

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.		COVID: I am certain all departments at Mesa (& for that matter all industries around the world) have tried to respond to COVID the best way possible. For the School of Humanities this has primarily meant offering a class schedule that meets the needs of our students. Since the last comprehensive program review, we experienced a total change of modalities for our courses going from in-person to all remote classes during spring of 2020. After that semester several disciplines transitioned to some in-person classes to all disciplines offering in-person classes. As we know, the journey to get to pre COVID

		<p>offerings has not been easy and we still are lagging behind especially with our in-person classes.</p> <p>Our fill rates for each discipline plus the school total is as follows</p> <p><u>FILL RATES- SPRING 2023:</u></p> <p>COMS: 71%</p> <p>ELAC: 31%</p> <p>ENGL: 88%</p> <p>HUMA: 70%</p> <p>JOUR: 74%</p> <p>SOH Total: 80%</p> <p>A few items to mention in regards to student enrollment in the SOH classes. First, it seems like in-person classes might be making a come back....don't want to get overly excited but there are some promising enrollment numbers for our summer and fall 2023 courses. Not reflected in the data above is summer 23 registration which began just a few weeks ago. Our English 101 in-person class was one of the first to fill. I don't see getting back to pre-pandemic modalities as I think there is a significant number of students who discovered asynchronous teaching and want to stick with that modality. A second challenge has been our enrollment in our ELAC program. Details of this can be found below.</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>Probably the largest curricular change in the SOH is the lack of students enrolling in our ELAC courses. This has been a tough situation for ELAC not only at Mesa but statewide. Several variables affected enrollment in ELAC coursework. First and possibly foremost, was the implementation of AB705 and AB1705. As students can enroll directly in college-level English 101 or 105 students may not think they need second language acquisition classes. What this has meant at Mesa is extremely low enrollment in all sections of ELAC 15, 23, 25, 33, 35 and 145. For the past few years we have combined levels to avoid canceling a class; however, the enrollment</p>

		<p>continues to decline. We had to cancel the ELAC 35 and 145 class as zero students enrolled in 35 and only three students in 145. The faculty have held numerous meetings to determine the best course of action. Sadly, the decision was made to only offer ELAC 145 for the next academic year. The reasoning behind this is the course is easier to promote as it transfers as elective units to four-year schools.</p> <p>A second curricular change is within the English discipline due to requirements associated with AB1705. The English discipline made an important change several years ago related to co-requisites and basic skills courses. As of one year ago, we no longer offer any course below ENGL 101 with the exception of the co-requisite class of ENGL 101/31. There is more details to follow-up on with AB1705 but we have faculty who recognize the importance of having students complete English 101 class during their first year of college and have overwhelmingly supported this change in education philosophies.</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>Please confirm that the department has reviewed the Course Learning Outcomes listed in CurricuNet for each course and verify accuracy.</p>	<p>Select One</p>	<p><input type="checkbox"/> Reviewed and accurate <input type="checkbox"/> Reviewed not accurate, update in progress <input type="checkbox"/> Reviewed not accurate, need support</p>
<p>Data Reflection</p>		
<p>Prompt</p>	<p>Guidance</p>	<p>Program Response</p>

<p>Describe the trends you see in your program/service area's data.</p>	<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>Prior to the start of the semester, I created and shared documents with my chairs that include term comparison data from our Mesa Dashboards. The data reported was from 19/20 through to 22/23. I included FTES, FTEF, Capacity, Enrollment, Fill Rate, Productivity and number of sections. A couple of noteworthy points:</p> <ol style="list-style-type: none"> 1. In the English discipline from summer 2019 to summer 22 we have gone from 54 sections to 37. Reviewing enrollments (as of May 4, 2023) over half of our classes are completely full in English. Keeping an eye on the enrollments in case we need to open up a few additional sections. 2. Looking at spring semester data for English we have declined by 10 sections from spring 2020 to spring 2023. 3. In the Communication Studies discipline term data indicates that we have been pretty consistent with number of sections for all terms with the exception of spring. During spring 2020 we offered 80 sections and spring 2023 we have gone down to 70 sections. In addition, our productivity has lowered significantly in Communication Studies from 15.10 (spring 2020) to 13.81 (spring 2023).
<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>All of the disciplines housed within the School of Humanities have reported on their equity gaps in their program review report. To support disciplines working to narrow these equity gaps, we have created the School of Humanities, Call to Action. Our specific focus was to work on the equity gaps for Black/African American and Hispanic students in both retention and success.</p> <p>One of our goals for the School of Humanities office is as follows:</p>

		The School of Humanities will promote and environment that is encouraging of equity-based discussion and practices in our office, our classrooms and in general practice.
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.	<p>To accomplish this goal we organized with the School of Arts and Languages a series of brown bags focused on various activities during fall 22 and spring 23. We asked faculty to choose one new and simple strategy that were explained in a flyer and were grouped into five areas of focus. Faculty implemented one of the strategies over the course of the semester. The ask of faculty was to not only implement the activity but to meet with others at the first Brown Bag Kick-Off to share implementation ideas. Second, faculty met again at the second Brown Bag Check-In to share what's working and what isn't. Finally, faculty were asked to summarize their impressions and student feedback in a survey at the end of the semester.</p> <p>Phase II of the Call to Action was organized with the same structure but offered different activities for faculty to implement in the classroom lessons.</p>

<p>What other factors (internal or external) might also impact the above data trends and equity gaps?</p>	<p>Items to consider: legislative changes, fiscal changes, staffing changes, recruitment, hiring, and retention practices.</p>	
<p><i>Unit Goals and Action Plans</i></p>		
<p>Prompt</p>	<p>Guidance</p>	<p>Program Response</p>
<p>Unit Goals</p>	<p>Goals should connect to Data and Practice Reflections. Goals should be Specific, Measurable, Attainable, Relevant, and Time-bound.</p>	<ol style="list-style-type: none"> 1. Goal 1: The SOH will promote an environment that is encouraging of equity-based discussion and practices in our office, our classrooms and in general practice. 2. Goal 2: The SOH will seek continuous improvement in building a student-centered class schedule. 3. Goal 3: The SOH will create a professional environment that responds and looks for solutions to faculty concerns regarding the classroom experience.
<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: The SOH will promote an environment that is encouraging of equity-based discussion and practices in our office, our classrooms and in general practice</p> <ol style="list-style-type: none"> a. SO: Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes. b. Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity.

		<p>Goal 2: The SOH will seek continuous improvement in building a student-centered class schedule.</p> <ul style="list-style-type: none">c. SO: Develop pathways that provide students with clarity about degree, certificate, and transfer requirements.d. Develop cross-functional teams that support student success and include integrated career and transfer counseling. <p>:</p> <p>Goal 3: The SOH will create a professional environment that responds and looks for solutions to faculty concerns regarding the classroom experience.</p> <ul style="list-style-type: none">e. SO: Develop pathways that provide students with clarity about degree, certificate and transfer requirements.f. Develop cross-functional teams that support student success and include integrated career and transfer counseling.g. Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes.h. Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity. <p>SO:</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>	<ol style="list-style-type: none"> 1. Goal 1: The SOH will promote and environment that is encouraging of equity-based discussion and practices in our office, our classrooms and in general practice. <ul style="list-style-type: none"> Action: Continue the School of Humanities Call to Action program during 2023-24. Action: Encourage faculty presentations in the school meetings that focus on equity-minded practices. 1. Goal 2 The SOH will seek continuous improvement in building a student-centered class schedule. <ul style="list-style-type: none"> Action: Collaborate with chairs about class schedule, specifically focused on modality, days/times, degree requirements. Action: Solicit feedback from other departments, such as counseling to ensure we are offering classes that benefit students the greatest. Action: Continuous improvement. Analyze student enrollment patterns beginning at the start of registration up to first day of classes. 1. Goal 3 The SOH will create a professional environment that responds and looks for solutions to faculty concerns regarding the classroom experience.
--	---	--

		<p>Action: A survey is sent out annually specifically asking for feedback from SOH faculty on how our office might respond differently to issues in the classroom.</p> <p>1. 2.</p>
Does this Action Plan require resources	if yes, complete resource request form	<input type="checkbox"/> Yes <input type="checkbox"/> No
Lead Writer and Manager Information		
Lead writer Name(s)	Linda Hensley	
Name of Program/Unit	School of Humanities	
Manager Name	Dr. Isabel O'Connor	
Submission Date of Program Review Draft to Manager for feedback	May 5, 2023	
Submission Date of Program Review Final Draft to Office of Institutional Effectiveness	5/17/2023 12:46:29 PM	