

Schools and Divisions Program Review 2019/20 UPDATE

Dean, Humanities Office

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General Information (Schools and Divisions Program Review 2019/20 UPDATE)

2019/20 Schools and Divisions Program Review

SUBMISSION INFORMATION AND UPDATES (REQUIRED)

- Dean Linda Hensley
- Dean Charlie Zappia
- Vice-President Isabel O'Connor

OUTCOMES AND ASSESSMENT (REQUIRED)

Form: 2019/20 Program Review Outcomes and Assessment Section (See appendix)

PROGRAM ANALYSIS FOR EQUITY AND EXCELLENCE (REQUIRED)

Form: 2019/20 Program Review Schools and Divisions Analysis Section (See appendix)

PROGRAM GOALS (REQUIRED)

2018/19

Office Effectiveness

The School of Humanities office will provide effective and positive support to faculty, staff, and students.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 4.2, Strategic Goal 4.4, Strategic Goal 5.1, Strategic Goal 6.1

Improve communication and curriculum decisions between School of Humanities, ELAC and Continuing Education

Continue as discipline dean and help create positive working relationships between ELAC and English faculty at Mesa College and Continuing Education. Work on tasks, such as bridge between ELAC and English curriculum from CE to Mesa. Promote credit ELAC and English classes with CE students.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 2.1, Strategic Goal 3.1, Strategic Goal 4.1

Monitor and schedule all faculty and staff evaluations in strict compliance with the Collective Bargaining Agreement, District and College.

Evaluations are critical in encouraging the highest quality of instruction. Our intensive, time-consuming processes verify teaching strengths and provide data on the far fewer weaknesses that require remediation.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.6, Strategic Goal 4.1, Strategic Goal 4.2, Strategic Goal 5.1

Provide leadership and direction in developing class schedules to meet student demand and need.

Analyze past course offerings and present demand to determine greatest need in scheduling classes. Analysis of regularly gathered institutional data on retention, success and persistence rates of students in basic skills, co-requisite class and discipline degree and certificate courses in the School of Humanities.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.2, Strategic Goal 1.5, Strategic Goal 4.1, Strategic Goal 4.4

ACTION PLANS FOR GOALS (REQUIRED)

Actions

2018/19

Goal

Goal: Office Effectiveness

The School of Humanities office will provide effective and positive support to faculty, staff, and students.

Action: Community Building

Describe the actions needed to achieve this objective:

In order to further build positive support for faculty, staff and students the School of Humanities along with the School of Arts and Languages have coordinated several activities. First, we entered Mesa's Spirit Week contest by decorating the office as a football field with turf, goal posts and fans. Near the goal posts were two decorated bins. One had signage for the School of Humanities and the other for the School of Arts and Languages. Staff was asked to donate items for the Stand. We had many bins full of donations which we took over to the Stand after spirit week. Although we were awarded 3rd place many faculty loved the camaraderie the activity created. Second, we (again Humanities and Arts and Languages) coordinated a cookie contest. Judges included, VP of Instruction, District, Dean of Instruction, Umoja student, and several faculty. Approximately ten individuals made cookies to enter into the contest and I am happy to announce the Dean of Humanities won the contest! A final activity was coordinating a school meeting between both schools focused on inclusive communication. The National Conflict Resolution Center facilitated the workshop and we received positive feedback regarding the content and atmosphere. Our plan is to continue coordinating actions such as the ones listed above to strengthen our community.

Who will be responsible for overseeing the completion

Dean, School of Humanities

of this objective:

Provide a timeline for the actions:

Activities should be offered at least a few times during the year.

Describe the assessment plan you will use to know if the objective was achieved and effective:

Survey which will be administered spring 2020.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

The deans incurred costs for decorating the office during spirit week and our student worker completed most of the decorating.

Action: School of Humanities faculty, staff, and students will express satisfaction with the effectiveness and support they experience.

Describe the actions needed to achieve this objective:

School of Humanities faculty, staff, and students will express satisfaction with the effectiveness and support they experience from our office.

Who will be responsible for overseeing the completion of this objective:

Dean of Humanities and office staff

Provide a timeline for the actions:

Survey - spring 2019.


Describe the assessment plan you will use to know if the objective was achieved and effective:


Review of 360 degree evaluation of Dean and annual survey.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Time: A planning retreat will be planned spring 2019 to review results of surveys. In addition, office resources needed to plan and implement retreat.

Supporting Attachments:

 school of humanities meeting 3-15-19 (003).pptx (PowerPoint Presentation (Open XML))

 Survey - Spring 2019 (Word Document (Open XML))

This is the Word document of the survey tool which was sent to all faculty using Survey Monkey.

Goal: Improve communication and curriculum decisions between School of Humanities, ELAC and Continuing Education

Continue as discipline dean and help create positive working relationships between ELAC and English faculty at Mesa College and Continuing Education. Work on tasks, such as bridge between ELAC and English curriculum from CE to Mesa. Promote credit ELAC and English classes with CE students.

Action: School of Humanities Dean, ELAC and English faculty will collaborate with Continuing Education Dean and Faculty

Describe the actions needed to achieve this objective:	School of Humanities Dean, ELAC and English faculty will collaborate with Continuing Education Dean and Faculty to commit to improved communication and sharing curriculum decisions between ELAC and English disciplines.
Who will be responsible for overseeing the completion of this objective:	Dean and ELAC and English Faculty
Provide a timeline for the actions:	Ongoing
Describe the assessment plan you will use to know if the objective was achieved and effective:	SWOT analysis performed annually including input from all stakeholders
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	Deans and Discipline Faculty

Goal: Monitor and schedule all faculty and staff evaluations in strict compliance with the Collective Bargaining Agreement, District and College.

Evaluations are critical in encouraging the highest quality of instruction. Our intensive, time-consuming processes verify teaching strengths and provide data on the far fewer weaknesses that require remediation.

Action: Monitor and Schedule all faculty evaluations

Describe the actions needed to achieve this objective:	Monitor and schedule all faculty and staff evaluations in strict compliance with the CBA, District and College. Plan to have someone with expertise in evaluations facilitate discussion at School meeting. If a weakness in the evaluation is noted provide remediation.
Who will be responsible for overseeing the completion of this objective:	Dean, School of Humanities
Provide a timeline for the actions:	Spring 2020 and ongoing. Update: All adjunct evaluations scheduled during fall 2019 have been completed or are in progress. A new system is in place to hold adjunct

Describe the assessment plan you will use to know if the objective was achieved and effective:

faculty accountable for picking up their student evaluations and reviewing them after the close of the semester.

All evaluations which include criteria below competent have remediation or a plan for discontinued employment

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Possible professional learning opportunities for faculty.

Goal: Provide leadership and direction in developing class schedules to meet student demand and need.

Analyze past course offerings and present demand to determine greatest need in scheduling classes. Analysis of regularly gathered institutional data on retention, success and persistence rates of students in basic skills, co-requisite class and discipline degree and certificate courses in the School of Humanities.

Action: Provide leadership and direction in developing class schedules

Describe the actions needed to achieve this objective:

Provide leadership and direction in developing class schedules to meet student demand and need. Analyze past course offerings and present demand to determine greatest need in scheduling classes. Analysis of regularly gathered institutional data on retention, success and persistence rates of students in basic skills, co-requisite class and discipline degree and certificate courses in the School of Humanities.

Who will be responsible for overseeing the completion of this objective:

Dean and Chairs

Provide a timeline for the actions:

On-going

Describe the assessment plan you will use to know if the objective was achieved and effective:

Each year the schedule, student enrollment and success data will be analyzed and utilized when developing future class schedule.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Data sets from Enrollment Management System and Mesa's Institutional Research Dashboards.

GOAL STATUS REPORT (REQUIRED)

Action Statuses

2018/19

Goal

Goal: Office Effectiveness

The School of Humanities office will provide effective and positive support to faculty, staff, and students.

Action: Community Building

Describe the actions needed to achieve this objective:

In order to further build positive support for faculty, staff and students the School of Humanities along with the School of Arts and Languages have coordinated several activities. First, we entered Mesa's Spirit Week contest by decorating the office as a football field with turf, goal posts and fans. Near the goal posts were two decorated bins. One had signage for the School of Humanities and the other for the School of Arts and Languages. Staff was asked to donate items for the Stand. We had many bins full of donations which we took over to the Stand after spirit week. Although we were awarded 3rd place many faculty loved the camaraderie the activity created. Second, we (again Humanities and Arts and Languages) coordinated a cookie contest. Judges included, VP of Instruction, District, Dean of Instruction, Umoja student, and several faculty. Approximately ten individuals made cookies to enter into the contest and I am happy to announce the Dean of Humanities won the contest! A final activity was coordinating a school meeting between both schools focused on inclusive communication. The National Conflict Resolution Center facilitated the workshop and we received positive feedback regarding the content and atmosphere. Our plan is to continue coordinating actions such as the ones listed above to strengthen our community.

Who will be responsible for overseeing the completion of this objective:

Dean, School of Humanities

Provide a timeline for the actions:

Activities should be offered at least a few times during the year.

Describe the assessment plan you will use to know if the objective was achieved and effective:

Survey which will be administered spring 2020.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

The deans incurred costs for decorating the office during spirit week and our student worker completed most of the decorating.

Status for Community Building

No Status Added

Action: School of Humanities faculty, staff, and students will express satisfaction with the effectiveness and support they experience.

Describe the actions needed to achieve this objective:

School of Humanities faculty, staff, and students will express satisfaction with the effectiveness and support they experience from our office.

Who will be responsible for overseeing the completion of this objective:

Dean of Humanities and office staff

Provide a timeline for the actions:

Survey - spring 2019.


Describe the assessment plan you will use to know if the objective was achieved and effective:


Review of 360 degree evaluation of Dean and annual survey.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Time: A planning retreat will be planned spring 2019 to review results of surveys. In addition, office resources needed to plan and implement retreat.

Supporting Attachments:

 school of humanities meeting 3-15-19 (003).pptx (PowerPoint Presentation (Open XML))

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Status for School of Humanities faculty, staff, and students will express satisfaction with the effectiveness and support they experience.

Current Status:

Completed

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

Based on the results of the survey we have made intentional changes regarding our communication with faculty. In addition, it seemed that some faculty were not satisfied with the content of school meetings. I have asked faculty and chairs for specific ideas regarding content and/or guest speakers for school meetings. In January, I have asked 4 faculty to present best practices using Canvas for online and classroom practices. In addition, Dawn Stoll will be sharing updated information regarding accommodations in the classroom. Please note: this status should reflect ongoing (not an option) as it has been completed for this

year but we will launch the same survey in 3-4 semesters.

If the Current Status was not marked Completed, what are the implications and next steps:

Goal: Improve communication and curriculum decisions between School of Humanities, ELAC and Continuing Education

Continue as discipline dean and help create positive working relationships between ELAC and English faculty at Mesa College and Continuing Education. Work on tasks, such as bridge between ELAC and English curriculum from CE to Mesa. Promote credit ELAC and English classes with CE students.

Action: School of Humanities Dean, ELAC and English faculty will collaborate with Continuing Education Dean and Faculty

Describe the actions needed to achieve this objective:

School of Humanities Dean, ELAC and English faculty will collaborate with Continuing Education Dean and Faculty to commit to improved communication and sharing curriculum decisions between ELAC and English disciplines.

Who will be responsible for overseeing the completion of this objective:

Dean and ELAC and English Faculty

Provide a timeline for the actions:

Ongoing

Describe the assessment plan you will use to know if the objective was achieved and effective:

SWOT analysis performed annually including input from all stakeholders

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Deans and Discipline Faculty

Status for School of Humanities Dean, ELAC and English faculty will collaborate with Continuing Education Dean and Faculty

Current Status:

In Progress

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

We have started discussions regarding curriculum alignment and promotion and will continue meeting regularly throughout the next few years.

If the Current Status was not marked Completed, what are the implications and next steps:

During the next two years, I will continue to collaborate with CE. We need to create a pathway for students coming from CE to Mesa College. Further, we will create a plan that promotes our credit ELAC courses and English courses to CE students.

Goal: Monitor and schedule all faculty and staff evaluations in strict compliance with the Collective Bargaining Agreement, District and College.

Evaluations are critical in encouraging the highest quality of instruction. Our intensive, time-consuming processes verify teaching strengths and provide data on the far fewer weaknesses that require remediation.

Action: Monitor and Schedule all faculty evaluations

Describe the actions needed to achieve this objective:

Monitor and schedule all faculty and staff evaluations in strict compliance with the CBA, District and College. Plan to have someone with expertise in evaluations facilitate discussion at School meeting. If a weakness in the evaluation is noted provide remediation.

Who will be responsible for overseeing the completion of this objective:

Dean, School of Humanities

Provide a timeline for the actions:

Spring 2020 and ongoing. Update: All adjunct evaluations scheduled during fall 2019 have been completed or are in progress. A new system is in place to hold adjunct faculty accountable for picking up their student evaluations and reviewing them after the close of the semester.

Describe the assessment plan you will use to know if the objective was achieved and effective:

All evaluations which include criteria below competent have remediation or a plan for discontinued employment

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Possible professional learning opportunities for faculty.

Status for Monitor and Schedule all faculty evaluations

Current Status:

In Progress

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

This goal will continue to be revisited especially in light of the changes with POA status.

If the Current Status was not marked Completed, what are the implications and next steps:

I did not mark this goal as complete as we only implemented it this semester. Therefore, I want to give it at least a year to see if we are keeping up with all evaluations and that faculty are reviewing student evaluations.

Goal: Provide leadership and direction in developing class schedules to meet student demand and need.

Analyze past course offerings and present demand to determine greatest need in scheduling classes. Analysis of regularly gathered institutional data on retention, success and persistence rates of students in basic skills, co-requisite class and discipline degree and certificate courses in the School of Humanities.

Action: Provide leadership and direction in developing class schedules

Describe the actions needed to achieve this objective:

Provide leadership and direction in developing class schedules to meet student demand and need. Analyze past course offerings and present demand to determine greatest need in scheduling classes. Analysis of regularly gathered institutional data on retention, success and persistence rates of students in basic skills, co-requisite class and discipline degree and certificate courses in the School of Humanities.

Who will be responsible for overseeing the completion of this objective:

Dean and Chairs

Provide a timeline for the actions:

On-going

Describe the assessment plan you will use to know if the objective was achieved and effective:

Each year the schedule, student enrollment and success data will be analyzed and utilized when developing future class schedule.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Data sets from Enrollment Management System and Mesa's Institutional Research Dashboards.

Status for Provide leadership and direction in developing class schedules

Current Status:

Completed

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

As Dean of the School of Humanities this will be an ongoing goal every year. As I collaborate with chairs our decisions on whether to offer a class or not back to student needs. During leaner times, such as our current situation cutting back on classes it is crucial that our decisions are based on student demand and not faculty preferences. The fill rate with classes in the School of Humanities for fall 2019 was over 90%.

If the Current Status was not marked Completed, what are the implications and next steps:

Request Forms

CLASSIFIED POSITION, BARC AND FACULTY POSITION REQUEST

Reviewers

LIAISON'S REVIEW

Form: Schools and Divisions Liaison's Review 2019/20 UPDATE

MANAGER'S REVIEW

Form: Schools and Divisions Manager's Review 2019/20 UPDATE

Appendix

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- A. **2019/20 Program Review Outcomes and Assessment Section** (Form)
 - B. **2019/20 Program Review Schools and Divisions Analysis Section** (Form)
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Form: "2019/20 Program Review Outcomes and Assessment Section"

Created with : Taskstream

Participating Area: Dean, Humanities Office

(REQUIRED) Program name

School of Humanities

(REQUIRED) Are you on target with your assessment schedule?

Yes, we are on schedule measuring our outcomes for the School of Humanities. We have four AUOs:

1. The School of Humanities office will provide effective and positive support to faculty, staff, and students.
2. Improve communication and curriculum decisions between School of Humanities, ELAC and Continuing Education.
3. Monitor and schedule all faculty and staff evaluations in strict compliance with the Collective Bargaining Agreement, District and College.
4. Provide leadership and direction in developing class schedules to meet student demand and need.

We have measured AUO #1 by launching a survey spring 2019. A follow-up survey will be launched fall 2020 or spring 2021. AUO #2 continues to be worked on and will be measured spring 2020. I will discuss assessment efforts in regards to AUO #3 and #4 later in this report.

(REQUIRED) What have your assessments revealed about your courses/programs/service area/school/division/office?

In February 2019 a survey was sent out to all full-time faculty, part-time faculty and classified staff in the School of Humanities specifically measuring AUO #1. The response rate was 56% for full-time faculty and 20% for adjunct faculty. We received survey responses from thirty four individuals - 21 full-time faculty and 13 adjunct faculty. Attached please find the actual survey (which was sent in Survey Monkey) and a presentation shared at a school meeting with survey results. At the time the survey was sent out our administrative secretary had only been on the job for two months which meant she was still becoming familiar with college and school processes. Nevertheless, many faculty made very positive comments about her skill level, accuracy and customer service. Some faculty thought it was challenging sharing an office space with Arts and Languages. As a dean, I received feedback that at least one faculty member did not perceive my decisions and support as equal amongst faculty. Interestingly, open ended comments regarding school meetings varied - some individuals were not impressed by the invited speakers while

another responder loved the outside speakers. The area that I need to focus on would be to bring in content to the school meetings that faculty are able to apply to their classrooms. Based on this feedback I have asked Katie Palacio to attend our school meeting in January and share information about the online education initiative and also asked several faculty to share best practices with their online classes and Canvas support for their face-to-face classes.

Over the past year, the School of Humanities' ELAC program is trying to rebrand and promote the program on campus. A new dean was identified for ESL at CE and we have just begun to work with her to align curriculum and promote our program at CE. Next year, I hope we have made greater strides in this area.

For the past 6 months, Andrea (school secretary) and I have organized and created a system for adjunct faculty evaluations. First, we reviewed all files for adjunct faculty to determine if they were on the right schedule for student and peer evaluations. Second, we followed up to ensure adjunct faculty were picking up their student evaluations in their mailbox. Finally, we have created a system to notify adjunct faculty when they should come in to the office to review student evaluation feedback.

Finally, in regards to AUO #4 we are trying to provide a comprehensive schedule of all English and Communication Studies department classes. With the current budget challenges which has resulted in cut backs to course offerings we want to maintain classes beyond the English 101, 205 and Communication Studies 103 courses. So far, we have continued to offer all courses and enrollment numbers have been acceptable. There were a couple of courses Poetry and some new Humanities courses, which we have decided to offer only once during the academic year due to low enrollment.

(REQUIRED) Based on your assessments, what resource needs have you identified?

The largest resource needed would be for Mesa ELAC faculty to have time to establish relationships with CE faculty and students. In the past, there was monies from College Connections which enabled faculty to have reassigned time. The main goal for these faculty was to visit CE classrooms and encourage CE students to continue their higher education at Mesa College. A second resource need would be for food at our school meetings. We have 2 - 3 school meetings per semester which range in time from 2 - 3 hours. I usually provide a light lunch and pay out of my pocket but it would be nice to have a small amount of discretionary monies to fund these meetings.

Please provide any other comments.

No answer specified

Form: "2019/20 Program Review Schools and Divisions Analysis Section"

Created with : Taskstream

Participating Area: Dean, Humanities Office

School/Division Name

(REQUIRED) Type your School/Division name.

School of Humanities

Part A: In this section, please analyze your School or Division in terms of student success metrics as well as your contribution to the College's identity of being an Hispanic Serving Institution.

(REQUIRED) A1. What metric(s) are you following most closely?

The metric I am following most closely is the number of students who enroll in a transfer level English course during their first term/year and their success rate.

(REQUIRED) A2. Have you identified any racial/ethnic groups that are experiencing equity gaps in any of these metrics?

Equity Gap: When a group of students who share a common characteristic (e.g. race/ethnicity) have lower access and/or outcome rates than their peers. The size of the equity gap along with the size of the group determine whether that gap is significant. Larger groups should, statistically, have smaller gaps and therefore when gaps are present (even small ones) they may be significant. Smaller groups will see wider variation in outcomes, therefore gaps should be seen consistently over time and/or reviewed by looking at multiple years in aggregate to determine if they are significant.

Reviewing the most recent set of data focused on the English transfer level class for student who completed placement it was reported:

Students Who Completed Placement 2018/19			
	White	African American	LatinX
Headcount	162	49	205
Enr ENGL 1st Term	72	26	128
Transfer Level	63	19	95
Success #	51	12	55
Success Rate	31%	24%	27%

Several items are revealed when reviewing the data. First, we need to encourage students to take English during their first term or at least by their first year. Second, the number of LatinX students who successfully complete is disproportionate compared to White students. Third, more students need to complete the Placement Assistant.

(REQUIRED) A3. What action, if any, has been taken to address these equity gaps?

Equity Gap: When a group of students who share a common characteristic (e.g. race/ethnicity) have lower access and/or outcome rates than their peers. The size of the equity gap along with the size of the group determine whether that gap is significant. Larger groups should, statistically, have smaller gaps and therefore when gaps are present (even small ones) they may be significant. Smaller groups will see wider variation in outcomes, therefore gaps should be seen consistently over time and/or reviewed by looking at multiple years in aggregate to determine if they are significant.

English faculty continue to participate in professional learning and conferences to update their pedagogy. The faculty have been amazing at recognizing teaching strategies that are successful and others that need modifications. Due to these changes students over the years have been exposed to a more welcoming learning environment and more relevant content which has resulted in more students achieving success. A second approach a group of English faculty have taken is to be involved with a project commonly referred to the Guinea Pig Project. For approximately, faculty have been provided with their success rates disaggregated into various demographic groups. The faculty meet and are open regarding their results and what ensues is a valuable discussion regarding how to connect to all students enrolled in their classes. Again this is an example of continuous improvement made by faculty to address student success rates in their classroom.

Department and school meetings have included dialogue on what faculty members have done to increase student success and reduce equity gaps specifically focused on professional learning opportunities in which they have participated. Many faculty include a comprehensive list of Student Services resources in their syllabi and on Canvas which is an additional strategy to connect students to services they may need. The Communication Studies Department has discussed ways to include more positive affirmations for our students across all Communication Studies classes.

(REQUIRED) A4. What actions, if any, have you taken as a result of the School Equity Reports?

Each department is utilizing the School Equity Reports at department meetings. They have engaged in open discussions, sharing results and making changes to their pedagogy. Over the next few years, data will provide a foundation for department dialogue focused on examining equity gaps and exploring ways to capture a learning environment which is inclusive and welcoming for all students.

(REQUIRED) A5. How does your School or Division contribute to the College's identity of being a Hispanic Serving Institution (HSI)?

The School of Humanities has made great strides in acknowledging the disproportionate impact on the LatinX student population successfully completing transfer level English courses. Through a variety of grants professional learning has been available to better prepare faculty which should result in a narrowing of the equity gap specifically for our LatinX and African American students. Further, a component of our HSI grant was devoted to our ELAC program and promoting the classes to our community and students enrolled at our CE campus. One of our activities scheduled for this December is an ELAC Recognition Ceremony funded by the HSI grant. All students successfully completing ELAC 145 (highest level) have been invited along with their families to an evening honoring their transition from ELAC to transfer level English. We have invited Bayside Community Center as well as our CE partners.

Part B: In this section, look at the area of focus you identified in last year's program review and answer the following questions.

(REQUIRED) B1. How have you developed this focus? Are you seeing any results? What are your next steps?

Although the AUOs for the School of Humanities do not include a specific outcome for equity and excellence all of our AUOs have been created to support equity and excellence.