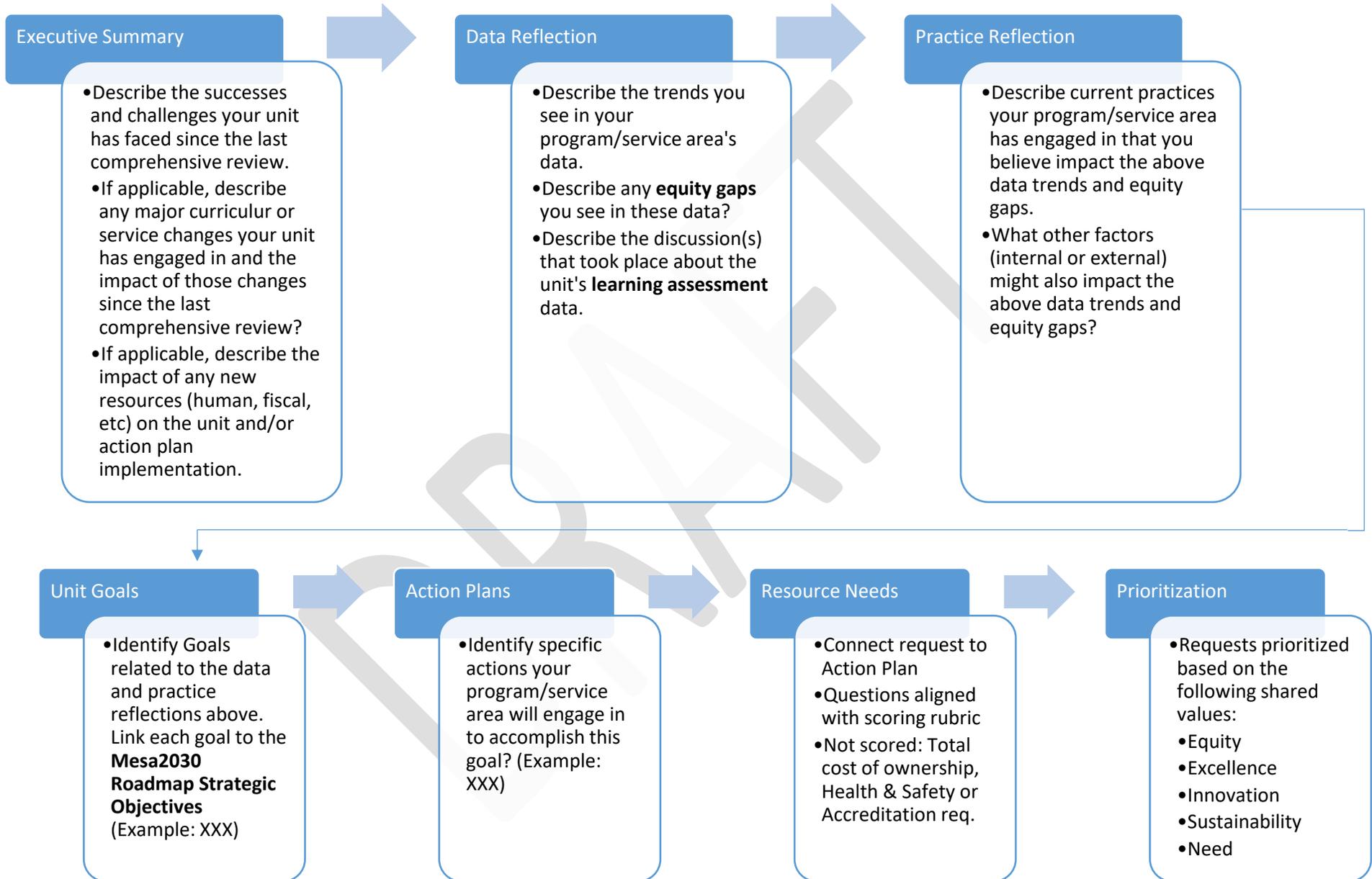


Program Review Report and Resource Request Structure



Program Request Form Questions and Prioritization Process

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 action plan. Relevant data may include data beyond what is provided by the Office of Institutional Effectiveness. 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.

Each question is scored from 0-10 on the following continuum. Additional guidance can be found below.

0	1	2	3	4	5	6	7	8	9	10
Did not address question	Minimally addressed the question		Addressed the question but did not include accurate or relevant data, data analysis, or make clear connection to Program Action plan			Question is well addressed but may be missing relevant data, analysis or narrative on how the data supports program Action Plan			Question is well addressed and includes accurate and relevant data, analysis and clearly connects to programs Action Plan.	

Form Question	Guidance
What type of resource request is this? (not scored)	<ul style="list-style-type: none"> • Classified Professional • Faculty • Equipment/Supplies • Budget Augmentation <ul style="list-style-type: none"> ○ If Equipment/Supplies indicate: ○ One-time cost vs. Ongoing/Maintenance required
Explain how your request contributes to improvements in <u>Equity</u> for Disproportionately Impacted groups.	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: <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 <u>Excellence</u> .	Request will intentionally support excellence and completion. Demonstration of excellence may include discussion of the following: <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>Request introduces something new and/or makes changes to something established. Examples:</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>Request clearly demonstrates a commitment to sustainability of resources (physical, fiscal, and human). Examples include:</p> <ul style="list-style-type: none"> • Commitment to and prioritization of policies or practices that improve environmental justice and sustainability • 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
<p>Using accurate and relevant data*, explain the <u>Need</u> for the request beyond what currently exists in the unit.</p> <p>*Some data will be provided but writers should include any and all data they deem relevant to the demonstration of need.</p>	<p>Request includes accurate and relevant data/evidence</p> <ul style="list-style-type: none"> • Classroom requests should minimally include FTES/FTEF, Adjunct FTEF, Full-Time Faculty Headcount • Other data could include: student utilization, faculty/employee utilization, growth/demand, time on task, efficacy of services, • Data/evidence is clearly connected to the need and justification for the resource(s) beyond what currently exists within the unit. <p>Request may include discussion of how it will support a new policy, practice or requirement (internal or external).</p> <ul style="list-style-type: none"> • The requirement is clearly articulated with relevant details describing how this request supports the requirement.

*Bold words are included in [glossary](#) that will be linked in the workspace

Alignment and Implementation Steps for Resource Committees*

(*Faculty Hiring Prioritization, Classified Hiring Prioritization, Budget Allocation Recommendation Committee)

1. Meaningful Alignment

- Develop tools and systems that align Program Review and resource allocation processes and practice with campus priorities and a shared vision.
- Implement technology effectively
- Provide samples

2. Radical Transparency

- Communicate with campus the steps of the Program Review and Resource Allocation Process and how to effectively engage in the process to support your program/services area toward achieving goals that are aligned with the campus priorities
- Provide ongoing technical training in multiple modalities to all Program Review lead writers and Liaisons so that they can navigate the system and are aware of expectations
- Communicate with campus throughout the process and respond to feedback in a timely manner
 - Open forums, FAQs, what do you need to know to do this well?

- ii. Chair of Chairs meeting presentations and reminders to attend training
- 3. Norming within the group
 - a. Within each committee, review and commit to shared values, identify barriers as you go, communicate with campus throughout and openly discuss challenges and ideas for improvement.

DRAFT