

2022-23 Program Review Template

Directions for Lead Writers: Please use this template to complete your Unit’s Program Review for this cycle. Instructions for submitting your completed template at the end of the spring semester will be provided in a few weeks. Click [here](#) to view our Glossary of Terms.

Other Resources:

[Program Review Handbook](#)

[Acronym Dictionary](#)

[Resource Link Library](#)

DEI Discussions: as part of your reflection with your unit, a workgroup has developed a Diversity, Equity, Inclusion, and Accessibility Discussion Guide. Please use this in your unit-level discussions as we move toward becoming more diverse, equitable, inclusive, and accessible through intentional and ongoing campus-wide reflections and revisions of policies and practices.

View the guide [here](#). Have reflections or feedback to share? Click [here](#).

<i>Program Information & Executive Summary</i>		
Prompt	Guidance	Program Response
Describe the successes and challenges your unit has faced since the last comprehensive review.		<p>Successes: Creation of 3 new CTE certificate programs (Health Coaching, and Aquatics). Converting over 100 on-campus courses to distance education. Updated the CLOs for over 200 courses. Successful integration of 2 new contract faculty members into the department.</p> <p>Challenges: Inadequate facilities to grow enrollment (existing Gym, Aquatics Complex, and Stadium can only accommodate one class at a time). Low enrollment in non-prime time slots for on-campus courses.</p>
If applicable, describe any major curricular or service changes your unit has engaged in and the impact of those changes since the last comprehensive review.	Optional	Creation of 2 new CTE certificate programs (Health Coaching, Aquatics). Converting over 100 on-campus courses to distance education. Updated the CLOs for over 200 courses. Developed three new classes for the health and wellness coaching program. Updated personal trainer certificate program curriculum.

If applicable, describe the impact of any new resources (human, fiscal, etc.) on the unit and/or action plan implementation.	Optional	Addition of two much needed contract faculty in Jackie Guidi and Travis Nichols. Gym bleacher refurbishment reduced safety hazards in an aging and problematic gymnasium.
Please confirm that the department has reviewed the Course Learning Outcomes listed in CurricuNet for each course and verify accuracy.	Select One	<input checked="" type="checkbox"/> Reviewed and accurate <input type="checkbox"/> Reviewed not accurate, update in progress <input type="checkbox"/> Reviewed not accurate, need support
Data Reflection		
Prompt	Guidance	Program Response
Describe the trends you see in your program/service area's data.	<p>Instructional Data you may consider: enrollment trends, course & program learning outcomes, Institutional Learning Outcomes, course success and retention rates, degree completion, transfer, employment, labor market analysis, other data relevant to your unit's work</p> <p>Service/Admin Area Data you may consider - service usage, service access, demand for services, student service/administrative unit outcomes, types of services offered and used, headcount of services usage, trends in reason for service use, other data relevant to your unit's work</p>	<p>Instructional data: While enrollment decreased substantially during 2020/21 and 2021/22, course retention and success rates remained high. Additionally, enrollment in Intercollegiate Athletics courses remained largely consistent, even during the pandemic.</p> <p>CLO/PLO/ILO: Course Learning Outcomes were updated for over 200 courses, including mapping to Program and Institutional Learning Outcomes.</p> <p>Degree Completion in Kinesiology remains low, as well as Certificate completion in the Personal Training CTE program. The Health Coaching and Aquatics certificates are new, so no data is available.</p> <p>Transfer for intercollegiate athletics remains high, including over 1.5 million dollars in athletic aid being earned by Mesa student-athletes on a yearly basis.</p> <p>Making large capital improvements in the Exercise Science facilities including the Gym, Aquatics Complex, and Stadium will allow the department to grow enrollment. The existing Gym, Aquatics Complex, and Stadium can only accommodate one class at a time, meaning that adding additional sections must be added in non-prime time slots. This has significantly contributed to reduced headcount in</p>

		EXSC sections during cycles of lower demand.
Describe any equity gaps you see in these data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)?	Equity gaps refer to disparities in educational outcomes and student success metrics across race/ethnicity, socioeconomic status, gender, and other demographic traits and intersectionalities.	<p>While equity gaps continue in enrollment, course success rate, and course retention rate; the success and retention rates have remained much higher than the campus rates of 73.1% and 86.8%, respectively. The Exercise Science courses overall exceed the campus course retention and success rates for that of the campus (81.7% and 87.9%, respectively for EXSC vs. 73.1% and 86.8% for the campus). Health Education courses also exceeded that of the campus, but by a lesser margin (74.3% and 89.7%, respectively for HEAL vs. 73.1% and 86.8% for the campus). However, the Health Education course success rate for Black/African American students is significantly lower than the campus rate at 60.6%, as well as the course retention rate for Black/African American students being somewhat lower than the campus rate at 84.1%.</p> <p>Equity Gaps for Exercise Science: Enrollment = Latinx 13,603, White 10,513, Black/AA 3,490, Multi/Other 2,911, Asian 2,579, Filipino 1,275, PI/HN 254 Course Success = PI/HN 86.6%, White 83.0%, Asian 82.9%, Multi/Other 82.4%, Black/AA 80.4%, Latinx 80.2%, Filipino 80.0% Retention Rate = PI/HN 92.1%, Black/AA 88.5%, Multi/Other 88.4%, White 88.1%, Asian 88.1%, Latinx 87.5%, Filipino 86.5%</p> <p>Equity Gaps for Health Education: Enrollment = Latinx 4,768, White 3,253, Asian 1,121, Black/AA 1,073, Multi/Other 831, Filipino 507, PI/HN 60 Course Success = Asian 83.1%, White 79.5%, PI/HN 78.3%, Multi/Other 72.2%, Latinx 71.6%, Filipino 79.3%, Black/AA 60.6% Retention Rate = Asian 93.1%, Filipino 92.1%, PI/HN 91.7%, Multi/Other 91.3%, White 90.6%, Latinx 89.3%, Black/AA 84.1%</p> <p>Equity Gaps for Intercollegiate Athletics Courses: Enrollment = Latinx 1,626, White 1,289, Black/AA 677, Multi/Other</p>

		<p>436, Asian 143, Filipino 79, PI/HN 44</p> <p>Course Success = PI/HN 97.7%, Asian 96.5%, Filipino 96.2%, Latinx 95.9%, White 95.5%, Multi/Other 93.8%, Black/AA 91.0%, Retention Rate = PI/HN 97.7%, Asian 97.2%, Filipino 96.2%, Latinx 96.1%, White 96.0%, Multi/Other 94.0%, Black/AA 92.3%</p>
Describe the discussion(s) that took place about the unit's learning outcomes assessment data.	Department Outcomes Coordinators (DOCs) facilitate a department wide discussion on learning outcomes data each year during "Outcomes Across Campus". DOC's may helpful in supporting this section.	<p>Discussions about outcomes data at department meetings, Zoom meetings, and on-campus meetings have focused on completing outcomes assessments on at least one CLO for over 200 courses in Exercise Science and 325 course sections. The focus of discussions in Health Education centered around collaboration and agreement to use a common measurement instrument to assess one CLO for each of 6 courses and 24 course sections.</p> <p>The Department Outcomes Coordinator for Exercise Science for the beginning of the cycle was Ed Helsher. The current DOC is Nathan Resch.</p>
<i>Practice Reflection</i>		
Prompt	Guidance	Program Response
Describe current practices your unit has engaged in that you believe impact the above data trends and equity gaps.	Items to consider: new actions specifically focused on issues of equity, major curricular changes, professional learning, policy or process changes, data-informed unit dialogue, community outreach.	<p>Current practices in Exercise Science that impact the above equity gaps are centered on creating meaningful course learning outcomes and that assessments are broadly relevant to ensure that the needs of all students are considered. Several exercise science activity classes (EXSC 124 and 139) had been previously converted from flexible class times to specific class times, and these are being reassessed to determine if student needs are better met with one format and/or the other.</p> <p>Current practices in Health Education that impact the above equity gaps may be contributed to by the greater portion of health education classes being delivered online compared to in-person classes in this domain. Perhaps the equity gap is related to reduced access to things like Wi-Fi, distraction-free places to study/complete work, etc. for online students</p>

		Current practices in Athletics that impact the above equity gaps are the focus on contact hours with student-athletes in practices, training, study hall, and recruiting activities.
What other factors (internal or external) might also impact the above data trends and equity gaps?	Items to consider: legislative changes, fiscal changes, staffing changes, recruitment, hiring, and retention practices.	<p>Factors –</p> <p>A significant factor that has affected students is the issue of course repeatability. Currently, students are not able to repeat Exercise Science activity courses. EXSC activity courses may have beginner (A level) through advanced (D level) sections, but this system has shown to be a difficult pathway for students to navigate. The department and others in the state have continued lobbying for a return to the former system of students being able to repeat specific activity courses up to 4 times. Additionally, adding non-credit options for additional access to facilities that the local community currently has difficulty gaining access.</p> <p>The removal of Area E from the CalGETC lower division breadth requirements poses a grave threat to enrollments in HEAL 101. The current legislation moves it to an upper division course, despite courses in this area not being offered as upper division courses in the CSU system. We feel that Area E provide vital skills and knowledge for students in important life areas that are not addressed in other areas, such as nutrition, mental health, physical health, and the effect of social justice issues on health and well being.</p>
<i>Unit Goals and Action Plans</i>		
Prompt	Guidance	Program Response
Unit Goals	Goals should connect to Data and Practice Reflections. Goals should be Specific, Measurable, Attainable, Relevant, and Time-bound.	<p>Goal 1: Improve facilities as part of the Mesa 2030 plan to enable the Gym, Aquatics Complex, Stadium, and Dance Complex to accommodate 2 or more classes simultaneously, as well as better serving student learning and safety.</p> <p>Goal 2: Determine the causes of and reduce the equity gap that is evident for Black/African American students in Health Education classes.</p>

		<p>Goal 3: Increase the number of tenure-track faculty. Retirements and hiring freezes have decreased the number of tenured and tenure-track faculty and increased the reliance on adjunct faculty. The department is requesting an additional tenure-track faculty member in each of the following areas of Exercise Science, with a specialty in coaching: Women's Soccer, Women's Volleyball, Baseball, Strength and Conditioning Coach for all athletic teams.</p> <p>Additionally, the department is requesting additional classified professionals to better meet the needs of students and our instructional mission. Athletic Trainer, Sports Information Director/Event Coordinator, Groundskeeper are critically needed to meet the needs of students and instruction.</p>
<p>Mesa2030 Roadmap Strategic Objective (SO) Alignment</p>	<p>Review Mesa2030 and the Roadmap to Mesa2030, only link to SO's that your goal clearly and intentionally is meant to contribute to, each goal should link to 1 or more SOs</p>	<p>Goal 1: Improve facilities as part of the Mesa 2030 plan to enable the Gym, Aquatics Complex, Stadium, and Dance Complex to accommodate 2 or more classes simultaneously, as well as better serving student learning and safety.</p> <p>SO: Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes.</p> <p>Goal 2: Determine the causes of and reduce the equity gap that is evident for Black/African American students in Health Education classes.</p> <p>SO: Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes.</p> <p>SO: Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity.</p> <p>Goal 3: Increase the number of tenure-track faculty in the areas of Exercise Science with a specialty in coaching Women's Soccer, Women's Volleyball, Baseball, and Strength and Conditioning. As well as classified professionals in Athletic Trainer, SID/Event Coordinator, and Groundskeeper.</p> <p>SO: Design and promote programs and services that</p>

		intentionally target a reduction in equity gaps in completion outcomes.
Identify specific actions your program/service area will engage in to accomplish this goal.	Examples may include: policy or practice changes; unit initiatives, curricular changes, etc.	<p>Goal 1</p> <p>1. Increasing enrollment, retention, and success in exercise Science courses via improved facilities for the Mesa 2030 project. Exercise Science courses overall, and Intercollegiate Athletics focused Exercise Science courses exceed the campus course retention and success rates (81.7% and 87.9%, respectively for EXSC vs. 73.1% and 86.8% for the campus). Exercise Science courses overall, and Intercollegiate Athletics focused Exercise Science courses have a track record of course retention and success among Mesa’s diverse student groups, including those that have equity gaps campus wide. Updating and expanding exercise science facilities to accommodate larger class sections and/or multiple sections will increase the number of students in courses that promote academic success and have demonstrated equity success.</p> <p>Goal 2</p> <p>1. Evaluation of data to determine the contributing causes to lower retention and success rates among Black/African American students in Health Education courses may include, but are not limited to examination of: Drop/Withdrawal survey data, CLO completion rate for online vs. on-campus sections, course learning outcomes, and course learning outcome assessment.</p> <p>Goal 3</p> <p>1. Hire additional tenure-track faculty in Women’s Soccer, Women’s Volleyball, Baseball, and a multisport Strength and Conditioning to facilitate greater student success and transfer among Mesa’s 500+ student athletes.</p> <p>2. Hire additional classified professionals to support student success and safety as Athletic trainer, SID/Event Coordinator, and athletic/exercise science area grounds keeper.</p>
Does this Action Plan require resources	if yes, complete resource request form	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

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Lead writer Name(s)	Henry Browne
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