

Schools and Divisions Program Review 2019/20 UPDATE

Dean, Arts and Languages Office

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Table of Contents

General Information	1
2019/20 Schools and Divisions Program Review	2
Submission Information and Updates (REQUIRED)	2
Outcomes and Assessment (REQUIRED)	2
Program Analysis for Equity and Excellence (REQUIRED)	2
Program Goals (REQUIRED)	2
Action Plans for Goals (REQUIRED)	3
Goal Status Report (REQUIRED)	7
Request Forms	16
Classified Position, BARC and Faculty Position Request	16
Reviewers	17
Liaison's Review	17
Manager's Review	17
Appendix	18

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

2019/20 Schools and Divisions Program Review

SUBMISSION INFORMATION AND UPDATES (REQUIRED)

- Name of Lead Writer - Leslie Shimazaki
- Name of Liaison - Ashanti Hands
- Name of Manager/Service Area Supervisor - Isabel O'Connor

The School of Arts and Languages has no updates to the mission. The office has supported a great deal of curricular work, most of which will be addressed in the specific discipline Program Reviews. We hired a new faculty member for Japanese in the spring of 2019, and he is completing his first semester on campus. One challenge has been working to promote the forward direction of Guided Pathways, alleviate anxieties that are felt by faculty, and communicate to my school the accuracies of our approach and expectations. A related strength is the interest and commitment that the faculty demonstrate in regard to supporting all students and continuing to promote the value of programs in the humanities.

OUTCOMES AND ASSESSMENT (REQUIRED)

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

File Attachments:

1. SAL Comp Survey Results fall 19.docx

PROGRAM ANALYSIS FOR EQUITY AND EXCELLENCE (REQUIRED)

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

File Attachments:

1. SAL Comp Survey Results fall 19.docx

PROGRAM GOALS (REQUIRED)

2018/19 Goals for Dean, Arts and Languages Office

Goal #1

Guided Pathways - Students will be able to follow Arts and Languages discipline pathways while receiving career guidance and academic support along the way.

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 1.5, Strategic Goal 1.6, Strategic Goal 2.1, Strategic Goal 2.2, Strategic Goal 2.3, Strategic Goal 2.4, Strategic Goal 2.5, Strategic Goal 3.3, Strategic Goal 4.1, Strategic Goal 4.2, Strategic Goal 4.3, Strategic Goal 5.1, Strategic Goal 5.2, Strategic Goal 6.2,

Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Global Consciousness, Information Literacy, Professional & Ethical Behavior

Goal # 2

Office Effectiveness - The School of Arts and Languages office will provide effective and positive support to faculty, staff, and students.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.4, Strategic Goal 2.1, Strategic Goal 2.3, Strategic Goal 2.4, Strategic Goal 4.1, Strategic Goal 4.3, Strategic Goal 5.1,

Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Global Consciousness, Information Literacy, Professional & Ethical Behavior

Goal # 3

Promote Equity - The SAL will promote an environment that is encouraging of equity-based discussion and practice in our office, our classrooms, and in general practice

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 1.5, Strategic Goal 1.6, Strategic Goal 2.1, Strategic Goal 2.2, Strategic Goal 4.1, Strategic Goal 4.2, Strategic Goal 5.1, Strategic Goal 5.2,

Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Global Consciousness, Information Literacy, Professional & Ethical Behavior

ACTION PLANS FOR GOALS (REQUIRED)

Actions

2018/19 Goals for Dean, Arts and Languages Office

Goal

Goal: Goal #1

Guided Pathways - Students will be able to follow Arts and Languages discipline pathways while receiving career guidance and academic support along the way.

Action: Educate and facilitate understanding of and impetus for Guided Pathways

Describe the actions As a member of the Mesa Pathways committee, I will regularly report at our standing

needed to achieve this objective:	chairs meeting and facilitate discussion regarding the needs for the GP work as well as the actions that need to be taken.
Who will be responsible for overseeing the completion of this objective:	Dean
Provide a timeline for the actions:	Spring 2019
Describe the assessment plan you will use to know if the objective was achieved and effective:	Regular check-ins and discussions will be used to assess whether chairs feel as though they comprehend the need for the work as well as the elements that Mesa has chosen to focus on.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	

Action: Develop 2-year schedules/pathways for each discipline

Describe the actions needed to achieve this objective:	Along with the Mesa Pathways committee and the Clear Program Requirements team, I will support faculty in each appropriate discipline with the development of a 2-year schedule and pathway to attain a degree or certificate.
Who will be responsible for overseeing the completion of this objective:	Dean, Chairs, other interested faculty
Provide a timeline for the actions:	Spring & Fall 2019
Describe the assessment plan you will use to know if the objective was achieved and effective:	The creation of two year schedules and clear pathways for students will be used to assess this outcome.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	

Action: Support effective enrollment management efforts

Describe the actions needed to achieve this objective:	Ensure that chairs are able to use the data needed and collaborate to create 2-year schedules that reflect students demand/needs and remain fiscally viable. Chair meetings and individual meetings with each school will focus on the data and
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	program variables needed to effectively manage enrollment.
Who will be responsible for overseeing the completion of this objective:	Dean
Provide a timeline for the actions:	Fall 2019
Describe the assessment plan you will use to know if the objective was achieved and effective:	Achieving FTES/FTEF targets and increasing efficiency. Student Survey for declared majors/certificates at end of 2-year period to determine ability to access needed courses
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	Data dashboards

Goal: Goal # 2

Office Effectiveness - The School of Arts and Languages office will provide effective and positive support to faculty, staff, and students.

Action: Build a stronger sense of community for SAL faculty and staff.

Describe the actions needed to achieve this objective:	The School of Arts and Languages will request and use discretionary funds to help build a stronger sense of community within the school. The funds would be used in three primary ways. First, to help build community throughout our School of Arts and Language with meetings that are supported with refreshments. Second, to acknowledge and demonstrate gratitude for the hard work of our School's faculty and staff. And lastly, to increase support for and involvement of all faculty in ways such as supporting professional development, and showing recognition for accomplishments or personal losses, etc
Who will be responsible for overseeing the completion of this objective:	Dean
Provide a timeline for the actions:	2019-20 academic year
Describe the assessment plan you will use to know if the objective was achieved and effective:	Faculty feedback, events, activities, and faculty surveys
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer	\$2000 discretionary budget

Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Action: Work with office staff to respond to needs with kindness, respect, and efficiency.

Describe the actions needed to achieve this objective:

Work with office staff to establish expectations.
Encourage staff to participate in Caring Campus Initiative.
Work with office staff to clearly define support roles and parameters.
Work with office staff to identify what they need to effectively do their jobs.
Set up monthly breakfast meetings to achieve above, check on progress, and improve morale.

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

Dean

Provide a timeline for the actions:

Spring 2019

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

Faculty pre-post surveys to assess office experience in regard to three points:
1)kindness
2)respect
3)efficiency

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

Survey support from Office of Institutional Effectiveness

Goal: Goal # 3

Promote Equity - The SAL will promote an environment that is encouraging of equity-based discussion and practice in our office, our classrooms, and in general practice

Action: Assess current professional development needs and relay information

Describe the actions needed to achieve this objective:

Work with chairs and all faculty to find out next steps for equity training and development. Faculty have indicated that they don't want to keep repeating the same content, so continued work may focus on implementation of the knowledge and practice in specific disciplines. After assessing needs, I will communicate with Dean of Equity and Student Success to determine how we can best support needs of the school and integrate with rest of campus work.

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

Dean

Provide a timeline for the actions:	Spring 2019
Describe the assessment plan you will use to know if the objective was achieved and effective:	Completion of faculty survey regarding next steps for equity training
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	Survey support of Office of Institutional Effectiveness

Action: Encourage dialogue and continual reflection

Describe the actions needed to achieve this objective:	Encourage continual dialogue regarding the meaning of equity and equitable practices and add "Equity" as a standing topic at each school/leadership meeting.
Who will be responsible for overseeing the completion of this objective:	Dean
Provide a timeline for the actions:	Ongoing
Describe the assessment plan you will use to know if the objective was achieved and effective:	Informal assessment with the Chairs and faculty survey on equity
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	Survey support from Office of Institutional Effectiveness

GOAL STATUS REPORT (REQUIRED)

Action Statuses

2018/19 Goals for Dean, Arts and Languages Office

Goal

Goal: Goal #1

Guided Pathways - Students will be able to follow Arts and Languages discipline pathways while receiving career guidance and academic support along the way.

Action: Educate and facilitate understanding of and impetus for Guided Pathways

Describe the actions needed to achieve this objective:	As a member of the Mesa Pathways committee, I will regularly report at our standing chairs meeting and facilitate discussion regarding the needs for the GP work as well as the actions that need to be taken.
Who will be responsible for overseeing the completion of this objective:	Dean
Provide a timeline for the actions:	Spring 2019
Describe the assessment plan you will use to know if the objective was achieved and effective:	Regular check-ins and discussions will be used to assess whether chairs feel as though they comprehend the need for the work as well as the elements that Mesa has chosen to focus on.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	

Status for Educate and facilitate understanding of and impetus for Guided Pathways

Current Status:	In Progress
If the Current Status was marked Completed, what was the impact of the completed objective on your program:	
If the Current Status was not marked Completed, what are the implications and next steps:	Guided Pathways will remain a standing agenda item for our leadership team meetings as this has been an invaluable opportunity for me to provide guidance and support for this work. Given the number of conversations that I've had with Chairs and other faculty in the department (as well as in other schools), I feel that I have made good progress on this action.

Action: Develop 2-year schedules/pathways for each discipline

Describe the actions needed to achieve this objective:	Along with the Mesa Pathways committee and the Clear Program Requirements team, I will support faculty in each appropriate discipline with the development of a 2-year schedule and pathway to attain a degree or certificate.
Who will be responsible for	Dean, Chairs, other interested faculty

overseeing the completion of this objective:

Provide a timeline for the actions:

Spring & Fall 2019

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

The creation of two year schedules and clear pathways for students will be used to assess this outcome.

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

Status for Develop 2-year schedules/pathways for each discipline

Current Status:

In Progress

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

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

While some disciplines have made further progress than others, this work is being supported at my level and completed in varying degrees. Art history has made good progress, although the studio areas are moving at a slower pace. Music has made recent curricular changes that are conducive to 2-year pathways, and all degrees are currently being mapped. Drama is also working on their pathways, and Languages will be starting soon. As the responsibility for monitoring progress will be falling on each individual school, I have added progress reports to our Leadership Team meeting agendas.

Action: Support effective enrollment management efforts

Describe the actions needed to achieve this objective:

Ensure that chairs are able to use the data needed and collaborate to create 2-year schedules that reflect students demand/needs and remain fiscally viable. Chair meetings and individual meetings with each school will focus on the data and program variables needed to effectively manage enrollment.

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

Dean

Provide a timeline for the actions:

Fall 2019

Describe the assessment plan you will use to know if

Achieving FTES/FTEF targets and increasing efficiency. Student Survey for declared majors/certificates at end of 2-year period to determine ability to access needed

the objective was achieved and effective: courses

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

Status for Support effective enrollment management efforts

Current Status: In Progress

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

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

I periodically schedule trainings and provide input for Chairs regarding available dashboards. We have been successful in using available data to inform scheduling, and will continue to do so. Decisions about reductions are being made in a more collaborative fashion given that chairs appear to have a better understanding of the many variables affecting enrollment management, as well as a better understanding of the directives from and fiscal situation with the District.

Goal: Goal # 2

Office Effectiveness - The School of Arts and Languages office will provide effective and positive support to faculty, staff, and students.

Action: Build a stronger sense of community for SAL faculty and staff.

Describe the actions needed to achieve this objective: The School of Arts and Languages will request and use discretionary funds to help build a stronger sense of community within the school. The funds would be used in three primary ways. First, to help build community throughout our School of Arts and Language with meetings that are supported with refreshments. Second, to acknowledge and demonstrate gratitude for the hard work of our School's faculty and staff. And lastly, to increase support for and involvement of all faculty in ways such as supporting professional development, and showing recognition for accomplishments or personal losses, etc

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

Provide a timeline for the 2019-20 academic year

actions:

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

Faculty feedback, events, activities, and faculty surveys

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

\$2000 discretionary budget

Status for Build a stronger sense of community for SAL faculty and staff.

Current Status:

In Progress

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

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

No funds were received through the budget allocation process, but VP O'Connor has agreed to support Deans with funds for school meetings. Aside from the funding, the Dean of Humanities and I have made great efforts to foster a greater sense of community in our office and our schools through the following efforts over the past year:


-A joint school meeting with the National Center for Conflict Resolution on the Art of Inclusive Communication


-A Spirit Week office decoration competition in which we decorated extensively and the 2 schools competed to see which could collect the most food, clothing, and toiletries for The Stand

-A (homemade)cookie party/competition for both schools that resulted in a fun event and allow us to redeem the prize (Starbucks coffee) for winning 3rd place in the aforementioned office decorating contest.

All aforementioned efforts seemed successful in contributing to a stronger sense of community among SAL faculty and staff.

Substantiating Evidence:

 Spirit Week Office Photos (JPEG (Image))

 Spirit Week-Office Decor.JPG (JPEG (Image))

Action: Work with office staff to respond to needs with kindness, respect, and efficiency.

Describe the actions needed to achieve this

Work with office staff to establish expectations.
Encourage staff to participate in Caring Campus Initiative.

objective:	Work with office staff to clearly define support roles and parameters. Work with office staff to identify what they need to effectively do their jobs. Set up monthly breakfast meetings to achieve above, check on progress, and improve morale.
Who will be responsible for overseeing the completion of this objective:	Dean
Provide a timeline for the actions:	Spring 2019
Describe the assessment plan you will use to know if the objective was achieved and effective:	Faculty pre-post surveys to assess office experience in regard to three points: 1)kindness 2)respect 3)efficiency
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	Survey support from Office of Institutional Effectiveness

Status for Work with office staff to respond to needs with kindness, respect, and efficiency.

Current Status:	In Progress
If the Current Status was marked Completed, what was the impact of the completed objective on your program:	
If the Current Status was not marked Completed, what are the implications and next steps:	This continues to be a priority for our office and I've addressed it in the following ways: -Recently distributed survey to 1) adjunct faculty, 2) contract faculty, 3) staff to assess progress based on their interactions with our office and staff. Results were shared in previous section. -Because issues remained with our customer experience, and people have not always been treated with kindness, respect, and efficiency, the school secretary was evaluated and these areas were identified and addressed with a development plan. A follow up will occur prior to the winter break. -I instituted weekly meetings with the secretary to discuss her work load, challenges, progress toward goals,etc.

Goal: Goal # 3

Promote Equity - The SAL will promote an environment that is encouraging of equity-based discussion and practice in

our office, our classrooms, and in general practice

Action: Assess current professional development needs and relay information

Describe the actions needed to achieve this objective:

Work with chairs and all faculty to find out next steps for equity training and development. Faculty have indicated that they don't want to keep repeating the same content, so continued work may focus on implementation of the knowledge and practice in specific disciplines. After assessing needs, I will communicate with Dean of Equity and Student Success to determine how we can best support needs of the school and integrate with rest of campus work.

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

Dean

Provide a timeline for the actions:

Spring 2019

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

Completion of faculty survey regarding next steps for equity training

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

Survey support of Office of Institutional Effectiveness

Status for Assess current professional development needs and relay information

Current Status:

In Progress

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

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

This is an action that will never be marked as complete given that it is continual work. I have continued to communicate with Chairs and have relayed feedback regarding the types of continued professional development the department is expressing...Equity 102 level work.

Our fall school meeting I led an exercise from NCORE on exploring one's own identities and then identifying which represented privilege and which were a disadvantage. Our mid-semester school meeting focused on The Art of Inclusive Communication and it gave tips and strategies for involving all students in conversations.

In a recent survey that I administered to SAL faculty and staff, the follow questions and results will inform our continued work and resulting directions: "I have a clear understanding of Mesa's definition of Equity":

Adjuncts - 82%(agree or strongly agree)
Contract- 77% (agree or strongly agree)
Staff - 100% (agree or strongly agree)

"The information I have learned through school mtgs and wkshps has influenced my practice..."

Adjuncts - 76%(agree or strongly agree)
Contract- 77% (agree or strongly agree)
Staff - 100% (agree or strongly agree)

An open ended question on the survey said, "To move forward with my professional work with equity, the Dean's office can support me by:"

Responses included:

Continued communication via email

Encourage workshops on best practices rather than data, lectures

Build an online housing resource for access to interesting equity content and strategies

-Provide more workshops like the Art of Inclusive Communication

-I feel very supported by the Dean in my equity-focused efforts. I do have concerns about accessibility for students with disabilities and above average sized students in our new classrooms.

-Continue offering workshops.

Action: Encourage dialogue and continual reflection

Describe the actions needed to achieve this objective:	Encourage continual dialogue regarding the meaning of equity and equitable practices and add "Equity" as a standing topic at each school/leadership meeting.
Who will be responsible for overseeing the completion of this objective:	Dean
Provide a timeline for the actions:	Ongoing
Describe the assessment plan you will use to know if the objective was achieved and effective:	Informal assessment with the Chairs and faculty survey on equity
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	Survey support from Office of Institutional Effectiveness

Status for Encourage dialogue and continual reflection

Current Status:

In Progress

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

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

While this topic has certainly been added as a standing topic for our school meetings, it has not been added to our Leadership Team meetings. While I periodically ask Chairs for feedback regarding what their faculty needs/wants in this area, I've used the survey to better capture this feedback. However, I plan to continue integrating more equity talk into our meetings.

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, Arts and Languages Office

(REQUIRED) Program name

School of Arts and Languages

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

Yes, three surveys were administered this semester: one for adjunct faculty, one for contract faculty, and one for classified professionals. Please see attached survey questions along with the aggregated responses.

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

While I plan to further explore the details and statistics of our survey results, the comments yield the following general conclusions.

Faculty and staff perceptions regarding the level of support that the SAL office provides:

-Adjunct faculty are appreciative of the support that they get from the office, although it is mentioned that the secretary can be curt and unpleasant at times. Another perception is that she has too much on her plate to provide adequate support.

-Contract faculty comments indicate that some can see improvement in the attitudes of support staff, but that they still encounter moodiness and an argumentative tone at times.

-The classified professionals left no comments.

Conclusion: It appears that the customer service experience is inconsistent and better for some than others. Consequently, the SAL goals of improving the level of customer service and treating all customers with kindness, patience, and efficiency remain relevant.

Faculty and staff perceptions regarding the SAL's effectiveness in promoting continual dialogues regarding the meaning of equity and equitable practices:

-Contract faculty comments indicate that people are still in a learning curve regarding equity, and that continuation of the discussion and work is welcomed and encouraged. One contract faculty member commented that paying adjunct and contract faculty the same would result in equity in the school, therefore indicating a misunderstanding of the topic as it relates to serving students.

-Adjunct faculty comments were similar in the support of continued work, and one person suggested that it would be interesting to offer a workshop on how to include equity in one's syllabus. While this is a great idea, the fact that we have provided this workshop on numerous occasions illustrates the fact that it's a challenge to reach all faculty with the information.

- Classified Professionals left no comments.

Conclusion: It's encouraging to see through the numbers that there appears to be an increased knowledge of Mesa's definition of equity, as well as a continued interest and commitment to ongoing work and professional development.

Things that the SAL office can do to help faculty and staff move forward with their own professional work in equity:

Again there were comments regarding the need to achieve equity by paying adjuncts and contracts the same, so this point will be addressed in our next meeting when these survey

results are shared.

Other comments indicated that people feel supported in this work and one person encouraged us to continue providing school workshops such as the Art of Inclusive Communication which we offered this fall. Another person suggested that we develop an online repository with videos and resources from the campus workshops that we provide.

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

The resources identified are:

Continued support from the campus and district in relation to the evaluation process as I use this as a tool to communicate and set expectations for office staff that relate to the stated PR goals.

Continued support from the campus in regard to providing ongoing professional development opportunities on the topic of equity and equitable practices.

Continued support from the Loft in capturing and archiving some of the campus work around equity so that others can take advantage of the resources.

Please provide any other comments.

Given that this survey was just recently administered, there is a need for further analysis of the quantitative data. The above information was based primarily on the qualitative comments, and I look forward to further processing and sharing all of the results at our school meeting in January. I feel confident that the results indicate that our goals that relate to customer service and equity work remain relevant and warrant additional work in all areas.

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

Created with : Taskstream

Participating Area: Dean, Arts and Languages Office

School/Division Name

(REQUIRED) Type your School/Division name.

School of Arts and Languages

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 metrics that we most closely follow at the discipline level are success, retention, and enrollment in programs. At the school level, I have focused on success rates for all four disciplines combined.

(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.

At the school level (art, music, drama, languages) there is an equity gap in terms of course success for Latinx students. They are 1% less successful in our programs than the college average. When broken out by first gen students, the Latinx equity gap grows to 4% below the college average. While these gaps may not appear to be significant in number, when compared to the success rates for non-Latinx students in our programs that exceed the college averages, there are clear gaps that warrant attention.

(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.

Significant work has been done in our school to develop a shared understanding of the definition of equity, analyze the equity data within our school, and engage in professional development to address the issues. Much has been done in the areas of classroom instruction (i.e. developing culturally relevant curriculum), but unfortunately the work needs

to be more pervasive and more widespread. Another action that has been taken in conjunction with student services has focused on better connecting faculty to the resources that are available to our students so that they can more easily integrate the sources of support into their normal classroom discussions and tools. Efforts in these areas have included presentations on Mesa Journeys, requesting that all syllabi include a link to the "Helpful Resources for Students", discussions of expectations and strategies at school meetings and in interviews with new faculty members, etc.

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

Section A3 includes examples of the actions that have been taken at the administrative level. It is clear that we have continued work in this area and will strive to create an "in your face" approach to exposing students to the many different supports that are available to them. It is my hope that as we expand our efforts in the Guided Pathways pillar that relates to "Staying on the Path", instructional faculty in my school will have increased professional development opportunities as well as tools to be as dynamic as possible in this area.

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

We contribute by having an administrative goal focused on equity, by providing workshops that address effective instructional practices, by encouraging faculty to integrate culturally relevant curriculum, and by encouraging an environment to which ALL students belong.

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?

If this question refers to the focus of equity and excellence, it has been an ongoing commitment for the School of Arts and Languages for several years. It has continued to develop and evolve in the way that we have taken the discussions to a higher level sophistication in terms of inquiry and solutions. While many in the school embrace the work and understand the importance, there are some who still question the associated practice and in some instances confuse it with a lack of rigor. As we proceed with discussions and practice at the Equity 102 level, it's important that i not overlook the need for efforts to bring people along who may still be questioning or struggling. The other "next step" that I'd like to focus on is helping those along who have changed their practice to be more equitable, but they are questioning why they aren't seeing results. In conversations I've had with faculty about this, some are disheartened by the energy they've put into altering their practices and not seeing increased outcomes as a result. I am interested in this situation and would like to talk to IE and CEL to brainstorm whether this is a topic that is relevant across campus and how we might support faculty are feeling this challenge.

Also, as previously mentioned, one of our AOU's states that the School of Arts and Languages will promote continual dialogue regarding the meaning of equity and equitable practices. This AOU was assessed through a recent survey that was distributed to adjuncts, contract faculty, and staff. When asked to respond to the statement, "I feel that this office is meeting the goal of encouraging dialogue regarding equity and equitable practices", 82% of adjuncts indicated that they agree or strongly agree, and 92% of contract faculty indicated the same. Although only 3 staff members responded, their responses indicated

that 100% agree or strongly agree. This is encouraging feedback in that it confirms that faculty and staff in the school recognize that this topic is a priority and feel that the Dean's office is effectively promoting work in this arena. To review this as well as other survey data in relation to this AUO, please see attached survey results.

Overall the SAL Dean's office demonstrates a commitment to excellence by implementing practices designed to dynamically support students in achieving their educational goals such as 1) creating a comprehensive schedule that's designed with clear and direct pathways in mind, and 2) supporting faculty in implementing best classroom practices, and 3) striving to serve all students and faculty with efficiency, kindness, and respect.