

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> | | |
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| Prompt | Guidance | Program Response |
| Describe the successes and challenges your unit has faced since the last comprehensive review. | | <p>This is the first time that Program Review has been completed for Women’s Studies.</p> <p>WMNS 101 has been offered since Fall 2019, and enrollment has greatly increased over time.</p> <p>With respect to successes in teaching, the biggest is the conversation that the class encourages outside of the classroom. The greatest achievement is that this material and the new knowledge actually gets used and spread out in the community and within families. Along with that, however, comes the greatest challenge -- the fact that the information and new conversations often bring about conflict and new awareness of abuse. Regarding the greatest achievement, the class successfully encourages conversation outside of the classroom. The knowledge acquired by</p> |

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| | | <p>course content is used and spread out in the community and within families. Yet this also coincides with the greatest challenge: the fact that information and new conversations can bring about conflict and new awareness of abuse. It gets tricky. Navigating "empowerment" in the real world isn't straightforward and it involves risk. Women's voices and contributions are often diminished compared to men. Outspoken or active women often become a target-- in the home, outside the home, everywhere.</p> <p>Overall, the greatest challenge the Women's Studies program faces is the lack of a dedicated fulltime faculty member to develop curriculum, teach courses, and oversee all the work necessary to make Women's Studies a strong and vibrant program that will continue to serve the needs of our students in the long term.</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 | N/A |
| If applicable, describe the impact of any new resources (human, fiscal, etc.) on the unit and/or action plan implementation. | Optional | N/A |
| 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 |

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| Describe the trends you see in your program/service area's data. | 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 | Since the WMNS 101 was first offered in Fall 2019, enrollment has increased greatly over time. One section of the course was offered in Fall 2019, and 12 students enrolled in the course. There is now sufficient demand that three sections of WMNS are scheduled for Fall 2022. |
| | 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 | |
| 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. | The overall success rate, at 83.7%, is well above both the school success rate (73.2%) and the campus success rate (73.2%). The Latinx success rate does show an equity gap of -5.7%. Even so, the Latinx success rate, at 80.9%, is over 80%, so by the 80% measure no equity gap appears at all. There are no other equity gaps that are apparent when reviewing the data on the data dashboard. |
| 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. | |
| <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 instructor who teaches WMNS 101 is purposeful in her teaching style to make it meaningfully guided discussion and is careful to watch for and encourage participation -- from all students, in a variety of ways so that everyone can find a path of comfortable communication. We will continue to review and assess the data in order to address any gaps that continue as we move forward. |

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| 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. | The equity gaps are not sufficient to cause alarm at this point. As mentioned above, we will continue to review and assess the data so as to address any gaps as we move forward. |
| <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: Investigate the viability of creating a WMNS 102 course. Goal 2: Update the webpage for the program. Goal 3: Advertise the degree. |
| 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: Investigate the viability of creating a WMNS 102 course. SO: Scholarship SO: Goal 2: Update the webpage for the program. SO: Scholarship SO: Pathways Goal 3: Advertise the degree. SO: Scholarship SO: Pathways |
| 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: Investigate the viability of creating a WMNS 102 course. 1. Review equivalent course offered at SDSU and assess potential for articulation of a WMNS 102 course at Mesa. 2. Create a course outline of record and begin the approval process via CurricUNET. Goal 2: Update the webpage for the program. 1. Contact relevant staff to assist with updating the webpage. 2. Goal 3: Advertise the degree. 1. Publicize the degree on appropriate program webpage. 2. Work with the Office of Communication to market the degree |

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| | | beyond the program webpage. |
| Does this Action Plan require resources | if yes, complete resource request form | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| Lead Writer and Manager Information | | |
| Lead writer Name(s) | Jennifer Sime | |
| Name of Program/Unit | Women's Studies | |
| Manager Name | Pearl Ly | |
| Submission Date of Program Review Draft to Manager for feedback | N/A | |
| Submission Date of Program Review Final Draft to Office of Institutional Effectiveness | May 31, 2023 | |