

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](#)

[Mesa 2030](#)

[Program Review Archives](#)

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.		Challenges have included loss of enrollments due to demographic trends, economic movements in society, and upheavals due to the pandemic. Successes are mainly in our professors’ ability to develop online teaching proficiencies to serve the needs of students.
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	We have not made any curriculum changes since the last comprehensive review. Right at the time of that review, we had developed three new courses and an A.A. degree in “Humanities and Religious Studies.” The number of students earning this degree has slowly grown during this 6-year period, but recent enrollment trends have caused us to cancel our offerings of the three new courses. We hope that recovery from the pandemic will transform student demand so that we can begin offering those new courses successfully.

If applicable, describe the impact of any new resources (human, fiscal, etc.) on the unit and/or action plan implementation.	Optional	Coinciding with the onset of the pandemic (Spring 2020), Mesa's Humanities and Religious Studies Program acquired 10 art prints from "1000 Museums" with funding provided by the Mesa College English Department. With the end of the pandemic and the reinstatement of some on-campus classes, we finally have mounted those prints in our Humanities lecture hall (G-106). They have served two positive purposes: 1) beautifying the room to bring more positive aesthetic to our students' experience in the room, and 2) more direct in-class experience of art works related to our various global culture focused courses. Directing students' attention to these art prints (ranging from Ancient Egypt to Modern Europe) provides a more immediate connection to the cultures under consideration during classes.
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 (yes) <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>1) Enrollments: Fill rates in HUMA have declined over the past 3-4 years; however, this is partially a factor of our high caps of 45 per section. Average enrollments in our courses are still well above the college average. From Fall 2019 through Fall 2022, the average class size in HUMA courses at census are as follows: 31, 31, 38.7, 40, 35, 30, 30.6. Spring 2023 enrollment as of census was 30.9.</p> <p>2) These high numbers (in spite of the drop from pre-pandemic times) translate to high Productivity numbers, which help the college towards its funding goals. The HUMA Program has had the highest productivity number of all disciplines in the School of Humanities for many years now. In addition, our productivity numbers have exceeded those of the college average every semester. Note the figures for the last two academic years: Fall 2021 = 17.50 for HUMA and 14.02 for Mesa</p>

		<p>Spring 2022 = 15.63 for HUMA and 13.69 for Mesa Fall 2022 = 15.69 for HUMA and 14.23 for Mesa Spring 2023 = 15.83 for HUMA and 14.22 for Mesa</p> <p>Our high enrollment and productivity numbers show that our HUMA Program continues to be one of the strongest contributors to the financial situation.</p> <p>3) HUMA's retention rates are almost exactly those of the college as a whole: 84% for HUMA, 83% for Mesa College.</p> <p>4) Student Success in HUMA since 2016 has consistently been at or above that for the college as a whole:</p> <ul style="list-style-type: none"> 2016-17 = 75 for HUMA and 72 for Mesa 2017-18 = 72 for both HUMA and Mesa 2018-19 = 76 for HUMA and 72 for Mesa 2019-20 = 71 for HUMA and 72 for Mesa 2020-21 = 76 for HUMA and 74 for Mesa 2021-22 = 76 for HUMA and 71 for Mesa <p>5) Also showing program success is our 2.59 average student GPA, compared to the overall college's 2.47 over the last year. In addition, we have grown from 2 A.A. degrees conferred per year to 5 A.A. degrees per year.</p>
<p>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.)?</p>	<p>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>	<p>Equity data for this analysis comes from Student Success (i.e. completing a course with a passing grade):</p> <p>Data from 2016-2018 shows a mixed bag, with HUMA sometimes showing better student success across ethnicity lines than the college as a whole, and Mesa sometimes showing higher success numbers than HUMA.</p> <p>Data from 2018-22 shows a consistently higher success rate from students in HUMA courses than that of the college as a whole. Ethnic groupings of special note are as follows (2021-22 data used, but it is similar to 2018-21 figures):</p> <ul style="list-style-type: none"> Black = HUMA 75%, Mesa 60%

		<p>Latinx = HUMA 73%, Mesa 67%</p> <p>Asian = HUMA 85%, Mesa 81%</p> <p>White = HUMA 81%, Mesa 74%</p> <p>Though we are proud that HUMA is doing better than the campus average, it is difficult to assign a precise reason for this. The upheavals of the pandemic era have caused multiple changes in the lives of students and the modalities used by faculty in teaching (on-campus, hybrid, Remote, Web, etc.). Everyone in the campus community has been dealing with these issues as best they can.</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>The HUMA DOC is also the HUMA Chair, who also teaches a full load of courses each semester. The discipline faculty as a whole are coordinated by the DOC/Chair to keep up with curriculum and assessment requirements: writing or organizing outline revisions, creating CLO assessments, reporting the results of these outcomes.</p> <p>At the beginning of every semester (during flex week), HUMA faculty meet to discuss curriculum issues in a community format. This allows all faculty to be aligned with the articulation requirements established by the state and our transfer institutions.</p> <p>The upheavals of the pandemic put our discipline behind by a semester or two in some curriculum revisions and CLO assessments. However, Fall 2022 brought us back on schedule.</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.	The emphasis of Mesa's HUMA Program on a truly global approach—covering materials from around the world, ancient times to the present, and from both technologically advanced civilizations and naturalistic tribal cultures—is a strong draw for students today. Our faculty's dedication, knowledge, and excitement stimulate student engagement and interest in HUMA courses.

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.	Can we say pandemic upheaval again? Also, student demographic changes which are causing drops in enrollment, plus the negative effects that economic boom times consistently has upon college enrollments. Of special note should be the technological requirements of the pandemic period, which have more intensely affected traditionally underserved ethnicities.
<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.	Goal 1: Stabilize and/or Increase FTE Goal 2: Restart Offering newer Degree Centered Courses (118, 119, 210) and continue to attract more students for our A.A. Degree program Goal 3: Acquire Chair Reassign Time up to .2 or .4 per semester
Mesa2030 Roadmap Strategic Objective (SO) Alignment	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	Goal 1: SO: Completion SO: Scholarship Goal 2: SO: Completion SO: Scholarship Goal 3: SO: Completion SO: Scholarship
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.	Goal 1 1. Develop more advertising avenues to attract students to HUMA courses. 2. Continue to balance on-campus and online offerings to serve students' educational needs. Goal 2 1. Take part in college-sponsored student outreach initiatives such as Welcome Week, New Student Gatherings at Quad, Digital advertising through the Communication Office. 2. Attract more students to our degree program through the advertising methods listed above.

		<p>Goal 3</p> <p>1. The current lack of adequate (or any at all) reassign time for the DOC/Chair precludes the amount and type of outreach that is possible. Until the college provides dependable .2 or .4 reassign time, our Humanities and Religious Studies Program is severely handicapped in developing and maintaining forms of outreach.</p> <p>2. The HUMA adjunct faculty are dedicated scholars and teachers, but they cannot be counted on to assist in outreach to students – thus intensifying the problem of the Chair/DOC's lack of extra time to develop helpful outreach programs.</p>
Does this Action Plan require resources	if yes, complete resource request form	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (none needed now)
Resource Requests		
Prompt	Guidance	Program Response
General Directions	Each response should include accurate and relevant data, meaningful analysis of those data, and a clear connection of those data to the program/unit goals. Relevant data may include data beyond what is provided by IE. Writers should include any and all data they deem relevant to the request. Responses should include considerations around impact to campus practice, proportion of students/employees impacted, impact on equity, and specialized expertise needed to support programming.	
Unit Goal Alignment	Which Unit Goal(s) will this resource request support?	
Type of Request	Select one	<input type="checkbox"/> Classified Professional <input type="checkbox"/> Faculty <input type="checkbox"/> Equipment/Supplies <input type="checkbox"/> Budget Augmentation <input type="checkbox"/> Facilities

Title of Request		
Using accurate and relevant data*, explain the Need for the request beyond what currently exists in the unit.	<p>Some data will be provided but writers should include any additional data they deem relevant to the demonstration of need. Classroom requests must minimally include the FTES/FTEF, amount of Adjunct FTEF on the schedule, and current Headcount of Full-time faculty in the department.</p> <p>Other data could include student utilization, faculty/employee utilization, growth/demand, time on task, efficacy of services, etc.</p> <p>Request may include discussion of how it will support a new policy, practice or requirement (internal or external). The requirement should be clearly articulated with relevant details describing how this request supports the requirement.</p>	
Explain how your request contributes to improvements in Equity for Disproportionately Impacted groups.	<p>Scoring considerations: Request will intentionally support practices that have demonstrated success or are research supported in producing parity in outcomes across racial/ethnic student groups or other historically minoritized groups. Examples may include:</p> <ul style="list-style-type: none"> ● Student-facing practices, policies, programs ● Policies, practices, programs that foster a culture of equity-mindedness ● Policies, practices, programs that improve our ability to pursue equity through principles of inquiry and development of equity-minded systems. 	
Explain how your request addresses Excellence .	<p>Scoring considerations: Request will intentionally support excellence and completion. Demonstration of excellence may include discussion of the following:</p> <ul style="list-style-type: none"> ● high-quality, culturally relevant teaching/learning experiences ● supporting students toward timely 	

	<p>completion of educational goals</p> <ul style="list-style-type: none"> ● eliminating barriers and providing support for students entering Mesa College, through to completion, and beyond to transfer and employment ● partnerships within Mesa's internal and external communities to enhance access and completion efforts ● New policies, practices, or structures that intentionally focus on institutional improvement and effectiveness 	
<p>Explain how your request fosters <u>Innovation</u></p>	<p>Scoring Considerations: Request introduces something new and/or makes changes to something established. Examples may include:</p> <ul style="list-style-type: none"> ● Innovation in curriculum, pedagogy, student success efforts ● New/more efficient or effective campus processes or infrastructure support ● Ideas around scaling up an effective practice utilizing a new approach 	
<p>Explain how your request promotes <u>Sustainability</u></p>	<p>Scoring considerations: Request clearly demonstrates a commitment to sustainability of resources (physical, fiscal, and human). Examples may include:</p> <ul style="list-style-type: none"> ● Commitment to and prioritization of policies or practices that improve environmental justice and sustainability ● Responsible stewardship of resources (physical, fiscal, and human) ● climate action education ● Policies, practices, programs committed to reducing Mesa College's carbon footprint ● replacement/maintenance of current resources ● cross-functional/interdisciplinary request that improves efficiency of resources, practices, and programming 	

Is this request necessary for the Program's Accreditation status?	Select one	<input type="checkbox"/> Yes <input type="checkbox"/> No
One-time cost or ongoing?	Equipment/Supplies and Facilities Requests Only	<input type="checkbox"/> One-time <input type="checkbox"/> Ongoing
Estimated Cost of ownership	Equipment/Supplies and Facilities Requests Only	\$
Is maintenance required	Equipment/Supplies and Facilities Requests Only	<input type="checkbox"/> Yes <input type="checkbox"/> No

Lead Writer and Manager Information

Lead writer Name(s)	Bruce Naschak
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