Program Review

Summary and Reflections with Unit Goals, Action Plans, and Updates

Leadership - Dean, Arts and Languages Office

Executive Summary

Describe the successes and challenges your unit has faced since the last comprehensive review.
The primary successes and challenges have been a direct result of the pandemic.

Successes include:
-an impressive response to converting performance-based classes to remote formats and achieving the outcomes
-creative solutions for instructional roadblocks during the transition
-a collaborative approach within the school and campus to respond to an incredibly challenging situation
-the (forced) impetus to think outside of the box when it comes to serving students which was healthy and spawned innovation

The challenges include:
-after returning to campus, many employees expressed feelings of exhaustion, burn out, and mental fragility
-many people indicated a desire to remain wholly or partially remote and as a result they have different expectations regarding how our workplace should operate
-the previously spawned innovation has been controversial and divisive in some areas

While I am excited by the successes, managing and supporting employees in my school has become more difficult as a result of these challenges.

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.
In order to align with the campus remote policy and respond to the desire of our classified support staff, we have implemented an ad hoc 1 day per week agreement for remote work. Staff are glad to have this opportunity but have expressed frustration that it's limited to one day per week. We are fortunate to have two schools located in our space, so we have been able to maintain the same levels of f2f coverage in the office.

When appropriate, faculty/staff meetings are offered remotely in order to increase flexibility for attendance. This appears to help with morale and in some cases seems to increase attendance.

There have been changes to the ratios of different instructional modalities that we offer, and we are still working to find the correct ratios to meet student needs. This is a key part of our enrollment management strategies and one that will continue to impact our scheduling decisions for at least the near future.

If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.
CARES/HEERF funds have been instrumental in the ability to remain flexible with instructional delivery and support for student learning. Labs and classrooms have been updated, supplies & equipment have been provided to students, and faculty have engaged in professional development and implemented resources to improve online and remote instructional practices.

If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.

Related Documents for Charts and Graphs

Executive Summary Complete
Yes

Data Reflection

Trends observed in program/service area's data.
Enrollment – Enrollment has not returned to pre-covid levels, but it has increased significantly over the last year. Spring 2020 enrollment was 4,676, and Spring 2023 is 4,187. Enrollment dropped to the lowest level of 3,336 in spring 2022. FTEF and FTES levels paralleled the enrollment patterns, although interestingly the productivity level was at its highest (14.29) in spring 2021.

School Success Rates from sp/fa 2019-2023 – 74.2% which is slightly higher than the college rate of 72.6%. An equity gap of 13.6% exists during this time period for Black/African American students and 6.6% for Latinx students.

Course success rates for the school align fairly closely with the college with the exception of the 20-21 school year when the SAL rate of 76% increased and exceeded the college. Interestingly, this is the school year that was most significantly impacted by the pandemic and instruction was almost solely provided remotely.

Faculty have indicated a concern that “cheating” was the primary contributor to this increase in success, but I dissuade this generalization and encourage discussions that consider additional reasons (fewer distractions, increased tech support, increased learning support, increased instructor flexibility, etc.)

Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g.race/ethnicity, gender, age, etc.)
Equity gaps for success and retention exist in all departments from our school and exist for Black/African Americans (12.4%) and Latinx(5.8%) for the school as a whole. Interestingly, we also show equity gaps for males (4.3%) and non-binary students (12.8%) that are larger than the overall campus gaps for these populations. The gaps within our school that exceed the college gaps confirm the need for a continued goal and commitment to equity.

Related Documents for Charts and Graphs

Describe the discussion(s) that took place about the unit's learning outcomes assessment data.
I shared with the Chairs the outcomes of the survey that was conducted with all faculty and classified professionals to assess progress toward the Administrative Unit Outcomes.

Data Reflection Complete
Yes

Practice Reflection

Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.
The School of Arts and Languages implemented a Call to Action for the 2022-23 school year. The impetus for the Call were the apparent equity gaps in our school/college, the values and goals of the college, and the AUOs. The Call is designed to bring a focus on equity into our disciplines and customize the work to our content and students. Networking workshops and faculty leaders have been employed to lead the work amongst the faculty in the school.

The feedback collected is primarily qualitative and indicates that changes to practice made differences with their students in ways such as there being a stronger sense of community in the classroom, stronger knowledge of the resources that are available, etc. If continued, this project will go further to take a look at the quantitative data and

measure whether there's been progress toward narrowing the gaps.

What other factors (internal or external) might also impact the above data trends and equity gaps?
In all departments within my school there have been significant retirements without replacements. The departmental workload for contract faculty has increased and they have expressed feelings of burnout which are in turn tied to a decrease in the enthusiasm and involvement with the Call to Action equity work. Based on the feedback from Chairs, it is my hope to develop Phase III in a way that will be simpler to implement yet still impactful.

Related Documents for Charts and Graphs

Practice Reflection Complete
Yes

Mid-Cycle Updates

YEAR 2 Updates (2023 - 2024)
Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.

Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.

YEAR 3 Updates (2024 - 2025)
Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.

Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.

YEAR 4 Updates (2025 - 2026)
Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.
Although there are no updates to respond to from 24-25, I will provide what I've observed in the short time back as successes and challenges. In terms of successes, the school as a whole seems to have found the "sweet spot" in terms of determining offerings and modalities that students need and prefer. While this should always be an area for continuous improvement, the enrollment for the fall semester reflects schedules that are strategic and comprehensive. As for challenges, some of the departments in SAL face resistance from our sister colleges in terms of curricular and service changes. This has had the most impact in the areas of Drama and the activation of

film-based curricula and in languages with the heavy offerings of asynchronous classes at City. As a result, enrollment patterns are challenged and students are negatively impacted in terms of how and what they can choose at Mesa. As for the Dean's office for all 4 departments and co-curricular programs, our goals remain centered around supporting innovation and offerings based in sound instructional practices.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.

I'm pleased to report that since the last update, enrollment in the school has grown significantly. School headcount for Fa 25 is 3,695 and enrollment is 4,394, up from 4,187 in Spring '23. The productivity for this semester is at 13.77, higher than it was pre-pandemic (Fall 2019 - 12.55) Overall data shows that the school enrollment/headcount have been trending upward. I was unable to compare success rates for the school to the levels in 2023 as I was unable to locate the data in the dashboards.

Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.

It is my understanding that Administrative Units no longer conduct outcomes assessment. Previous data can be found in Update for 23-24.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.

SAL Faculty and Staff remain committed to the principles of DEIA, and feel the need to implement equity-based teaching now more than ever given the current political climate. There have been no formal trainings or projects this semester, but Chairs and faculty continue to engage in discussions and conduct evaluations with equity as a key criterion.

YEAR 5 Updates (2026 - 2027)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 5.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 5.

Review Outcomes Report. Review the unit's outcomes assessment process for 2025 - 2026. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 5.

Unit Goals, Action Plans, and Updates

Enrollment Management Plan

Unit Goal: The School of Arts and Language will implement Mesa's Enrollment Management Plan in order to provide an accessible and comprehensive schedule that allows students to achieve their educational goals in a timely manner and demonstrates a responsible use of resources.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Completion - Objective 1:** Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. (✓)
- **Stewardship - Objective 3:** Increase student access and schedule efficiency by coordinating schedules among departments/disciplines (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Goal 1 Action Plan List: 1. Review Enrollment Management Plan with Chairs at first fall '23 Leadership Team meeting 2. Include Enrollment Management as standing item on all Leadership Team agendas and engage in regular discussions regarding schedule building, scheduling practices, variables to consider, etc. 3. Build a schedule that allows students to complete degrees and certs within a 2-year time frame and that demonstrates a 2% increase in efficiency. 4. Establish efficiency targets for each department within school. **Action Plan Cycle:** 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 11/24/2025 **Action Plan Update**: No changes to Action Plan. Items 1-3 on list occur consistently, although efficiency targets were not identified for this year. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track **Submission Date**: 01/16/2024 **Action Plan Update**: This goal and action plan are ongoing. The general plan was reviewed with Chairs and Enrollment Management has been a standing item on our Leadership Team agendas since the action was determined. Efficiency targets were set for each school. Not all achieved a 2% increase but overall, the school improved efficiency in the fall 23 semester. (Fall 22 - 12.27, Fall 23 - 13.12, a .92% increase). **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track **Submission Date**: 12/01/2023 **Action Plan Update**: This goal and action plan are ongoing. The general plan was reviewed with Chairs and Enrollment Management has been a standing item on our Leadership Team agendas since the action was determined. Efficiency targets were set for each school. Not all achieved a 2% increase but overall, the school improved efficiency in the fall 23 semester. (Fall 22 - 12.27, Fall 23 - 13.12, a .92% increase). **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track

Unit Goals, Action Plans, and Updates

Establish a Cultural Expectation

Unit Goal: The School of Arts and Languages will establish a cultural expectation and provide support for faculty/classified professionals to engage in equity-based discussion and practice in our office, our classrooms and in general practice.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (✓)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (✓)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (✓)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Goal 2 Action Plan List 1. Evaluate 2022-23 Call to Action through lens of Mesa's Equity Crosswalk. 2. Collect faculty/staff feedback and develop plan to continue Call to Action with choices that are impactful and fit within current scope of classroom preparation/teaching. 2. Kick-off the school year with data report and goal to decrease equity gaps by mutually agreed upon percentage throughout school (specifics to be determined)	**Submission Date**: 11/24/2025 **Action Plan Update**: Equity data was presented at school kick-off meeting. Call to Action was completed and evaluated in previous year. No additional updates to action plan were made in 24-25 year to respond to. Cultural expectation in terms of equity focus and work remains and will defer to new dean for updates to actions. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track **Submission Date**: 01/16/2024

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan Cycle: 2024 - 2025, 2023 - 2024, 2022 - 2023	**Action Plan Update**: Met with VP Maxey to conduct Equity Crosswalk for Call to Action. We agreed that the crosswalk was not an effective tool to measure the project and we engaged in a discussion that confirmed that, for instruction, it is an appropriate tool to assist students and accomplish this goal of setting a cultural expectation. Faculty and Staff feedback were collected after last year's Call to Action and the info was used to develop the plan for Phase III. We initiated Phase III at the Welcome Back meeting and via my Welcome Back email to the department and shared that the equity gaps and DI data continue to drive the need for our work in the classroom. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track **Submission Date**: 12/01/2023 **Action Plan Update**: Met with VP Maxey to conduct Equity Crosswalk for Call to Action. We agreed that the crosswalk was not an effective tool to measure the project and we engaged in a discussion that confirmed that, for instruction, it is an appropriate tool to assist students and accomplish this goal of setting a cultural expectation. Faculty and Staff feedback were collected after last year's Call to Action and the info was used to develop the plan for Phase III. We initiated Phase III at the Welcome Back meeting and via my Welcome Back email to the department and shared that the equity gaps and DI data continue to drive the need for our work in the classroom. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track

Effective and Positive Support to Faculty, Staff, and Students.

Unit Goal: The School of Arts and Languages will provide effective and positive support to faculty, staff, and students.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (✓)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes

and increase student success (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Goal 3 Action Plan List 1. Develop a comprehensive plan for adjunct onboarding. 2. Continue to work with support staff to improve efficiency and accuracy of work. 3. Conduct interest surveys prior to each school meeting in order to address topics of interest and concern from faculty. **Action Plan Cycle:** 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 11/24/2025 **Action Plan Update**: Specific tems on Action Plan list were unfortunately not conducted this fall semester due to the temporary nature of this assignment. However, service and positive support to the school has been ongoing as evidenced in the forward movement and increased attention to International Education, the World Arts Collection, and timely and individualized support for each department to chairs and all faculty. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track **Submission Date**: 01/16/2024 **Action Plan Update**: A new plan for onboarding adjuncts has not been developed, rather we've worked to improve the existing process for the steps needed for hiring (in our office). Additionally, I have been working with the LOFT to support a stronger role from Campus Professional Learning in providing new adjuncts with consistent and helpful orientation feedback. The adjunct orientation has been updated and a CANVAS shell has been created for support. I work with office staff (permanent and part-time) on a continual basis and the need for improved efficiency and accuracy of work for my permanent support staff was addressed in the evaluation process in the summer of 2023. In preparation for our fall 2023 school meeting, I surveyed the faculty/staff to find out their primary questions and challenges faced with serving our DSPS population and making accommodations in the classroom. I then worked with Erika Higginbotham and our DSPS Counselor to develop a presentation that addressed the question and opened the door for better communication between SAL faculty and the DSPS counselors. Our next meeting will be focused on serving students with mental health challenges and Derrick White has agreed to present. I will again be surveying faculty and staff to know their specific questions and interests and will work with Derrick to prepare the presentation. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track **Submission Date**: 12/01/2023

Unit Goals, Action Plans, and Updates

Action Plans	Updates
	Action Plan Update: A new plan for onboarding adjuncts has not been developed, rather we've worked to improve the existing process for the steps needed for hiring (in our office). Additionally, I have been working with the LOFT to support a stronger role from Campus Professional Learning in providing new adjuncts with consistent and helpful orientation feedback. The adjunct orientation has been updated and a CANVAS shell has been created for support. I work with office staff (permanent and part-time) on a continual basis and the need for improved efficiency and accuracy of work for my permanent support staff was addressed in the evaluation process in the summer of 2023. In preparation for our fall 2023 school meeting, I surveyed the faculty/staff to find out their primary questions and challenges faced with serving our DSPS population and making accommodations in the classroom. I then worked with Erika Higginbotham and our DSPS Counselor to develop a presentation that addressed the question and opened the door for better communication between SAL faculty and the DSPS counselors. Our next meeting will be focused on serving students with mental health challenges and Derrick White has agreed to present. I will again be surveying faculty and staff to know their specific questions and interests and will work with Derrick to prepare the presentation. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track