

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> | | |
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| Prompt | Guidance | Program Response |
| Describe the successes and challenges your unit has faced since the last comprehensive review. | | |
| 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 | |
| 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 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> | | |
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| 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 | |
| | 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 | |
| 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. | |
| 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. | |
| <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. | |

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| <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><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>Goal 1: Goal 2: Goal 3:</p> |
| <p>Mesa2030 Roadmap Strategic Objective (SO) Alignment</p> | <p>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> | <p>Goal 1: SO: SO: Goal 2: SO: SO: Goal 3: SO: SO:</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. 2. Goal 2 1. 2. Goal 3 1. 2.</p> |
| <p>Does this Action Plan require resources</p> | <p>if yes, complete resource request form</p> | <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> |

| <i>Resource Requests</i> | | |
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| 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. | |
| Unit Goal Alignment | Which Unit Goal(s) will this resource request support? | |
| 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</p> | |

| | how this request supports the requirement. | |
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| <p>Explain how your request contributes to improvements in <u>Equity</u> for Disproportionately Impacted groups.</p> | <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. | |
| <p>Explain how your request addresses <u>Excellence.</u></p> | <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, | |

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| | <p>student success efforts</p> <ul style="list-style-type: none"> ● New/more efficient or effective campus processes or infrastructure support ● Ideas around scaling up an effective practice utilizing a new approach | |
| Explain how your request promotes <u>Sustainability</u> | <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"/> Yes <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 |