then canceled. Additionally in an effort to respond to demand evaluators make other decisions such as to limit notes in the graduation cancellation. This then shifts more work on counselors as we are required to second guess evaluators. Thus delaying interventions to support students. Evaluators are slowly being redirected to deal with legislative issues which will take away from direct student services and will have wide ranging consequences for transfer students.</p> <p>Articulation agreements with SDSU have been several years behind which impacts Transfer students. Students have been held to requirements that were not posted thus adversely impacting admission. Essentially students are planning "in the dark" and expected to shift on a time to take courses via cross enrollment for TAG admission consideration. Cross enrollment is inherently inequitable because there is a closed waitlist system at SDSU. A student needs a high level of social and educational capital and</p>
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		<p>privilege to navigate the system to enroll in a course and get the benefits of TAG.</p> <p>Since the last comprehensive review Assist.org has undergone a major update. Many schools are still behind only posting the 2016-17 articulation or have gaps in articulation. This makes an already complicated transfer landscape more challenging for transfer students, their families/guardians and counselors.</p> <p>Online degree completion programs: This sector has had the highest growth within the last comprehensive review cycle. There is an increase in these programs as well as an increase in campus degree completion programs such as the SDSU@Mesa Microsite program, The University of Redlands in residence at Mesa and a recent MOU for a similar partnership with PLNU. These types of programs offer students more options however it can be a barrier for some. Technology is an issue as the effectiveness of these types of programs for students depends on stable access to wifi and technology. The SDSU Global Campus and partnership with the Microsite program is meant to equalize opportunity however the technology portion can be a barrier for some students.</p> <p>Degree cancellations by evaluations without timely, meaningful and effective outreach to students so students are informed of the reasons for the cancellation and the steps taken to resolve the issue. Notes in mySDCCD are often cryptic, vague and do not communicate the specific reasons for degree cancellations. Some ADT students are not aware their ADTs are canceled and thus find their admission rescinded because the evaluator has not reached out to them effectively. The minimal verbiage in mySDCCD is often cryptic for students. Notes need to be specific. If students can find the graduation notes in my SDCCD impacted students are advised to see counselors to determine what is missing. Counselors must then duplicate efforts to review a student's entire record to determine what is missing. Evaluators (whose explicit job is evaluated and determines graduation eligibility).</p>
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<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.	<p>Goal 1: Empower students, faculty, staff and administrators with transfer knowledge to create a stronger transfer culture at Mesa, and therefore increase the number of transfer students.</p> <p>Goal 2: Increase the level of service to meet the demand of transfer students.</p> <p>Goal 3: Strengthen partnerships and collaborations with the greater transfer community.</p> <p>:</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: Empower students, faculty, staff and administrators with transfer knowledge to create a stronger transfer culture at Mesa, and therefore increase the number of transfer students.</p> <p>SO:Completion: Develop cross-functional teams that support student success and include integrated career and transfer counseling.</p> <p>SO:Pathways and Partnerships: 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> <p>SO: Scholarship: Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups.</p> <p>SO: Community: Use technology to improve communication and accessibility across campus.</p> <p>Goal 2: Increase the level of service to meet the demand of transfer students.</p> <p>SO:Completion Develop pathways that provide students with clarity about degree, certificate, and transfer requirements.</p>

		<p>SO: Pathways and Partnerships: Develop and implement frameworks to create communities that can provide more targeted delivery of educational resources and support services.</p> <p>SO: Scholarship: Expand use of innovative and high quality teaching, learning and support practices that achieve equitable outcomes and increase student success.</p> <p>Goal 3: Strengthen partnerships and collaborations with the greater transfer community.</p> <p>SO: Completion: Develop cross-functional teams that support student success and include integrated career and transfer counseling.</p> <p>SO: Pathways and Partnerships: 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>
<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</p> <ol style="list-style-type: none"> 1. Faculty outreach: Reach out to faculty for classroom visits and attend school meetings in Fall and Spring and Flex events for faculty. Work with counseling faculty to keep them updated on all transfer related information. Campus wide emails to faculty staff, and niche marketing to related deans transfer opportunities and updates 2. Student Outreach through transfer emails, Journeys, Canvas shell, social media campus, campus events, tabling and collaborations with categorical programs. Spring of 2023 we began veterans drop in counseling in the VSC. Would like to offer tabling in Mesa Breezeway and Food services areas to connect with students. <p>Goal 2</p> <ol style="list-style-type: none"> 1. Increase social media campaigns. Niche outreach for application workshops, next steps and transfer preparedness 2. Increase education of transfer pathways such as ADTs,

		<p>CSU and UC Dual Admissions</p> <p>Goal 3</p> <p>1. Continue to host transfer events on campus such as Transfer Day and Transfer Options fair, and next steps workshops or admissions workshops such as the Sacramento State admissions visit for newly admitted students. Partner with 4 year university representatives such as with the Transfer Transitions event.</p> <p>2. Continue to work on Regional and statewide committees with CC, UC and CSU representatives to create collaborations regionally and statewide to support our Mesa transfer students.</p>
Does this Action Plan require resources	if yes, complete resource request form	<input checked="" type="checkbox"/> Yes: However we recently hired two additional staff members and 2 adjunct counselors. The TC will revisit staffing issues and determine needs to request more resources in the future. <input type="checkbox"/> No
Resource Requests		
Prompt	Guidance	Program Response
General 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 goals. Relevant data may include data beyond what is provided by IE. 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.	No FHP requested this <i>cycle</i> .
Unit Goal Alignment	Which Unit Goal(s) will this resource request support?	all
Type of Request	Select one	<input type="checkbox"/> Classified Professional <input type="checkbox"/> Faculty <input type="checkbox"/> Equipment/Supplies

		<input type="checkbox"/> Budget Augmentation <input type="checkbox"/> Facilities
Title of Request		
Using accurate and relevant data*, explain the Need for the request beyond what currently exists in the unit.	<p>Some data will be provided but writers should include any additional data they deem relevant to the demonstration of need. Classroom requests must minimally include the FTES/FTEF, amount of Adjunct FTEF on the schedule, and current Headcount of Full-time faculty in the department.</p> <p>Other data could include student utilization, faculty/employee utilization, growth/demand, time on task, efficacy of services, etc.</p> <p>Request may include discussion of how it will support a new policy, practice or requirement (internal or external). The requirement should be clearly articulated with relevant details describing how this request supports the requirement.</p>	
Explain how your request contributes to improvements in Equity for Disproportionately Impacted groups.	<p>Scoring considerations: 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 historically minoritized groups. Examples may include:</p> <ul style="list-style-type: none"> ● Student-facing practices, policies, programs ● Policies, practices, programs that foster a culture of equity-mindedness ● Policies, practices, programs that improve our ability to pursue equity through principles of inquiry and development of equity-minded systems. 	
Explain how your request addresses Excellence .	<p>Scoring considerations: Request will intentionally support excellence and completion. Demonstration of excellence may include discussion of the following:</p>	

	<ul style="list-style-type: none"> ● high-quality, culturally relevant teaching/learning experiences ● supporting students toward timely completion of educational goals ● eliminating barriers and providing support for students entering Mesa College, through to completion, and beyond to transfer and employment ● partnerships within Mesa's internal and external communities to enhance access and completion efforts ● New policies, practices, or structures that intentionally focus on institutional improvement and effectiveness 	
<p>Explain how your request fosters <u>Innovation</u></p>	<p>Scoring Considerations: Request introduces something new and/or makes changes to something established. Examples may include:</p> <ul style="list-style-type: none"> ● Innovation in curriculum, pedagogy, student success efforts ● New/more efficient or effective campus processes or infrastructure support ● Ideas around scaling up an effective practice utilizing a new approach 	
<p>Explain how your request promotes <u>Sustainability</u></p>	<p>Scoring considerations: Request clearly demonstrates a commitment to sustainability of resources (physical, fiscal, and human). Examples may include:</p> <ul style="list-style-type: none"> ● Commitment to and prioritization of policies or practices that improve environmental justice and sustainability ● Responsible stewardship of resources (physical, fiscal, and human) ● climate action education ● Policies, practices, programs committed to reducing Mesa College's carbon footprint ● replacement/maintenance of current resources ● cross-functional/interdisciplinary request that improves efficiency of resources, 	

	practices, and programming	
Is this request necessary for the Program's Accreditation status?	Select one	<input type="checkbox"/> No
One-time cost or ongoing?	Equipment/Supplies and Facilities Requests Only	<input type="checkbox"/> One-time <input type="checkbox"/> Ongoing
Estimated Cost of ownership	Equipment/Supplies and Facilities Requests Only	\$
Is maintenance required	Equipment/Supplies and Facilities Requests Only	<input type="checkbox"/> Yes <input type="checkbox"/> No