

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.		<p>The primary successes and challenges have been a direct result of the pandemic.</p> <p>Successes include:</p> <ul style="list-style-type: none"> -an impressive response to converting performance-based classes to remote formats and achieving the outcomes -creative solutions for instructional roadblocks during the transition -a collaborative approach within the school and campus to respond to an incredibly challenging situation -the (forced) impetus to think outside of the box when it comes to serving students which was healthy and spawned innovation <p>The challenges include:</p> <ul style="list-style-type: none"> -after returning to campus, many employees expressed feelings of exhaustion, burn out, and mental fragility

		<p>-many people indicated a desire to remain wholly or partially remote and as a result they have different expectations regarding how our workplace should operate</p> <p>-the previously spawned innovation has been controversial and divisive in some areas</p> <p>While I am excited by the successes, managing and supporting employees in my school has become more difficult as a result of these challenges.</p>
<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.</p>	<p>Optional</p>	<p>In order to align with the campus remote policy and respond to the desire of our classified support staff, we have implemented an ad hoc 1 day per week agreement for remote work. Staff are glad to have this opportunity but have expressed frustration that it's limited to one day per week. We are fortunate to have two schools located in our space, so we have been able to maintain the same levels of f2f coverage in the office.</p> <p>When appropriate, faculty/staff meetings are offered remotely in order to increase flexibility for attendance. This appears to help with morale and in some cases seems to increase attendance.</p> <p>There have been changes to the ratios of different instructional modalities that we offer, and we are still working to find the correct ratios to meet student needs. This is a key part of our enrollment management strategies and one that will continue to impact our scheduling decisions for at least the near future.</p>
<p>If applicable, describe the impact of any new resources (human, fiscal, etc.) on the unit and/or action plan implementation.</p>	<p>Optional</p>	<p>CARES/HEERF funds have been instrumental in the ability to remain flexible with instructional delivery and support for student learning. Labs and classrooms have been updated, supplies & equipment have been provided to students, and faculty have engaged in professional development and implemented resources to improve online and remote instructional practices.</p>

Please confirm that the department has reviewed the Course Learning Outcomes listed in CurricuNet for each course and verify accuracy.	Select One	<input type="checkbox"/> Reviewed and accurate <input type="checkbox"/> Reviewed not accurate, update in progress <input type="checkbox"/> Reviewed not accurate, need support N/A for administrative level, have reviewed AUOs

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>Enrollment – Enrollment has not returned to pre-covid levels, but it has increased significantly over the last year. Spring 2020 enrollment was 4,676, and Spring 2023 is 4,187. Enrollment dropped to the lowest level of 3,336 in spring 2022. FTEF and FTES levels paralleled the enrollment patterns, although interestingly the productivity level was at its highest (14.29) in spring 2021.</p> <p>School Success Rates from sp/fa 2019-2023 – 74.2% which is slightly higher than the college rate of 72.6%. An equity gap of 13.6% exists during this time period for Black/African American students and 6.6% for Latinx students.</p> <p>Course success rates for the school align fairly closely with the college with the exception of the 20-21 school year when the SAL rate of 76% increased and exceeded the college. Interestingly, this is the school year that was most significantly impacted by the pandemic and instruction was almost solely provided remotely.</p> <p>Faculty have indicated a concern that “cheating” was the primary contributor to this increase in success, but I dissuade this</p>

		generalization and encourage discussions that consider additional reasons (fewer distractions, increased tech support, increased learning support, increased instructor flexibility, etc.)
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.	Equity gaps for success and retention exist in all departments from our school and exist for Black/African Americans (12.4%) and Latinx(5.8%) for the school as a whole. Interestingly, we also show equity gaps for males (4.3%) and non-binary students (12.8%) that are larger than the overall campus gaps for these populations. The gaps within our school that exceed the college gaps confirm the need for a continued goal and commitment to equity.
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 shared with the Chairs the outcomes of the survey that was conducted with all faculty and classified professionals to assess progress toward the Administrative Unit Outcomes.
Practice Reflection		
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>The School of Arts and Languages implemented a Call to Action for the 2022-23 school year. The impetus for the Call were the apparent equity gaps in our school/college, the values and goals of the college, and the AUOs. The Call is designed to bring a focus on equity into our disciplines and customize the work to our content and students. Networking workshops and faculty leaders have been employed to lead the work amongst the faculty in the school.</p> <p>The feedback collected is primarily qualitative and indicates that changes to practice made differences with their students in ways such as there being a stronger sense of community in the classroom, stronger knowledge of the resources that are available, etc. If</p>

		continued, this project will go further to take a look at the quantitative data and measure whether there's been progress toward narrowing the gaps.
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.	In all departments within my school there have been significant retirements without replacements. The departmental workload for contract faculty has increased and they have expressed feelings of burnout which are in turn tied to a decrease in the enthusiasm and involvement with the Call to Action equity work. Based on the feedback from Chairs, it is my hope to develop Phase III in a way that will be simpler to implement yet still impactful.

Unit Goals and Action Plans

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: The School of Arts and Language will implement Mesa's Enrollment Management Plan in order to provide an accessible and comprehensive schedule that allows students to achieve their educational goals in a timely manner and demonstrates a responsible use of resources.</p> <p>Goal 2: The School of Arts and Languages will establish a cultural expectation and provide support for faculty/classified professionals to engage in equity-based discussion and practice in our office, our classrooms and in general practice.</p> <p>Goal 3: The School of Arts and Languages will provide effective and positive support to faculty, staff, and students.</p>
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: The School of Arts and Language will implement Mesa's Enrollment Management Plan in order to provide an accessible and comprehensive schedule that allows students to achieve their educational goals in a timely manner and demonstrates a

		<p>responsible use of resources</p> <ul style="list-style-type: none">SO: Increase student access and schedule efficiency by coordinating schedules among departments/ disciplines.SO: Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. <p>Goal 2: The School of Arts and Languages will establish a cultural expectation and provide support for faculty/classified professionals to engage in equity-based discussion and practice in our office, our classrooms and in general practice.</p> <ul style="list-style-type: none">SO: Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups*, and inclusion.SO: Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancingSO: Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes.SO: Evaluate and improve DEI practices in classroom environments, campus activities, departments, schools, and administrative units. <p>Goal 3: The School of Arts and Languages will provide effective and positive support to faculty, staff, and students.</p> <ul style="list-style-type: none">SO: Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning.SO: Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success.
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<p>Identify specific actions your program/service area will engage in to accomplish this goal.</p>	<p>Examples may include: policy or practice changes; unit initiatives, curricular changes, etc.</p>	<p>Goal 1</p> <ol style="list-style-type: none"> 1. Review Enrollment Management Plan with Chairs at first fall '23 Leadership Team meeting 2. Include Enrollment Management as standing item on all Leadership Team agendas and engage in regular discussions regarding schedule building, scheduling practices, variables to consider, etc. 3. Build a schedule that allows students to complete degrees and certs within a 2-year time frame and that demonstrates a 2% increase in efficiency. 4. Establish efficiency targets for each department within school. <p>Goal 2</p> <ol style="list-style-type: none"> 1. Evaluate 2022-23 Call to Action through lens of Mesa's Equity Crosswalk. 2. Collect faculty/staff feedback and develop plan to continue Call to Action with choices that are impactful and fit within current scope of classroom preparation/teaching. 2. Kick-off the school year with data report and goal to decrease equity gaps by mutually agreed upon percentage throughout school (specifics to be determined) <p>Goal 3</p> <ol style="list-style-type: none"> 1. Develop a comprehensive plan for adjunct onboarding. 2. Continue to work with support staff to improve efficiency and accuracy of work. 3. Conduct interest surveys prior to each school meeting in order to address topics of interest and concern from faculty.
<p>Does this Action Plan require resources</p>	<p>if yes, complete resource request form</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>

<p>Lead Writer and Manager Information</p>	
<p>Lead writer Name(s)</p>	<p>Leslie Shimazaki</p>

Name of Program/Unit	Arts and Languages
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