

2022-23 Program Review Template

Directions for Lead Writers: Please use this template to complete your Unit’s Program Review for this cycle. After you complete this template, please click [here](#) to upload this word document.

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>Challenges:</p> <p>The past few years have been a bit trying in terms of student retention and enrollment, especially since COVID. It seems as though a lot more students are taking online classes at a higher rate and we are noticing less and less students on campus at Mesa. Because of the nature of our programs, we thrive with on campus involvement and this downward trend in on campus course taking patterns has had a real impact on our programs.</p> <p>Budget challenges have been constant and continue to this day. The national rate of inflation is pushing prices up at a higher rate than our budgets can keep up with, making our dollars worth less and less</p>

		<p>each year. This was extremely problematic in the area of transportation.</p> <p>Support personnel are also needed in our area. The following positions/ functions would help our school meet our goals and objectives:</p> <ul style="list-style-type: none"> - A 3rd full-time athletic trainer - Sports Information Specialist - Equipment attendant - FT Coaches - 2nd Athletics Grounds Keeper - 2nd Athletics Counselor - Permanent Athletic Retention Technicians <p>Successes:</p> <ul style="list-style-type: none"> - Hired FT EXSC, Men's Basketball coach - Hired FT EXSC, Softball coach - Launch of our Aquatics Certificate - Launch of our Health and Wellness Coaching Certificate - Opening of the OZone student-athlete study space - Over \$2.4 million in student-athlete scholarships to transfer institutions - Dance had two more successful semesters of concerts in the on-campus theater - New bleachers in the gymnasium-this project also included bathroom upgrades and path of travel improvements to meet ADA standards - 1st Annual Olympian Olympics -
<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>Our Health and Wellness Coaching certificate is up and running. We are looking forward to further expansion of the program through internship opportunities for our students.</p>

If applicable, describe the impact of any new resources (human, fiscal, etc.) on the unit and/or action plan implementation.	Optional	Our Athletic Retention Technicians (ARTs) have done an amazing job of engaging with our student-athletes and helping them along their academic journey at Mesa. Additionally, ARTs are staffing our new OZone (student-athlete study area) when they are further deepening their relationships and availability for student-athletes across the program.
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 XXX <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>Enrollment Trends: Dance: Since COVID, our enrollments in dance have steadily increased. 20/21 had enrollments of 487, 21/22 had 488 enrollments, and 22/23 has had 585</p> <p>EXSC: Since COVID, our enrollments in exercise science have steadily increased. 20/21 had enrollments of 3496, 21/22 had 4581 enrollments, and 22/23 has had 5539</p> <p>HEAL: Since COVID, our enrollments in health education have varied, but overall increased. 20/21 had enrollments of 1656, 21/22 had 1619 enrollments, and 22/23 has had 1933.</p> <p>Athletics participation has also increased from approximately 450 student-athletes to over 600 student-athletes engaging in our 19 intercollegiate athletics programs. This is great news, as most of the state experienced significant retraction of participation in their athletics programs, especially on the women's teams.</p>
Describe any equity gaps you see in these data. Are there differences and/or patterns observed by demographics	Equity gaps refer to disparities in educational outcomes and student success metrics across race/ethnicity, socioeconomic status, gender, and other demographic traits and intersectionalities.	Of our 608 student-athletes that responded, the ethnicity breakdown for athletics is as follows: African American- 75 (12%) Asian- 11(2%)

(e.g. race/ethnicity, gender, age, etc.)?		Filipino- 9 (1%) Latinx- 230 (38%) Multi-Ethnicity- 71(12%) Native American- 3 (<1%) Pacific Islander- 6 (1%) Unknown- 24 (4%) White- 179 (29%)
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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.	N/A
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Practice Reflection

Prompt	Guidance	Program Response
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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.	Our Athletic Retention Technicians have made a HUGE impact on our ability to retain our student-athletes. Our Dance faculty have made efforts to build community and relationships, keeping dance enrollments on a steady incline. Our Exercise Science faculty have reimagined the ways that EXSC content can be delivered to students... online, hybrid, etc. Resulting in new and exciting courses and modalities for our students to enjoy.
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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.	AB 928 will most definitely have a lasting impact on our course offerings, but we are working closely with our state-wide leadership teams (two of which members of our department serve on or are actively engaged) to get ahead of the issue and to be proactive with potential solutions.
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Unit Goals and Action Plans

Prompt	Guidance	Program Response
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<p>Unit Goals</p>	<p>Goals should connect to Data and Practice Reflections. Goals should be Specific, Measurable, Attainable, Relevant, and Time-bound.</p>	<p>Goal 1: Provide equity-centered professional development for all faculty and staff Goal 2: Increase the rate at which our student-athletes complete/transfer Goal 3: Expand partnerships with high school and university dance programs in Southern California to establish a true pipeline for our dance students</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: Provide equity-centered professional development for all faculty and staff SO: Develop cross-functional teams that support student success and include integrated career and transfer counseling. SO: Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. Goal 2: Increase the rate at which our student-athletes complete/transfer SO: Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. SO: Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes. Goal 3: Expand partnerships with high school and university dance programs in Southern California to establish a true pipeline for our dance students SO: Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. SO: Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes.</p>
<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 1. Change the format of our school and department meetings to include more opportunities for professional development and growth 2. Continue to support our faculty in their pursuit for knowledge of best practices and professional growth opportunities. Goal 2</p>

		<p>1. Continue to expand on the Coaches' Corner model that was introduced in this academic year (learning from one another)</p> <p>2. Increase the knowledge of, and access to, transfer advice and planning. This includes educational planning as well as relationships with transfer institutions.</p> <p>Goal 3</p> <p>1. Continue outreach to our San Diego area high school dance programs in an attempt to create and cultivate lasting relationships that are mutually beneficial for the feeder high school and Mesa Dance.</p> <p>2. Continue to support opportunities to share the great work that is done in our dance department. (Tabling at fairs, outreach events, etc.)</p>
Does this Action Plan require resources	if yes, complete resource request form	<input type="checkbox"/> Yes <input type="checkbox"/> No XXX
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Submission Date of Program Review Draft to Manager for feedback	5/3/2023	
Submission Date of Program Review Final Draft to Office of Institutional Effectiveness	5/3/2023 11:13:27 AM	